MEMORANDUM   April 29, 2022

TO: Board Members

FROM: Millard L. House II
               Superintendent of Schools

SUBJECT: **2020–2021 BOARD GOALS AND CONSTRAINTS REPORT**

CONTACT: Allison Matney, Ed.D., 713-556-6700

The Board of Education's mission is to equitably educate the whole child so that every student graduates with the tools to reach their full potential. To succeed in their mission, the board participates in Lone Star Governance, whose intent is to provide a continuous improvement model for governing teams (boards in collaboration with their Superintendents) that choose to intensively focus on one primary objective: improving student outcomes.

In compliance with Lone Star Governance, the Houston Independent School District (HISD) Board of Education developed four goals in alignment with their mission and vision. In addition, the board set a framework in which the Superintendent could operate to achieve the goals through five constraints.

This report evaluates each goal and constraint with their respective progress measures for the 2020–2021 school year.

Key findings include:
The district met goal 4 during the 2020–2021 school year.
- **Goal 1:** The percentage of 3rd grade students performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase 8 percentage points from 42% in spring 2019 to 50% in spring 2024.
- **Goal 2:** The percentage of 3rd grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase 8 percentage points from 46% in spring 2019 to 54% in spring 2024.
- **Goal 3:** The percentage of graduates that meet the criteria for CCMR as measured in Domain 1 of the state accountability system will increase 8 percentage points from 63% for 2017–18 graduates to 71% for 2022–2023 graduates reported in 2024.
- **Goal 4:** The percentage of students receiving special education services reading at or above grade level as measured by the Meets Grade Level Standard on the STAAR 3–8 Reading and STAAR EOC English I and II assessments will increase 8 percentage points from 21% in spring 2019 to 29% in spring 2024.

The district successfully operated within constraints 2 and 5 during the 2020–2021 school year.
- **Constraint 1:** The Superintendent will not allow the District to operate without a system to recruit/employ strong teachers, who meet the needs of students needing the most support.
- **Constraint 2:** The Superintendent will not allow the District to operate without students having effective, school-based wraparound support systems.

- **Constraint 3:** The Superintendent will not allow the District to operate without notifying parents/guardians at least once each 12 weeks about how to help their student, if the student is one or more grade levels behind in literacy.
- **Constraint 4:** The Superintendent will not allow the District to operate without students receiving special education services meeting individualized education program (IEP) progress.
- **Constraint 5:** The Superintendent shall not allow the District to operate without providing high-quality full-day seats for prekindergarten 3, prekindergarten 4, and kindergarten programs for all students throughout the district at locations based on a data-driven centralized method for identifying areas of highest need.

Should you have any further questions, please contact Allison Matney in Research and Accountability at 713-556-6700.

_____MLH

Attachments

cc: Superintendent's Cabinet

HOUSTON INDEPENDENT SCHOOL DISTRICT

RESEARCH
Educational Program Report

2020-2021 BOARD GOALS AND CONSTRAINTS REPORT

HISD | Research and Accountability
ANALYZING DATA, MEASURING PERFORMANCE.

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2020–2021 Board Goals and Constraints Report

Executive Summary

Program Description

The board goals and constraints were constructed under the Lone Star Governance framework. To ensure the district is working towards these goals while operating within the constraints set forth by the board, consistent monitoring of these goals and constraints are required. This report summarizes the results of the Houston Independent School District's goal and constraint monitoring board presentations from the 2019–2020 school year. These results are typically used for the superintendent's evaluation, however the current superintendent, Millard House II, started July 2021. Therefore, results contained in this report are for reporting purposes only.

Highlights

The district met one out of four goals during the 2020–2021 school year.

- **Goal 1:** Did not meet. Progress measures were not evaluated due to data quality issues.
- **Goal 2:** Did not meet. Progress measures were not evaluated due to data quality issues.
- **Goal 3:** Did not meet. One progress measure was not evaluated due to data quality issues while the other two did not meet target.
- **Goal 4:** Annual target met. Progress measures were not evaluated due to data quality issues.

The district successfully operated within two out of five constraints during the 2019–2020 school year.

- **Constraint 1:** The new teacher campus retention rate exceeded its target, but the students receiving special education services served by strong teachers did not reach its target. Emergent bilingual students served by strong teachers was not adopted during the 2019–2020 school year for evaluation.
- **Constraint 2:** The constraint regarding wraparound support systems exceeded its target for each progress measure.
- **Constraint 3:** Neither progress measure related to parent literacy notification met their target.
- **Constraint 4:** Two of the three progress measures related to the IEP progress constraint did not meet their target.
- **Constraint 5:** Only one progress measure for constraint five was adopted for the 2020–2021 school year, and its target was exceeded.

Introduction

The Board of Education's mission is to equitably educate the whole child so that every student graduates with the tools to reach their full potential (Houston Independent School District (HISD), 2019). To succeed in their mission, the board participates in Lone Star Governance, whose intent is to provide a continuous improvement model for governing teams (boards in collaboration with their Superintendents) that choose to intensively focus on one primary objective: improving student outcomes.

In compliance with Lone Star Governance, the Houston Independent School District (HISD) Board of Education developed four goals in alignment with their mission and vision. In addition, the board set a framework in which the Superintendent could operate to achieve the goals through five constraints. This report evaluates each goal and constraint with their respective progress measures for the 2020–2021 school year.

Lone Star Governance

Lone Star Governance is a training initiative developed by the Texas Education Agency to provide a continuous improvement model for school districts. Lone Star Governance accomplishes this through tailored execution of the five points of the Texas Framework for School Board Development: Vision and Goals, Systems and Processes, Progress and Accountability, Advocacy and Engagement, and Synergy and Teamwork.

The HISD Board of Education participated in this two-day training during 2016–2017 school year. Through this workshop, the school board developed their vision and beliefs:

Vision:
Every child shall have equitable opportunities and equal access to an effective and personalized education in a nurturing and safe environment. Our students will graduate as critical thinkers and problem solvers; they will know and understand how to be successful in a global society (HISD, 2019).

Beliefs:
- We believe that equity is a lens through which all policy decisions are made.

- We believe that there should be no achievement gap among socio-economic groups or children of ethnic diversity.

- We believe that the district must meet the needs of the whole child, providing wraparound services and social and emotional supports.

- We believe our classrooms/schools should be safe, vibrant, joyful spaces where students are guaranteed access to a challenging and deep educational experience.

- We believe that instruction should be customized/personalized to meet the learning needs for each individual child, including students with disabilities, gifted and talented students, and English Language Learners, so they have the support and opportunity they need to flourish.

- We believe that recruitment and retention of qualified and effective personnel are the keys to enhancing the quality of education and increasing student achievement.

- We believe that the community has a right to transparent operations across the District in all schools, departments, and divisions.

- We believe that meaningful engagement with the community is important in all major decision making (HISD, 2019).

In addition, the board developed four goals and five constraints in the Fall of 2020 to achieve their vision and provide a framework under which this vision is to be accomplished. Throughout the 2020–2021 school year, these goals and constraints were monitored through the goal and constraint progress measures (GPMs and CPMs) at monthly board meetings.

Goals:
- **Goal 1:** The percentage of 3rd grade students performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase 8 percentage points from 42% in spring 2019 to 50% in spring 2024.
- **Goal 2:** The percentage of 3rd grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase 8 percentage points from 46% in spring 2019 to 54% in spring 2024.
- **Goal 3:** The percentage of graduates that meet the criteria for CCMR as measured in Domain 1 of the state accountability system will increase 8 percentage points from 63% for 2017–18 graduates to 71% for 2022–2023 graduates reported in 2024.
- **Goal 4:** The percentage of students receiving special education services reading at or above grade level as measured by the Meets Grade Level Standard on the STAAR 3–8 Reading and STAAR EOC English I and II assessments will increase 8 percentage points from 21% in spring 2019 to 29% in spring 2024.

Constraints:
- **Constraint 1:** The Superintendent will not allow the District to operate without a system to recruit/employ strong teachers, who meet the needs of students needing the most support.
- **Constraint 2:** The Superintendent will not allow the District to operate without students having effective, school-based wraparound support systems.
- **Constraint 3:** The Superintendent will not allow the District to operate without notifying parents/guardians at least once each 12 weeks about how to help their student, if the student is one or more grade levels behind in literacy.
- **Constraint 4:** The Superintendent will not allow the District to operate without students receiving special education services meeting individualized education program (IEP) progress.
- **Constraint 5:** The Superintendent shall not allow the District to operate without providing high-quality full-day seats for prekindergarten 3, prekindergarten 4, and kindergarten

programs for all students throughout the district at locations based on a data-driven centralized method for identifying areas of highest need.

Superintendent's Evaluation

The Lone Star Governance framework is the foundation of the superintendent's evaluation. A goal is considered met if the annual student outcome is either met or exceeded or at least 2/3 of the corresponding goal progress measures are met or exceeded. A constraint is considered met if at least 2/3 of its corresponding progress measures have been met. Accomplishment of at least 75% of the goals and constraints is an automatic indicator of success for evaluative purposes. Board judgement shall be used when this threshold is not met based on monitoring reports received throughout the year and the board's self-evaluation.

Board Self-Evaluation

Student outcome focused governance emphasizes the impact of a board's governance behavior on the superintendent's ability to achieve the board's vision. Boards that engage in behavior outside their mandate (agreed upon through the selection of their governance model) inhibit the superintendent from achieving the district's vision. Boards participate in quarterly self-evaluation to ensure adherence to the Lone Star Governance framework and adopt a model of continuous improvement to maintain focus on student outcomes. The Board's self-evaluations are not readily available at the time of evaluation for the 2020–2021 school year.

A summary of the district's performance on these measures are presented on the following pages. **Appendix A** (page 34) provides a link to monthly summary reports from throughout the 2020–2021 reporting period. **Appendices B and C** (page 35 and 36) contain one-page summaries of the goals and constraints, respectively, with their respective target, performance, and evaluation.
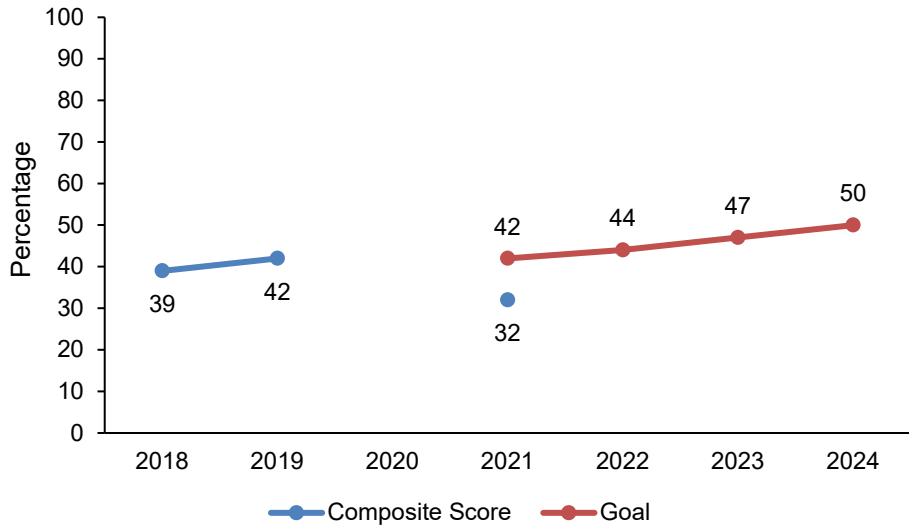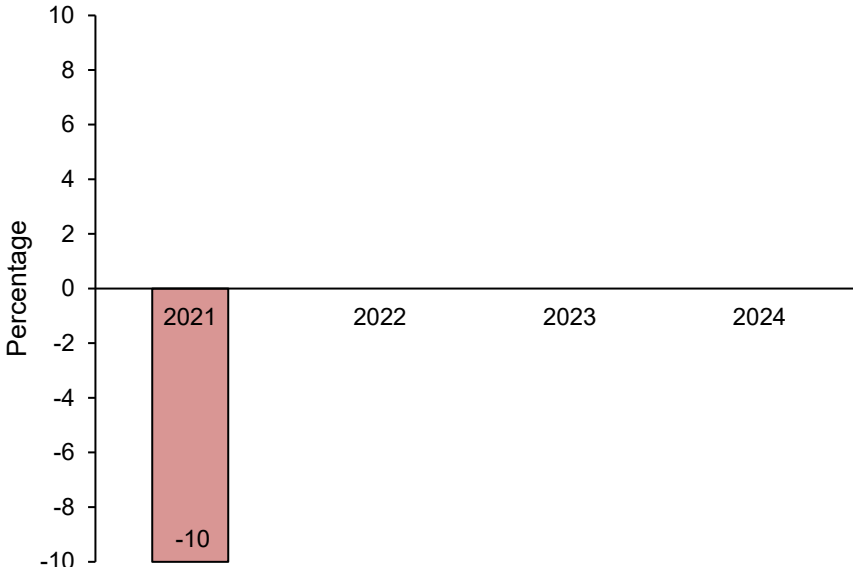
| Goal 1 3rd Grade STAAR Reading At or Above Grade Level	
Goal Measure 1	**Evaluation**
The percentage of 3rd grade students performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase 8 percentage points from 42% in spring 2019 to 50% in spring 2024.	Did Not Meet

Percent of Tests At or Above Grade Level

Percentage Points Above or Below Goal

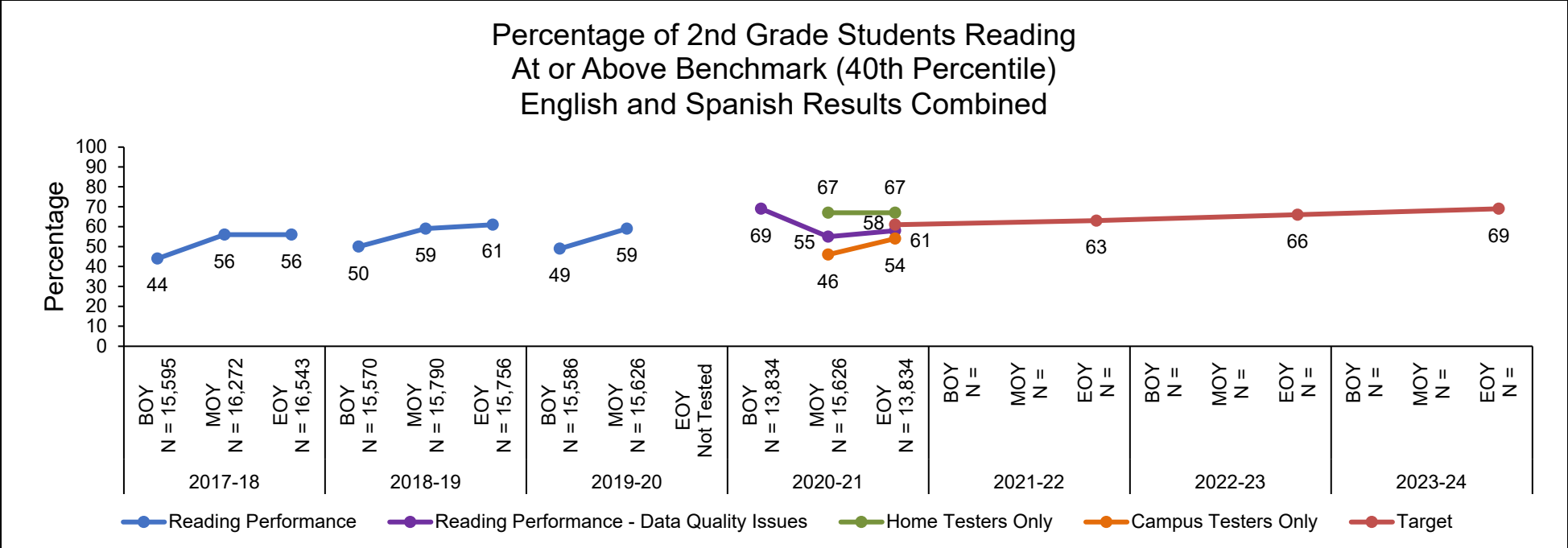| **Data Source** |
|---|
| • TAPR statewide district data download |

Goal Progress Measure 1.1	Evaluation
The percentage of first-grade students reading on grade level as measured by the end-of-year literacy screener will increase eight percentage points from 63 percent in 2019 to 71 percent in 2024	Not Evaluated – Data Quality Issues
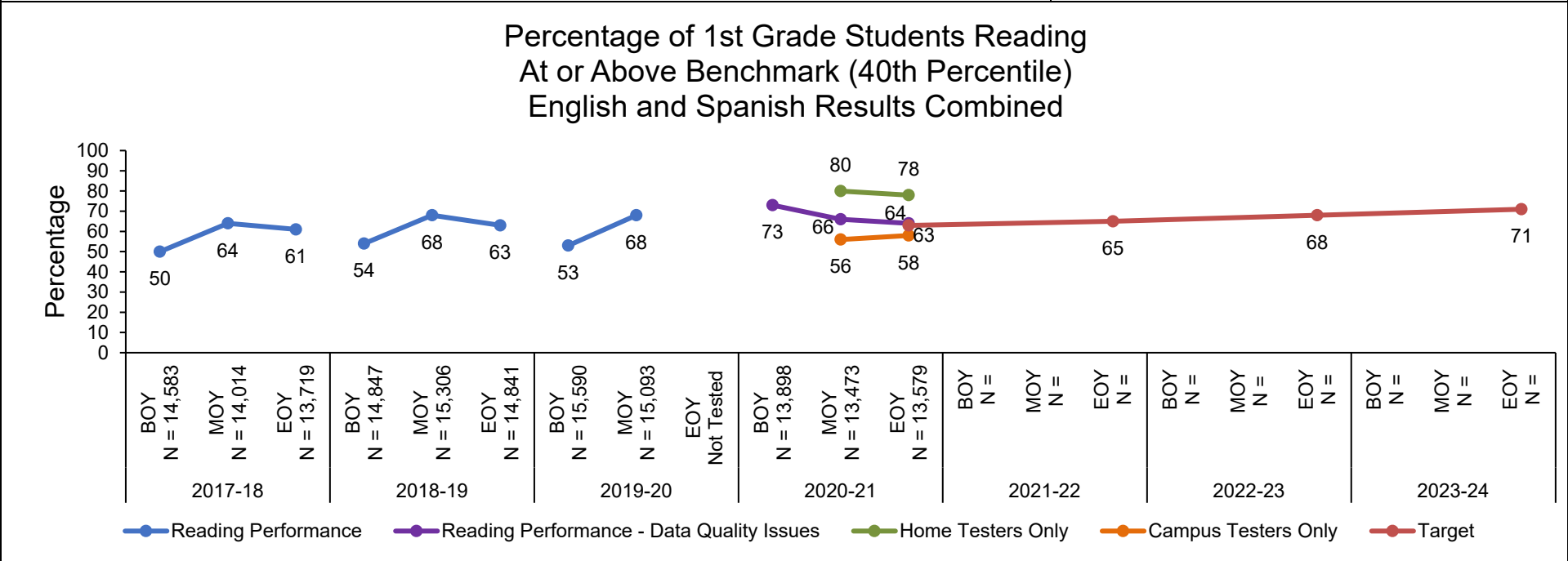
Percentage of 1st Grade Students Reading At or Above Benchmark (40th Percentile) English and Spanish Results Combined

Data Source

- Reading on grade level is defined as students meeting At/Above Benchmark (≥ 40th Percentile) on the Early Literacy Universal Screener.
- BOY 2020–2021 results reflect the last assessment during the testing window when all students were learning remotely.
- For students testing in both English and Spanish, the language with the higher result is used when presented as an aggregate.
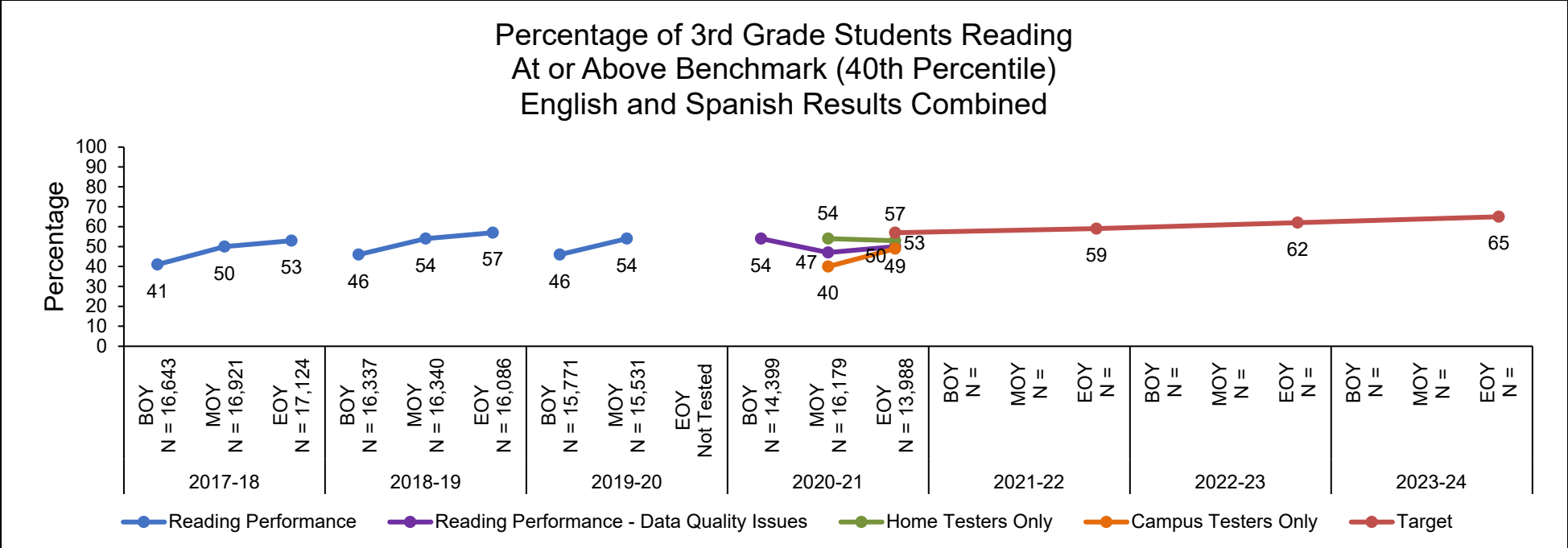
Goal Progress Measure 1.2	Evaluation
The percentage of second-grade students reading on grade level as measured by the end-of-year literacy screener will increase eight percentage points from 61 percent in 2019 to 69 percent in 2024.	Not Evaluated – Data Quality Issues

Percentage of 2nd Grade Students Reading At or Above Benchmark (40th Percentile) English and Spanish Results Combined

Data Source
- Reading on grade level is defined as students meeting At/Above Benchmark (≥ 40th Percentile) on the Reading Universal Screener.
- BOY 2020–2021 results reflect the last assessment during the testing window when all students were learning remotely.
- For students testing in both English and Spanish, the language with the higher result is used when presented as an aggregate.
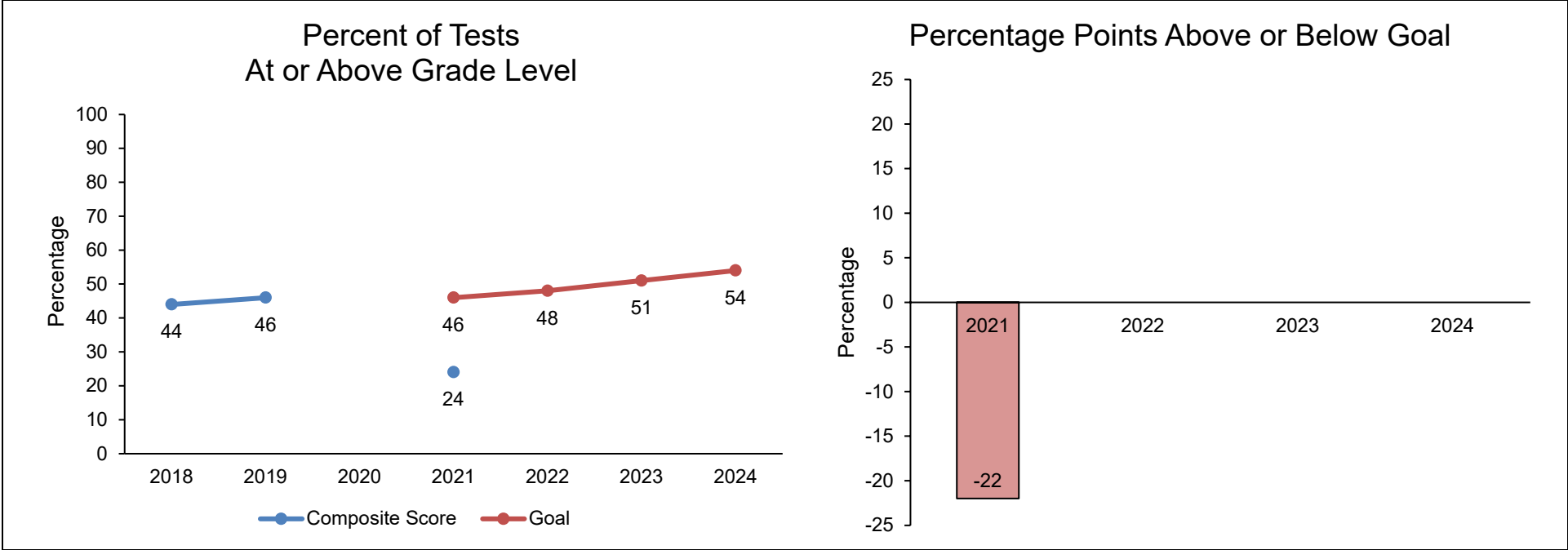
Goal Progress Measure 1.3	Evaluation
The percentage of third-grade students reading on grade level as measured by the end-of-year literacy screener will increase eight percentage points from 57 percent in 2019 to 65 percent in 2024.	Not Evaluated – Data Quality Issues

Percentage of 3rd Grade Students Reading At or Above Benchmark (40th Percentile) English and Spanish Results Combined

Data Source

- Reading on grade level is defined as students meeting At/Above Benchmark (≥ 40th Percentile) on the Reading Universal Screener.
- BOY 2020–2021 results reflect the last assessment during the testing window when all students were learning remotely.
- For students testing in both English and Spanish, the language with the higher result is used when presented as an aggregate.

Goal 2
3rd Grade STAAR Math At or Above Grade Level

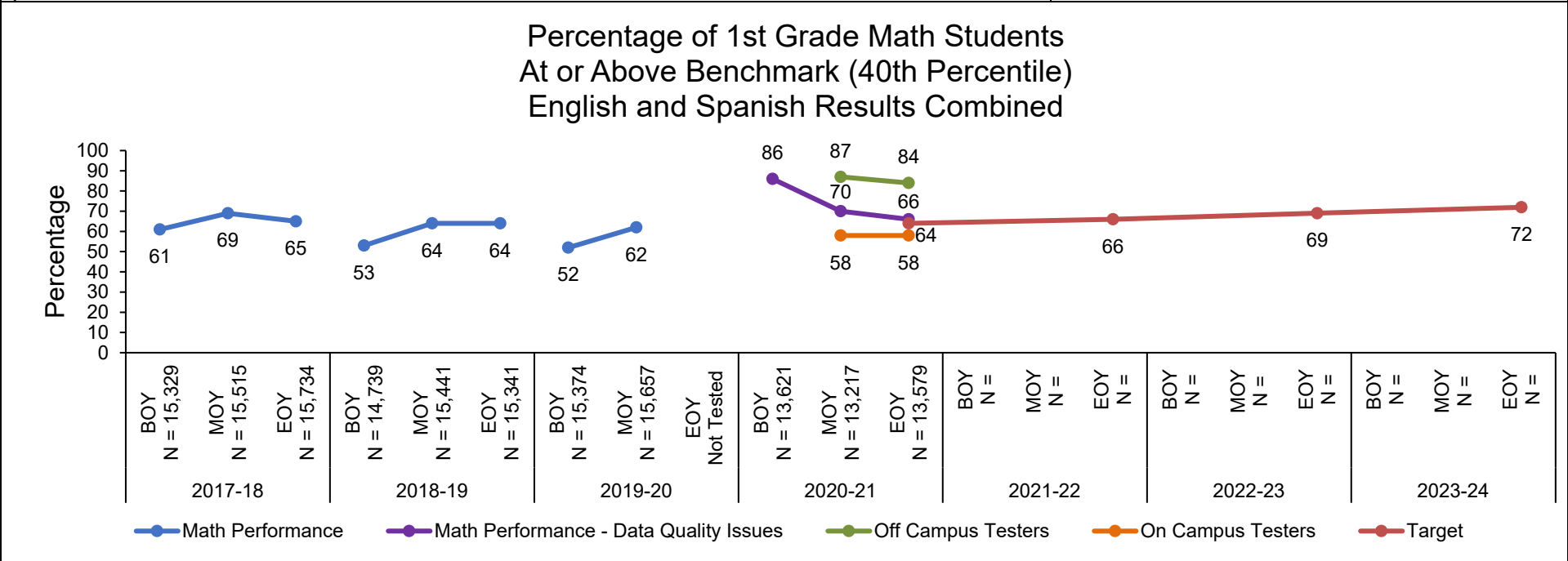| Goal Measure 2	Evaluation
The percentage of 3rd grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase 8 percentage points from 46% in spring 2019 to 54% in spring 2024.	Did Not Meet Target

Data Source
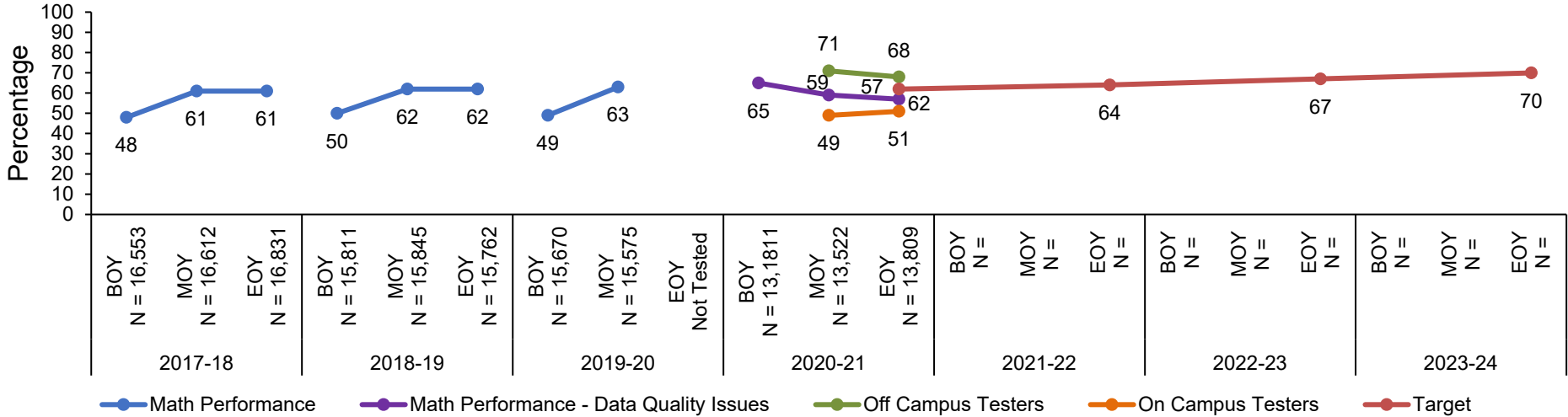
- TAPR statewide district data download

Goal Progress Measure 2.1	Evaluation
The percentage of first-grade students performing on grade level in math as measured by the end-of-year math screener will increase eight percentage points from 64 percent in 2019 to 72 percent in 2024.	Not Evaluated – Data Quality Issues

**Percentage of 1st Grade Math Students
At or Above Benchmark (40th Percentile)
English and Spanish Results Combined**

Data Source

- EOY results are not evaluated due to data quality issues.
- Performing on grade level in math is defined as students meeting At/Above Benchmark (≥ 40th Percentile) on the Universal Screener.
- BOY 2020–2021 results reflect the last assessment during the testing window when all students were learning remotely.
- For students testing in both English and Spanish, the language with the higher result is used when presented as an aggregate.

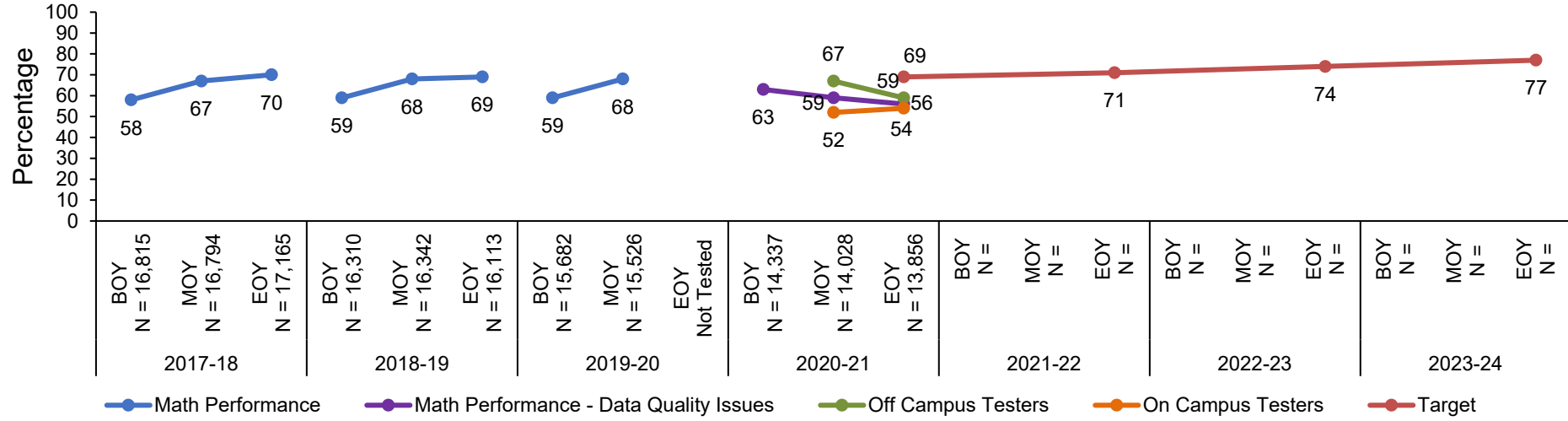| Goal Progress Measure 2.2	Evaluation
The percentage of second-grade students performing on grade level in math as measured by the end-of-year math screener will increase eight percentage points from 62 percent in 2019 to 70 percent in 2024.	Not Evaluated – Data Quality Issues

Percentage of 2nd Grade Math Students
At or Above Benchmark (40th Percentile)
English and Spanish Results Combined

Data Source

- EOY results are not evaluated due to data quality issues.
- Performing on grade level in math is defined as students meeting At/Above Benchmark (≥ 40th Percentile) on the Universal Screener.
- BOY 2020–2021 results reflect the last assessment during the testing window when all students were learning remotely.
- For students testing in both English and Spanish, the language with the higher result is used when presented as an aggregate.

Goal Progress Measure 2.3	Evaluation
The percentage of third-grade students performing on grade level in math as measured by the end-of-year math screener will increase eight percentage points from 69 percent in 2019 to 77 percent in 2024.	Not Evaluated – Data Quality Issues

Percentage of 3rd Grade Math Students
At or Above Benchmark (40th Percentile)
English and Spanish Results Combined

Data Source

- EOY results are not evaluated due to data quality issues.
- Performing on grade level in math is defined as students meeting At/Above Benchmark (≥ 40th Percentile) on the Universal Screener.
- BOY 2020–2021 results reflect the last assessment during the testing window when all students were learning remotely.
- For students testing in both English and Spanish, the language with the higher result is used when presented as an aggregate.
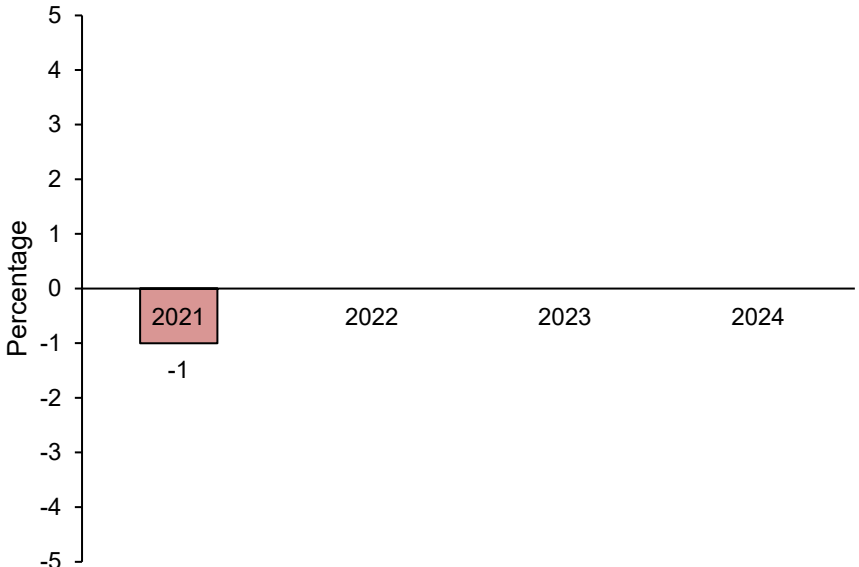
Goal 3
CCMR

Goal Measure 3	Evaluation
The percentage of graduates that meet the criteria for CCMR as measured in Domain 1 of the state accountability system will increase 8 percentage points from 63% for 2017–18 graduates to 71% for 2022–2023 graduates reported in 2024.	Did Not Meet Target

### Percent of Graduates That Met CCMR
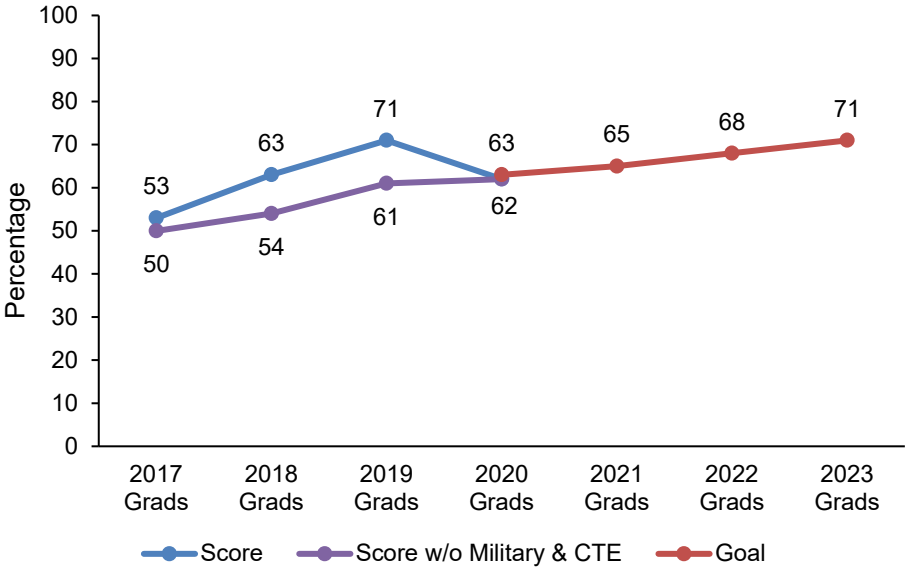
Percentage Points Above or Below Goal

Data Source

- TEA student-level CCMR data files
- Military self-reporting and 0.5 credit for CTE will not count starting with the 2020 Graduates.

Goal Progress Measure 3.1	Evaluation
The percentage of students who by the end of 11th grade have demonstrated college readiness by satisfying the Texas Success Initiative (TSI) requirements via SAT, ACT, or Texas Success Initiative Assessment (TSIA) will increase eight percentage points from 24 in 2019 to 32 in 2024.	Did Not Meet Target

**Percentage of Students Meeting TSI Reading and Math by Grade Level**
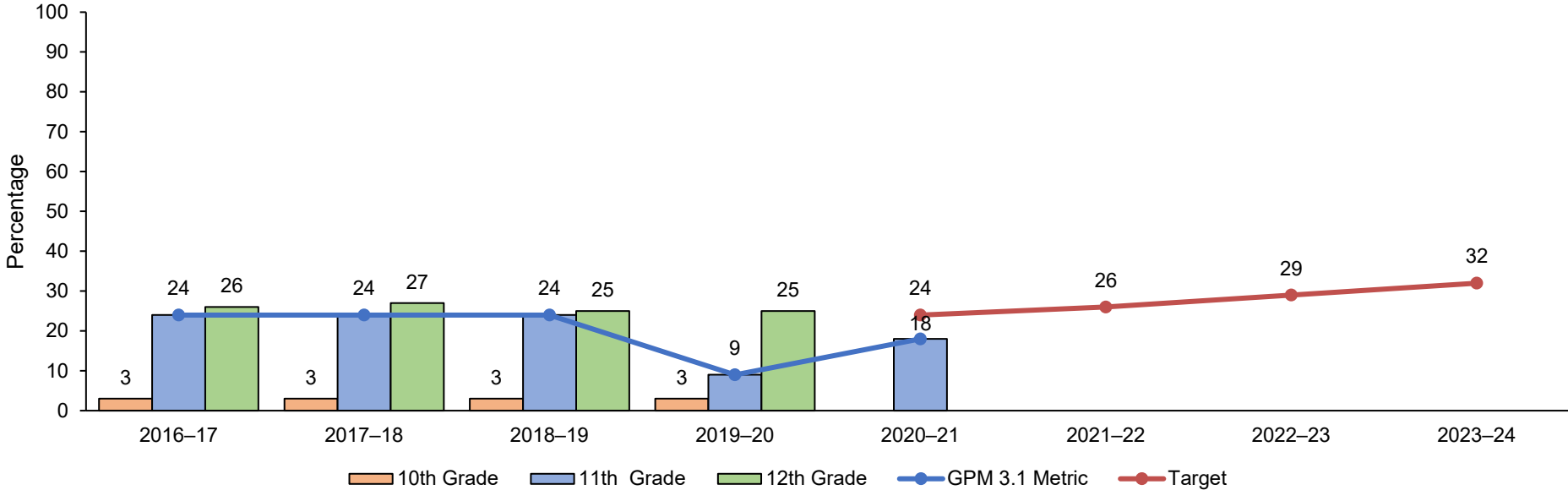
Data Source

- Summer PEIMS, SAT student data files, TSIA student data files, ACT student data files
- Students must have been enrolled on the last day of the school year.
- TSI data captured through July of each year.
- Note: The 2019–2020 results does not include the 2019–2020 SAT school day due to the administration being postponed from April 2020 to October 2020.

| Goal Progress Measure 3.2	Evaluation
The percentage of students who by the end of 11th grade have demonstrated college readiness via Advanced Placement/International Baccalaureate (AP/IB) examinations, dual-credit coursework, or dual-enrollment credit eligibility will increase eight percentage points from X in 2019 to Y in 2024.	Not Evaluated – Data Quality Issues

Percentage of Students Demonstrating College Readiness by Grade Level
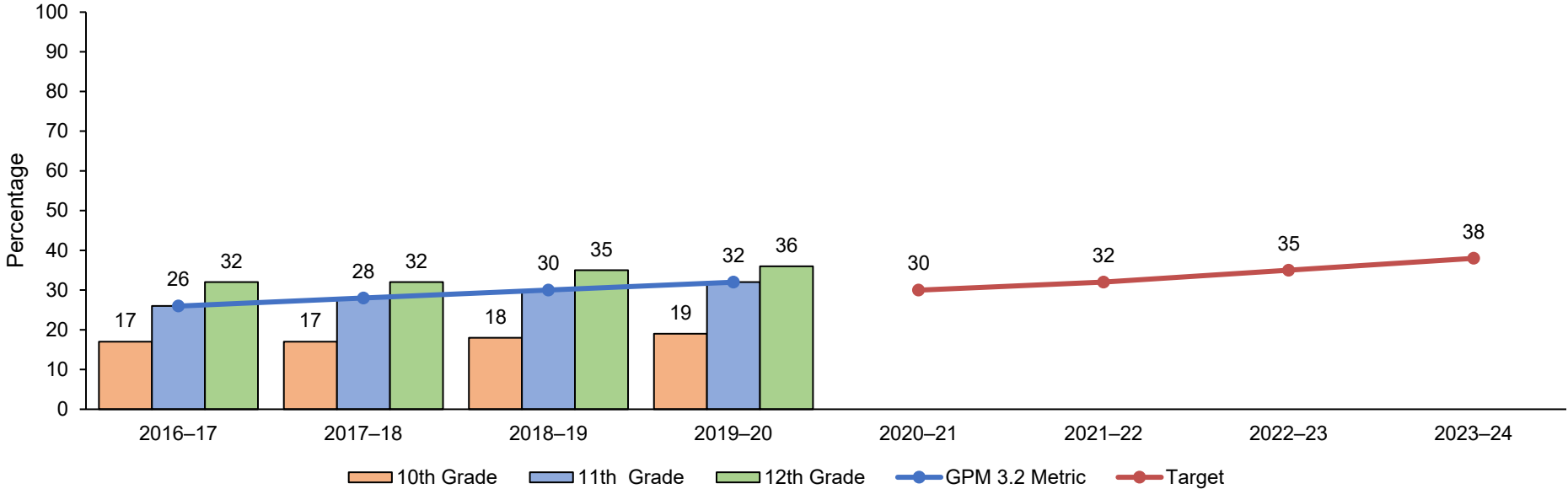
Data Source

- Summer PEIMS, AP student data files, IB student data files, PEIMS 415 Records
- Students must have been enrolled on the last day of the school year.

Goal Progress Measure 3.3	Evaluation
The percentage of students who by the end of grade 11 have demonstrated career readiness via an industry-based certification will increase eight percentage points from 0 in 2019 to Y in 2024.	Did Not Meet Target

Percentage of Students Demonstrating Career Readiness Through IBC by Grade Level
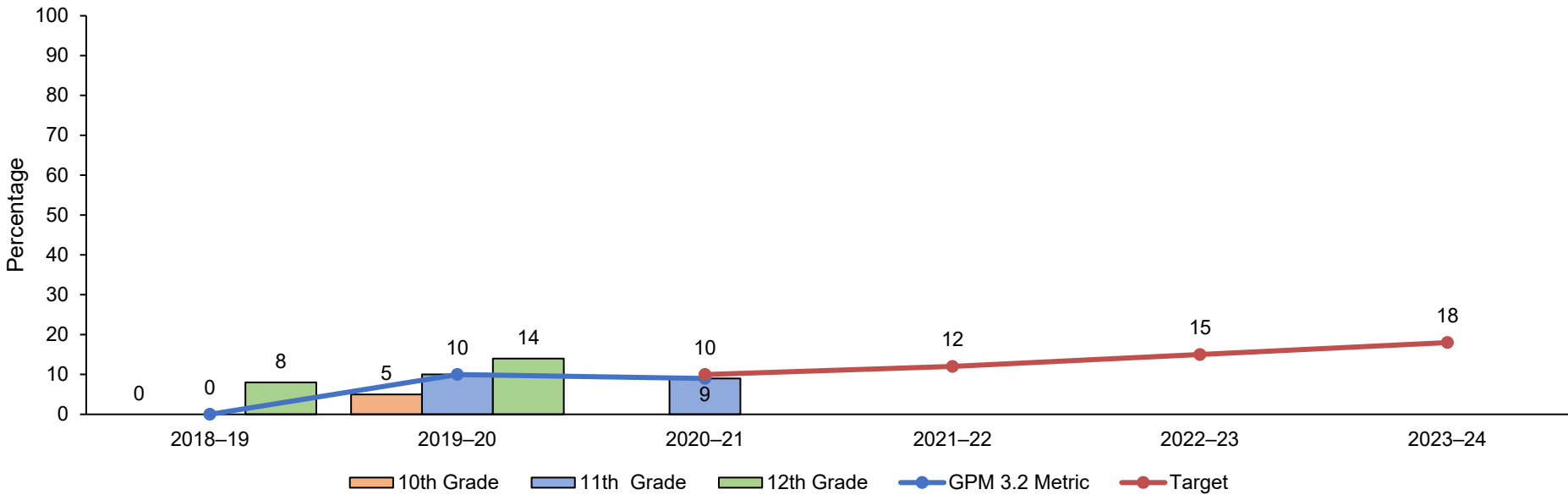
Data Source

- 2018–19 OnDataSuite Application from Federal and State Compliance; 2019–20 Summer PEIMS
- Students must have been enrolled on the last day of the school year.
- Data prior to 2018–19 not reported due to changes in PEIMS reporting standards.

Goal 4
SWDs Reading At or Above Grade Level

Goal Measure 4	Evaluation
The percentage of students receiving special education services reading at or above grade level as measured by the Meets Grade Level Standard on the STAAR 3–8 Reading and STAAR EOC English I and II assessments will increase 8 percentage points from 21% in spring 2019 to 29% in spring 2024.	Met Target

Percent of Tests At or Above Grade Level

Percentage Points Above or Below Goal

Data Source

- TAPR statewide district data download

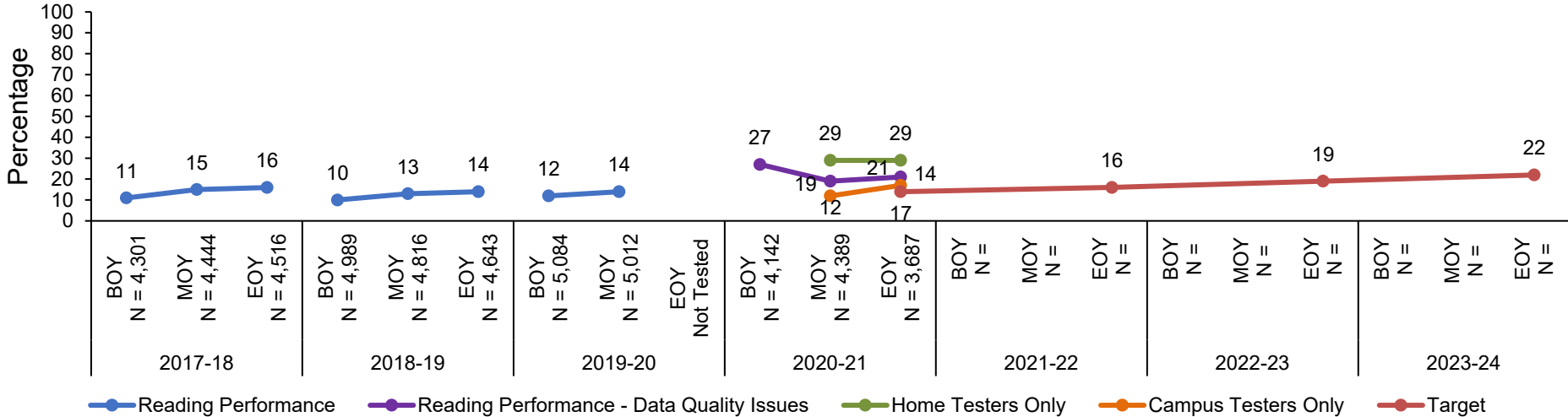| Goal Progress Measure 4.1	Evaluation
The percentage of students receiving special-education services in second-through fifth-grade reading on grade level as measured by the end-of-year literacy screener will increase eight percentage points from 14 percent in 2019 to 22 percent in 2024.	Not Evaluated – Data Quality Issues

Percentage of 2nd – 5th Grade SWDs Reading At or Above Benchmark (40th Percentile) English and Spanish Results Combined

Data Source

- Demographics from end-of-year student information system, 2020–2021 demographics from PEIMS snapshot (BOY source updated).
- Performing on grade level in reading is defined as students meeting At/Above Benchmark (≥ 40th Percentile) on the Universal Screener.
- BOY 2020–2021 results reflect the last assessment during the testing window when all students were learning remotely.
- For students testing in both English and Spanish, the language with the higher result is used when presented as an aggregate.

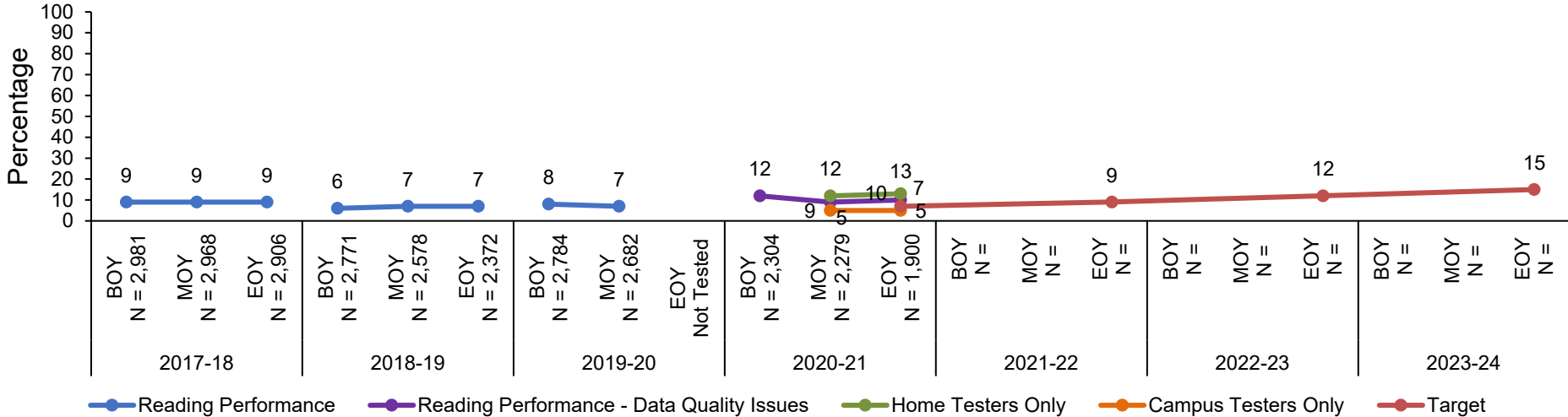| Goal Progress Measure 4.2	Evaluation
The percentage of students receiving special-education services in sixth-through eighth-grade reading on grade level as measured by the end-of-year literacy screener will increase eight percentage points from 7 percent in 2019 to 15 percent in 2024.	Not Evaluated – Data Quality Issues

Percentage of 6th – 8th Grade SWDs Reading
At or Above Benchmark (40th Percentile)
English and Spanish Results Combined

Data Source

- Demographics from end-of-year student information system, 2020–2021 demographics from PEIMS snapshot (BOY source updated).
- Performing on grade level in reading is defined as students meeting At/Above Benchmark (≥ 40th Percentile) on the Universal Screener.
- BOY 2020–2021 results reflect the last assessment during the testing window when all students were learning remotely.
- For students testing in both English and Spanish, the language with the higher result is used when presented as an aggregate.

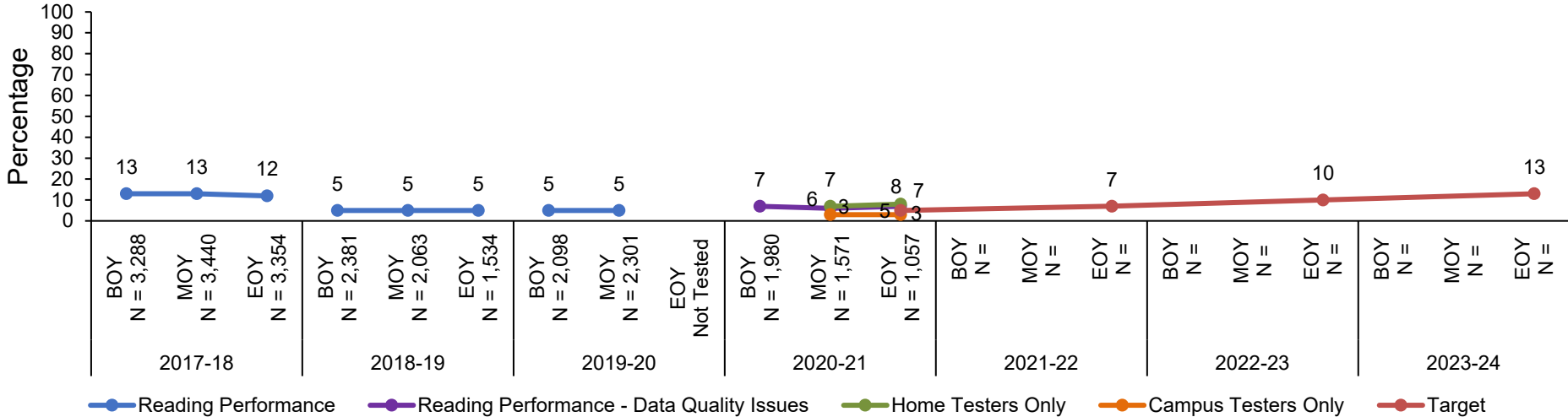| Goal Progress Measure 4.3	Evaluation
The percentage of students receiving special-education services enrolled in English I or II reading on grade level as measured by the end-of-year literacy screener will increase eight percentage points from 5 percent in 2019 to 13 percent in 2024.	Not Evaluated – Data Quality Issue

Percentage of 9th – 12th Grade SWDs Reading
At or Above Benchmark (40th Percentile)
English and Spanish Results Combined

Data Source

- Demographics from end-of-year student information system, 2020–2021 demographics from PEIMS snapshot (BOY source updated n).
- Performing on grade level in reading is defined as students meeting At/Above Benchmark (≥ 40th Percentile) on the Universal Screener.
- BOY 2020–2021 results reflect the last assessment during the testing window when all students were learning remotely.
- For students testing in both English and Spanish, the language with the higher result is used when presented as an aggregate.

Constraint 1 Strong Teacher Recruitment and Retention	
Constraint 1	
The Superintendent will not allow the District to operate without a system to recruit/employ strong teachers, who meet the needs of students needing the most support.	
Constraint Progress Measure 1.1	**Evaluation**
The percentage of students receiving special education services served by strong teachers will increase three percentage points from 57 percent during the 2018–2019 school year to 60 percent during the 2023–2024 school year.	Did Not Meet Goal

Percent of SWDs served by Strong Core Foundation Teachers
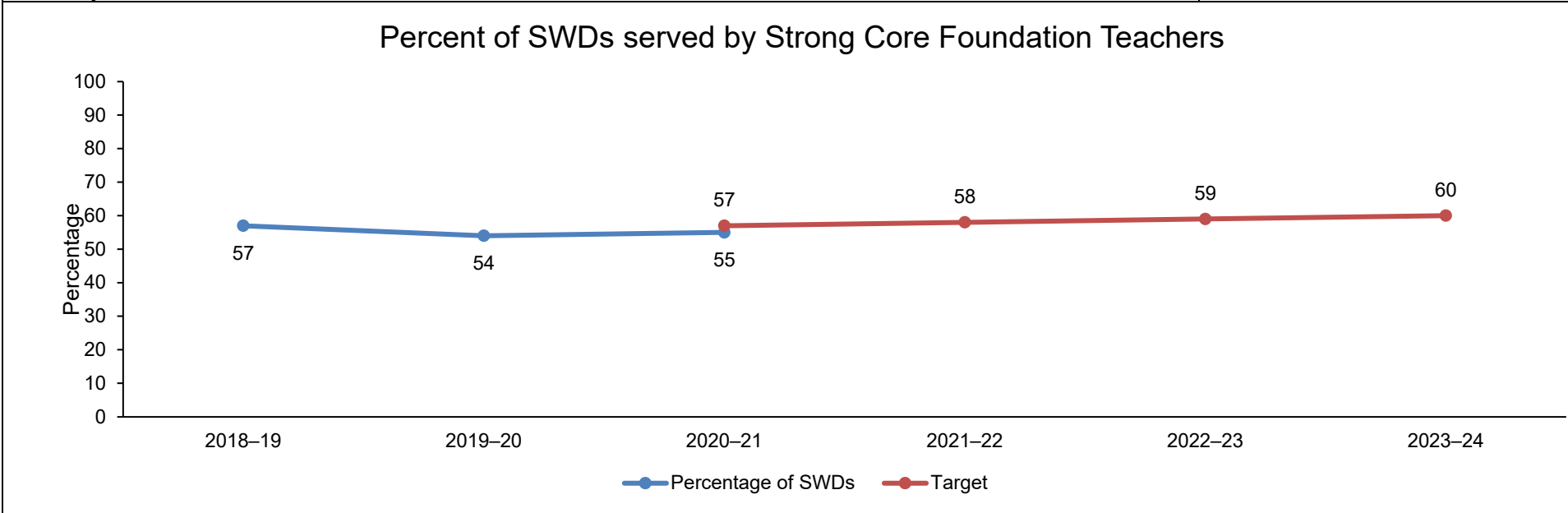
Data Source

Pre-linkage data from Chancery, Chancery student demographic data files, Teacher Roster, and Teacher Appraisal data files.

Methodology

The methodology uses a student centric lens to determine if a student with disabilities is served by strong teachers. To be considered served by strong teachers, at least 75% of the student's core foundation teachers must have had a TADS rating of Effective or Highly Effective in the prior school year.

Calculation: $\% \ of \ SWDs \ served \ by \ strong \ teachers = \frac{\# \ of \ SWDs \ with \ at \ least \ 75\% \ strong \ teachers \ in \ core \ foundation \ courses}{\# \ of \ SWDs}$

Constraint Progress Measure 1.3	Evaluation
The gap in retention rates of newly recruited teachers between identified campuses and other HISD campuses will decrease six percentage points from 20 percent during the 2019–2020 school year to 14 percent during the 2023–2024 school year.	Met Goal

Campus Retention Rates of Newly Recruited Teachers
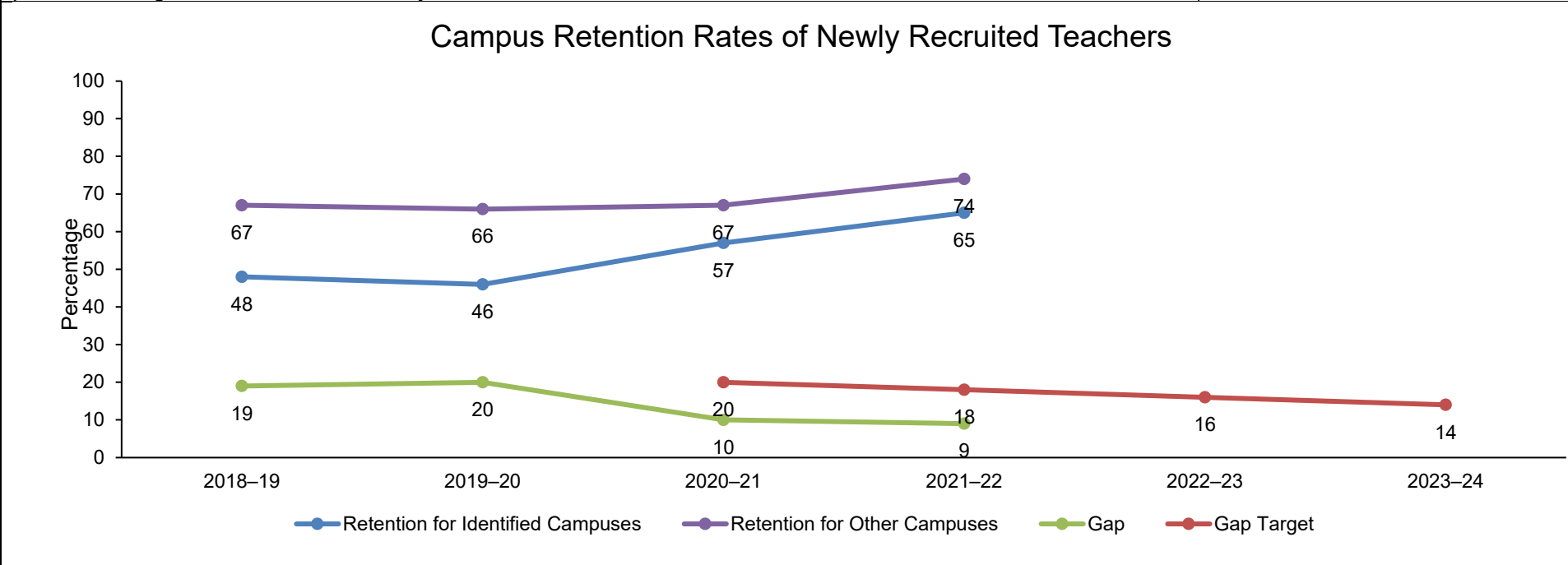
Data Source

HRIS Teacher Rosters

Methodology

The gap is the gap in same campus, newly recruited teacher, one year retention rates between campuses identified with the highest five-year average turnover rate for new teachers and all other campuses. A newly recruited teacher that moves to a different campus in the district is not counted as retained. A list of the twenty-five identified campuses is provided on the next page.

Calculation: $Retention\ Gap = \frac{\#\ of\ Retained\ 1st\ Year\ Teachers\ at\ Identified\ Campuses}{\#\ of\ 1st\ Year\ Teachers\ at\ Identified\ Campuses} - \frac{\#\ of\ Retained\ 1st\ Year\ Teachers\ at\ Other\ Campuses}{\#\ of\ 1st\ Year\ Teachers\ at\ Other\ Campuses}$

Constraint 2
Wraparound Support Systems

Constraint 2	
The Superintendent will not allow the District to operate without students having effective, school-based wraparound support systems.	
Constraint Progress Measure 2.1	**Evaluation**
The number of annual interventions provided through Wraparound Services will increase from 628,753 during the 2019–2020 school year to 883,253 during the 2023–2024 school year.	Exceeded Goal

Number of Annual Interventions Provided Through Wraparound Services
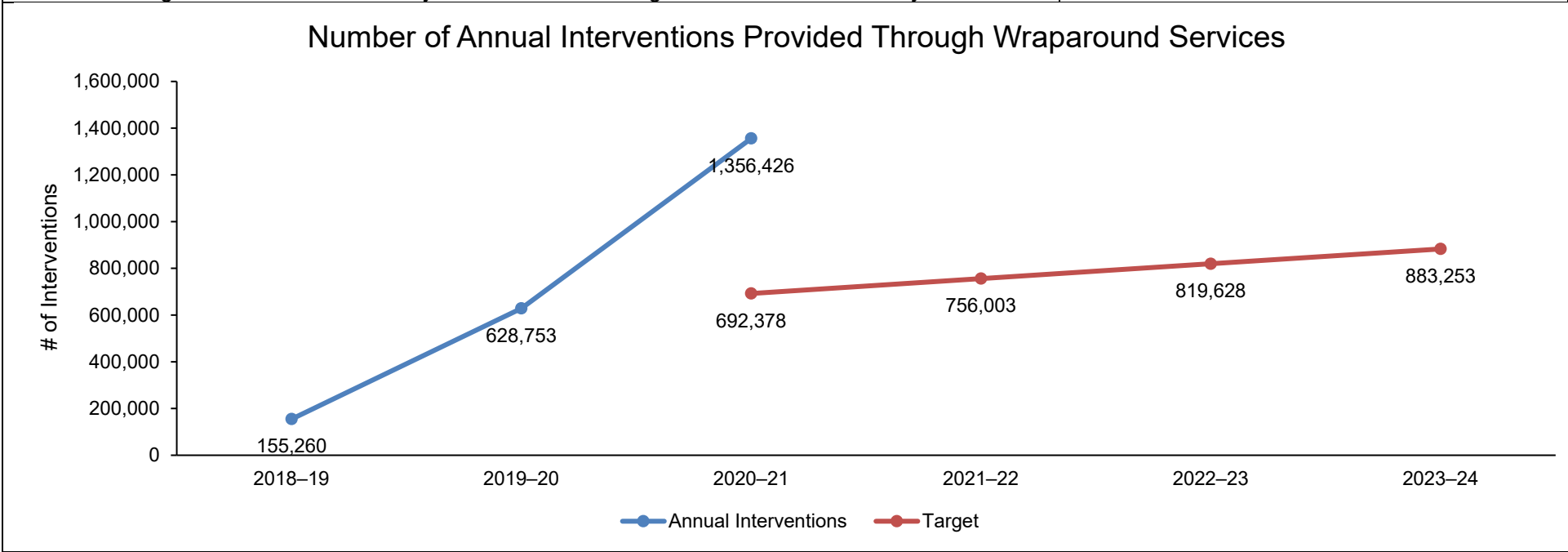
Source	
Wraparound Team – Annual interventions are tracked between August 1st – July 31st	
Methodology	
The number of annual interventions of the sum of all interventions provided during the school year. Calculation: $\# \ of \ Annual \ Interventions = \sum Wraparound \ Service \ Interventions$	

Constraint Progress Measure 2.2	Evaluation
The percentage of campuses engaged with cross-functional Wraparound Advisory Councils (WAC), as measured by attending at least two WAC meetings during the year, will increase from 50 percent during the 2019–2020 school year to 100 percent during the 2023–2024 school year.	Exceeded Goal

Percent of Campuses Engaged with Wraparound Advisory Councils
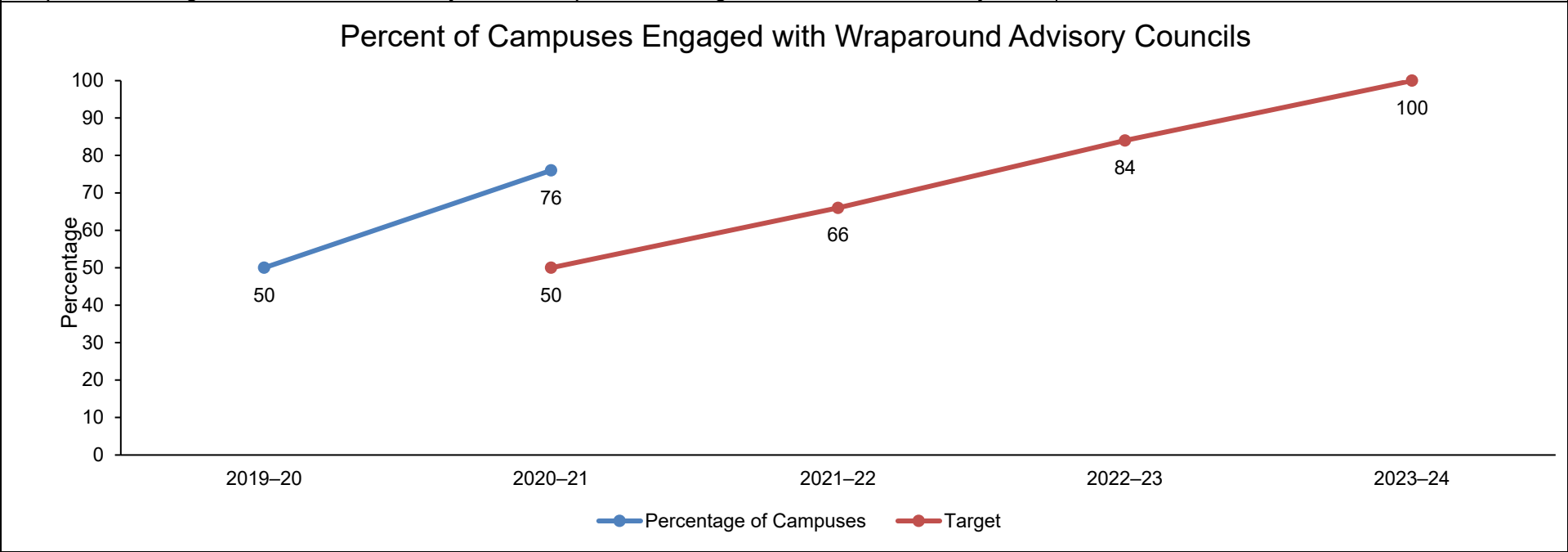
Data Source
Minutes of WAC meetings submitted to Wraparound Services

Methodology
Campuses are considered to have engaged with a cross-functional Advisory Council (WAC) if they attend at least two WAC meetings during the school year.

Calculation: $\% \ of \ Campuses \ Engaged \ with \ WAC = \frac{\# \ of \ Campuses \ That \ Attended \ 2+WAC \ Meetings}{\# \ of \ Campuses}$

Constraint Progress Measure 2.3	Evaluation
The number of wraparound service partnerships will increase by 56 partners from 72 partnerships in spring 2020 to 128 partnerships in spring 2024.	Exceeded Goal

Number of Wraparound Service Partnerships
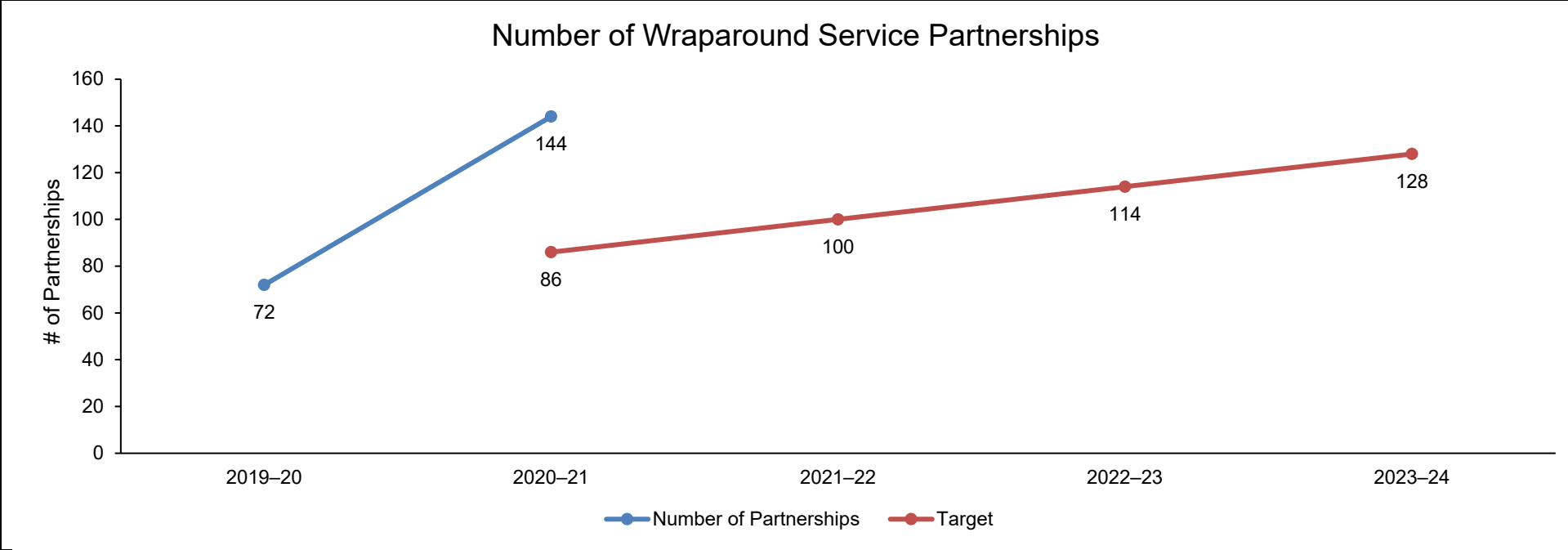
Data Source

Approved Service Providers & Program Report, from the PurpleSense Dashboard

Methodology

Partnership requirements are described in the support data.

Calculation: $\# \, of \, Partnerships = \sum Partnerships$

Constraint 3
Parent Literacy Notification

Constraint 3
The Superintendent will not allow the District to operate without notifying parents/guardians at least once each 12 weeks about how to help their student, if the student is one or more grade levels behind in literacy.

Constraint Progress Measure 3.1	Evaluation
The percentage of students, one or more grade levels behind in literacy, whose parents/guardians are centrally documented as having been notified of their child's literacy level at least once every 12 weeks will increase 100 percentage points from 0 percent in spring 2020 to 100 percent in spring 2024.	Did Not Meet Target

Percent of Students, Behind in Literacy, Whose Parents Centrally Documented as Notified

	MOY N = 73,723	EOY N = 54,528	Total N = 128,251	BOY N =	MOY N =	EOY N =	Total N =	BOY N =	MOY N =	EOY N =	Total N =	BOY N =	MOY N =	EOY N =	Total N =
					2021–22				2022–23				2023–24		

Legend: ■ % of Parents Notified ●— Target

Data Source
Superintendent's Literacy Letters to Parents maintained by Student Assessment

Methodology
When a student is identified as one or more grade levels behind in literacy on the Renaissance 360 reading/early literacy screener, their parent/guardian must be notified to meet the requirements of the metric. The final metric is calculated based on total parents needing notification across all applicable testing windows. Calculation: $\% \, of \, Parents \, Notified = \dfrac{\# \, of \, Parents/Guardians \, Notified}{\# \, of \, Parents/Guardians \, Identified \, as \, Needing \, Notification}$

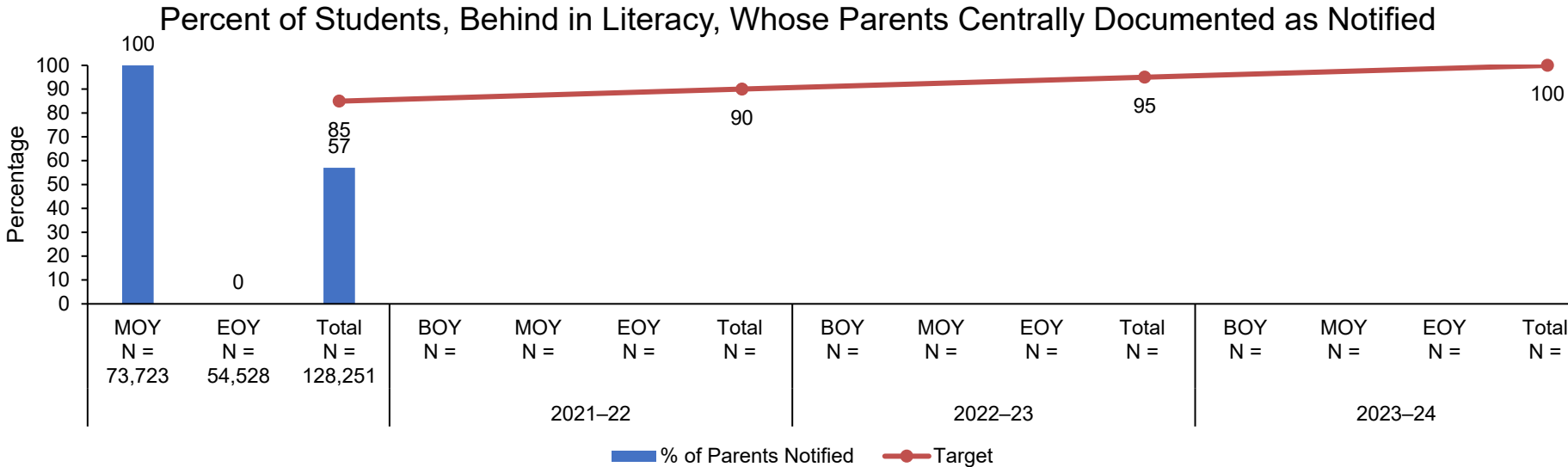| Constraint Progress Measure 3.2	Evaluation
The percentage of campuses with a centrally documented literacy plan, including parent outreach strategies, to address the needs of students one or more grade levels behind in literacy will increase 100 percentage points from 0 percent during the 2019–2020 school year to 100 percent during the 2023–2024 school year.	Did Not Meet Target

Percent of Campuses with a Centrally Documented Literacy Plan
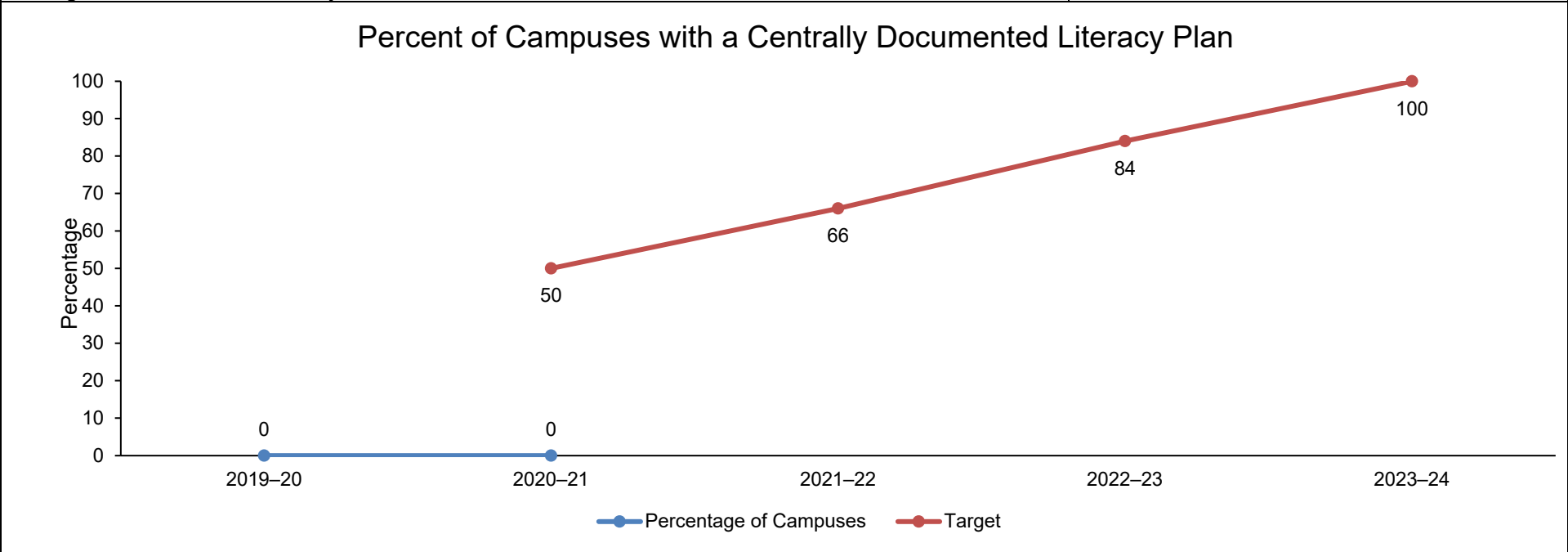
Data Source
Plan4Learning

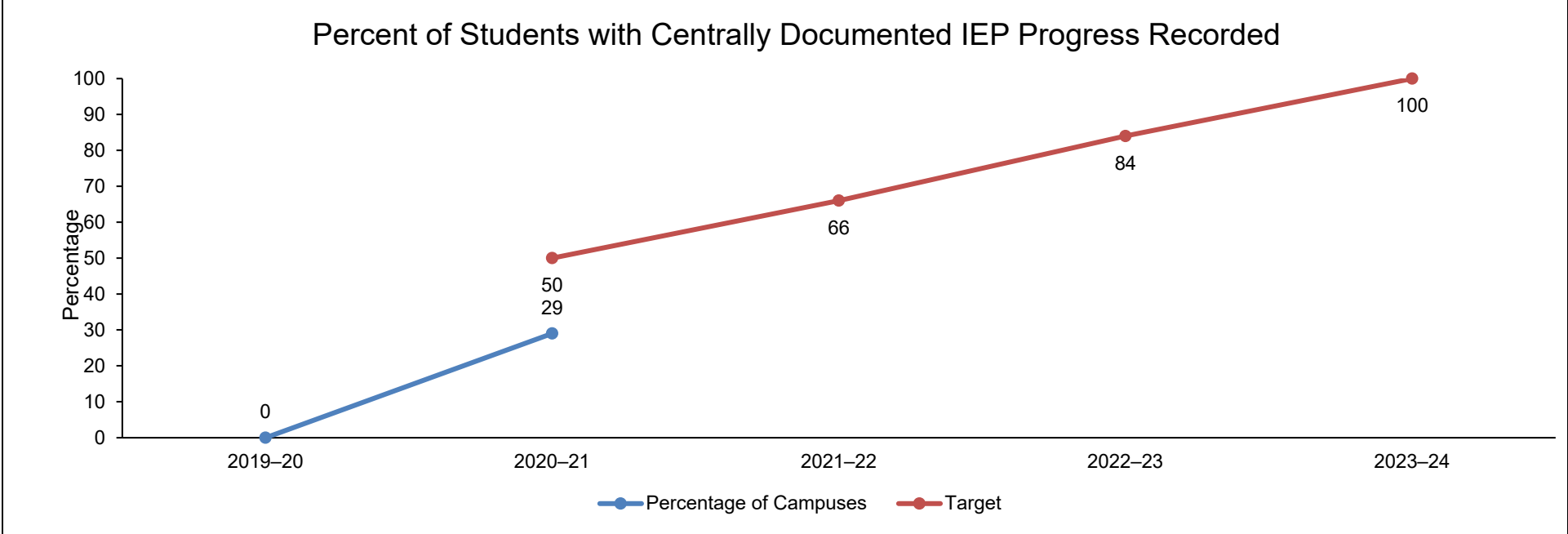| Methodology |
|---|
| A campus is considered to have a centrally documented literacy plan when it has been submitted in Plan4Learning and verified as having met the components listed in the CPM. |

Calculation: $\% \, of \, Parents \, Notified = \frac{\# \, of \, Campuses \, with \, a \, Centrally \, Documented \, Literacy \, Plan}{\# \, of \, Campuses}$

Constraint 4 IEP Progress	
Constraint 4	
The Superintendent will not allow the District to operate without students receiving special education services meeting individualized education program (IEP) progress.	
Constraint Progress Measure 4.1	**Evaluation**
The percentage of students with up-to-date IEP progress recorded every six weeks in the IEP system will increase from 0 percent during the 2019–2020 school year to 100 percent during the 2023–2024 school year.	Did Not Meet Target

Percent of Students with Centrally Documented IEP Progress Recorded

|	
Data Source	
EasyIEP	
Methodology	

A student is considered to have centrally documented IEP progress when they have a finalized progress report for each six-week period for which they have goals.

Calculation: $\% \ of \ Parents \ Notified = \dfrac{\# \ of \ Students \ with \ Centrally \ Documented \ IEP \ Progress \ Recorded \ each \ Six \ Weeks}{\# \ of \ Students \ with \ Goals \ in \ EasyIEP}$

Constraint Progress Measure 4.2	Evaluation
The percentage of audited IEPs showing standards-based goals shall increase from 0 percent during the 2019–2020 school year to 90 percent during the 2023–2024 school year.	Met Target

Percent of Audited IEPs Showing Standards-Based Goals
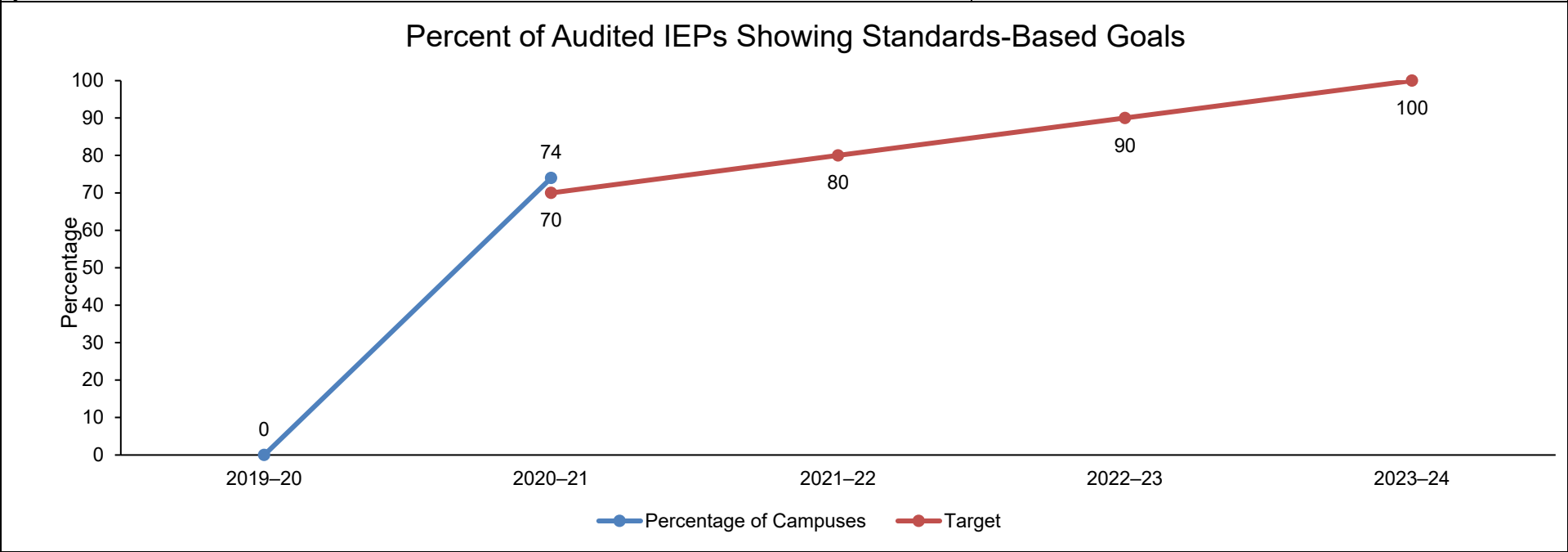
Data Source
Special Populations Department and EasyIEP

Methodology
An audited IEP is considered showing standards-based goals if they are found not to have areas of concern in IEP goals and development according to the TEA auditing tool.

Calculation: $\% \text{ of Parents Notified} = \dfrac{\text{\# of Students with Centrally Documented IEP Progress Recorded each Six Weeks}}{\text{\# of Students with Goals in EasyIEP}}$

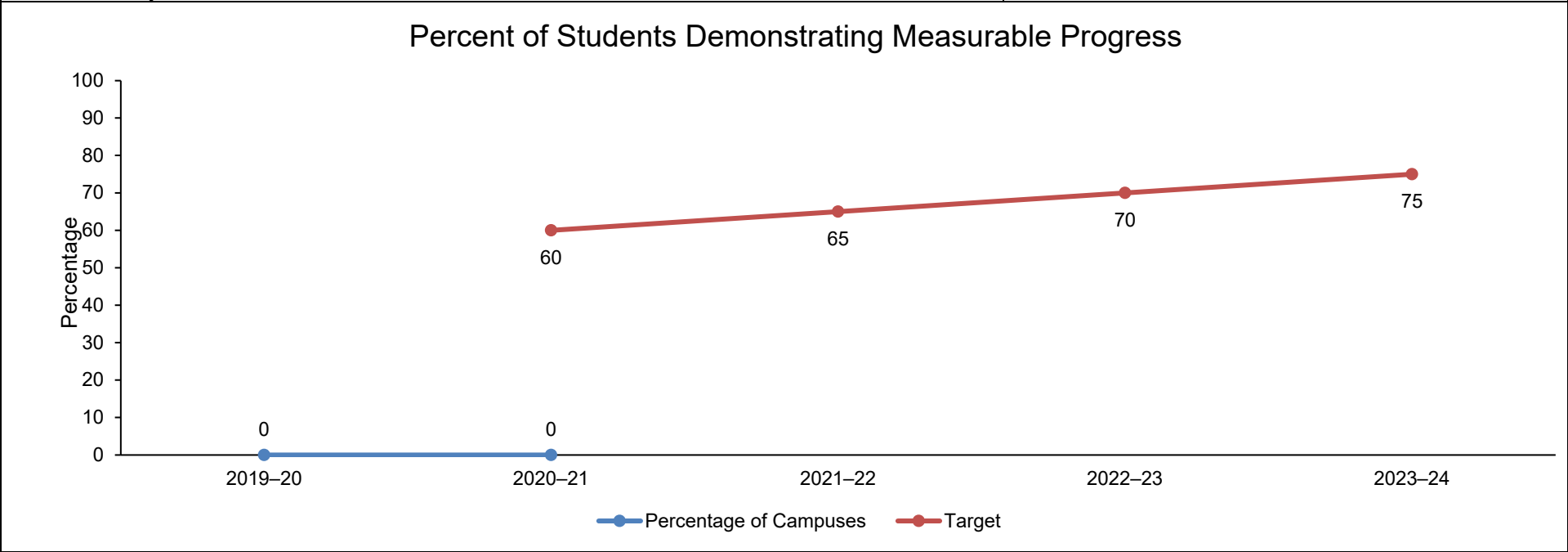| Constraint Progress Measure 4.3	Evaluation
The percentage of students demonstrating measurable progress for all IEP goals will increase from 0 percent during the 2019–2020 school year to 75 percent during the 2023–2024 school year.	Did Not Meet Target

Percent of Students Demonstrating Measurable Progress

Data Source
EasyIEP
Methodology
A full methodology is provided on the next page.
Note: Goal monitoring is a continual process throughout the year and does not align to the academic calendar. This was taken into consideration during methodological development.

Constraint Progress Measure 4.3 – Full Methodology

- Individual Goal Progress During a six-week Cycle
  - Student must have at least one active goal to be included.
  - A goal must have been introduced to be included
  - Deleted goals are not included.
  - Student must have a finalized progress report for the six-week cycle. If not finalized, no goals are considered demonstrating progress for the cycle.
  - An introduced, active goal is considered as demonstrating progress during a six-week cycle if the goal status is not *regressing.*
- Student Demonstrating Progress for the year.
  - At the end of the year, all six-week cycles are aggregated to calculate the percent of introduced, active goals that demonstrated progress across all six-week cycles.
  - $\% \, Showing \, Progress = \frac{\sum_{i=1}^{6} \# \, of \, Intr.Goals \, Showing \, Progress}{\sum_{i=1}^{6} \# \, of \, Intr.Goals}$

    Where i = six-week cycle number
  - A student is designated as showing progress across all IEP goals if their % Showing Progress is at least 75%
- CPM 4.3 Calculation
  - The percent of students who demonstrated progress for the year uses the below formula.
  - $CPM \, 4.3 = \frac{\sum Students \, Demonstrating \, Progress}{\sum Students \, with \, Goals \, in \, EasyIEP}$

Constraint 5 Early Childhood Seats

Constraint 5

The Superintendent shall not allow the District to operate without providing high-quality full-day seats for prekindergarten 3, prekindergarten 4, and kindergarten programs for all students throughout the district at locations based on a data-driven centralized method for identifying areas of highest need.
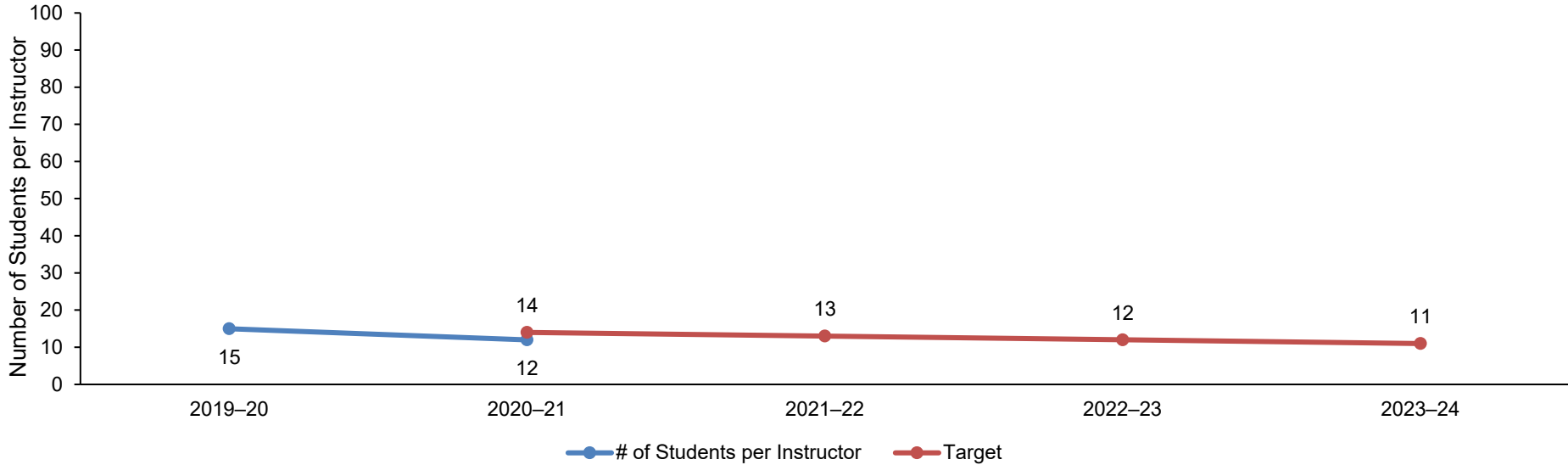
Constraint Progress Measure 5.2 – October 2021	Evaluation
The district student to instructor ratio in prekindergarten will decrease from 15:1 in 2019–2020 to 11:1 or less in 2023–2024.	Not Evaluated

Number of Pre-K Students Per Instructor

Data Source

PEIMS Resubmission Staff and Student Data Files; Number of Teacher Assistants per Elementary Curriculum and Development

Methodology

The ratio of prekindergarten students enrolled on PEIMS snapshot date to the number of pre-k instructors is calculated. Total instructors are the number of teachers on the PEIMS snapshot date and the number of Head Start and PALS teaching assistants are in the classroom.

References

Houston Independent School District. (2019). *Board Policy Manual: AE(LOCAL).* Retrieved from https://pol. tasb.org/Policy/Code/592?filter=AE

2020–2021 BOARD GOALS AND CONSTRAINT REPORT

Appendix A: Monitoring Reports

Monitoring Month	Report Type	Goals, Constraints, and Progress Measures Monitored
December 2020	Goal Monitoring Report	GPMs 1.1, 1.2, and 1.3 and GPMs 4.1, 4.2, and 4.3
January 2021	Goal Monitoring Report	GPMs 2.1, 2.2, and 2.3 and GPM 3.1
February 2021	Goal Monitoring Report	GPM 3.2
March 2021	Goal Monitoring Report	GPM 3.3
April 2021	Goal Monitoring Report	GPMs 1.1, 1.2, and 1.3 and GPMs 4.1, 4.2, and 4.3
May 2021	Goal Monitoring Report	GPMs 2.1, 2.2, and 2.3
June 2021	Goal Monitoring Report	GPM 1.3 and GPM 2.3
August 2021	Goal Monitoring Report	GPMs 1.1, 1.2, and 1.3 and GPMs 4.1, 4.2, and 4.3
August 2021	Constraint Monitoring Report	CPMs 2.1, 2.2, and 2.3 and CPMs 3.1 and 3.2
September 2021	Goal Monitoring Report	GPMs 2.1, 2.2, and 2.3
September 2021	Constraint Monitoring Report	CPMs 1.1 and 1.3 and CPMs 4.1, 4.2, and 4.3
October 2021	Goal Monitoring Report	Goal 3 and GPMs 3.1 and 3.3
October 2021	Constraint Monitoring Report	CPM 5.2
March 2022	Goal Monitoring Report	Goal 1 and Goal 2
April 2022	Goal Monitoring Report	Goal 4

Appendix B: 2020–2021 Board Goal Results Summary

Goal	Measure	Score	Target	Evaluation
Goal 1	**Early Literacy – 3rd Grade Meets Grade Level**	**32%**	**42%**	**Did Not Meet**
GPM 1.1	1st Grade At/Above Benchmark Ren360 Reading	NE	63%	Not Evaluated
GPM 1.2	2nd Grade At/Above Benchmark Ren360 Reading	NE	61%	Not Evaluated
GPM 1.3	3rd Grade At/Above Benchmark Ren360 Reading	NE	57%	Not Evaluated
	Percent of GPMs On Track to Meet Target	**---**	**67%**	**Not Evaluated**
				Goal 1 Did Not Meet
Goal 2	**Early Math – 3rd Grade Meets Grade Level**	**24%**	**46%**	**Did Not Meet**
GPM 2.1	1st Grade At/Above Benchmark Ren360 Math	---	64%	Not Evaluated
GPM 2.2	2nd Grade At/Above Benchmark Ren360 Math	---	62%	Not Evaluated
GPM 2.3	3rd Grade At/Above Benchmark Ren360 Math	---	69%	Not Evaluated
	Percent of GPMs On Track to Meet Target	**---**	**67%**	**Not Evaluated**
				Goal 2 Did Not Meet
Goal 3	**College, Career, and Military Readiness**	**62%**	**63%**	**Did Not Meet**
GPM 3.1	Students Meeting Texas Success Initiative	18%	24%	Did Not Meet
GPM 3.2	AP/IB, Dual Credit, and Dual Enrollment	---	32%	Not Evaluated
GPM 3.3	Industry-Based Certifications	9%	10%	Did Not Meet
	Percent of GPMs On Track to Meet Target	**0%**	**67%**	**Did Not Meet**
				Goal 3 Did Not Meet
Goal 4	**SWDs Literacy – 3rd–Eng. II Meets Grade Level**	**21%**	**21%**	**Met Goal**
GPM 4.1	2nd-5th Grade Ren360 Reading	---	14%	Not Evaluated
GPM 4.2	6th-8th Grade Ren360 Reading	---	7%	Not Evaluated
GPM 4.3	9th-12th Grade Ren360 Reading	---	5%	Not Evaluated
	Percent of GPMs On Track to Meet Target	**---**	**67%**	**Not Evaluated**
				Goal 4 Met

NE: Not Evaluated – Data Quality Issues

Appendix C: 2020–2021 Board Constraint Results Summary

Constraint	Measure	Score	Target	Evaluation
Constraint 1 – Strong Teacher Recruitment and Retention				
CPM 1.1	SWDs Served by Strong Teachers	55%	57%	Did Not Meet
CPM 1.2	EB/ELs Served by Strong Teachers	N/A	N/A	Not Adopted
CPM 1.3	New Teacher Campus Retention Rate	10%	≤20%	Exceeded
	Percent of CPMs On Track to Meet Target	**50%**	**67%**	**Did Not Meet**
				Constraint 1 Not Met
Constraint 2 – Wraparound Support Systems				
CPM 2.1	Interventions through Wraparound Services	1,356,426	692,378	Exceeded
CPM 2.2	Campuses Engaged with Advisory Council	76%	50%	Exceeded
CPM 2.3	Number of Wraparound Partnerships	144	86	Exceeded
	Percent of CPMs On Track to Meet Target	**100%**	**67%**	**Met Target**
				Constraint 2 Met
Constraint 3 – Parent Literacy Notification				
CPM 3.1	Behind in Literacy, Parent/Guardian Notification	57%	85%	Did Not Meet
CPM 3.2	Centrally Documented Literacy Plant	0%	50%	Did Not Meet
	Percent of CPMs On Track to Meet Target	**0%**	**67%**	**Did Not Meet**
				Constraint 3 Not Met
Constraint 4 – IEP Progress				
CPM 4.1	Centrally Documented IEP Progress	29%	50%	Did Not Meet
CPM 4.2	Audited IEPs Show Standards Based Goals	74%	70%	Met Target
CPM 4.3	Demonstrating Measurable Progress IEP Goals	0%	65%	Did Not Meet
	Percent of CPMs On Track to Meet Target	**33%**	**67%**	**On Track**
				Constraint 4 Not Met
Constraint 5 – Early Childhood Seats				
CPM 5.1	PK4 Access to Seat	N/A	N/A	Not Adopted
CPM 5.2	PK3/4 Student to Instructor Ratio	12:1	≤14:1	Exceeded
CPM 5.3	PK & KG Classroom Waivers	N/A	N/A	Not Adopted
	Percent of CPMs On Track to Meet Target	**100%**	**67%**	**Met Target**
				Constraint 5 Met