

THE HOUSTON INDEPENDENT SCHOOL DISTRICT



AGENDA

**Board of Education
Meeting**

January 05, 2023

THE HOUSTON INDEPENDENT SCHOOL DISTRICT
BOARD OF EDUCATION

Agenda Index

- | | |
|--------------------------------------|---------------------------------------|
| A. Superintendent's Priority Items | G. Talent |
| B. Trustee Items | H. Business Operations |
| C. Closed Session (Closed to Public) | I. Finance |
| D. Deputy Superintendent | J. Other |
| E. School Offices | K. Policy |
| F. Academics | L. Superintendent's Information Items |

MEMBERS OF THE BOARD OF EDUCATION

Judith Cruz, *President*
Elizabeth Santos, *First Vice President*
Kathy Blueford-Daniels, *Second Vice President*
Sue Deigaard, *Secretary*
Myrna Guidry, Esq., *Assistant Secretary*
Dr. Patricia K. Allen
Kendall Baker
Dani Hernandez
Bridget Wade

Millard House II, *Superintendent of Schools*

BOARD OF EDUCATION AGENDA
January 05, 2023

BUSINESS AGENDA FOR AGENDA REVIEW MEETING

A. SUPERINTENDENT'S PRIORITY ITEMS

- A-1. Approval Of Personal Services Performed By The Superintendent, Including Speaking Engagements, Panel Discussions, Workshops, Etc., In Accordance With Texas Education Code Section 11.201(E)
- A-2. Acceptance Of Board Monitoring Update: Presentation Of Goal 2 Progress Measures 2.1, 2.2, And 2.3
 - January 2023 Goal 2 Update

B. TRUSTEE ITEMS

C. CLOSED SESSION

C-1. Personnel

- a. Deliberate the duties of the superintendent of schools, chief officers, assistant superintendents, principals, employees, chief audit executive, and board members; evaluations of the superintendent and chief audit executive, consideration of compensation, and contractual provisions.
- b. Consider and approve proposed appointments, reassignments, proposed terminations, terminations/suspensions, contract lengths, proposed nonrenewals, renewals, and resignations/retirements of personnel including teachers, assistant principals, principals, chief officers, assistant superintendents, executive officers, and other administrators, and, if necessary, approve waiver and release and compromise agreements.
- c. Hear complaints against and deliberate the appointment, evaluation and duties of public officers or employees and resolution of same.

C-2. Legal Matters

- a. Matters on which the district's attorney's duty to the district under the Code of Professional Responsibility clearly conflicts with the Texas Open Meetings Law, including specifically any matter listed on this agenda and meeting notice.
- b. Pending or contemplated litigation matters and status report.
- c. Update on federal law enforcement activity on February 27, 2020.

- d. Legal discussion and advice concerning House Bill 1842 (84th Leg., 2015), Senate Bill 1882 (85th Leg., 2017), and the district's options.
- e. Legal discussion concerning *Houston ISD v. Texas Education Agency, et al.*, in the 459th Judicial District Court, Travis County, Texas, Cause No. D-1-GN-19-003695.
- f. Legal Update on Special Education Accreditation Investigation.

C-3. Real Estate

D. DEPUTY SUPERINTENDENT

E. SCHOOL OFFICES

F. ACADEMICS

G. TALENT

H. BUSINESS OPERATIONS

I. FINANCE

J. OTHER

K. POLICY

L. SUPERINTENDENT'S INFORMATION ITEMS

AGENDA REVIEW FOR REGULAR BOARD MEETING

Review of superintendent's agenda items to be presented to the Board of Education at the board's next business meeting. See the agenda for that meeting.

ADJOURN

REPORT FROM THE SUPERINTENDENT

Office of the Superintendent of Schools
Board of Education Meeting of January 5, 2023

**SUBJECT: ACCEPTANCE OF BOARD MONITORING UPDATE: PRESENTATION
OF GOAL 2 PROGRESS MEASURES 2.1, 2.2, AND 2.3**

The Houston Independent School District (HISD) exists to strengthen the social and economic foundation of Houston by assuring its youth the highest-quality elementary and secondary education available anywhere.

In accordance with the Texas Education Agency (TEA) Lone Star Governance continuous improvement model and the Framework for School Board Development, the HISD Board of Education monitors progress towards the district's goals and compliance with certain goals and constraints.

Attached to this update are a presentation and report regarding goals and goal progress measures (GPMs). The following measure has new data this month:

Goal 2: The percentage of grade 3 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 percent in spring 2019 to 54 percent in spring 2024.

- **GPM 2.1** - The percentage of grade 1 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.
- **GPM 2.2** - The percentage of grade 2 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.
- **GPM 2.3** - The percentage of grade 3 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.

HOUSTON INDEPENDENT SCHOOL DISTRICT

Goal Progress Measures 2.1, 2.2, and 2.3

January 5, 2023



Glossary: Overall Terms

Abbreviation	Meaning
BOY	Beginning of Year
MOY	Middle of Year
EOY	End of Year
EB/EL	Emergent Bilingual/English Learner
SWD	Students with Disabilities
PEIMS	Public Education Information Management System

Glossary: Goal 2 Specific Terms

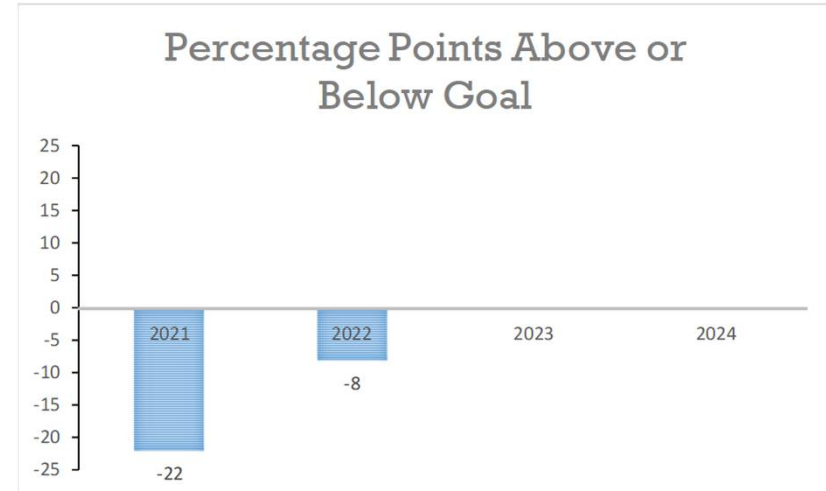
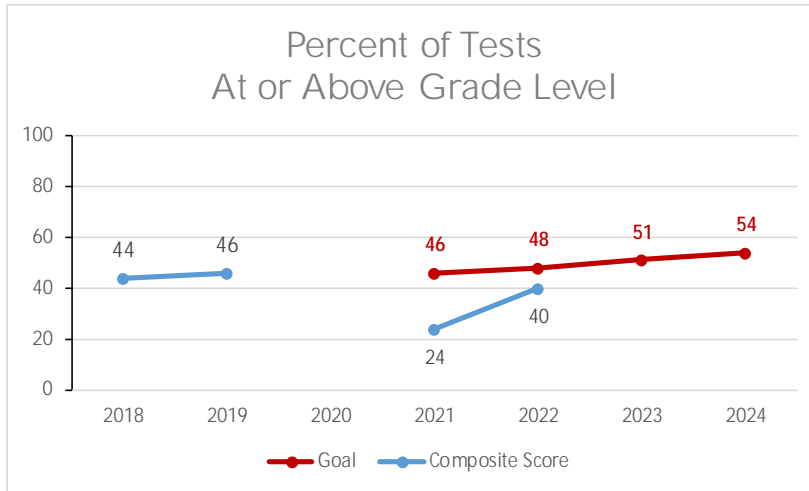
Abbreviation	Meaning	Relevant to
STAAR	State of Texas Assessment of Academic Readiness	Goal 2
TAPR	Texas Academic Performance Reports	Goal 2
HQIM	High Quality Instructional Materials	GPMs 2.1, 2.2, and 2.3

Goal 2, January 2023

3rd Grade STAAR Math At or Above Grade Level

Did Not Meet

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 June 2019 to 54% in June 2024.



Data Source: TAPR statewide district data download

Goal 2, January 2023

3rd Grade STAAR Math At or Above Grade Level

Did Not Meet

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 June 2019 to 54% in June 2024.

Houston ISD			School Year						
			2017–18	2018–19	2019–20	2020–21	2021–22	2022–23	2023–24
All Students	Actual		44%	46%	n/a	24%	40%		
	Target					46%	48%	51%	54%
Econ. Dis.	Actual		39%	40%	n/a	16%	32%		
	Target					40%	43%	46%	50%
Race/Ethnicity	African American	Actual	29%	31%	n/a	12%	26%		
		Target				31%	35%	39%	44%
	Hispanic	Actual	43%	45%	n/a	19%	36%		
		Target				45%	47%	50%	53%
	White	Actual	71%	72%	n/a	59%	71%		
		Target				72%	73%	74%	75%
	American Indian	Actual	---	---	n/a	---	---	---	---
		Target				---	---	---	---
	Asian	Actual	83%	85%	n/a	65%	79%		
		Target				85%	86%	87%	88%
	Pacific Islander	Actual	---	---	n/a	---	---	---	---
		Target				---	---	---	---
Special Pops.	Two or More	Actual	67%	71%	n/a	36%	72%		
		Target				71%	72%	73%	74%
	Special Ed.	Actual	30%	28%	n/a	23%	28%		
		Target				28%	32%	37%	42%
	Special Ed. (Former)	Actual	43%	46%	n/a	30%	48%		
		Target				46%	48%	51%	54%
Mobility	ELs*	Actual	45%	46%	n/a	19%	37%		
		Target				46%	48%	51%	54%
	Cont. Enrolled	Actual	46%	48%	n/a	25%	41%		
		Target				48%	50%	52%	54%
	Non-Cont. Enrolled	Actual	37%	38%	n/a	20%	34%		
		Target				38%	41%	45%	49%

Data Source: TAPR statewide district data download

Goal 2, January 2023

3rd Grade STAAR Math At or Above Grade Level

Did Not Meet

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 June 2019 to 50% in June 2024.

Superintendent's Response: HISD along with schools across the nation closed in the Spring of the 2019-2020 school year. The 2020- 2021 school year opened fully remote and offered a remote option for all students for the entirety of the school year.

- 2022 data indicates a 16 point gain from last year, as students begin to recover from pandemic learning loss.
- Many demographic groups missed targets, but gap between target and actual have narrowed in all groups compared to last year.
- Eco Dis and African American students doubled performance compared to last year.
- BOY is considered a baseline, which is useful for teachers to know where students are and plan for instruction.
- First graders in this cohort performed slightly better than last year's first graders, increasing to 63% from 62%.
- Second graders are at 47% at or above benchmark, the same as last year's group. However, Asian student performance is slightly lower than last year's cohort.
- Third grade students improved performance when compared to last year, increasing by 6%.

Next Steps:

- High quality instructional materials (Eureka and Carnegie curriculum) at 78 campuses this year
- BOY data informs instructional planning.
- Looking forward to TEA Interim assessment data to better know where students are after 15 weeks of instruction.

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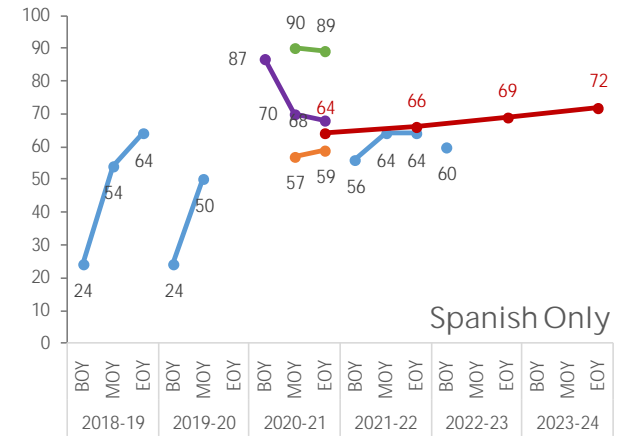
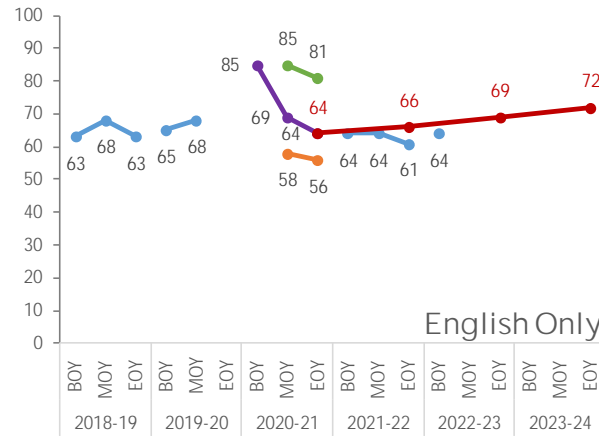
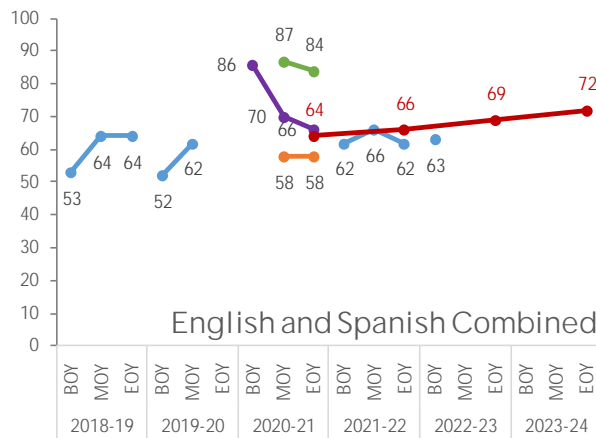
Goal Progress Measure 2.1, January 2023

1st Grade Math Students At or Above Benchmark

Not on Track

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 June 2019 to 72 percent in June 2024.

- Performing on grade level in math is defined as students meeting At/Above Benchmark (• 40th Percentile) on the Universal Screener.
- For students testing in both English and Spanish, the language with the higher result is used when presented as an aggregate.



BOY 2020–2021 results reflect the last assessment during the testing window when all students were learning remotely.

Tested N=	2018-2019			2019-2020			2020-2021			2021-2022			2022-2023		
	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
All Students	14,739	15,441	15,341	15,374	15,657	Not Tested	13,621	13,217	13,579	13,425	11,394	13,959	14,402		
English Only	10,883	10,341	10,228	10,453	10,577	Not Tested	9,261	9,008	9,300	9,466	8,607	9,643	9,906		
Spanish Only	4,947	5,606	5,614	5,561	5,701	Not Tested	4,815	4,675	4,850	4,469	4,035	4,862	5,088		

Math Performance
Math Performance - Data Quality Issues
Off Campus Testers
On Campus Testers
Target

Goal Progress Measure 2.1, January 2023

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Houston ISD		School Year				
		2018–19	2019–20	2020–21	2021–22	2022–23
All Students	BOY	53%	52%	86%	62%	63%
	MOY	64%	62%	70%	66%	
	EOY	64%		66%	62%	
Econ. Dis.	BOY	47%	44%	84%	56%	58%
	MOY	58%	56%	65%	60%	
	EOY	58%		61%	56%	
ELs**	BOY	41%	37%	87%	58%	62%
	MOY	59%	56%	72%	61%	
	EOY	64%		69%	62%	
Males	BOY	54%	51%	86%	64%	63%
	MOY	63%	62%	71%	67%	
	EOY	62%		68%	63%	
Females	BOY	53%	52%	86%	61%	63%
	MOY	65%	62%	70%	66%	
	EOY	65%		67%	61%	
Migrant	BOY	*	*	*	*	*
	MOY	*	*	*	*	
	EOY	*		*	*	
Homeless	BOY	53%	36%	86%	48%	51%
	MOY	50%	48%	59%		
	EOY	49%		56%	47%	

Houston ISD		School Year				
		2018–19	2019–20	2020–21	2021–22	2022–23
African American	BOY	54%	56%	80%	55%	56%
	MOY	57%	56%	58%	55%	
	EOY	50%		54%	48%	
Hispanic	BOY	46%	42%	85%	58%	61%
	MOY	60%	58%	69%	64%	
	EOY	63%		65%	61%	
White	BOY	81%	82%	94%	86%	81%
	MOY	88%	87%	90%	86%	
	EOY	87%		89%	87%	
American Indian	BOY	*	*	*	*	*
	MOY	*	*	*	*	
	EOY	*		*	*	
Asian	BOY	87%	87%	96%	90%	84%
	MOY	91%	89%	93%	88%	
	EOY	87%		92%	81%	
Pacific Islander	BOY	*	*	*	*	*
	MOY	*	*	*	*	
	EOY	*		*	*	
Two or More	BOY	78%	75%	94%	84%	76%
	MOY	87%	86%	87%	89%	
	EOY	86%		87%	83%	

* <25 students tested. Grey cells indicate canceled progress monitoring; Italics indicate data quality issues. PEIMS snapshot data used for 2020–2021 student groups. BOY 2020–2021 results updated during the May Board Monitoring Update. SIS data used for other year student groups.

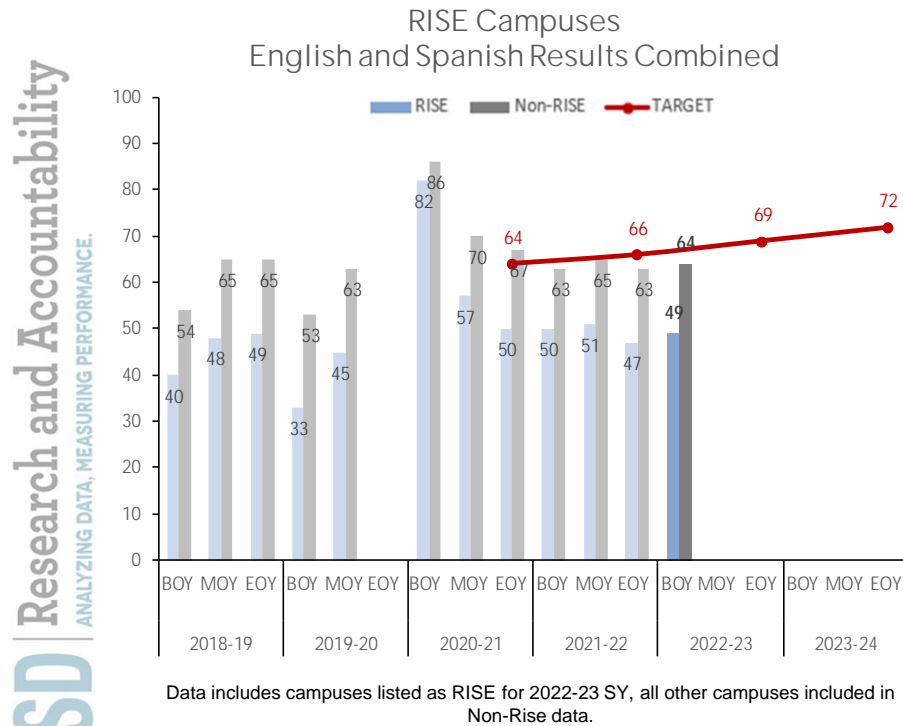
Goal Progress Measure 2.1, January 2023

1st Grade Math Students At or Above Benchmark

Not on Track

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- Performing on grade level in math is defined as students meeting At/Above Benchmark (• 40th Percentile) on the Universal Screener.
- For students testing in both English and Spanish, the language with the higher result is used when presented as an aggregate.



- Ashford ES
- Highland Heights ES
- Isaacs ES
- Marshall ES
- Martinez C ES
- Northline ES
- Osborne ES
- Robinson ES
- Rucker ES
- Seguin ES
- Smith ES
- Whidby ES
- Young ES

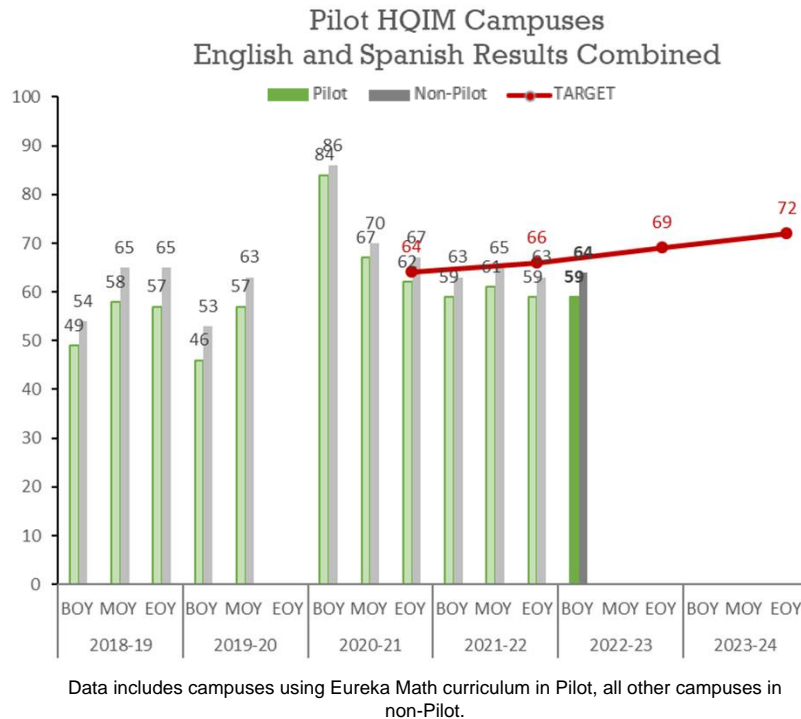
Goal Progress Measure 2.1, January 2023

1st Grade Math Students At or Above Benchmark

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- Arabic Immersion
- Ashford ES
- Blackshear ES
- Braeburn ES
- Briargrove ES
- Briar Meadow ES
- Durham ES
- Fondren ES
- Gregory-Lincoln PK-8
- Harris RP ES
- Highland
- Heights ES
- Hobby ES
- Isaacs ES
- Kelso ES
- MacGregor ES
- Marshall ES
- Martinez C ES
- Mitchell ES
- Neff ECC
- Neff ES
- Northline ES
- Oates ES
- Osborne ES
- Petersen ES
- Pugh ES
- Reagan Ed Ctr PK-8
- Robinson ES
- Rodriguez ES
- Rogers T H

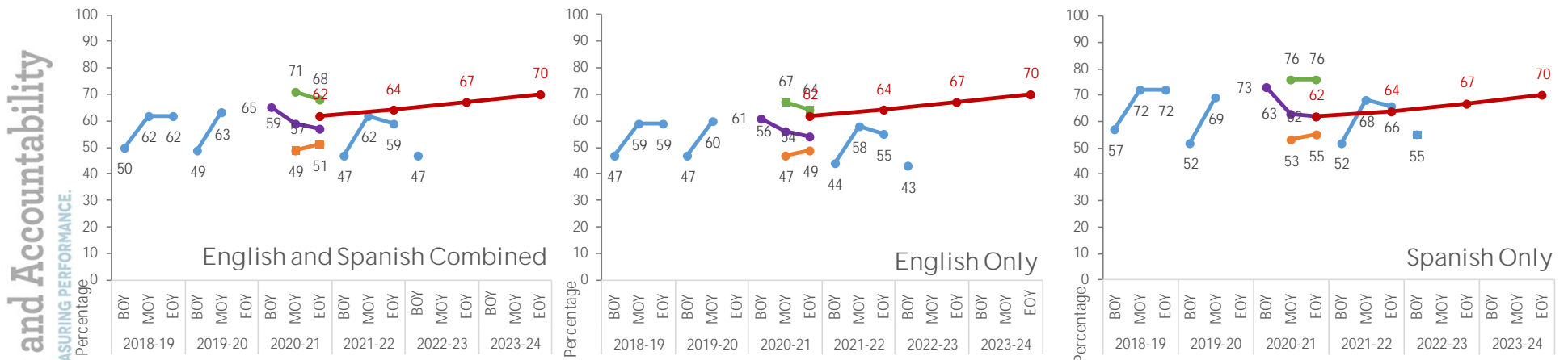
Goal Progress Measure 2.2, January 2023

2nd Grade Math Students At or Above Benchmark

Not on Track

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 June 2019 to 70 percent in June 2024.

- Performing on grade level in math is defined as students meeting At/Above Benchmark (• 40th Percentile) on the Universal Screener.
- For students testing in both English and Spanish, the language with the higher result is used when presented as an aggregate.



BOY 2020–2021 results reflect the last assessment during the testing window when all students were learning remotely.

Tested N=	2018-2019			2019-2020			2020-2021			2021-2022			2022-2023		
	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
All Students	15,811	15,845	15,762	15,670	15,575	Not Tested	13,181	13,522	13,809	13,337	10,962	13,575	13,830		
English Only	12,664	12,589	12,359	12,221	11,906	Not Tested	10,662	10,539	10,767	10,359	8,872	10,601	10,876		
Spanish Only	4,047	3,695	3,825	4,231	4,115	Not Tested	3,765	3,598	2,233	3,612	3,141	3,723	3,689		

Math Performance
 Math Performance - Data Quality Issues
 Off Campus Testers
 On Campus Testers
 Target

Goal Progress Measure 2.2, January 2023

2nd Grade Math Students At or Above Benchmark

Not on Track

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 June 2019 to 70 percent in June 2024.

- Performing on grade level in math is defined as students meeting At/Above Benchmark (• 40th Percentile) on the Universal Screener.
- For students testing in both English and Spanish, the language with the higher result is used when presented as an aggregate.

Houston ISD		School Year				
		2018–19	2019–20	2020–21	2021–22	2022–23
All Students	BOY	50%	49%	65%	47%	47%
	MOY	62%	63%	59%	62%	
	EOY	62%		57%	59%	
Econ. Dis.	BOY	44%	43%	60%	39%	40%
	MOY	56%	57%	53%	56%	
	EOY	57%		51%	53%	
Special Ed.	BOY	17%	22%	50%	28%	26%
	MOY	24%	29%	40%	34%	
	EOY	26%		40%	32%	
ELs**	BOY	50%	47%	67%	48%	47%
	MOY	62%	63%	59%	55%	
	EOY	63%		57%	60%	
Males	BOY	50%	49%	66%	49%	49%
	MOY	62%	63%	62%	61%	
	EOY	62%		60%	61%	
Females	BOY	50%	50%	64%	45%	45%
	MOY	62%	63%	58%	62%	
	EOY	62%		56%	57%	
Migrant	BOY	*	*	*	*	*
	MOY	*	*	*	*	
	EOY	*		*	*	
Homeless	BOY	50%	*	65%	30%	32%
	MOY	47%	*	45%		
	EOY	49%		44%	41%	

Houston ISD		School Year				
		2018–19	2019–20	2020–21	2021–22	2022–23
African American	BOY	35%	35%	52%	31%	31%
	MOY	47%	46%	46%	51%	
	EOY	48%		44%	41%	
Hispanic	BOY	50%	47%	63%	44%	45%
	MOY	62%	63%	57%	59%	
	EOY	62%		54%	58%	
White	BOY	76%	78%	86%	77%	78%
	MOY	84%	87%	87%	88%	
	EOY	84%		86%	84%	
American Indian	BOY	*	*	*	*	*
	MOY	*	*	*	*	
	EOY	*		*	*	
Asian	BOY	81%	81%	90%	84%	70%
	MOY	87%	85%	89%	87%	
	EOY	86%		87%	81%	
Pacific Islander	BOY	*	*	*	*	*
	MOY	*	*	*	*	
	EOY	*		*	*	
Two or More	BOY	71%	74%	84%	70%	76%
	MOY	84%	84%	83%	83%	
	EOY	82%		82%	77%	

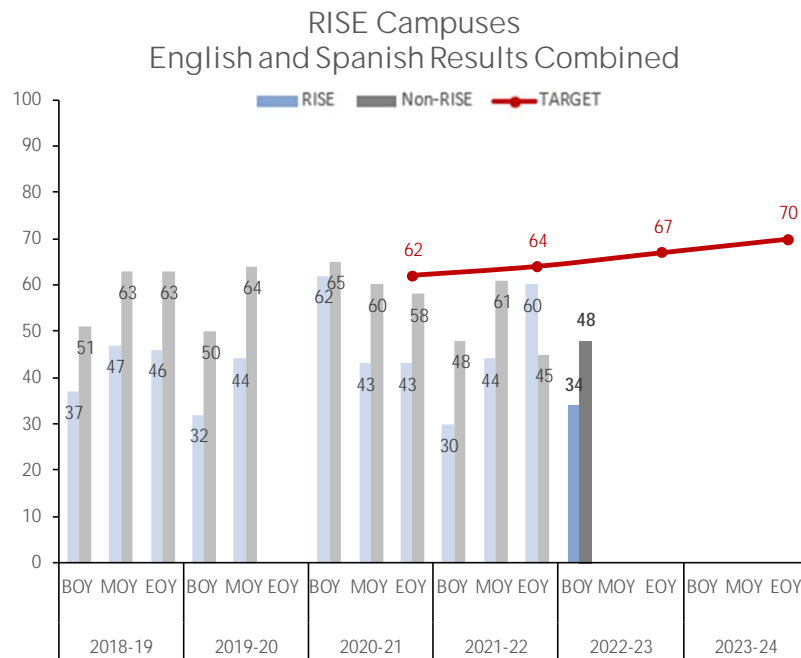
* <25 students tested. Grey cells indicate canceled progress monitoring.
Italics indicate data quality issues. PEIMS snapshot data used for 2020–2021 student groups. BOY 2020–2021 results updated during the May Board Monitoring Update. SIS data used for other year student groups.

Goal Progress Measure 2.2, January 2023 2nd Grade Math Students At or Above Benchmark

Not on Track

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 June 2019 to 70 percent in June 2024.

- Performing on grade level in math is defined as students meeting At/Above Benchmark (• 40th Percentile) on the Universal Screener.
- For students testing in both English and Spanish, the language with the higher result is used when presented as an aggregate.



Data includes campuses listed as RISE for 2022-23 SY, all other campuses included in Non-Rise data.

- Ashford ES
- Highland Heights ES
- Isaacs ES
- Marshall ES
- Martinez C ES
- Northline ES
- Osborne ES
- Robinson ES
- Rucker ES
- Seguin ES
- Smith ES
- Whidby ES
- Young ES

Goal Progress Measure 2.2, January 2023

2nd Grade Math Students At or Above Benchmark

Not on Track

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Pilot HQIM Campuses
English and Spanish Results Combined



Data includes campuses using Eureka Math curriculum in Pilot, all other campuses in non-Pilot.

- Arabic Immersion
- Ashford ES
- Blackshear ES
- Braeburn ES
- Briargrove ES
- Briarmeadow
- Durham ES
- Fondren ES
- Gregory-Lincoln PK-8
- Harris RP ES
- Highland
- Heights ES
- Hobby ES
- Isaacs ES
- Kelso ES
- MacGregor ES
- Marshall ES
- Martinez C ES
- Mitchell ES
- Neff ECC
- Neff ES
- Northline ES
- Oates ES
- Osborne ES
- Petersen ES
- Pugh ES
- Reagan Ed Ctr PK-8
- Robinson ES
- Rodriguez ES
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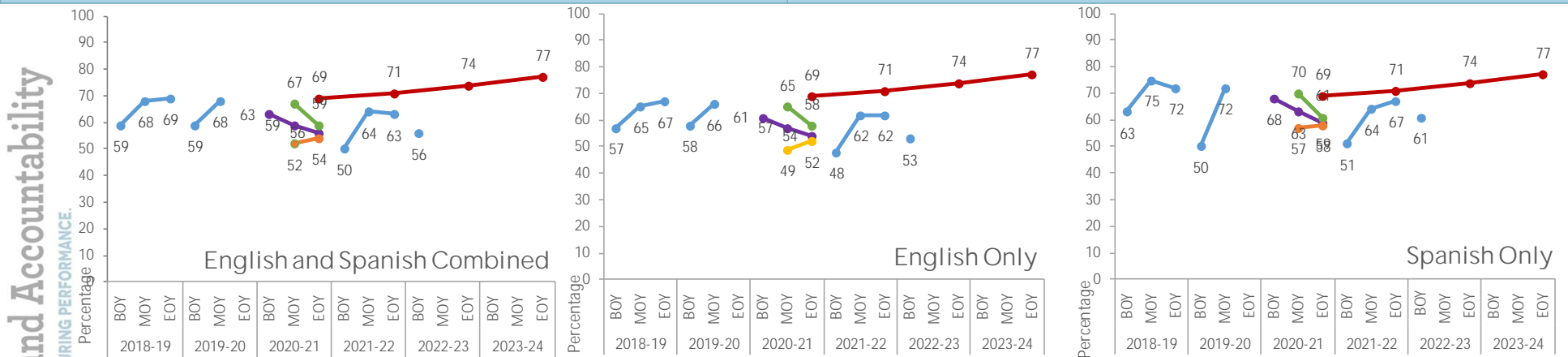
Goal Progress Measure 2.3, January 2023

3rd Grade Math Students At or Above Benchmark

Not on Track

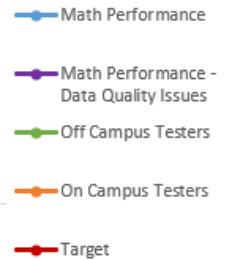
The percentage of third-grade students performing on grade level in math as measured by the end-of-year math screener will increase eight percentage points from 69 percent in June 2019 to 77 percent in June 2024.

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BOY 2020–2021 results reflect the last assessment during the testing window when all students were learning remotely.

Tested N=	2018-2019			2019-2020			2020-2021			2021-2022			2022-2023		
	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
All Students	16,310	16,342	16,113	15,682	15,526	Not Tested	14,337	14,028	13,856	13,407	11,513	13,999	13,212		
English Only	13,777	13,494	13,334	12,922	12,716	Not Tested	11,805	11,470	11,417	10,943	9,633	11,314	11,093		
Spanish Only	3,375	3,256	3,825	3,360	3,291	Not Tested	3,081	3,009	3,038	3,110	2,864	3,276	2,888		



Goal Progress Measure 2.3, January 2023

3rd Grade Math Students At or Above Benchmark

Not on Track

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 June 2019 to 77 percent in June 2024.

- Performing on grade level in math is defined as students meeting At/Above Benchmark (• 40th Percentile) on the Universal Screener.
- For students testing in both English and Spanish, the language with the higher result is used when presented as an aggregate.

Houston ISD		School Year				
		2018–19	2019–20	2020–21	2021–22	2022–23
All Students	BOY	59%	59%	63%	50%	56%
	MOY	68%	68%	59%	64%	
	EOY	69%		56%	63%	
Econ. Dis.	BOY	53%	53%	57%	42%	49%
	MOY	63%	63%	53%	58%	
	EOY	65%		49%	58%	
Special Ed.	BOY	20%	22%	40%	24%	27%
	MOY	28%	31%	35%	38%	
	EOY	28%		31%	31%	
ELs**	BOY	58%	56%	62%	47%	55%
	MOY	69%	67%	58%	58%	
	EOY	71%		55%	63%	
Males	BOY	59%	60%	65%	52%	59%
	MOY	67%	68%	61%	63%	
	EOY	69%		58%	64%	
Females	BOY	59%	58%	62%	47%	53%
	MOY	68%	68%	58%	65%	
	EOY	70%		55%	62%	
Migrant	BOY	*	*	*	*	*
	MOY	*	*	*	*	
	EOY	*		*	*	
Homeless	BOY	43%	*	46%	37%	33%
	MOY	48%	*	38%		
	EOY	51%		34%	46%	

Houston ISD		School Year				
		2018–19	2019–20	2020–21	2021–22	2022–23
African American	BOY	42%	45%	51%	34%	40%
	MOY	48%	53%	45%	51%	
	EOY	51%		40%	47%	
Hispanic	BOY	59%	58%	61%	47%	55%
	MOY	70%	68%	58%	62%	
	EOY	71%		54%	63%	
White	BOY	83%	83%	88%	82%	83%
	MOY	89%	87%	86%	86%	
	EOY	89%		85%	86%	
American Indian	BOY	*	*	*	*	*
	MOY	*	*	*	*	
	EOY	*		*	*	
Asian	BOY	88%	87%	88%	83%	77%
	MOY	91%	88%	87%	87%	
	EOY	92%		88%	83%	
Pacific Islander	BOY	*	*	*	*	*
	MOY	*	*	*	*	
	EOY	*		*	*	
Two or More	BOY	80%	82%	86%	80%	74%
	MOY	84%	86%	85%	86%	
	EOY	86%		83%	79%	

* <25 students tested. Grey cells indicate canceled progress monitoring. Italics indicate data quality issues. PEIMS snapshot data used for 2020–2021 student groups. BOY 2020–2021 results updated during the May Board Monitoring Update. SIS data used for other year student groups.

Goal Progress Measure 2.3, January 2023

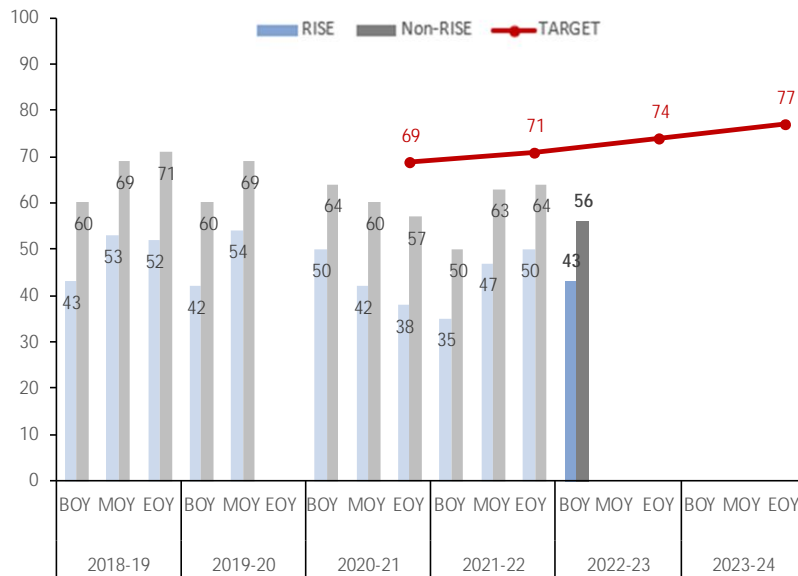
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RISE Campuses
English and Spanish Results Combined



Data includes campuses listed as RISE for 2022-23 SY, all other campuses included in Non-Rise data.

- Ashford ES
- Highland Heights ES
- Isaacs ES
- Marshall ES
- Martinez C ES
- Northline ES
- Osborne ES
- Robinson ES
- Rucker ES
- Seguin ES
- Smith ES
- Whidby ES
- Young ES

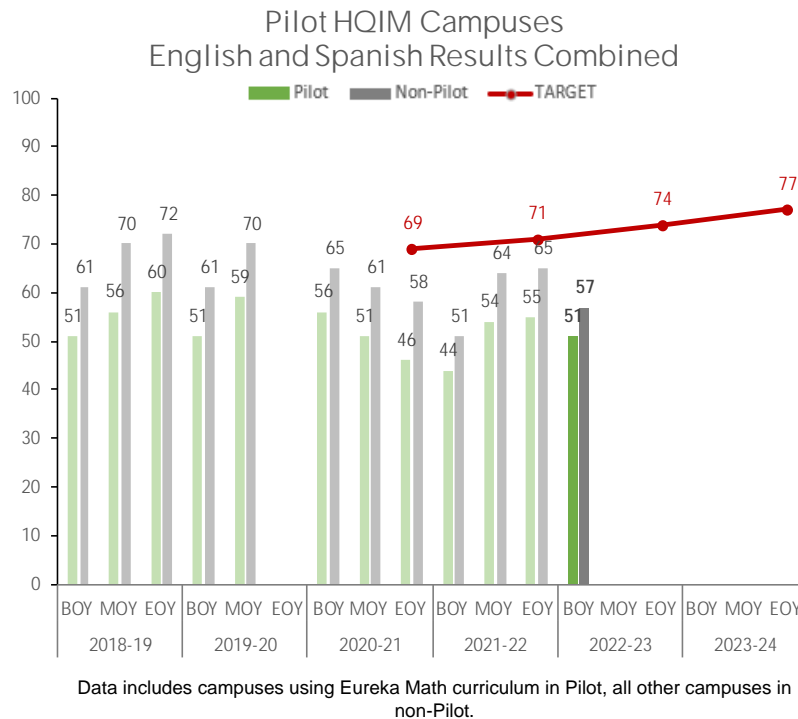
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- Arabic Immersion
- Ashford ES
- Blackshear ES
- Braeburn ES
- Briargrove ES
- Briarmeadow
- Durham ES
- Fondren ES
- Gregory-Lincoln PK-8
- Harris RP ES
- Highland
- Heights ES
- Hobby ES
- Isaacs ES
- Kelso ES
- MacGregor ES
- Marshall ES
- Martinez C ES
- Mitchell ES
- Neff ECC
- Neff ES
- Northline ES
- Oates ES
- Osborne ES
- Petersen ES
- Pugh ES
- Reagan Ed Ctr PK-8
- Robinson ES
- Rodriguez ES
- Rogers T H

HOUSTON INDEPENDENT SCHOOL DISTRICT

Thank you

