

THE HOUSTON INDEPENDENT SCHOOL DISTRICT



AGENDA

**Board of Education
Meeting**

December 01, 2022

THE HOUSTON INDEPENDENT SCHOOL DISTRICT
BOARD OF EDUCATION

Agenda Index

- | | |
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| 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 |

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Millard House II, *Superintendent of Schools*

BOARD OF EDUCATION AGENDA
December 01, 2022

BUSINESS AGENDA FOR AGENDA REVIEW MEETING

A. SUPERINTENDENT'S PRIORITY ITEMS

A-1. Acceptance Of Board Monitoring Update: Presentation Of Goals 1 And 4 Progress Measures 1, 2, And 3

- December 2022 GPM 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 December 1, 2022

SUBJECT: ACCEPTANCE OF BOARD MONITORING UPDATE: PRESENTATION OF GOALS 1 AND 4 PROGRESS MEASURES 1, 2, AND 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 measures have new data this month:

Goal 1: The percentage of grade 3 students performing at or above grade level in reading as measured by the Meets Grade Level Standard on the State of Texas Assessments of Academic Readiness (STAAR) will increase 8 percentage points from 42 percent in spring 2019 to 50 percent in spring 2024.

- **GPM 1.1** - The percentage of grade 1 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.
- **GPM 1.2** - The percentage of grade 2 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.
- **GPM 1.3** - The percentage of grade 3 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.

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 end-of-course (EOC) English I and II assessments will increase 8 percentage points from 21 percent in spring 2019 to 29 percent in spring 2024.

- **GPM 4.1** - 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.
- **GPM 4.2** - The percentage of students receiving special education services in sixth- through eighth-grade reading on grade level as measured by the end-of-year

REPORT FROM THE SUPERINTENDENT

literacy screener will increase eight percentage points from 7 percent in 2019 to 15 percent in 2024.

- **GPM 4.3** - 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.

HOUSTON INDEPENDENT SCHOOL DISTRICT

Goals 1 & 4 Progress Measures 1, 2, & 3

December 1, 2022



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
SIS	Student Information System

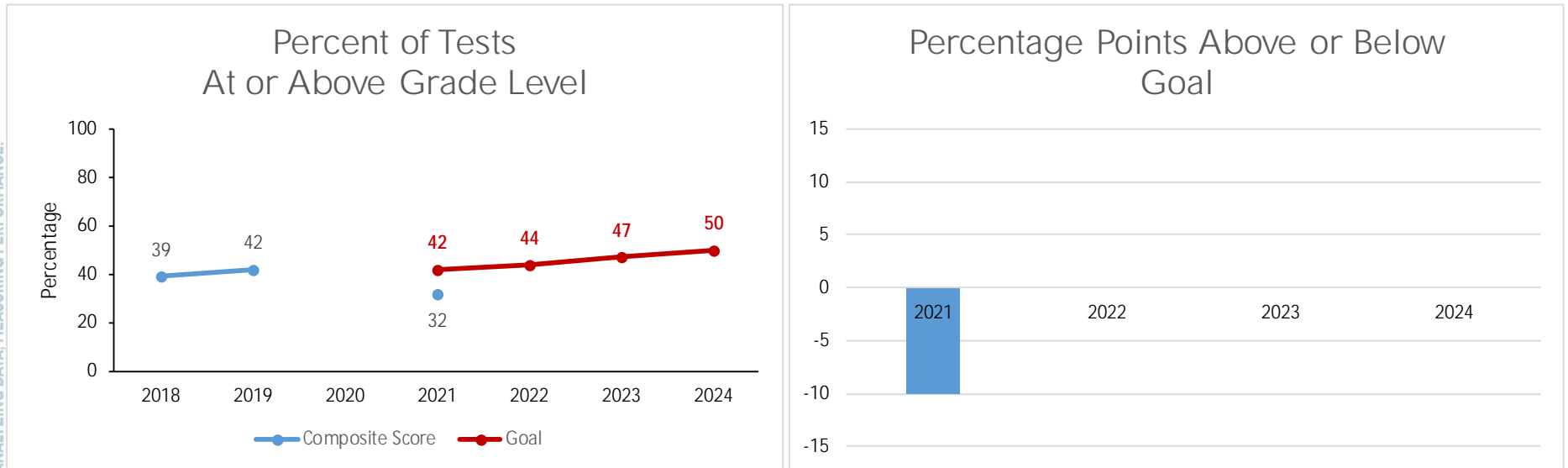
Glossary: Goals 1 & 4

Abbreviation	Meaning	Relevant to
STAAR	State of Texas Assessment of Academic Readiness	Goal 1 & 4
TAPR	Texas Academic Performance Report	Goal 1 & 4
EOC	End of Course Exam	Goal 4

Goal 1 3rd Grade STAAR Reading 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 the STAAR will increase 8 percentage points from 42% in spring 2019 to 50% in spring 2024.



Data Source: TAPR statewide district data download

Goal 1 3rd Grade STAAR Reading 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 the State of Texas Assessment of Academic Readiness (STAAR) will increase 8 percentage points from 42% in spring 2019 to 50% in spring 2024.

Houston ISD		School Year						
		2017–18	2018–19	2019–20	2020–21	2021–22	2022–23	2023–24
All Students	Actual	39%	42%	n/a	32%			
	Target				42%	44%	47%	50%
Economically Disadvantaged	Actual	33%	35%	n/a	23%			
	Target				35%	38%	41%	45%
Race/Ethnicity	African American	Actual	27%	29%	n/a	22%		
		Target			29%	33%	37%	41%
	Hispanic	Actual	37%	39%	n/a	26%		
		Target			39%	42%	45%	48%
	White	Actual	67%	69%	n/a	71%		
		Target			69%	70%	71%	72%
	American Indian	Actual	---	---	n/a	---	---	---
		Target			---	---	---	---
	Asian	Actual	76%	80%	n/a	68%		
		Target			80%	81%	82%	83%
	Pacific Islander	Actual	---	---	n/a	---	---	---
		Target			---	---	---	---
	Two or More	Actual	66%	70%	n/a	47%		
		Target			70%	71%	72%	73%
Special Pops.	Special Education	Actual	28%	26%	n/a	24%		
		Target			26%	30%	34%	39%
	Special Education (Former)	Actual	28%	39%	n/a	38%		
		Target			39%	42%	45%	48%
	English Learners (EL)*	Actual	38%	40%	n/a	25%		
		Target			40%	43%	46%	49%
Mobility	Continuously Enrolled	Actual	40%	43%	n/a	33%		
		Target			43%	45%	47%	50%
	Non-Continuously Enrolled	Actual	35%	36%	n/a	29%		
		Target			36%	39%	42%	46%

Data Source: TAPR statewide district data download

Goal 1 3rd Grade STAAR Reading 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 the STAAR will increase 8 percentage points from 42% in spring 2019 to 50% in spring 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.
- Within GPMs 1.1, 1.2, and 1.3, our current third graders only experienced a formal non-COVID school experience during half of Kindergarten year. This may explain lower BOY data for 1st and 2nd graders.
- Third grade performance remained relatively steady when comparing BOY last year to BOY this year.
- An increased number of testers signals the fidelity of BOY testing and collaboration between departments.
- RISE Campus data represents a baseline and demonstrates urgency of intervention in these schools.
- Continued ESSER investments through discretionary funds will allow campuses to respond to this data and recover pandemic learning loss.
- First full year of district-wide phonics program implementation will solidify early literacy skills and should increase number of students reading at or above benchmark on the MOY testing in January.

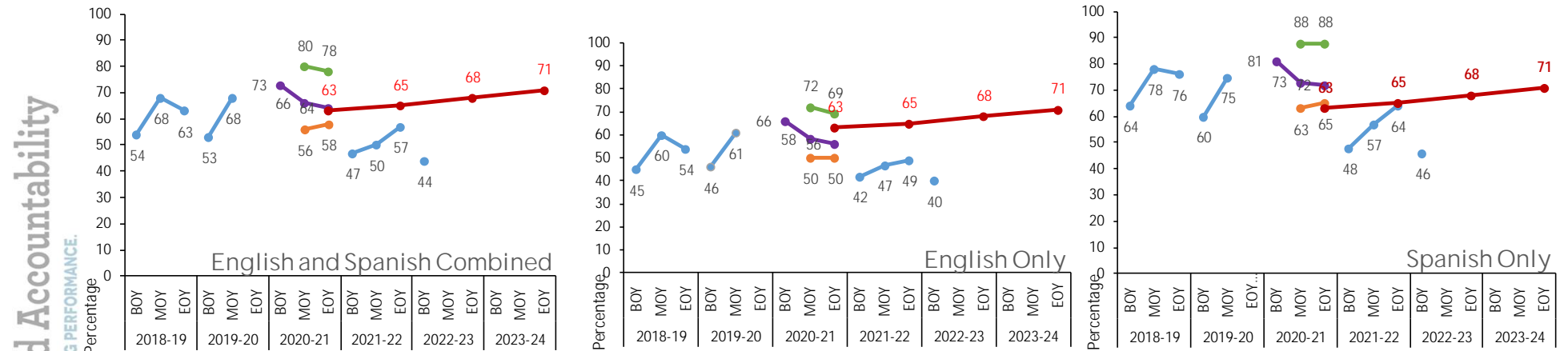
Goal Progress Measure 1.1, December 2022

1st Grade Students Reading At or Above Benchmark

Not on Track

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.

- Reading on grade level is defined as students meeting At/Above Benchmark (• 40th Percentile) on the Early Literacy 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	14,847	15,306	14,841	15,590	15,093	Not Tested	13,898	13,473	13,579	13,884	15,668	13,981	14,479		
English Only	11,447	11,143	10,699	11,450	10,863	Not Tested	10,295	10,049	10,072	10,498	10,907	10,641	10,886		
Spanish Only	5,267	5,394	5,462	5,624	5,615	Not Tested	4,960	4,858	5,039	4,979	4,992	5,028	5,237		

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

Goal Progress Measure 1.1, December 2022

1st Grade Students Reading At or Above Benchmark

Not on Track

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.

- Reading on grade level is defined as students meeting At/Above Benchmark (• 40th Percentile) on the Early Literacy 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	54%	53%	73%	47%	44%
	MOY	68%	68%	66%	50%	
	EOY	63%		64%	57%	
Economically Disadvantaged	BOY	50%	48%	69%	40%	38%
	MOY	64%	64%	61%	43%	
	EOY	59%		60%	53%	
English Learners (EL)**	BOY	58%	52%	78%	47%	45%
	MOY	73%	71%	71%	45%	
	EOY	70%		70%	64%	
Males	BOY	50%	50%	72%	45%	42%
	MOY	64%	65%	65%	50%	
	EOY	60%		64%	57%	
Females	BOY	59%	56%	75%	48%	47%
	MOY	71%	71%	69%	51%	
	EOY	67%		67%	61%	
Migrant	BOY	*	*	*	*	*
	MOY	*	*	*	*	
	EOY	*		*	*	
Homeless	BOY	43%	23%	67%	30%	33%
	MOY	52%	44%	55%		
	EOY	46%		55%	44%	

Houston ISD		School Year				
		2018–19	2019–20	2020–21	2021–22	2022–23
African American	BOY	42%	41%	64%	36%	34%
	MOY	55%	56%	52%	38%	
	EOY	47%		50%	43%	
Hispanic	BOY	54%	52%	72%	43%	42%
	MOY	69%	68%	66%	47%	
	EOY	65%		65%	58%	
White	BOY	74%	74%	89%	75%	69%
	MOY	85%	85%	85%	79%	
	EOY	83%		85%	84%	
American Indian	BOY	*	*	*	*	*
	MOY	*	*	*	*	
	EOY	*		*	---	
Asian	BOY	71%	73%	91%	75%	65%
	MOY	81%	80%	88%	81%	
	EOY	76%		87%	82%	
Pacific Islander	BOY	*	*	*	*	*
	MOY	*	*	*	*	
	EOY	*		*	*	
Two or More	BOY	75%	71%	91%	74%	62%
	MOY	84%	84%	83%	76%	
	EOY	82%		82%	81%	

* <25 students tested. ** Includes current and monitored students. Grey cells indicate canceled progress monitoring. Italicized cells 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 1.1, December 2022

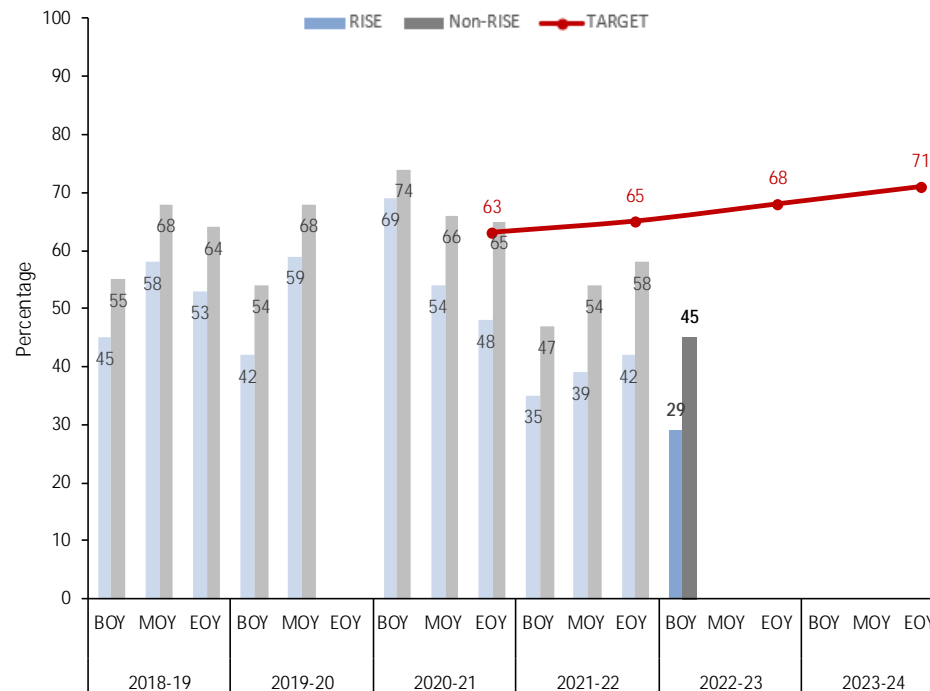
1st Grade Students Reading At or Above Benchmark

Not on Track

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.

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

Percentage of 1st Grade Students Reading At or Above Benchmark (40th Percentile)
By RISE Campus Status



RISE Campuses include:

- 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

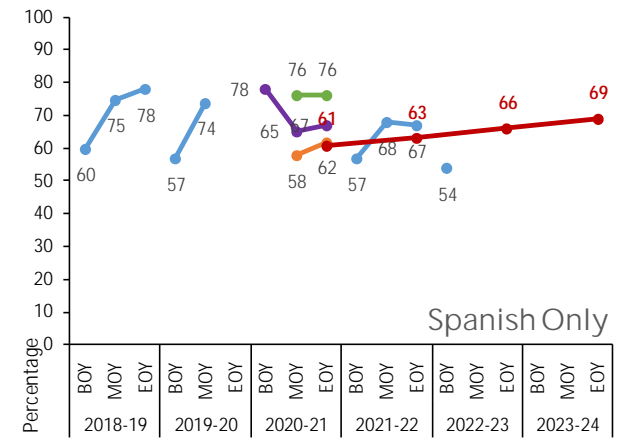
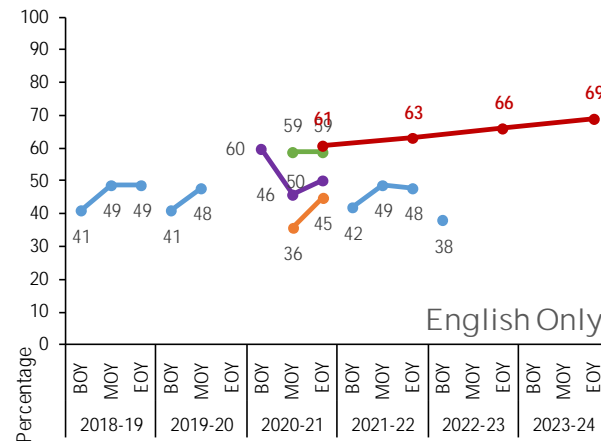
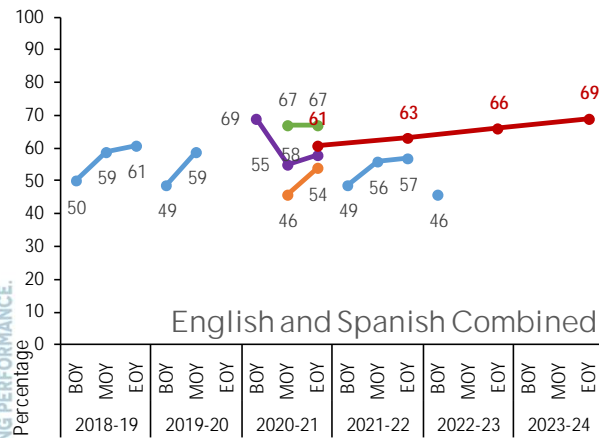
Goal Progress Measure 1.2, December 2022

2nd Grade Students Reading At or Above Benchmark

Not on Track

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.

- Reading on grade level is defined as students meeting At/Above Benchmark (• 40th Percentile) on the Reading 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	15,570	15,790	15,756	15,586	15,626	Not Tested	13,834	15,626	13,834	13,098	11,978	13,334	13,744		
English Only	12,446	12,224	12,151	11,979	11,847	Not Tested	10,476	12,180	10,659	10,031	9,080	10,410	10,744		
Spanish Only	5,186	5,141	5,379	5,410	5,371	Not Tested	4,859	5,369	4,805	4,480	4,045	4,671	4,649		

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

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Goal Progress Measure 1.2, December 2022

2nd Grade Students Reading At or Above Benchmark

Not on Track

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.

- Reading on grade level is defined as students meeting At/Above Benchmark (• 40th Percentile) on the Reading 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%	69%	49%	46%
	MOY	59%	59%	55%	56%	
	EOY	61%		58%	57%	
Economically Disadvantaged	BOY	44%	43%	66%	42%	40%
	MOY	53%	54%	50%	49%	
	EOY	55%		52%	51%	
Special Education	BOY	14%	17%	50%	23%	18%
	MOY	18%	21%	33%	26%	
	EOY	20%		33%	24%	
English Learners (EL)**	BOY	53%	51%	72%	51%	49%
	MOY	64%	66%	57%	49%	
	EOY	67%		60%	61%	
Males	BOY	47%	45%	68%	46%	44%
	MOY	55%	55%	53%	55%	
	EOY	57%		56%	54%	
Females	BOY	54%	53%	71%	51%	48%
	MOY	63%	63%	58%	56%	
	EOY	64%		61%	60%	
Migrant	BOY	*	*	*	*	*
	MOY	*	*	*	*	
	EOY	*		*	*	
Homeless	BOY	34%	7%	*	35%	30%
	MOY	46%	*	44%		
	EOY	46%		47%	43%	

Houston ISD		School Year				
		2018–19	2019–20	2020–21	2021–22	2022–23
African American	BOY	34%	33%	61%	33%	31%
	MOY	41%	39%	43%	44%	
	EOY	40%		43%	39%	
Hispanic	BOY	50%	49%	69%	47%	45%
	MOY	61%	61%	54%	53%	
	EOY	63%		57%	54%	
White	BOY	71%	72%	82%	71%	69%
	MOY	78%	80%	79%	85%	
	EOY	81%		83%	80%	
American Indian	BOY	*	*	*	*	*
	MOY	*	*	*	*	
	EOY	*		*	*	
Asian	BOY	74%	75%	84%	79%	66%
	MOY	79%	79%	80%	82%	
	EOY	80%		82%	77%	
Pacific Islander	BOY	*	*	*	*	*
	MOY	*	*	*	*	
	EOY	*		*	*	
Two or More	BOY	73%	72%	80%	71%	70%
	MOY	82%	81%	78%	81%	
	EOY	80%		78%	79%	

* <25 students tested. ** Includes current and monitored students. Grey cells indicate canceled progress monitoring; Italicized cells 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.

Beginning of Year = BOY, Middle of Year = MOY, End of Year = EOY

Goal Progress Measure 1.2, December 2022

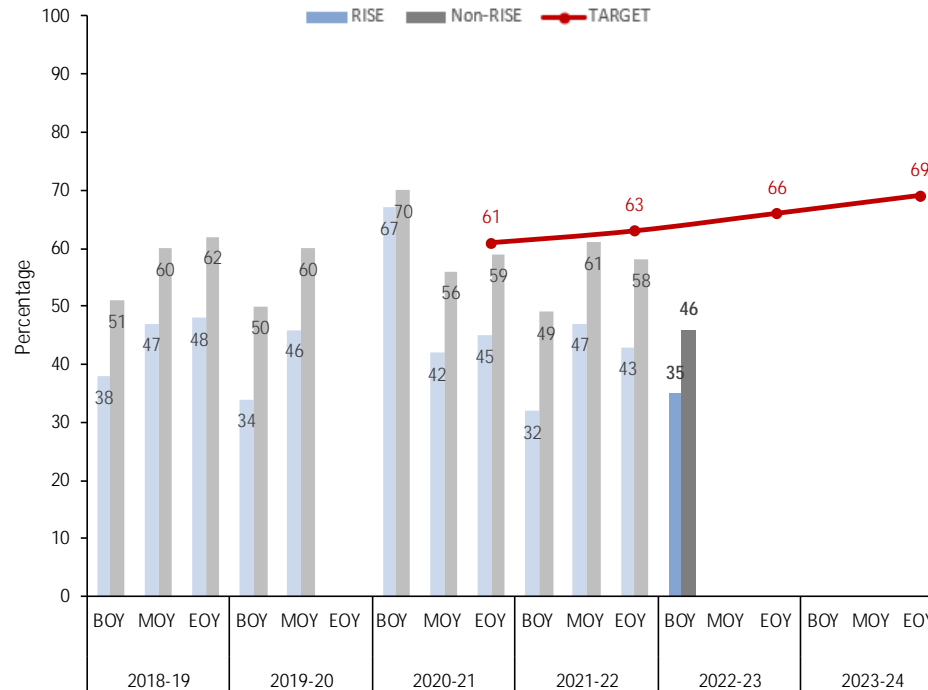
2nd Grade Students Reading At or Above Benchmark

Not on Track

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.

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

Percentage of 2nd Grade Students Reading At or Above Benchmark (40th Percentile) By RISE Campus Status



RISE Campuses include:

- 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

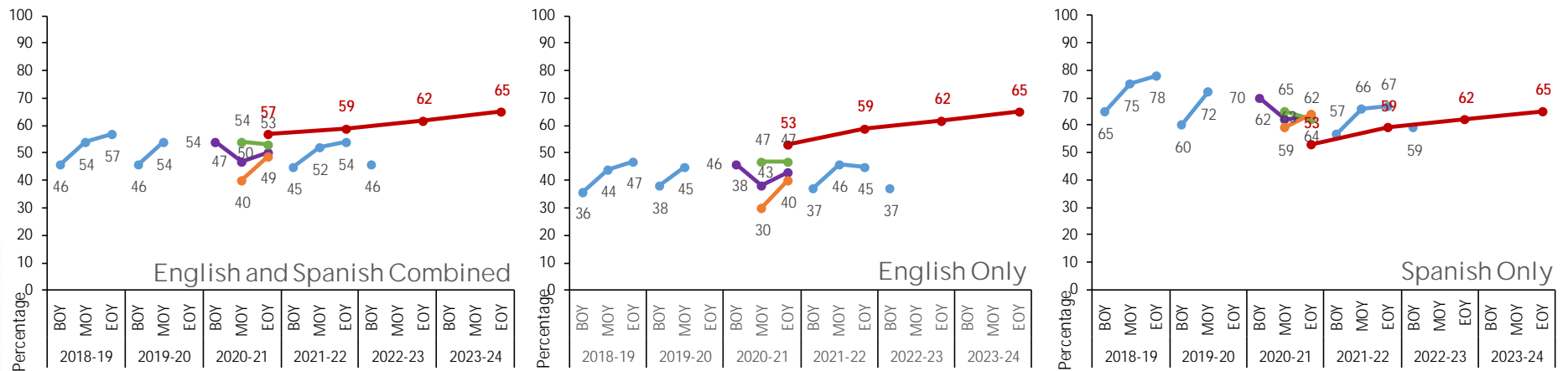
Goal Progress Measure 1.3, December 2022

3rd Grade Students Reading At or Above Benchmark

Not on Track

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.

- Reading on grade level is defined as students meeting At/Above Benchmark (• 40th Percentile) on the Reading 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	16,337	16,340	16,086	15,771	15,531	Not Tested	14,399	16,179	13,988	13,358	12,425	14,008	13,214		
English Only	14,120	13,332	13,137	13,101	12,832	Not Tested	11,850	13,496	11,644	10,918	10,030	11,578	11,144		
Spanish Only	4,324	4,412	4,231	4,427	4,191	Not Tested	3,892	4,439	3,803	3,840	3,486	3,995	3,622		

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

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Goal Progress Measure 1.3, December 2022

3rd Grade Students Reading At or Above Benchmark

Not on Track

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.

- Reading on grade level is defined as students meeting At/Above Benchmark (• 40th Percentile) on the Reading 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	46%	46%	54%	45%	46%
	MOY	54%	54%	47%	52%	
	EOY	57%		50%	54%	
Economically Disadvantaged	BOY	40%	40%	48%	37%	38%
	MOY	48%	48%	40%	46%	
	EOY	51%		43%	48%	
Special Education	BOY	10%	12%	33%	16%	16%
	MOY	15%	16%	23%	23%	
	EOY	16%		25%	19%	
English Learners (EL)**	BOY	47%	46%	54%	45%	46%
	MOY	57%	56%	47%	45%	
	EOY	61%		51%	56%	
Males	BOY	43%	42%	53%	42%	43%
	MOY	50%	51%	45%	52%	
	EOY	53%		49%	51%	
Females	BOY	50%	50%	57%	47%	49%
	MOY	58%	57%	50%	52%	
	EOY	61%		54%	57%	
Migrant	BOY	*	*	*	*	*
	MOY	*	*	*	*	
	EOY	*		*	*	
Homeless	BOY	30%	*	42%	37%	29%
	MOY	39%	*	28%		
	EOY	39%		39%	45%	

Houston ISD		School Year				
		2018–19	2019–20	2020–21	2021–22	2022–23
African American	BOY	29%	29%	41%	28%	29%
	MOY	34%	35%	31%	41%	
	EOY	35%		33%	35%	
Hispanic	BOY	46%	45%	52%	42%	44%
	MOY	56%	55%	46%	49%	
	EOY	59%		49%	54%	
White	BOY	73%	72%	81%	77%	75%
	MOY	78%	79%	80%	81%	
	EOY	81%		83%	81%	
American Indian	BOY	*	*	*	*	*
	MOY	*	*	*	*	
	EOY	*		*	*	
Asian	BOY	75%	73%	76%	73%	68%
	MOY	76%	76%	73%	84%	
	EOY	79%		76%	75%	
Pacific Islander	BOY	*	*	*	*	*
	MOY	*	*	*	*	
	EOY	*		*	*	
Two or More	BOY	76%	72%	80%	71%	73%
	MOY	78%	78%	76%	77%	
	EOY	82%		81%	75%	

* <25 students tested. ** Includes current and monitored students. Grey cells indicate canceled progress monitoring. Italicized cells 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 1.3, December 2022

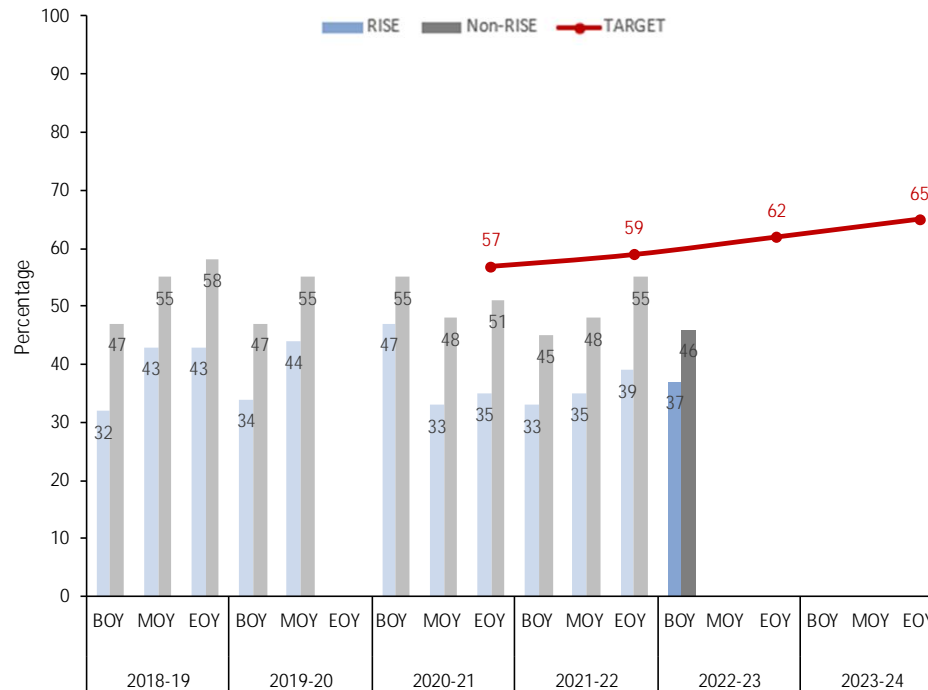
3rd Grade Students Reading At or Above Benchmark

Not on Track

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.

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

Percentage of 3rd Grade Students Reading At or Above Benchmark (40th Percentile)
By RISE Campus Status

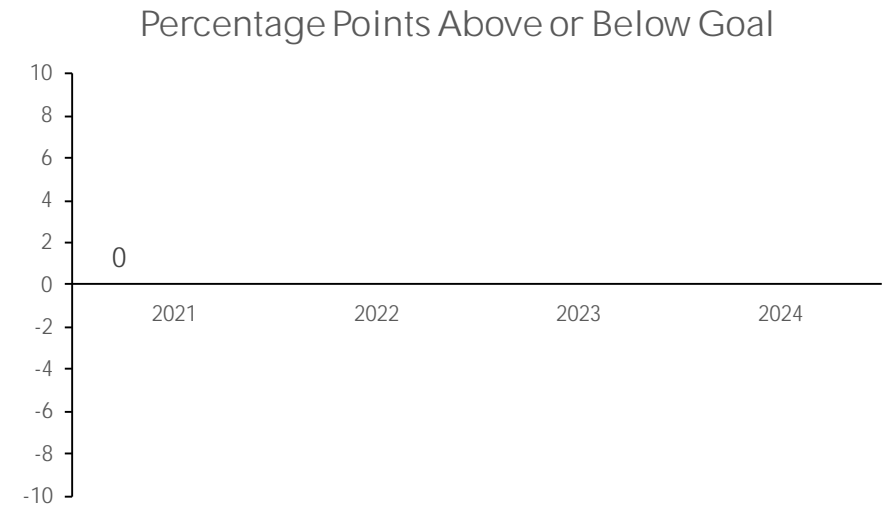
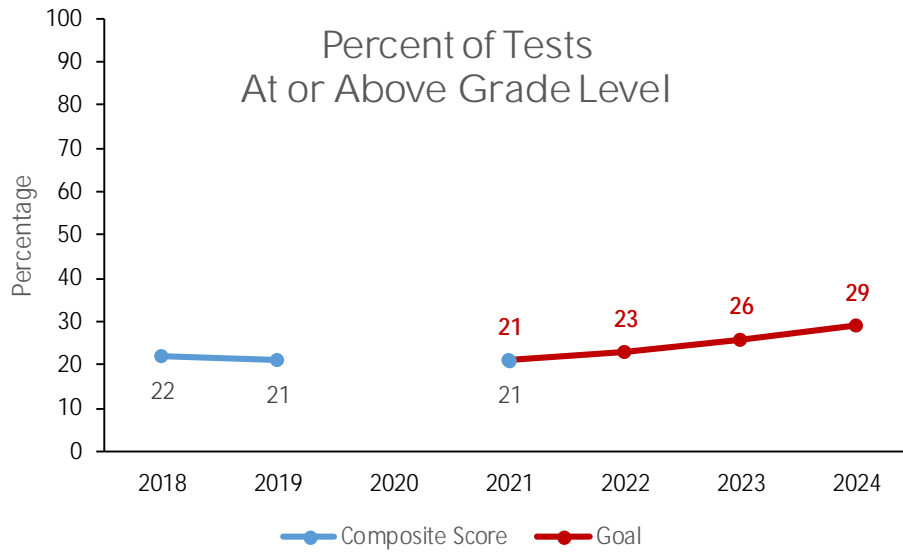


RISE Campuses include:

- 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 4 Students with Disabilities (SWD) Reading At or Above Grade Level	Met Target
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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 EOC English I and II assessments will increase 8 percentage points from 21% in spring 2019 to 29% in spring 2024.



Data Source: TAPR statewide district data download

Goal 4
Students with Disabilities (SWD)
Reading At or Above Grade Level

Met Target

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.

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.
- Performance between BOY 2021 and BOY 2022 remained constant, and current BOY performance remains higher than levels pre-pandemic, which indicates results of continued efforts by SPED department and campus leaders.
- With a continued focus on progress monitoring and fidelity of IEP implementation in Constraint 4, we expect to see continued improvement for SWD in these progress measures.

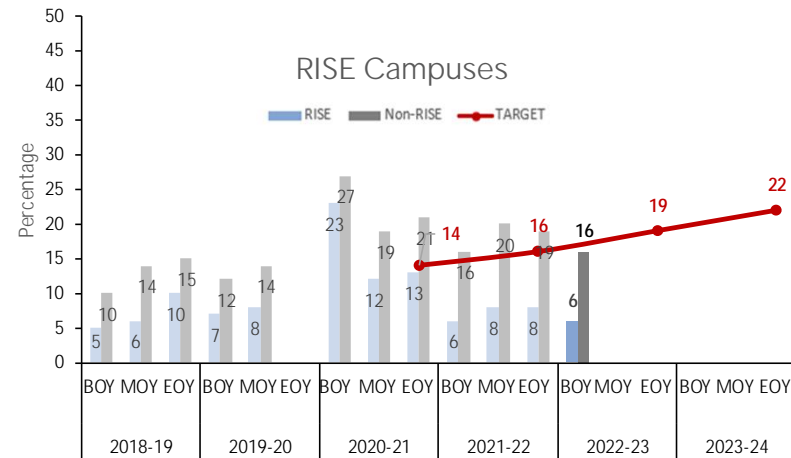
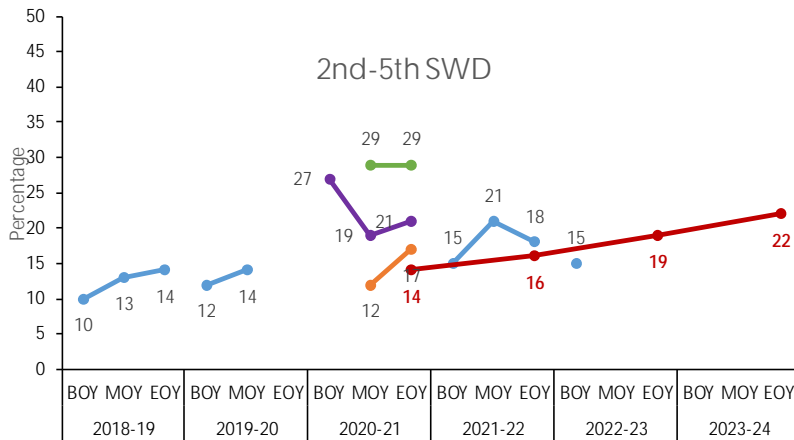
Goal 4.1, December 2022

Students with Disabilities (SWD) 2nd-5th grades

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 on Track

- Performing on grade level in reading 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.

Percentage of Elementary School SWD (2nd-5th) Reading At or Above BenchmarkRISE
Campuses
include:

- 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

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

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
Students with Disabilities	4,989	4,816	4,643	5,084	5,012	Not Tested	4,142	4,389	3,687	4,235	3,475	4,679	4,512		

*Demographics from end-of-year student information system, 2020–2021 demographics from PEIMS snapshot (BOY source updated). 18

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

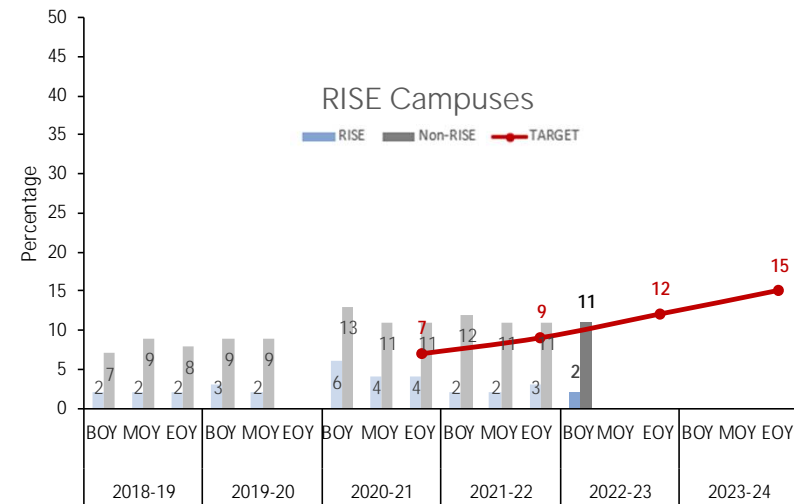
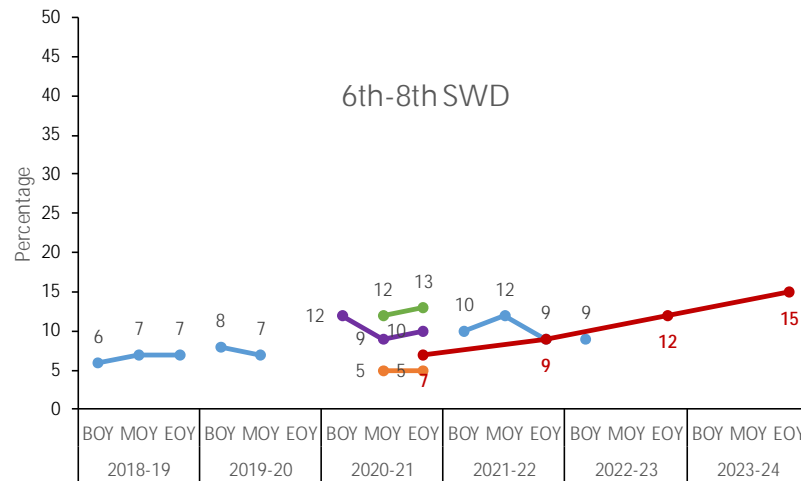
Goal 4.2, December 2022

Students with Disabilities (SWD) 6th-8th grades

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 on Track

- Performing on grade level in reading 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.

Percentage of Middle School SWD (6th-8th) Reading At or Above Benchmark

**RISE
Campuses
include:**

- Attucks MS
- Deady MS
- Edison MS
- Fleming MS
- Henry MS
- Key MS
- Sugar Grove MS
- Thomas MS
- Williams MS

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

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
Students with Disabilities	2,771	2,578	2,372	2,784	2,682	Not Tested	2,304	2,279	1,900	2,695	2,197	2,725	2,842		

*Demographics from end-of-year student information system, 2020–2021 demographics from PEIMS snapshot (BOY source updated). 19

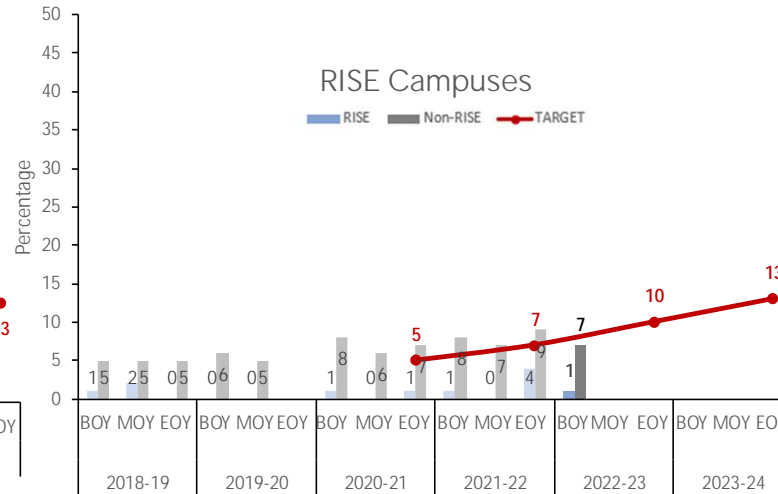
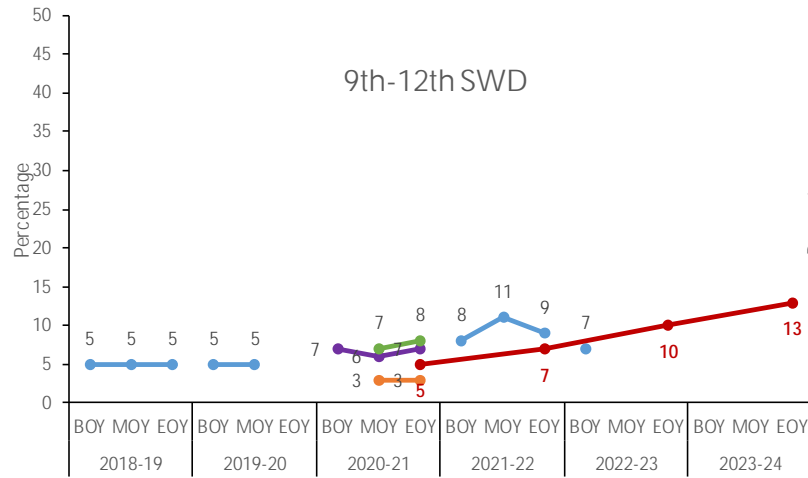
*BOY 2020–2021 results reflect the last assessment during the testing window when all students were learning remotely.

Goal 4.3, December 2022**Students with Disabilities (SWD) 9th – 12th grades**

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 on Track

- Performing on grade level in reading 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.

Percentage of High School SWD (9th-12th) Reading At or Above Benchmark**RISE
Campuses
include:**

- North Forest HS
- Wheatley HS

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

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
Students with Disabilities	2,381	2,063	1,534	2,098	2,301	Not Tested	1,980	1,571	1,057	2,095	1,802	1,873	2,323		

*Demographics from end-of-year student information system, 2020–2021 demographics from PEIMS snapshot (BOY source updated). 20

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

HOUSTON INDEPENDENT SCHOOL DISTRICT

Thank you

