

# GPM 3.1 & 4.3

June 2025



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**Goal 3:** The percent of students graduating TSI ready and with an industry-based certification (IBC) will increase from 11% for the 2021–2022 graduates to 26% for the 2026-2027 graduates.

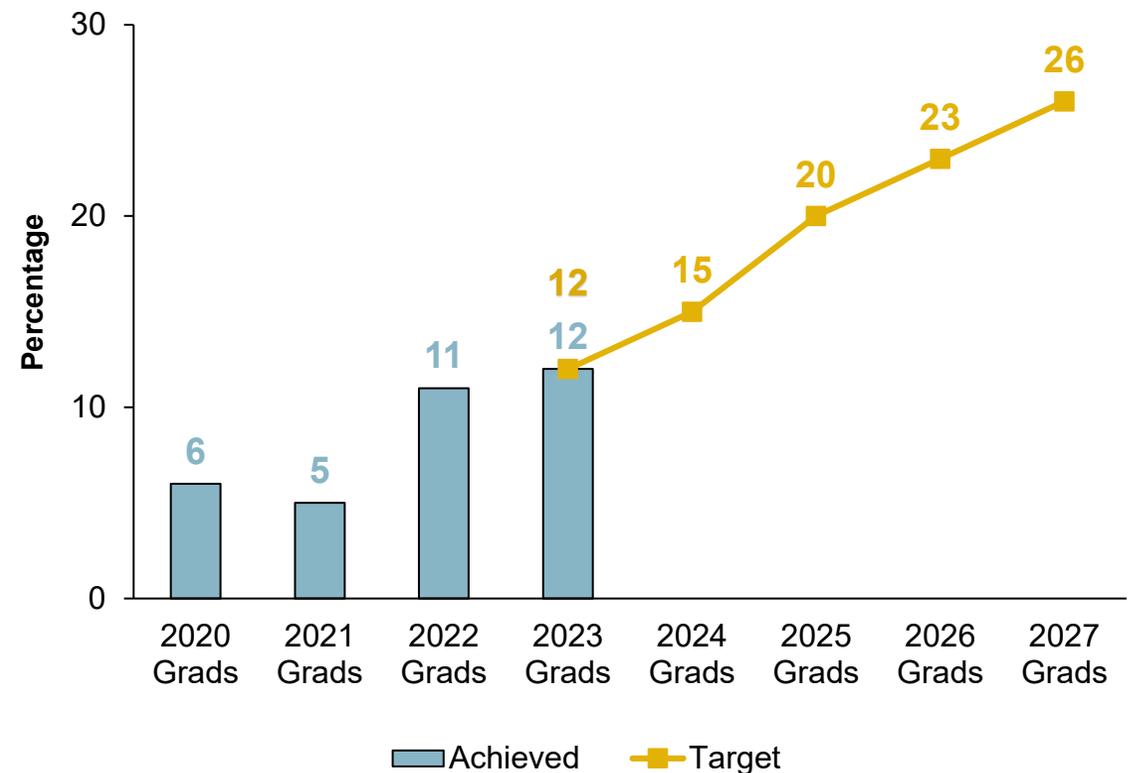
## Background

College, Career, and Military Readiness (CCMR) is a component used to measure graduates' preparedness for college, the workforce, or the military. The Texas Success Initiative (TSI) assesses students' post-secondary readiness through performance on standardized assessments such as the SAT, ACT, and the TSIA (Texas Success Initiative Assessment).

Industry-Based Certifications (IBCs) are included in Goal 3 as they continue to be a key indicator of workforce preparedness and a component of CCMR reporting when coupled with aligned Career and Technical Education (CTE) coursework.

These indicators focus on graduating students, so reporting is lagged by one year. Twelve percent of students graduating in 2023 earned both an IBC and met the TSI readiness threshold. This meets the goal of 12 percent set by the district for 22-23 graduates.

**Exhibit 1: Graduates Earning an IBC who are also TSI Ready (Goal 3)**



*Goal 3 data sourced from CCMR verifier file (TEA) and is lagged one year; therefore, 2023 graduates reflect the most current data.*

**GPM 3.1: The percent of 11th graders meeting TSI criteria on SAT, ACT, or TSIA in both math and reading will increase from 15% in May 2023 to 30% in May 2028.**



The Texas Success Initiative (TSI) is a program established by the Texas State Legislature to assess college readiness in reading, writing, and math. Students can demonstrate readiness by earning qualifying scores on the SAT, ACT, or the TSI Assessment (TSIA 2.0). To be considered TSI Ready by the state, students must meet benchmark scores in **both** math and reading.

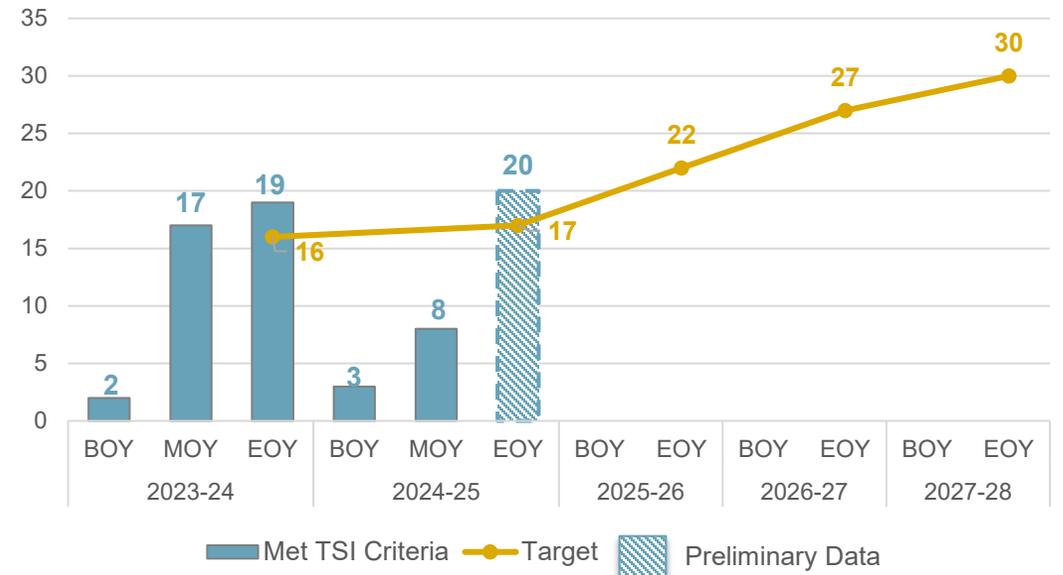
To ensure consistent and meaningful comparisons across school years, the district uses standardized testing windows for each reporting point. For results to be included, assessments must be completed and scores must be available at the time data is pulled for reporting:

- **Beginning-of-year (BOY):** July 1, 2022, to August 30, 2024
- **Middle-of-year (MOY):** July 1, 2022, to March 31, 2025
- **End-of-year (EOY):** All assessments taken from July 1, 2022, to June 30, 2025

These aligned time frames enable us to evaluate student progress using a common reference point each year.

To support TSI readiness, the district offers the SAT to all 11<sup>th</sup> graders in the spring on a districtwide SAT School Day. For students who do not meet the TSI threshold when they take the SAT, the TSIA2 is offered quarterly during their 12<sup>th</sup> grade year as an additional opportunity to meet TSI readiness. SAT School Day occurred in April this year so results will be reflected in end-of-year data.

**Exhibit 2: Percentage of 11<sup>th</sup> Grade Students Meeting TSI Criteria in Math and Reading\***



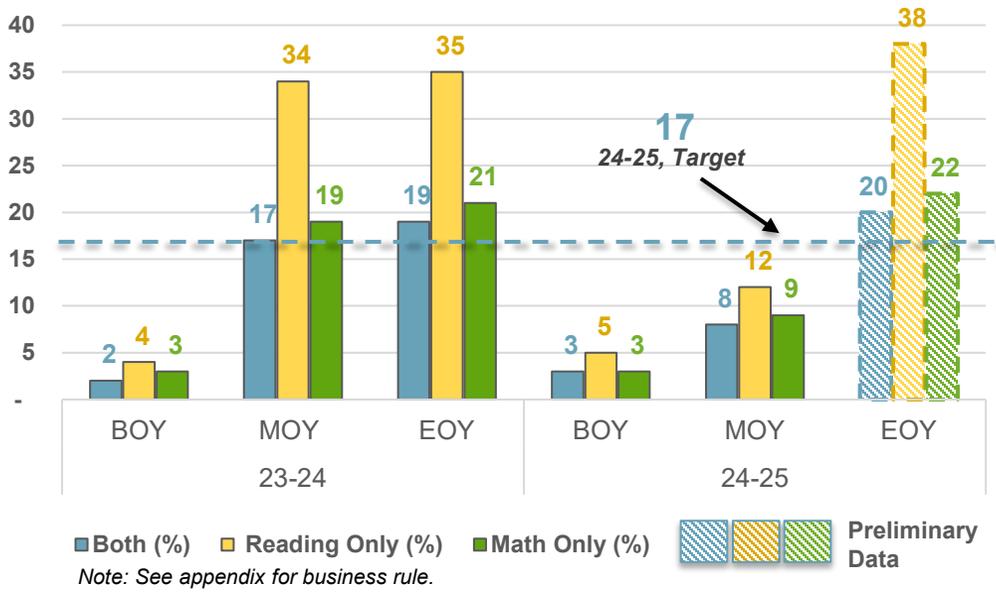
Preliminary EOY data indicates that the district has met its overall EOY target of 17%. MOY results decreased from last year to this year. This is because SAT was offered in March in 2023-24 and April in 2024-25 so results from that test show up in EOY preliminary data this year.

*\*Note: Numbers may not match last years board reports due to updated business rules. All historical data has been recalculated using new business rules to ensure results can be compared year over year. See appendix for additional detail on business rules.*

**GPM 3.1:** The percent of **11th graders** meeting TSI criteria on SAT, ACT, or TSIA in both math and reading will increase from 15% in May 2023 to 30% in May 2028.

**On Track**

**Exhibit 3: Percentage of 11<sup>th</sup> Grade Students Meeting TSI Criteria, Reading and Math, MOY and Preliminary EOY**



HISD has historically achieved higher levels of proficiency in reading compared to Math, and this trend continues in 2024-25. However, EOY preliminary results indicate students are **improving** in both Reading and Math this year. It is not recommended to compare MOY to MOY above given SAT Day occurred earlier in the year in 2023-24 and therefore was included in 2023-24 MOY but not 2024-25 MOY.

**Exhibit 4: Percentage of 11<sup>th</sup> Graders Meeting TSI Criteria in Math and Reading, by Student Group – Preliminary EOY**

Race/ Ethnicity	23-24 EOY (Actual)	24-25 MOY	24-25 EOY (Prelim)	Percentage Point Δ EOY – EOY
All Students*	19	8	20	1% pt
Black (AA)	10	3	12	2% pt
Hispanic/Latino	14	4	16	2% pt
White	38	16	37	-1% pt
Asian	65	42	65	0% pt
Two+ Races	38	19	38	0% pt
Program Group				
Eco Dis	10	4	13	3% pt
EB	7	2	7	0% pt
SWDs	3	1	3	0% pt

Note: Green indicates an increase from MOY to EOY

Preliminary EOY data indicates the district has met its overall EOY target of 17%, with four student groups improving their year over year results and only one student group seeing a slight decline.

**GPM 3.1:** The percent of 11th graders meeting TSI criteria on SAT, ACT, or TSIA in both math and reading will increase from 15% in May 2023 to 30% in May 2028.

**On  
Track**

**Superintendent's Evaluation of Performance:**

For the 2024–25 school year, middle-of-year (MOY) TSI readiness data for 11th graders did not yet include results from the district's primary TSI strategy—SAT School Day. This test was scheduled later in the year in 2024-25 compared to SY 2023-24 to give more students additional instructional time to prepare. Given this, it is not recommended to compare MOY to MOY.

Preliminary end-of-year (EOY) data, which includes SAT School Day results, indicates continued improvement in student outcomes. Based on historical trends and current data, the cohort is on track to meet and exceed the district's 17% EOY target for TSI readiness. Some students may also take the TSIA2 prior to the EOY cutoff so some students may have additional opportunities to reach the TSI threshold before EOY results are final.

**GPM 3.1:** The percent of 11th graders meeting TSI criteria on SAT, ACT, or TSIA in both math and reading will increase from 15% in May 2023 to 30% in May 2028.

**On  
Track**

**Root-Cause Analysis:**

TSI Assessment Participation: HISD strategically focuses on ensuring all students take the SAT in the Spring of their 11th grade year. This is why SAT participation volumes are higher than the other assessments by the end of the 11th grade year. HISD supports students with ACT if they are taking high school Biology in middle school given the ACT allows them to meet the federal high school science testing requirement, which is a much smaller volume of students. For students who do not meet TSI readiness in 11th grade when they take the SAT, HISD continues to support 12th grade students in becoming TSI ready by offering the TSIA assessment quarterly in 12<sup>th</sup> grade and through the College Prep Math and College Prep English courses in 12<sup>th</sup> grade.

**GPM 3.1:** The percent of **11th graders** meeting TSI criteria on SAT, ACT, or TSIA in both math and reading will increase from 15% in May 2023 to 30% in May 2028.

**On  
Track**

**Key Actions:**

- **Focus on High Quality Instruction.** Students across the district – and especially at NES schools – improved math and ELA EOC STAAR outcomes largely due to the focus on high quality instruction. This helps ensure more students are entering 11th grade better prepared for postsecondary readiness than in previous years. HISD will continue to focus on high quality instruction in all classrooms this year.
- **Provide High Quality, Grade level Curriculum.** The HISD Curriculum team is aligning Algebra II and English III content, level of rigor, and assessment design with the SAT and TSIA 2.0 to ensure all students are getting ample preparation for these exams. This helps ensure TSI readiness skills are embedded into these courses. Additionally, the focus on high quality curriculum in earlier grades will ensure students have the foundational skills necessary for TSI readiness.
- **Provide Strategic Assessment Preparation Supports.** Khan Academy Official SAT Practice is available to all students in HISD. Research shows that students who complete 20 hours of practice using this resource will, on average, increase their SAT Math or English score by 50 points or more. Students are expected to complete 20 hours of practice in a structured environment between the October PSAT and the April School Day SAT, and data reporting systems are being utilized to actively monitor Khan Academy usage.
- **TSI Saturday Bootcamps.** The CCMR Central Office team offers Saturday bootcamps to support students with additional SAT and TSI preparation outside of the typical school day. Students can attend these ahead of SAT Day. Additionally, students who do not meet the TSI threshold can attend these bootcamps ahead of retesting on a TSI assessment.

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<b>GPM 4.3:</b> The percentage of students in grades 3 through 8 who receive special education services who are projected at Meets Grade Level in reading or math on NWEA MAP will increase from 27% in May 2024 to 35%* in May 2028.	Exhibit 2 – 7	11 – 13

\* Revised target reflects the July 2024 NWEA MAP Linking Study and incorporates re-established baselines to ensure accurate comparisons and STAAR alignment. Approved on 5/8/25.

**Goal 4:** Students in grades 4 through 8 who receive special education services that achieve growth as measured by the Domain 2 Part A of the state accountability system will increase from 63% in August 2023 to 78% in August 2028.

## Background

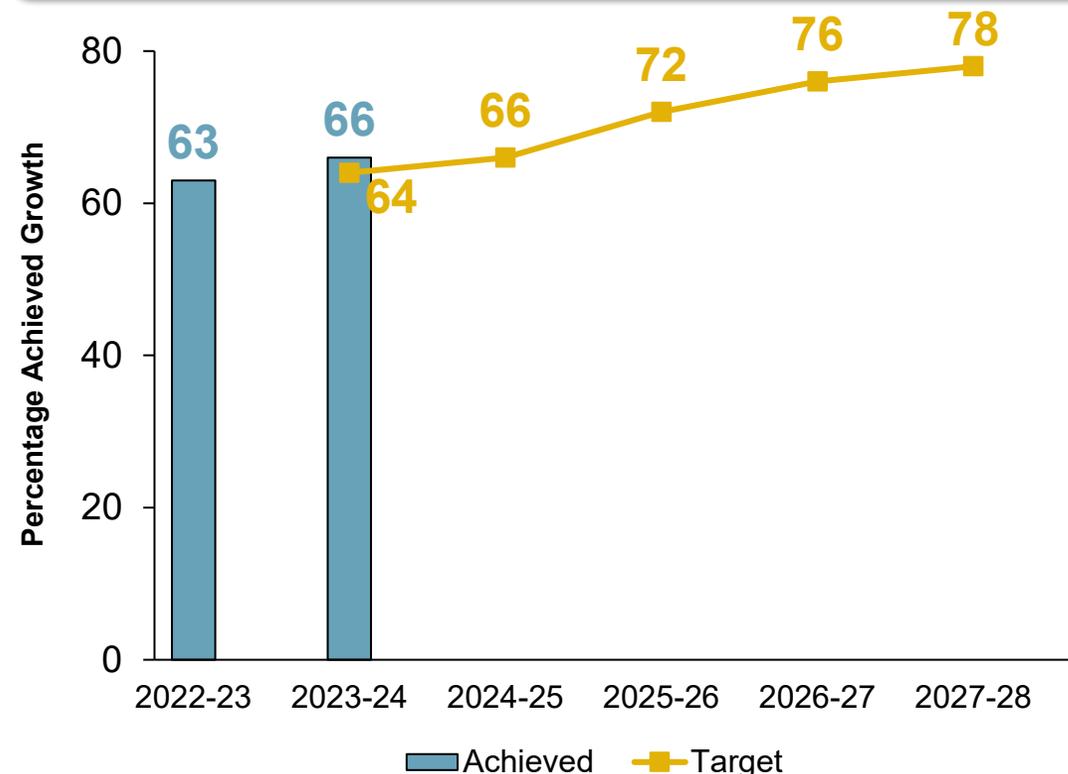
### Domain 2, Part A: School Progress

Domain 2A of the state accountability system, measures the academic growth of students in Reading and Math by comparing a student's STAAR performance from the previous year to their performance in the current year.

The Texas Education Agency (TEA) defines growth as growing at least one year academically as measured by STAAR. Growth is demonstrated if a student:

- **Advances by at least one performance level** in Reading or Math from the previous year, or
- Achieves or maintains the **Meets or Masters** grade level in Reading or Math for the current year.

**Exhibit 1: Percent of SWDs Grades 4-8 Achieved Growth, Domain 2, Part A**

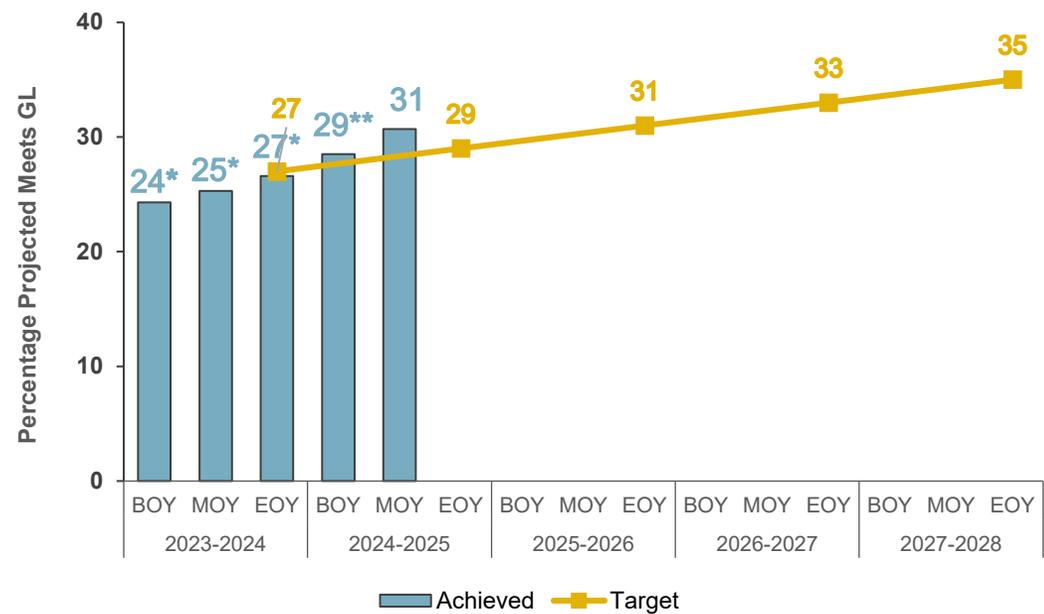


*Note: Students must participate in the same subject test for both prior year and current year to be included in the data.*

**GPM 4.3:** The percentage of students in grades 3 through 8 who receive special education services who are projected at Meets Grade Level in reading or math on NWEA MAP will increase from 27% in May 2024 to 35% in May 2028.

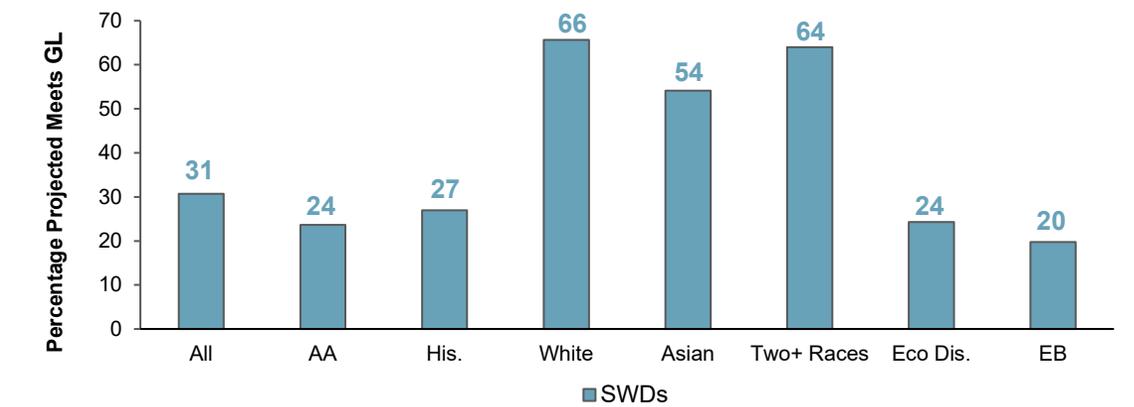
**On Track**

**Exhibit 2: Percentage of Grades 3-8 SWDs Projected at Meets Grade Level, Reading (English) OR Math**



\*SY23-24 data has been updated using the July 2024 NWEA MAP Linking Study to ensure accurate year-over-year comparisons and better alignment with STAAR.  
 \*\*SY24-25 BOY data reflects updated business rules

**Exhibit 3: MOY 24-25, Percentage of Grades 3-8 SWDs Projected at Meets Grade Level, Reading (English) OR Math**



n Counts	SWD Race/Ethnicity Group						SWD Program Group	
	All	Black (AA)	His.	White	Asian	Two+ Races	Eco Dis.	EB
SWDs at Meets	2,662	572	1,389	531	66	99	1,712	543
SWDs Totals	8,672	2,416	5,158	809	122	155	7,042	2,754

Note: Students may belong to both a Race/Ethnicity group and a Program group, counts will not sum precisely to overall totals.

The district's MOY MAP data indicates steady progress for students with disabilities (SWDs) in grades 3-8, with 31% currently projected to meet or exceed grade level in reading or math. SWDs are on track to meet the 2024-25 EOY target, already exceeding it by two percentage points. White, Asian, and Two+ Races SWDs are showing higher proficiency rates than other SWD groups, particularly emergent bilingual SWDs.

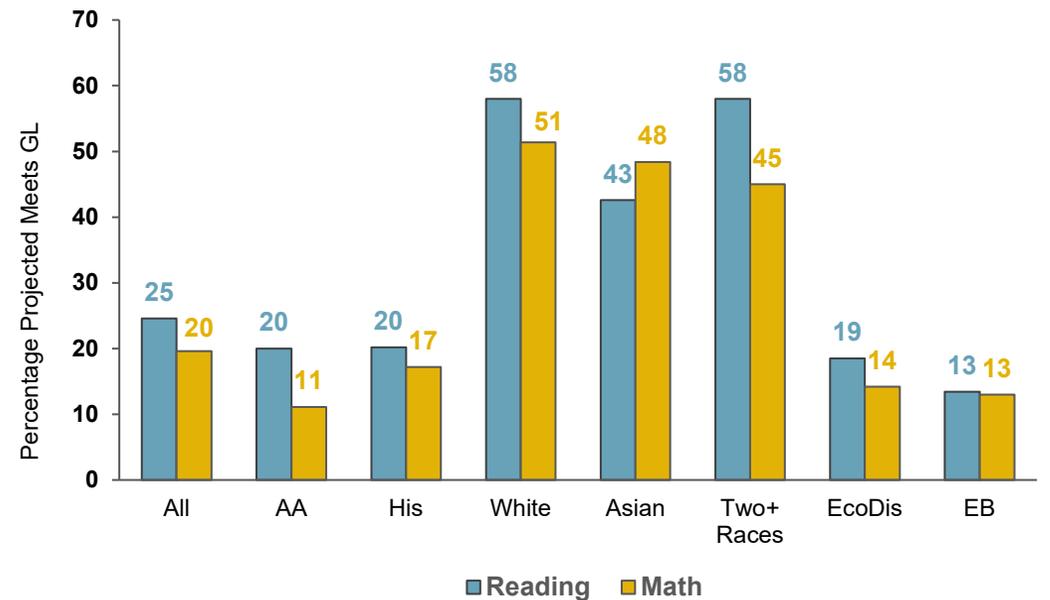
**GPM 4.3:** The percentage of students in grades 3 through 8 who receive special education services who are projected at Meets Grade Level in reading or math on NWEA MAP will increase from 27% in May 2024 to 35% in May 2028.

**On Track**

**Exhibit 4: MOY, Percentage of Grades 3-8 SWDs Projected at Meets Grade Level (Reading OR Math)**

**Exhibit 5: MOY 24-25, Percentage of Grades 3-8 SWDs Projected at Meets Grade Level, by Subject**

Race/Ethnicity	SY 23-24*			SY 24-25		
	BOY	MOY	EOY	BOY**	MOY	Percentage Point Δ MOY – MOY
All SWDs	24	25	27	29	<b>31</b>	+6 % pts
Black (AA)	18	19	20	21	<b>24</b>	+5 % pts
Hispanic	20	22	23	25	<b>27</b>	+5 % pts
White	64	63	63	67	<b>66</b>	+3 % pts
Asian	56	52	57	59	<b>54</b>	+2 % pts
Two+ Races	57	55	54	60	<b>64</b>	+9 % pts
Program Group						
Eco Dis.	17	19	21	22	<b>24</b>	+5 % pts
EBs	13	15	17	19	<b>20</b>	+5 % pts



\*SY23–24 data has been updated based on the July 2024 NWEA MAP Linking Study to ensure accurate year-over-year comparisons and alignment with STAAR.

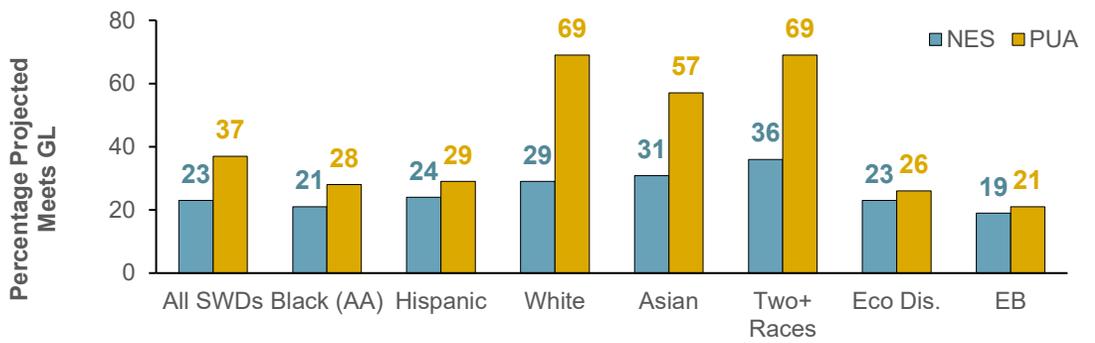
\*\*SY24–25 BOY data reflects updated business rules

For students with disabilities (SWDs) in grades 3–8, projections indicate exceeding the end-of-year (EOY) target of 29% meeting or exceeding grade level in reading or math. Growth in the percentage of SWDs meeting or exceeding grade level is observed from Beginning-of-Year (BOY) to Middle-of-Year (MOY) this school year, and in year-over-year MOY comparisons across all student groups. However, disparities in projected proficiency are evident: White, Asian, and Two+ Races SWDs show higher projected proficiency compared to other student groups. Regarding subject-specific performance, SWDs generally exhibit higher projected proficiency in Reading than in Math. Exceptions include Asian SWDs, who are projected higher in Math, and Emergent Bilingual SWDs, who show equal projected proficiency in both subjects.

**GPM 4.3:** The percentage of students in grades 3 through 8 who receive special education services who are projected at Meets Grade Level in reading or math on NWEA MAP will increase from 27% in May 2024 to 35% in May 2028.

**On Track**

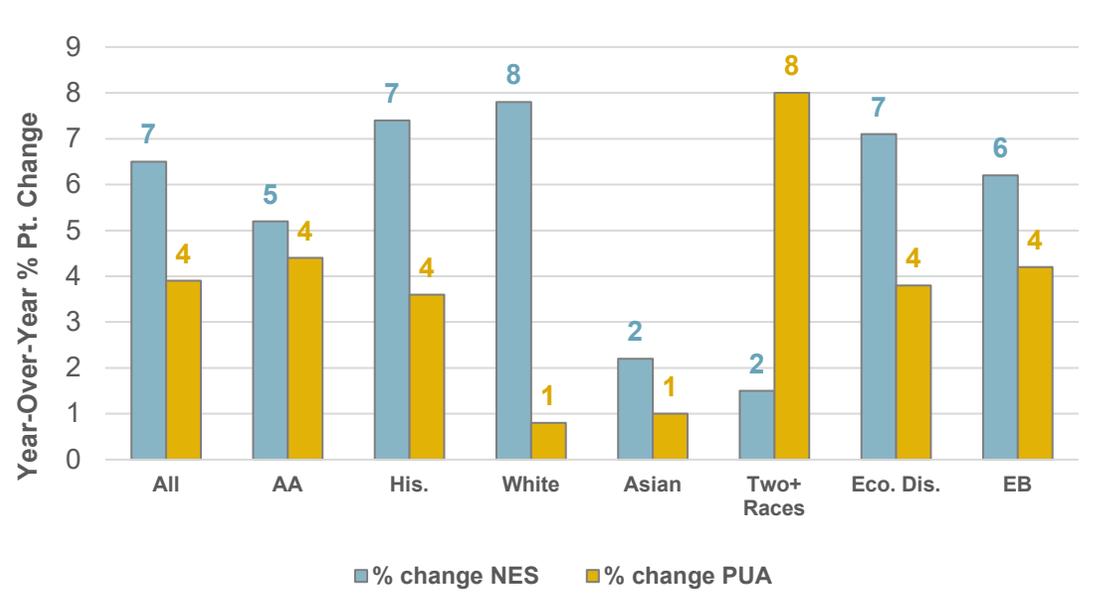
**Exhibit 6: MOY 24-25, Percentage of Grades 3-8 SWDs Projected at Meets Grade Level, Reading (English) OR Math, by NES Status**



n Counts (Testers)	SWD Race/Ethnicity Group						SWD Program Group	
	All SWDs	Black (AA)	His.	White	Asian	Two+ Races	Eco Dis.	EB
<b>NES at Meets</b>	873	301	535	22	4	9	821	230
<b>NES Totals</b>	3,776	1,444	2,214	75	13	25	3,625	1,229
<b>PUA at Meets</b>	1,789	271	854	509	62	90	891	313
<b>PUA Totals</b>	4,896	972	2,944	734	109	130	3,417	1,525

Note: "All SWDs" student group is still inclusive of masked groups; Students may belong to both a Race/Ethnicity group and a Program group, counts will not sum precisely to overall totals.

**Exhibit 7: Percentage Pt. Change in SWDs Projected at Meets Grade Level, Reading (English) OR Math, by NES Status: MOY 23-24 vs MOY 24-25**



Note: Year-over-year comparisons use 2024–25 NES and PUA designations

Students with disabilities (SWDs) in grades 3–8 are projected to exceed the End-of-Year (EOY) target of 29% meeting or exceeding grade level. The percentage of SWDs meeting or exceeding grade level increased from beginning-of-Year (BOY) to middle-of-Year (MOY) this school year, and year-over-year MOY comparisons show growth across all student groups as well. However, disparities in projected proficiency persist: White, Asian, and Two or More Races SWDs show higher projected proficiency than other groups, and SWDs at PUA campuses demonstrate higher performance than SWDs at NES campuses. Despite the proficiency differences between SWDs at NES and PUA campuses, year-over-year growth for NES SWDs exceeds that of PUA SWDs in all student groups except Two or More Races.

**GPM 4.3:** The percentage of students in grades 3 through 8 who receive special education services who are projected at Meets Grade Level in reading or math on NWEA MAP will increase from 27% in May 2024 to 35% in May 2028.

**On  
Track**

### **Superintendent's Evaluation of Performance:**

The district's middle-of-year (MOY) 2024–25 MAP performance reflects steady progress in academic achievement among students with disabilities (SWDs). Currently, **31%** of SWDs in grades 3–8 are projected to meet grade-level expectations in reading or math on STAAR—an increase from **25%** at MOY 2023–24.

This trend is increasing, yet achievement gaps remain within SWD student groups. White, Asian, and Two or More Races SWDs continue to outperform their Hispanic, African American, and Emergent Bilingual (EB) SWD peers. Addressing these disparities remains essential to advancing equitable outcomes for all students receiving special education services.

In subject-level analysis, Black SWDs show a 9-percentage point gap between reading and math proficiency, highlighting a need to strengthen math instruction and supports for this group.

Overall, the progress made aligns with the goal to improve outcomes for SWDs in grades 3 through 8, demonstrating strategic advances toward both short- and long-term targets. Continued investment and focus will be key in maintaining momentum to close achievement gaps and achieve equitable growth for students with disabilities.

**GPM 4.3:** The percentage of students in grades 3 through 8 who receive special education services who are projected at Meets Grade Level in reading or math on NWEA MAP will increase from 27% in May 2024 to 35% in May 2028.

**On  
Track**

**Root-Cause Analysis and Key Actions:**

The positive growth for students with disabilities can be attributed to a focus on High-Quality instruction for all students. The data shows the following strategies in place are positively impacting student performance.

- **Quality Instruction** - The district has an overall focus on providing quality instruction for all students which include high quality instructional materials. By providing high quality instructional materials in reading and math, SWD have access to the same rigorous content as their non-disabled peers. This access is crucial for closing the achievement gap and helping students to reach their full potential. This year the curriculum team has significantly enhanced the curriculum to include scaffolds to address processing and problem-solving needs.
- **Focus on Reading** - The district began implementing the Science of Reading curriculum. General Education Teachers and Special Education teachers are attending the Texas Education Agency Reading Academies. While targeting literacy, this effort has indirectly supported math performance by strengthening comprehension skills critical for problem solving.
- **Specially Designed Instruction** - The district began training teachers on specially designed instruction. Specially Designed Instruction (SDI) includes methods, strategies, and supports to meet their individual needs. Teachers regularly assess the students MAP growth data by specific skill deficits and provide targeted intervention.
- **Salary Increases** - HISD has raised salaries for SY 24-25 special education teachers to attract and retain certified professionals, ensuring that students with disabilities (SWD) receive services from qualified providers.
- **Professional Development Supports** – HISD also focuses on providing ongoing professional development on specially designed instruction (SDI) for teachers. Additionally, HISD conducts classroom observations of special education teachers to enhance instructional quality and deliver actionable feedback.
- **Data Progress Monitoring** – HISD continuously uses data to inform supports by evaluating progress monitoring data to track student advancement on IEP goals, monitoring MAP test scores over time to measure the effectiveness of interventions, and adjusting strategies based on continuous data analysis and feedback.

The changes are informed by research-based practices in special education and instructional strategies tailored to meet the diverse needs of students with disabilities. These results reflect a stronger alignment with IEP goals and scaffold supports embedded in both general and special education settings.

# General Terms

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Abbreviation	Term
<b>BOY</b>	Beginning of Year
<b>MOY</b>	Middle of Year
<b>EOY</b>	End of Year
<b>SWDs</b>	Students with Disabilities
<b>EB</b>	Emergent Bilingual
<b>Econ Dis</b>	Economically Disadvantaged
<b>Two+</b>	Two or More Ethnicities
<b>NES</b>	New Education System

# GPM 3.1:Glossary

Abbreviation	Term	Definition
CCMR	College, Career, and Military Readiness	State-wide term used to describe a set of indicators that demonstrate post-secondary readiness
IBC	Industry-Based Certification	Certificate earned in various industries, such as welding
TSIA	Texas Success Initiative Assessment	Texas college readiness assessment, similar to SAT
TSI	Texas Success Initiative	Sets criteria/benchmarks for success on ACT, SAT, and TSIA assessments
ACT	American College Test	College entrance exam
SAT	Scholastic Aptitude Test	College entrance exam
AP	Advanced Placement	Represents a critical element in HISD's efforts to inject rigor into the high school classrooms
TCB	Texas College Bridge	College Prep course offered to students in English and Math to prepare for TSI readiness
IB	International Baccalaureate	Offers students a strong curriculum monitored by an international consortium of educators
CTE	Career and Technical Education	Programs that offer students a sequence of rigorous courses to prepare for future education and careers

# GPM 3.1: Business Rules

## Assessments Data Used

TSIA 1	TSIA 2	SAT	ACT
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## Testing Windows

School Year	BOY	MOY	EOY
24–25	Jul 1, 2022 – Aug 30, 2024	Jul 1, 2022 – Mar 31, 2025	Jul 1, 2022 – Jan 30, 2025
23–24	Jul 1, 2021 – Aug 30, 2023	Jul 1, 2021 – Mar 30, 2024	Jul 1, 2021 – Jan 30, 2024

## Test Benchmarks

Test	Reading	Math
SAT	≥ 480	≥ 530
TSIA 2	≥ 945 + Essay ≥ 5	≥ 950
ACT	≥ 19 + Comp ≥ 23 + Eng/Reading ≥ 40	≥ 19

## Calculation Notes

- Focus: Current 11th graders
- Use last 3 years of data (rolling window)
- Grade level determined by **SIS data** at EOY

# GPM 4.3: Glossary

Abbreviation	Term	Definition
<b>SDI</b>	Specially Designed Instruction	Instruction tailored to meet a student's specific educational needs
<b>TEKS</b>	Texas Essential Knowledge & Skills	Standards defining education requirements for each course
<b>STAAR</b>	State of Texas Assessment of Academic Readiness	Standardized academic achievement test designed to measure the extent to what students know and are able to do.
<b>PUA</b>	Per Unit Allocation	This acronym has historically been used during the budgeting process to refer to the campus whose budget is developed based on the number of students. This grouping of schools does not include NES campuses.

Term	Definition
<b>Achieved Growth</b>	This measures students' academic progress over time by comparing their current proficiency to past performance, assessed through methods like standardized tests or teacher evaluations.
<b>Meets Grade Level/Met GL</b>	This assesses if a student's performance matches expected knowledge and skills for their grade level. Students meeting this standard show proficiency in subjects outlined for their grade level. Assessment methods may include standardized tests, classroom assessments, or teacher evaluations aligned with curriculum standards.
<b>Met Proficiency</b>	This assesses if students have achieved expected competency levels in specific subjects or skills, often determined by standardized tests. It indicates meeting the required knowledge and skill levels, with standards set by educational authorities.

# Thank You

