HISD | Research and Accountability
ANALYZING DATA, MEASURING PERFORMANCE.

Goal Monitoring Report: August 2022

Goal 1, August 2022
3rd Grade STAAR Reading At or Above Grade Level

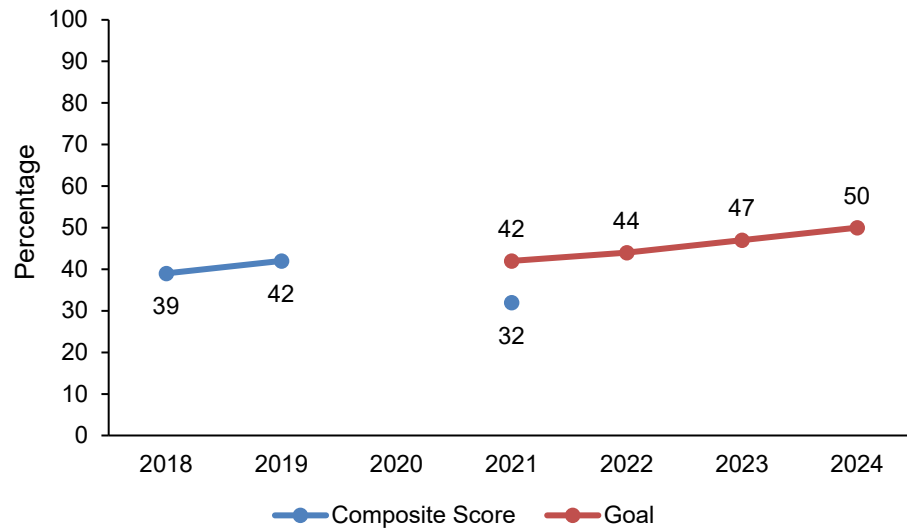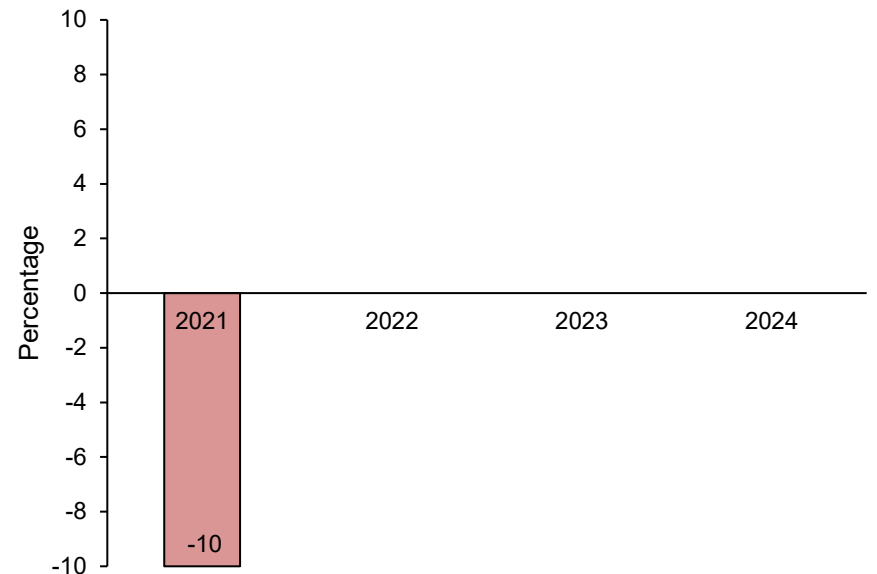| Goal Measure 1	Evaluation
The percentage of 3rd grade students performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase 8 percentage points from 42% in spring 2019 to 50% in spring 2024.	Did Not Meet

Percent of Tests At or Above Grade Level

Percentage Points Above or Below Goal

Data Source
- TAPR statewide district data download

HISD | Research and Accountability
ANALYZING DATA, MEASURING PERFORMANCE.

Goal Monitoring Report: August 2022

Goal Measure 1 (Early Literacy) Support Data

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%
Econ. Dis.		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 Ed.	Actual	28%	26%	n/a	24%			
		Target				26%	30%	34%	39%
	Special Ed. (Former)	Actual	28%	39%	n/a	38%			
		Target				39%	42%	45%	48%
	ELs*	Actual	38%	40%	n/a	25%			
		Target				40%	43%	46%	49%
Mobility	Cont. Enrolled	Actual	40%	43%	n/a	33%			
		Target				43%	45%	47%	50%
	Non-Cont. Enrolled	Actual	35%	36%	n/a	29%			
		Target				36%	39%	42%	46%

--- <25 students tested; *Includes Current and Monitored

HISD | Research and Accountability
ANALYZING DATA, MEASURING PERFORMANCE.

Goal Monitoring Report: August 2022

Goal Measure 1 (Early Literacy) Support Data – KG Performance

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

Legend: Reading Performance — Reading Performance - Data Quality Issues — Home Testers Only — Campus Testers Only
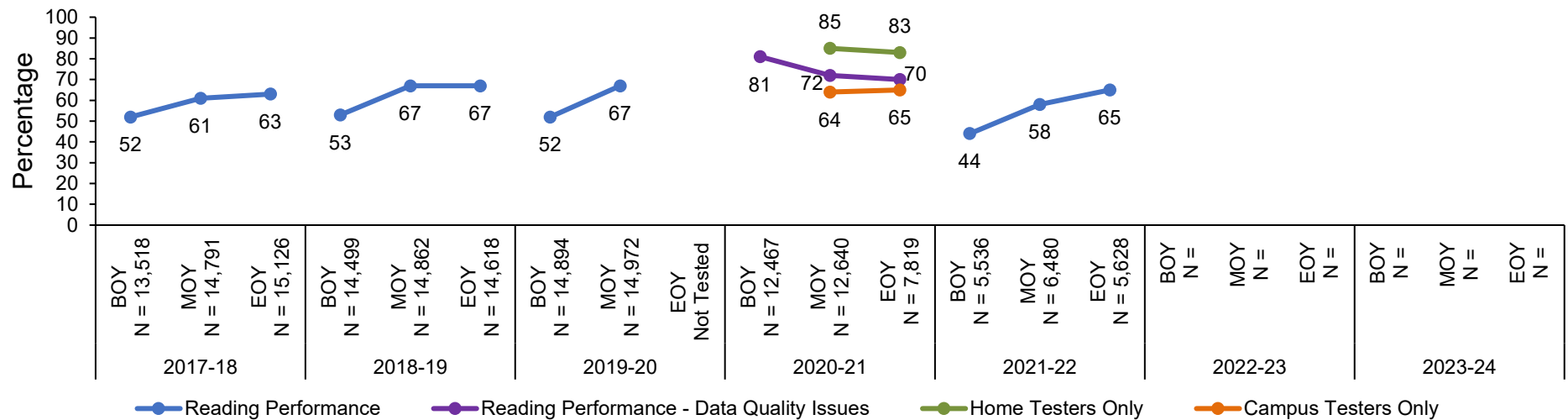
Data Source

- Renaissance 360 Early Literacy Screener
- 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.

HISD | Research and Accountability
ANALYZING DATA, MEASURING PERFORMANCE.

Goal Monitoring Report: August 2022

Goal Measure 1 (Early Literacy) Support Data – KG Performance by Student Groups

Houston ISD		School Year						
		2017–18	2018–19	2019–20	2020–21	2021–22	2022–23	2023–24
All Students	BOY	52%	53%	52%	81%	44%		
	MOY	61%	67%	67%	72%	58%		
	EOY	63%	67%		70%	65%		
Econ. Dis.	BOY	48%	47%	46%	78%	41%		
	MOY	58%	62%	63%	69%	58%		
	EOY	60%	64%		68%	64%		
ELs**	BOY	53%	55%	52%	83%	50%		
	MOY	61%	72%	72%	76%	63%		
	EOY	65%	73%		77%	71%		
Males	BOY	49%	50%	49%	80%	40%		
	MOY	58%	63%	63%	71%	61%		
	EOY	60%	64%		71%	63%		
Females	BOY	56%	57%	55%	83%	49%		
	MOY	65%	70%	70%	75%	54%		
	EOY	66%	71%		73%	69%		
Migrant	BOY	*	*	*	*	*		
	MOY	*	*	*	*	*		
	EOY	*	*		*	*		
Homeless	BOY	53%	38%	*	73%	32%		
	MOY	60%	50%	*	60%	---		
	EOY	62%	52%		63%	63%		

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

HISD | Research and Accountability
ANALYZING DATA, MEASURING PERFORMANCE.

Goal Monitoring Report: August 2022

Goal Measure 1 (Early Literacy) Support Data – KG Performance by Race/Ethn.

Houston ISD		School Year						
		2017–18	2018–19	2019–20	2020–21	2021–22	2022–23	2023–24
African American	BOY	44%	43%	41%	76%	37%		
	MOY	52%	54%	53%	62%	54%		
	EOY	52%	52%		61%	57%		
Hispanic	BOY	50%	51%	49%	80%	44%		
	MOY	60%	67%	68%	72%	60%		
	EOY	63%	69%		72%	68%		
White	BOY	72%	75%	75%	91%	68%		
	MOY	79%	81%	82%	85%	49%		
	EOY	78%	82%		85%	84%		
American Indian	BOY	*	*	*	*	*		
	MOY	*	*	*	*	*		
	EOY	*	*		*	---		
Asian	BOY	69%	69%	71%	89%	57%		
	MOY	74%	78%	77%	87%	66%		
	EOY	74%	76%		87%	69%		
Pacific Islander	BOY	*	*	*	*	*		
	MOY	*	*	*	*	*		
	EOY	*	*		*	---		
Two or More	BOY	75%	74%	75%	90%	64%		
	MOY	80%	80%	82%	85%	38%		
	EOY	81%	83%		84%	76%		

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

Goal Measure 1 (Early Literacy) Support Data – KG Performance by Language

Percentage of KG Grade Students Reading
At or Above Benchmark (40th Percentile)
English Only
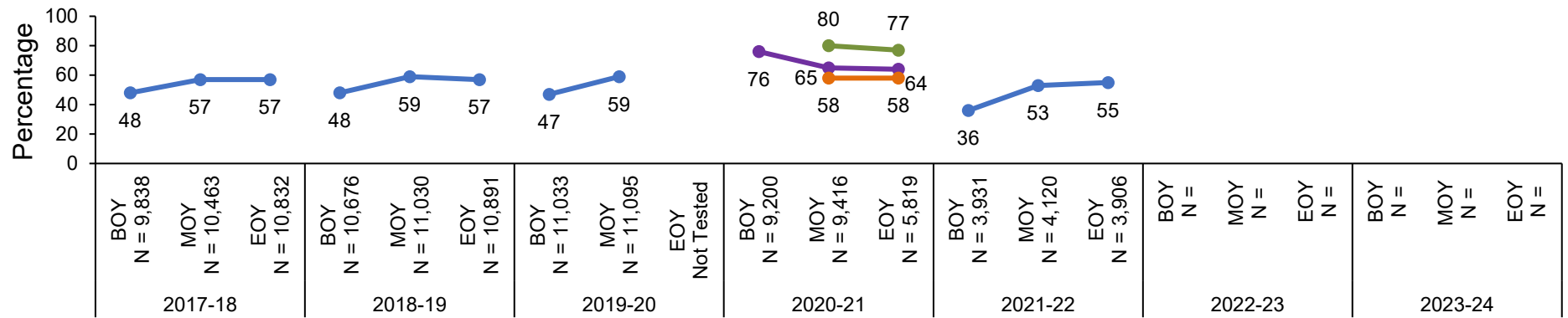
Spanish Only
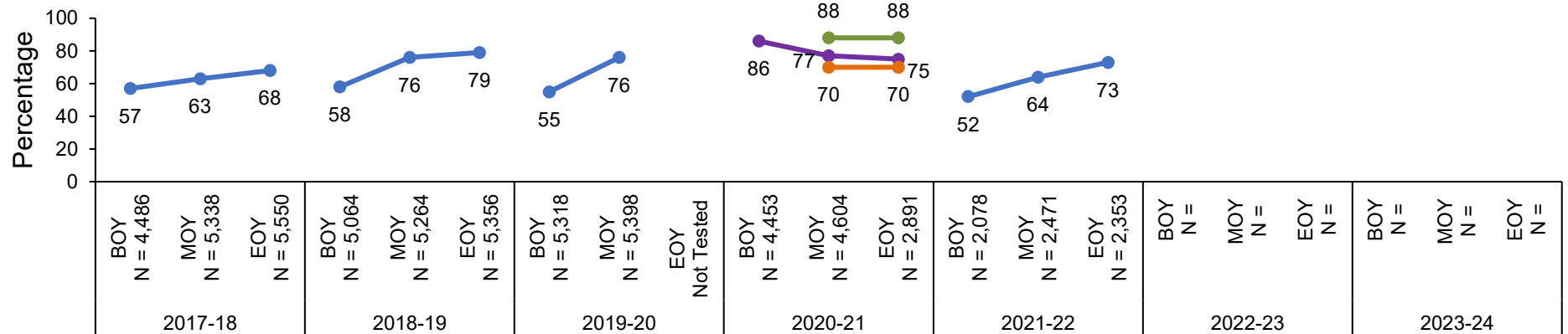
Legend: ●─ Reading Performance   ●─ Reading Performance - Data Quality Issues   ●─ Home Testers Only   ●─ Campus Testers Only

Goal Monitoring Report: August 2022

Goal Progress Measure 1.1 – August 2022	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	Did Not Meet Target

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.

HISD | Research and Accountability
ANALYZING DATA, MEASURING PERFORMANCE.

Goal Monitoring Report: August 2022

Goal Progress Measure 1.1 Support Data by Student Groups

Houston ISD		School Year						
		2017–18	2018–19	2019–20	2020–21	2021–22	2022–23	2023–24
All Students	BOY	50%	54%	53%	73%	47%		
	MOY	64%	68%	68%	66%	50%		
	EOY	61%	63%		64%	57%		
Econ. Dis.	BOY	46%	50%	48%	69%	40%		
	MOY	61%	64%	64%	61%	43%		
	EOY	58%	59%		60%	53%		
ELs**	BOY	53%	58%	52%	78%	47%		
	MOY	66%	73%	71%	71%	45%		
	EOY	66%	70%		70%	64%		
Males	BOY	46%	50%	50%	72%	45%		
	MOY	61%	64%	65%	65%	50%		
	EOY	58%	60%		64%	57%		
Females	BOY	54%	59%	56%	75%	48%		
	MOY	68%	71%	71%	69%	51%		
	EOY	64%	67%		67%	61%		
Migrant	BOY	*	*	*	*	*		
	MOY	*	*	*	*	*		
	EOY	*	*		*	*		
Homeless	BOY	48%	43%	23%	67%	30%		
	MOY	63%	52%	44%	55%			
	EOY	59%	46%		55%	44%		

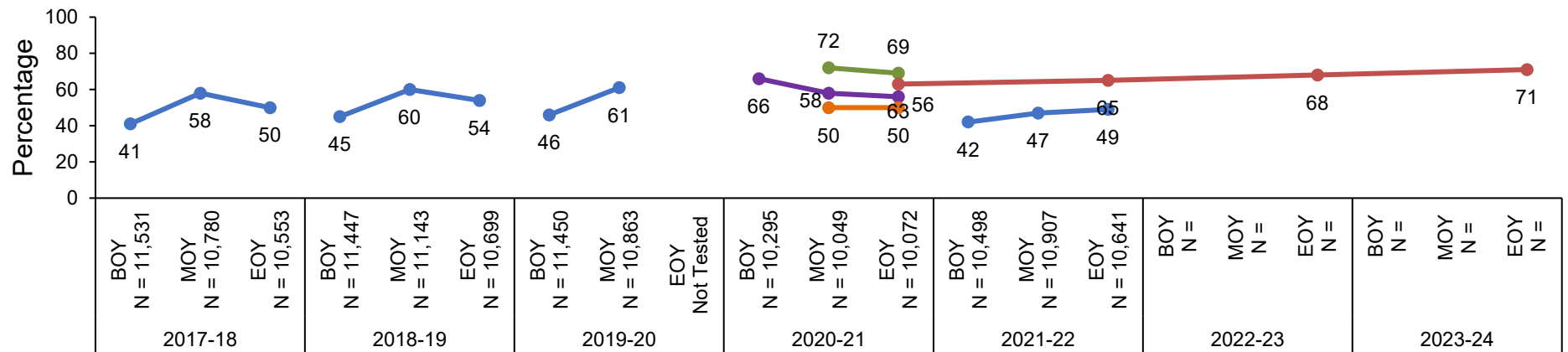*<25 students tested; **Includes current only
Grey cells indicate canceled progress monitoring; Purple shaded cells indicate data quality issues.
PEIMS snapshot data used for 2020–2021 student groups. BOY 2020–2021 results updated during the April Board Monitoring Update. SIS data used for other year student groups.
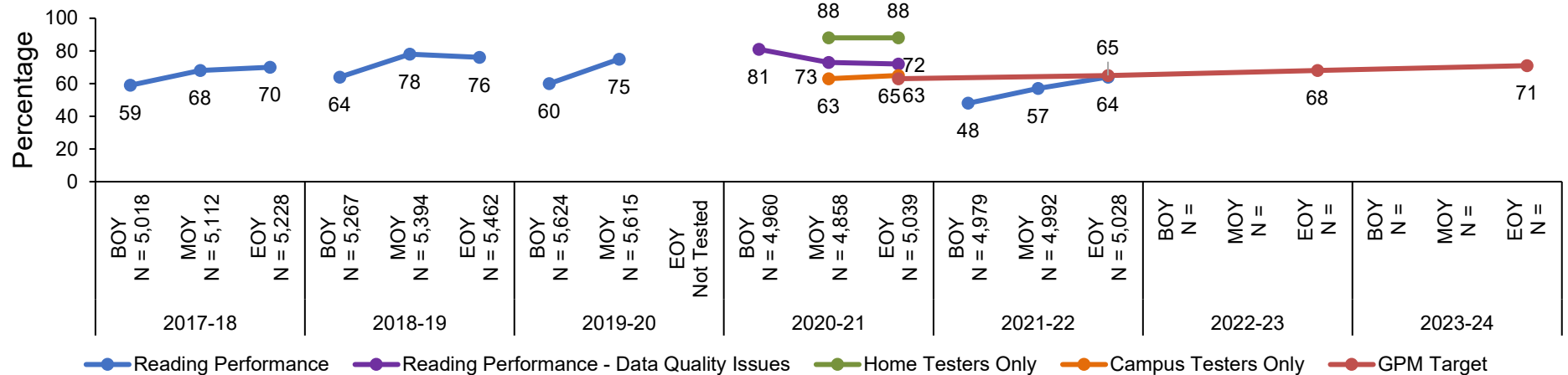
HISD | Research and Accountability
ANALYZING DATA, MEASURING PERFORMANCE.

Goal Monitoring Report: August 2022

Goal Progress Measure 1.1 Support Data by Race/Ethn.

Houston ISD		School Year						
		2017–18	**2018–19**	**2019–20**	**2020–21**	**2021–22**	**2022–23**	**2023–24**
African American	**BOY**	39%	42%	41%	64%	36%		
	MOY	55%	55%	56%	52%	38%		
	EOY	47%	47%		50%	43%		
Hispanic	**BOY**	50%	54%	52%	72%	43%		
	MOY	64%	69%	68%	66%	47%		
	EOY	62%	65%		65%	58%		
White	**BOY**	68%	74%	74%	89%	75%		
	MOY	80%	85%	85%	85%	79%		
	EOY	77%	83%		85%	84%		
American Indian	**BOY**	*	*	*	*	*		
	MOY	*	*	*	*	*		
	EOY	*	*		*	---		
Asian	**BOY**	67%	71%	73%	91%	75%		
	MOY	77%	81%	80%	88%	81%		
	EOY	76%	76%		87%	82%		
Pacific Islander	**BOY**	*	*	*	*	*		
	MOY	*	*	*	*	*		
	EOY	*	*		*	*		
Two or More	**BOY**	69%	75%	71%	91%	74%		
	MOY	82%	84%	84%	83%	76%		
	EOY	76%	82%		82%	81%		

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

Goal Progress Measure 1.1 Support Data

Percentage of 1st Grade Students Reading
At or Above Benchmark (40th Percentile)
English Only

Spanish Only

Legend: Reading Performance ● | Reading Performance - Data Quality Issues ● | Home Testers Only ● | Campus Testers Only ● | GPM Target ●

HISD | Research and Accountability
ANALYZING DATA, MEASURING PERFORMANCE.

Goal Monitoring Report: August 2022

Goal Progress Measure 1.2 – August 2022	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.	Did Not Meet Target

**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.

HISD | Research and Accountability
ANALYZING DATA, MEASURING PERFORMANCE.

Goal Monitoring Report: August 2022

Goal Progress Measure 1.2 Support Data by Student Groups

Houston ISD		School Year						
		2017–18	**2018–19**	**2019–20**	**2020–21**	**2021–22**	**2022–23**	**2023–24**
All Students	BOY	44%	50%	49%	69%	49%		
	MOY	56%	59%	59%	55%	56%		
	EOY	56%	61%		58%	57%		
Econ. Dis.	BOY	39%	44%	43%	66%	42%		
	MOY	52%	53%	54%	50%	49%		
	EOY	52%	55%		52%	51%		
Special Ed.	BOY	14%	14%	17%	50%	23%		
	MOY	21%	18%	21%	33%	26%		
	EOY	20%	20%		33%	24%		
ELs**	BOY	39%	53%	51%	72%	51%		
	MOY	59%	64%	66%	57%	49%		
	EOY	60%	67%		60%	61%		
Males	BOY	41%	47%	45%	68%	46%		
	MOY	52%	55%	55%	53%	55%		
	EOY	52%	57%		56%	54%		
Females	BOY	47%	54%	53%	71%	51%		
	MOY	60%	63%	63%	58%	56%		
	EOY	61%	64%		61%	60%		
Migrant	BOY	*	*	*	*	*		
	MOY	*	*	*	*	*		
	EOY	*	*		*	*		
Homeless	BOY	41%	34%	7%	*	35%		
	MOY	56%	46%	*	44%			
	EOY	57%	46%		47%	43%		

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

HISD | Research and Accountability
ANALYZING DATA, MEASURING PERFORMANCE.

Goal Monitoring Report: August 2022

Goal Progress Measure 1.2 Support Data by Race/Ethn.

Houston ISD		School Year						
		2017–18	2018–19	2019–20	2020–21	2021–22	2022–23	2023–24
African American	**BOY**	36%	34%	33%	61%	33%		
	MOY	40%	41%	39%	43%	44%		
	EOY	38%	40%		43%	39%		
Hispanic	**BOY**	41%	50%	49%	69%	47%		
	MOY	57%	61%	61%	54%	53%		
	EOY	58%	63%		57%	54%		
White	**BOY**	69%	71%	72%	82%	71%		
	MOY	77%	78%	80%	79%	85%		
	EOY	79%	81%		83%	80%		
American Indian	**BOY**	*	*	*	*	*		
	MOY	*	*	*	*	*		
	EOY	64%	*		*	*		
Asian	**BOY**	76%	74%	75%	84%	79%		
	MOY	82%	79%	79%	80%	82%		
	EOY	82%	80%		82%	77%		
Pacific Islander	**BOY**	*	*	*	*	*		
	MOY	*	*	*	*	*		
	EOY	*	*		*	*		
Two or More	**BOY**	75%	73%	72%	80%	71%		
	MOY	75%	82%	81%	78%	81%		
	EOY	77%	80%		78%	79%		

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

Goal Progress Measure 1.2 Support Data

Percentage of 2nd Grade Students Reading
At or Above Benchmark (40th Percentile)
English Only
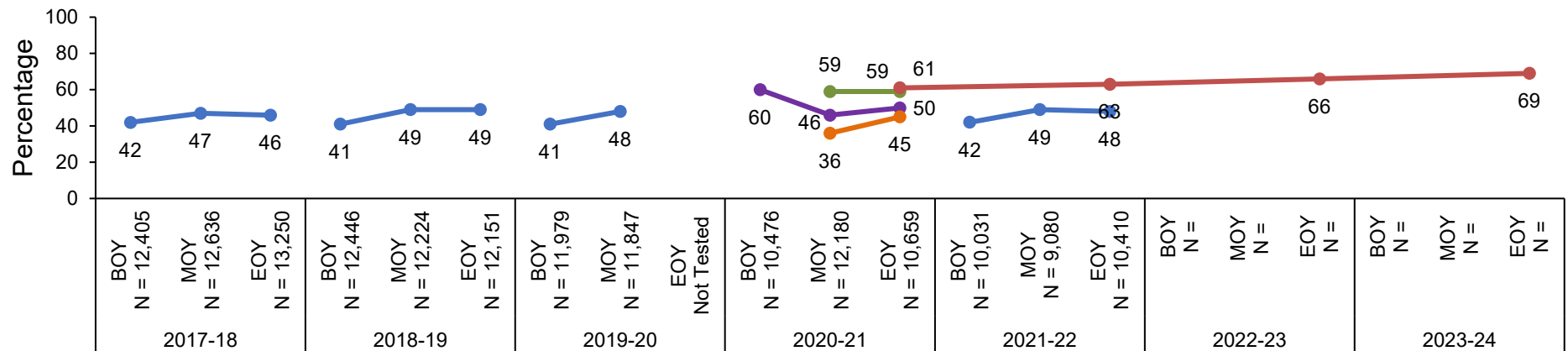
Spanish Only
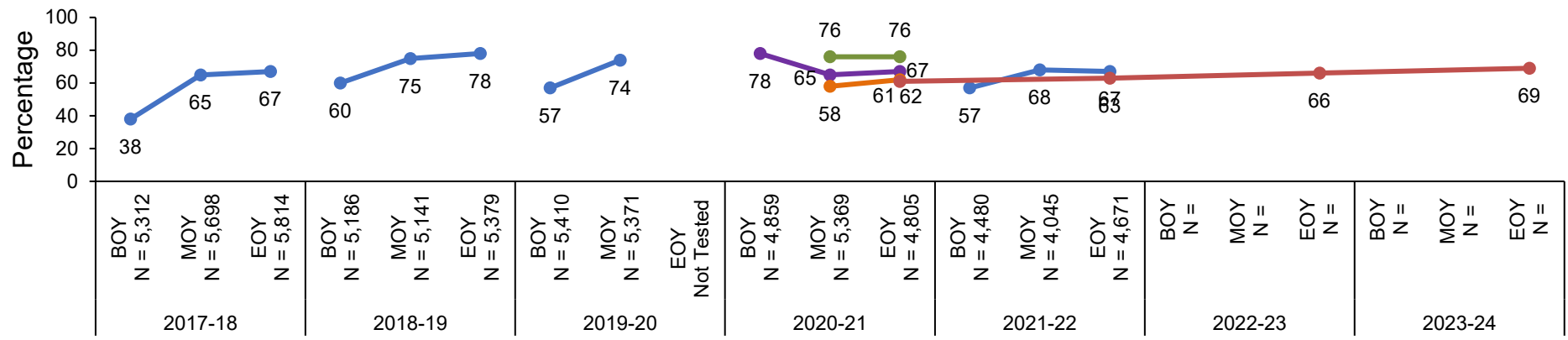
Legend: Reading Performance · Reading Performance - Data Quality Issues · Home Testers Only · Campus Testers Only · GPM Target

Goal Monitoring Report: August 2022

Goal Progress Measure 1.2 Support Data – Students with Disabilities

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

Legend: Reading Performance · Reading Performance - Data Quality Issues · Home Testers Only · Campus Testers Only · GPM Target

HISD | Research and Accountability
ANALYZING DATA, MEASURING PERFORMANCE.
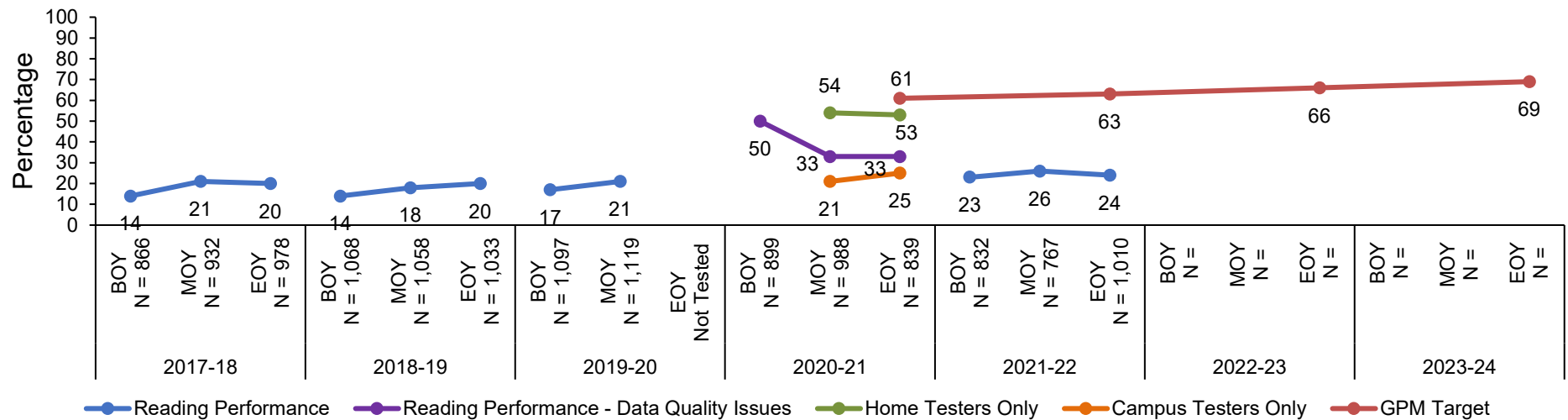
Goal Monitoring Report: August 2022

Goal Progress Measure 1.3 – August 2022	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.	Did Not Meet Target

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

Legend: Reading Performance — Reading Performance - Data Quality Issues — Home Testers Only — Campus Testers Only — Target

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.

HISD | Research and Accountability
ANALYZING DATA, MEASURING PERFORMANCE.

Goal Monitoring Report: August 2022

Goal Progress Measure 1.3 Support Data by Student Groups

Houston ISD		School Year						
		2017–18	**2018–19**	**2019–20**	**2020–21**	**2021–22**	**2022–23**	**2023–24**
All Students	**BOY**	41%	46%	46%	54%	45%		
	MOY	50%	54%	54%	47%	52%		
	EOY	53%	57%		50%	54%		
Econ. Dis.	**BOY**	36%	40%	40%	48%	37%		
	MOY	45%	48%	48%	40%	46%		
	EOY	49%	51%		43%	48%		
Special Ed.	**BOY**	12%	10%	12%	33%	16%		
	MOY	15%	15%	16%	23%	23%		
	EOY	19%	16%		25%	19%		
ELs**	**BOY**	37%	47%	46%	54%	45%		
	MOY	50%	57%	56%	47%	45%		
	EOY	55%	61%		51%	56%		
Males	**BOY**	38%	43%	42%	53%	42%		
	MOY	47%	50%	51%	45%	52%		
	EOY	50%	53%		49%	51%		
Females	**BOY**	44%	50%	50%	57%	47%		
	MOY	53%	58%	57%	50%	52%		
	EOY	56%	61%		54%	57%		
Migrant	**BOY**	*	*	*	*	*		
	MOY	*	*	*	*	*		
	EOY	*	*		*	*		
Homeless	**BOY**	40%	30%	*	42%	37%		
	MOY	48%	39%	*	28%			
	EOY	52%	39%		39%	45%		

*<25 students tested; **Includes current only

Grey cells indicate canceled progress monitoring; Purple shaded cells indicate data quality issues.

PEIMS snapshot data used for 2020–2021 student groups. BOY 2020–2021 results updated during the April Board Monitoring Update. SIS data used for other year student groups.

Goal Monitoring Report: August 2022

Goal Progress Measure 1.3 Support Data by Race/Ethn.

Houston ISD		School Year						
		2017–18	**2018–19**	**2019–20**	**2020–21**	**2021–22**	**2022–23**	**2023–24**
African American	**BOY**	30%	29%	29%	41%	28%		
	MOY	33%	34%	35%	31%	41%		
	EOY	34%	35%		33%	35%		
Hispanic	**BOY**	39%	46%	45%	52%	42%		
	MOY	50%	56%	55%	46%	49%		
	EOY	55%	59%		49%	54%		
White	**BOY**	71%	73%	72%	81%	77%		
	MOY	78%	78%	79%	80%	81%		
	EOY	79%	81%		83%	81%		
American Indian	**BOY**	*	*	*	*	*		
	MOY	*	*	*	*	*		
	EOY	*	*		*	*		
Asian	**BOY**	72%	75%	73%	76%	73%		
	MOY	76%	76%	76%	73%	84%		
	EOY	78%	79%		76%	75%		
Pacific Islander	**BOY**	*	*	*	*	*		
	MOY	*	*	*	*	*		
	EOY	*	*		*	*		
Two or More	**BOY**	70%	76%	72%	80%	71%		
	MOY	75%	78%	78%	76%	77%		
	EOY	76%	82%		81%	75%		

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

Goal Progress Measure 1.3 Support Data

Percentage of 3rd Grade Students Reading
At or Above Benchmark (40th Percentile)
English Only

Spanish Only

Legend: ● Reading Performance ● Reading Performance - Data Quality Issues ● Home Testers Only ● Campus Testers Only ● GPM Target
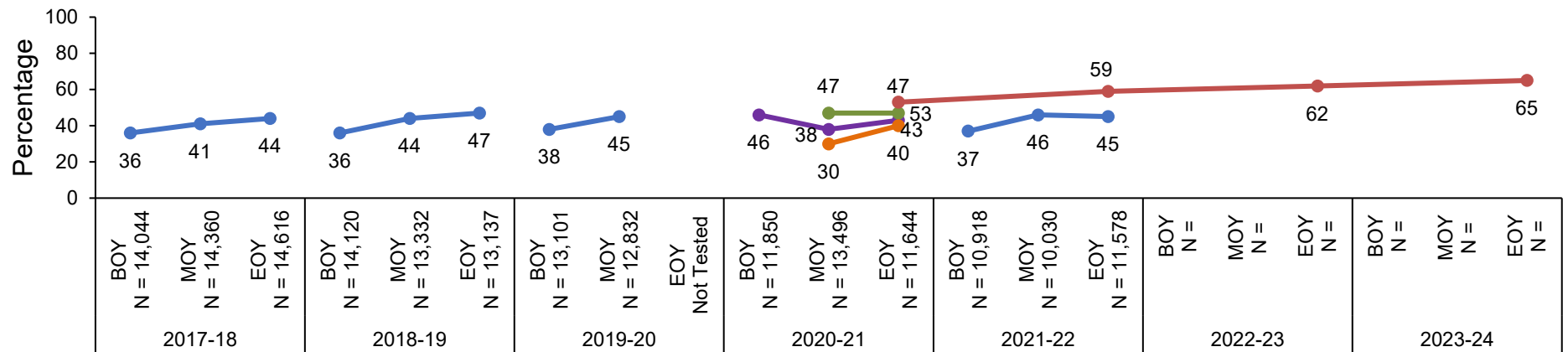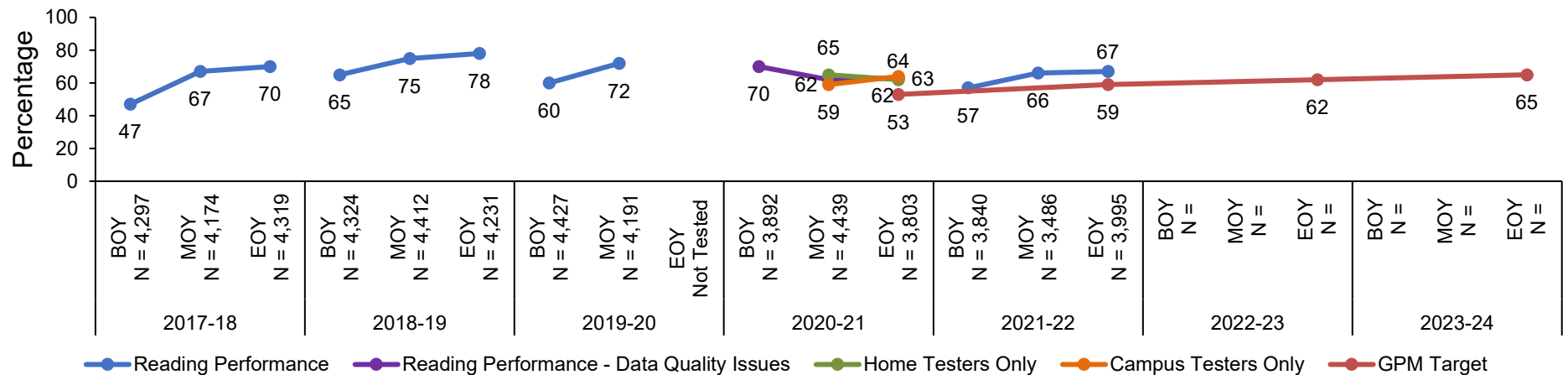
Goal Progress Measure 1.3 Support Data – Students with Disabilities

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

Year	BOY	MOY	EOY
2017-18	12 (N = 1,079)	15 (N = 1,129)	19 (N = 1,118)
2018-19	10 (N = 1,263)	15 (N = 1,228)	16 (N = 1,198)
2019-20	12 (N = 1,223)	15 (N = 1,173)	Not Tested
2020-21	33 (N = 996)	23/36/13 (N = 1,040)	25/33/21 (N = 860)
2021-22	16 (N = 1,130)	23 (N = 876)	19 (N = 1,262)

GPM Target: 53 (2020-21), 59 (2021-22), 62 (2022-23), 65 (2023-24)

Legend: Reading Performance · Reading Performance - Data Quality Issues · Home Testers Only · Campus Testers Only · GPM Target
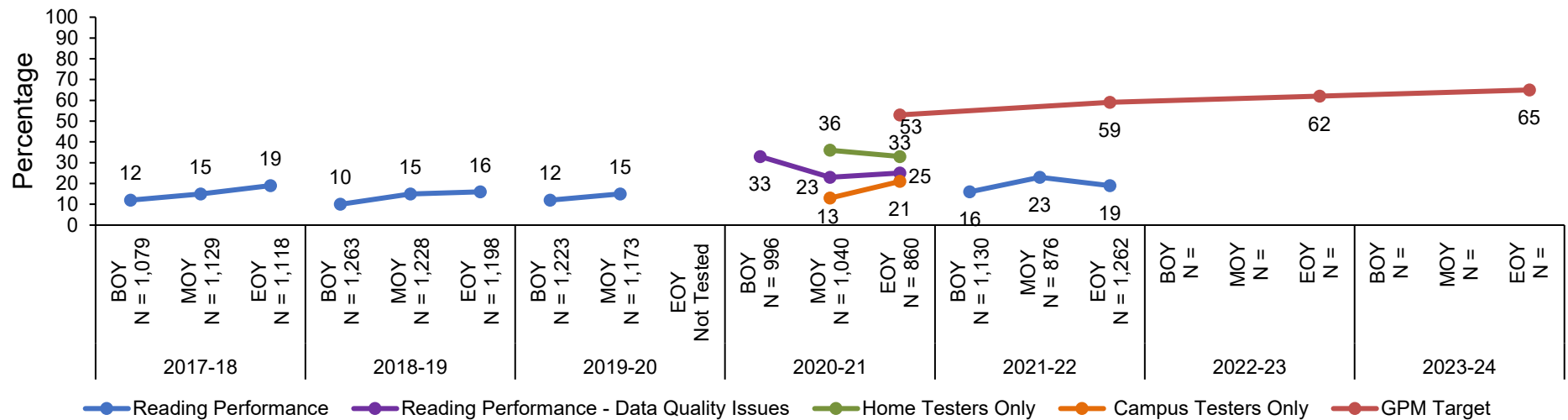
Goal Monitoring Report: August 2022

Goal 1 Superintendent's Response
• As we discussed throughout the previous school year, we must be cautious about making comparisons to the 2020-21 school year due to variation in testing conditions. When compared the the last "normal" testing situation in SY2019-20 we see evidence of unfinished learning in most cases. For progress measure 1.1 finished the year 8 percentage points short of our goal for all testers, however, Spanish only tests actually met the progress goal.

• For progress measure 1.2, we saw a decrease when compared to end of year 2019.

• Finally for progress measure 1.3, we saw a decrease of 3% from the end of the year 2019 for all testers.

• For goal progress measure 4, we met the target in each area for students with disabilities. This is a trend that has been consistent throughout the year, and we will continue to improve as we improve our systems and structures in special education across the district.

Process Improvements and Next Steps:

• We worked closely with the Schools Office to ensure compliance with the testing calendar and, we did, in fact, see an increase in testers from the middle of the year to the end of the year.

• We have streamlined the assessment calendar for the 2022-23 school year so that we are reducing the overall amount of testing and aligning the interim assessment program with the redesigned STAAR. Additionally, with the implementation of Eureka/Carnegie/Amplify, we will take advantage of administering curriculum embedded assessments, which we know are aligned to the curriculum and will not be an additional burden on teachers because they are essentially end of unit tests rather than an additional assessment.

• We are excited to align our campus support with the schools office and we have much more synergy between academics and schools to ensure fidelity of implementation of the curriculum as well as aligned teacher support.

HISD | Research and Accountability
ANALYZING DATA, MEASURING PERFORMANCE.

Goal Monitoring Report: August 2022

Goal 4, August 2022 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

HISD | Research and Accountability
ANALYZING DATA, MEASURING PERFORMANCE.

Goal Monitoring Report: August 2022

Goal Progress Measure 4.1 – August 2022	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.	Met Target

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

Legend: Reading Performance • Reading Performance - Data Quality Issues • Home Testers Only • Campus Testers Only • Target

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 Monitoring Report: August 2022

Goal Progress Measure 4.2 – August 2022	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.	Met Target

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 – August 2022	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.	Met Target

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

Legend: Reading Performance — Reading Performance - Data Quality Issues — Home Testers Only — Campus Testers Only — Target

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.

Goal 4 Superintendent's Response
We have met our targets for Goal 4, and in goal 4.2 actually exceeded the target by 2 percent. While we are pleased with this progress, there is still much work to be done to close achievement gaps among our students with disabilities. We attribute our progress in this area to more fidelity with IEP implementation and better alignment from the Special Education department to the Curriculum & Instruction department. We expect further progress next year as we implement high quality instructional materials and the refining of our systems to support IEP implementation. Additionally, the Chief Academic Officer has aligned support for students with disabilities to match the structure of the Schools Office organization so that there will be more personnel in the field and able to respond more quickly to instructional and compliance issues.