

HOUSTON INDEPENDENT SCHOOL DISTRICT

# GPM 3.4 & 3.5

May 2025 Board Meeting



# Table of Contents: GPM 3.4 & 3.5

| Overview of Data  | Figure(s) | Page  |
|---|-----------|-------|
| <b>Background:</b> Goal 3   | 1         | 3     |
| <b>Goal 3:</b> 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. | 1         | 3     |
| <b>GPM 3.4:</b> The percentage of students in grades 4 through 8 who are projected at Meets Grade Level in reading on NWEA MAP will increase from 51% in May 2024 to 59% in May 2028.*            | 2 – 4     | 4 , 5 |
| <b>GPM 3.5:</b> The percentage of students in grades 4 through 8 who are projected at Meets Grade Level in math on NWEA MAP will increase from 41% in May 2024 to 49% in May 2028.*               | 5 – 7     | 8 , 9 |

\* GPMs 3.4 and 3.5 are new additions to board goal progress monitoring, adopted eff. 3/20/25. Targets have been revised to reflect the July 2025 NWEA MAP Linking Study, incorporating re-established baselines to ensure accurate comparisons and STAAR alignment. Proposed for Board approval on 5/8/25.

**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.**

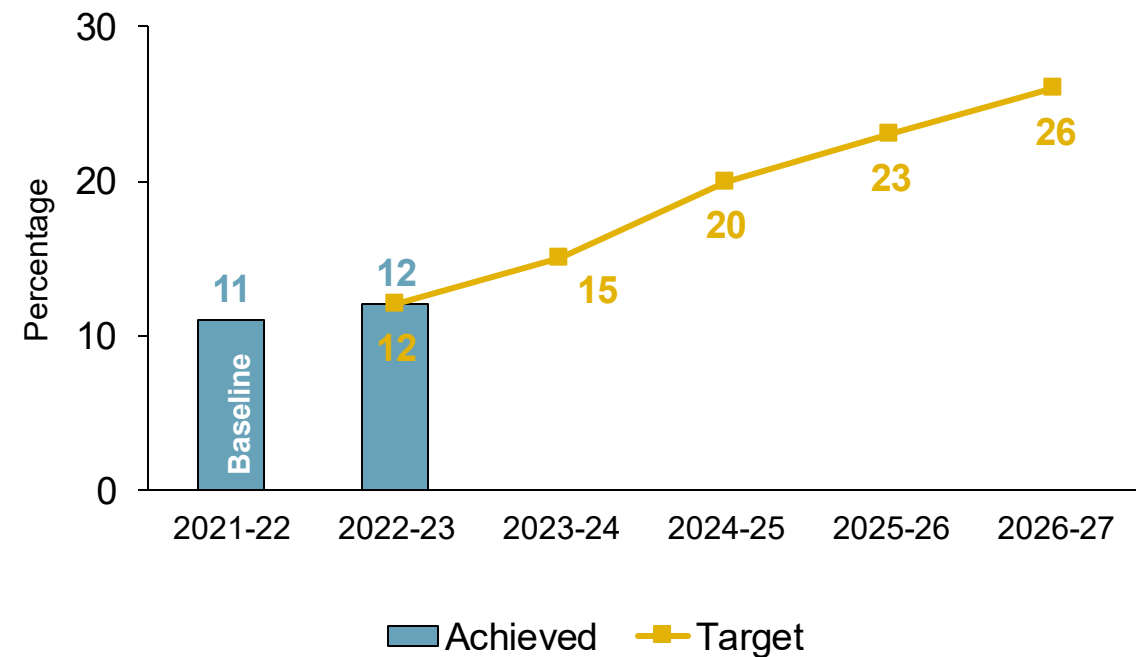
## Background

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) captures post-secondary readiness on assessments including SAT, ACT, and the TSIA (Texas Success Initiative Assessment). Additionally, students can demonstrate post-secondary readiness through the earning of an Industry-based certification or participation in Texas College Bridge. Goal 3 reports the students who have demonstrated success through TSI and also earned an IBC.

Because these indicators are tied to graduating students, the reporting is lagged by one year. Therefore, 2024-25 data will report on students who graduated in 2023-24.

Twelve percent of students graduating in 2023 earned both an IBC and TSI Ready. This meets the goal of 12 percent set by the district for this school year.

**Figure 1: Percent of HISD Graduates TSI Ready with an IBC**

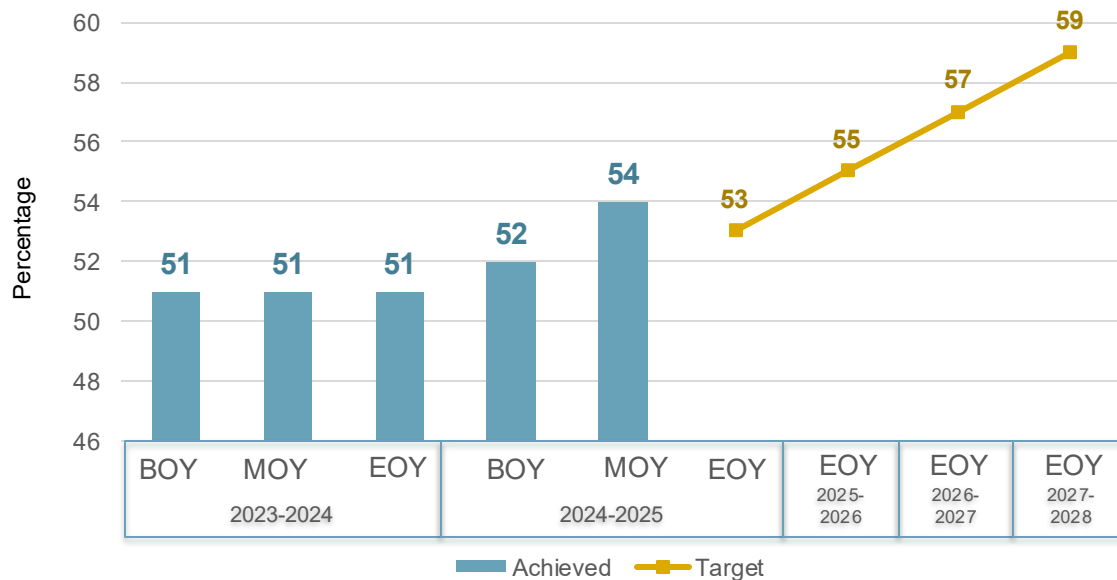


*Note: CCMR is a lagging indicator and does not look at current graduates due to data timeline submissions. In this case, the above data point reflects the class of 2023 graduates. Data for the class of 2024 graduates is currently unavailable.*

**GPM 3.4:** The percentage of students in grades 4 through 8 who are projected at Meets Grade Level in reading on NWEA MAP will increase from 51% in May 2024 to 59% in May 2028.

**On Track**

**Figure 2: Percentage of 4<sup>th</sup> – 8<sup>th</sup> Grade Students Projected Meets+ on NWEA MAP Reading (English), MOY 24-25**



With 54% of 4th–8th grade students projected to meet grade level on STAAR reading, the district is on track to meet or exceed the proposed 2025 EOY target\*.

**Figure 3: Percentage of 4<sup>th</sup> – 8<sup>th</sup> Grade Students Projected Meets+ on NWEA MAP Reading (English), MOY 23-24 vs. MOY 24-25 by Grade Level**

|              | MOY 23-24   | MOY 24-25   | Growth |
|--------------|-------------|-------------|--------|
| Grade Level  | % Meets+ GL | % Meets+ GL | % Pt Δ |
| Grade 4      | 43          | 45          | 2      |
| Grade 5      | 53          | 54          | 1      |
| Grade 6      | 49          | 54          | 5      |
| Grade 7      | 54          | 58          | 4      |
| Grade 8      | 57          | 61          | 4      |
| Grades 4 - 8 | 51          | 54          | 3      |

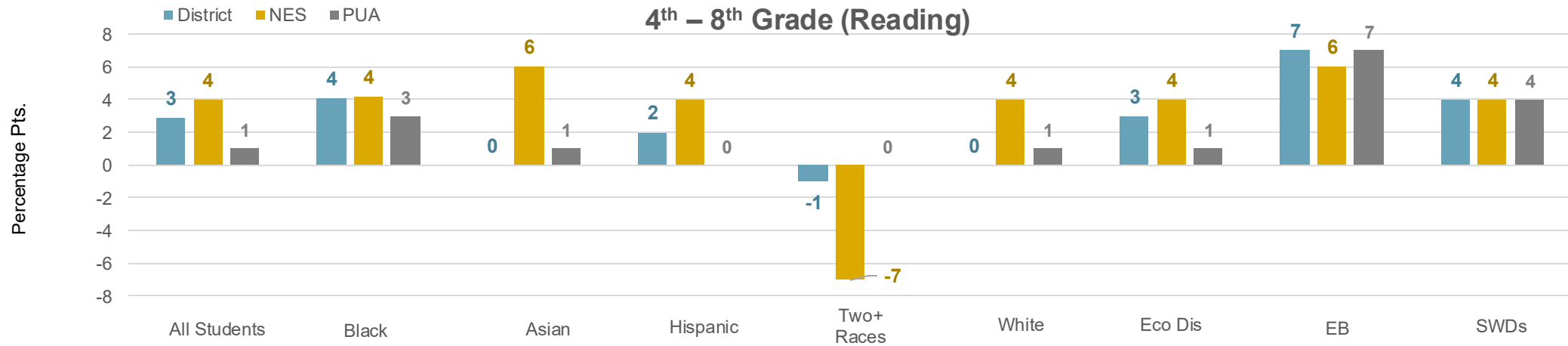
Growth in projected proficiency in reading from MOY 23-24 to MOY 24-25 is evident across all 4th–8th grade levels, with the most notable gains in 6th grade, where the transition from elementary to middle school reading can be challenging. These improvements are positioning the district to produce more college-ready students.

\* Revised targets reflect the July 2025 NWEA MAP Linking Study and incorporate re-established baselines to ensure accurate comparisons and STAAR alignment. Proposed for Board approval on 5/8/25.

**GPM 3.4:** The percentage of students in grades 4 through 8 who are projected at Meets Grade Level in reading on NWEA MAP will increase from 51% in May 2024 to 59% in May 2028.

**On Track**

**Figure 4: % Pt Change in Projected Meets+ on NWEA MAP Reading (English) – MOY 23-24 vs. MOY 24-25 by Student Group, NES vs. PUA**



Total 4<sup>th</sup>-8<sup>th</sup> Student  
n Count (Reading)

|           | Student Group | ALL Students | Black  | Asian | Hispanic | Two+ Races | White | Eco Dis | EB     | SWD   |
|-----------|---------------|--------------|--------|-------|----------|------------|-------|---------|--------|-------|
| MOY 23-24 | District      | 57,474       | 11,619 | 2,976 | 36,000   | 1,066      | 5,698 | 41,182  | 21,836 | 6,288 |
|           | NES           | 15,702       | 4,217  | 330   | 10,770   | 78         | 290   | 13,821  | 7,677  | 1,798 |
|           | PUA           | 31,581       | 5,054  | 2,396 | 18,510   | 848        | 4,693 | 19,217  | 10,108 | 3,193 |
| MOY 24-25 | District      | 57,391       | 11,497 | 3,188 | 35,449   | 1,227      | 5,909 | 43,462  | 22,935 | 6,792 |
|           | NES           | 23,212       | 6,112  | 557   | 15,858   | 184        | 470   | 21,949  | 11,514 | 2,952 |
|           | PUA           | 31,935       | 5,077  | 2,455 | 18,782   | 916        | 4,631 | 20,614  | 11,260 | 3,573 |

From MOY 23–24 to MOY 24–25, the percentage of students projected to meet grade level on STAAR Reading increased across all student groups, with overall district proficiency rising from 51% to 54%. NES, PUA, and district campuses all saw growth among 4th–8th graders, with NES campuses showing greater gains across seven student groups. These trends reflect continued progress toward closing achievement gaps and improving long-term academic readiness.

**GPM 3.4:** The percentage of students in grades 4 through 8 who are projected at Meets Grade Level in reading on NWEA MAP will increase from 51% in May 2024 to 59% in May 2028.

**On  
Track**

**Root-Cause Analysis and Key Actions:** Improved outcomes are direct result of key actions below.

**Science of Reading Enhancements**

- **Curriculum** - Evidence is clear: to become proficient readers, students must receive explicit and systematic phonics instruction aligned with the Science of Reading, as mandated by HB3. This foundational approach—combining decoding skills with language comprehension—is embedded within the district’s elementary reading curriculum. This year, the curriculum team has deepened instructional impact by integrating targeted scaffolds designed to support diverse learner needs across all classrooms.
- **Targeted Course** - On NES campuses, a dedicated Science of Reading block ensures comprehensive instruction across all five pillars of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension.
- **Reading Academies Training:** In tandem, all K–3 teachers are required to complete the TEA Reading Academies certification by the end of their second year—reinforcing quality, consistency, and student success. Together, these efforts are driving stronger early literacy outcomes and building the foundation for long-term academic achievement.

**Dual Language Model Implementation** – HISD continues to expand its dual language bilingual model, which was initially implemented in NES campuses with grades K–2 and is progressively adding one grade level each year. This model is designed to cultivate bilingualism and biliteracy while preparing students to excel academically in both English and the partner language. To advance this vision, HISD has developed and implemented high-quality, standards-aligned curriculum in both languages, strategically integrated within the district’s master schedule. The curriculum is intentionally designed to support educators in leveraging cross-linguistic connections and culturally sustaining practices—enhancing language development and driving academic achievement across all content areas. HISD is also piloting building in best practices for bilingual instruction into the classroom observation tools to support job-embedded coaching for teachers.

**Quality of Instruction** – To support the robust curriculum, effective implementation and high-quality instruction by teachers are crucial. Campus and district leaders are actively supporting teachers through SPOT observations and Independent Review Team (IRT) visits. These classroom visits provide valuable insights into daily instruction and create opportunities for feedback and coaching, aimed at enhancing instructional practices for both teachers and campus leaders. Finally, monthly professional development sessions focused on the quality of instruction are provided for both teachers and leaders.

**NES + Focus 25 + New Principal Supports** – Similar to last year, the district provides robust supports to NES schools including the differentiated model of instruction, learning coaches, teacher apprentices and additional PD. HISD has also identified 25 PUA campuses that received a C, D or F SY23-24 accountability ratings for additional support. These campuses receive extra professional development, support and monitoring. Finally, all new principals in HISD receive onboarding professional development to successfully prepare them to lead a campus.

**GPM 3.4:** The percentage of students in grades 4 through 8 who are projected at Meets Grade Level in reading on NWEA MAP will increase from 51% in May 2024 to 59% in May 2028.

**On  
Track**

**Superintendent's Evaluation of Performance:**

The district has demonstrated growth in NWEA MAP math and reading performance, with progress evident across most student groups. Improvement is observable both within the current year (BOY to MOY) and when comparing MOY performance year-over-year.

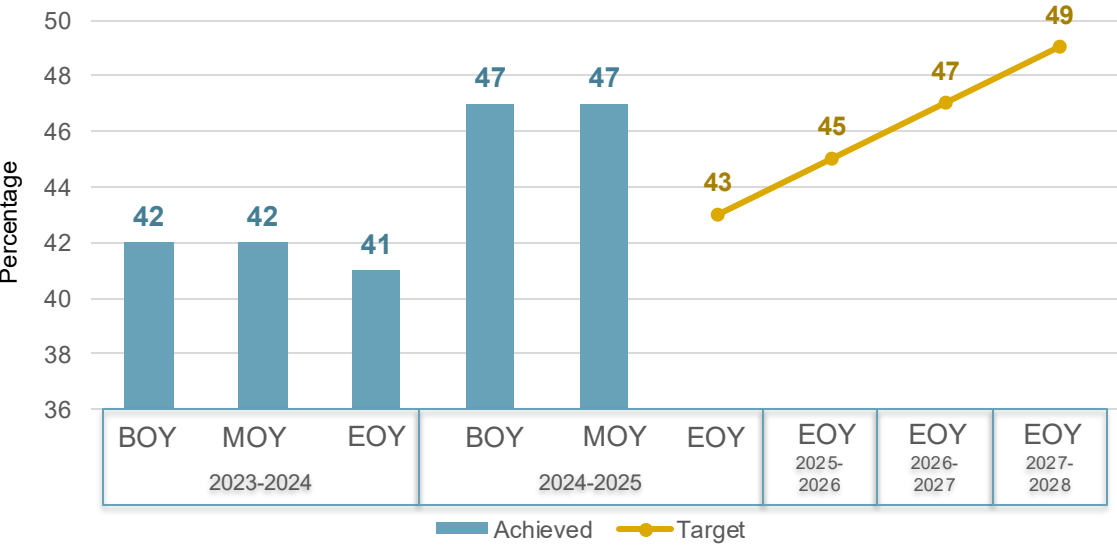
From MOY 23–24 to MOY 24–25, the percentage of students projected to meet grade level on STAAR Reading increased across all student groups, with overall district proficiency rising from 51% to 54%. NES, PUA, and district campuses all saw growth among 4th–8th graders, with NES campuses showing greater gains across seven student groups. These trends reflect continued progress toward closing achievement gaps and improving long-term academic readiness.

While the district is on track to meet long-term academic goals, continued attention to closing achievement gaps is critical to advancing equity and ensuring sustained success for all student groups.

**GPM 3.5:** The percentage of students in grades 4 through 8 who are projected at Meets Grade Level in math on NWEA MAP will increase from 41% in May 2024 to 49% in May 2028.

On  
Track

**Figure 5: Percentage of 4<sup>th</sup> – 8<sup>th</sup> Grade Students Projected Meets+ on NWEA MAP Math - MOY 24-25**



With 47% of 4th–8th grade students projected to meet grade level in STAAR math, the district has already exceeded the proposed 2025 EOY target of 45%.\* This increase in mathematical proficiency will better equip students in grades 4–8 for advanced high school coursework, ultimately preparing them for college and future career opportunities.

**Figure 6: Percentage of 4<sup>th</sup> – 8<sup>th</sup> Grade Students Projected Meets+ on NWEA MAP Math - MOY 23-24 vs. MOY 24-25 by Grade Level**

|              | MOY 23-24   | MOY 24-25   | Growth |
|--------------|-------------|-------------|--------|
| Grade Level  | % Meets+ GL | % Meets+ GL | % Pt Δ |
| Grade 4      | 43          | 44          | 1      |
| Grade 5      | 50          | 51          | 1      |
| Grade 6      | 39          | 44          | 5      |
| Grade 7      | 38          | 46          | 7      |
| Grade 8      | 36          | 50          | 14     |
| Grades 4 - 8 | 42          | 47          | 5      |

Across all grade levels, growth in projected math proficiency from MOY 23-24 to MOY 24-25 is evident. The greatest gains are seen in 6<sup>th</sup> - 8<sup>th</sup> grade—critical years for mastering more challenging mathematical concepts. This upward trend in projected proficiency shows the district is better positioning students for academic success in higher-level math in high school (i.e., Algebra) and long-term college preparation.

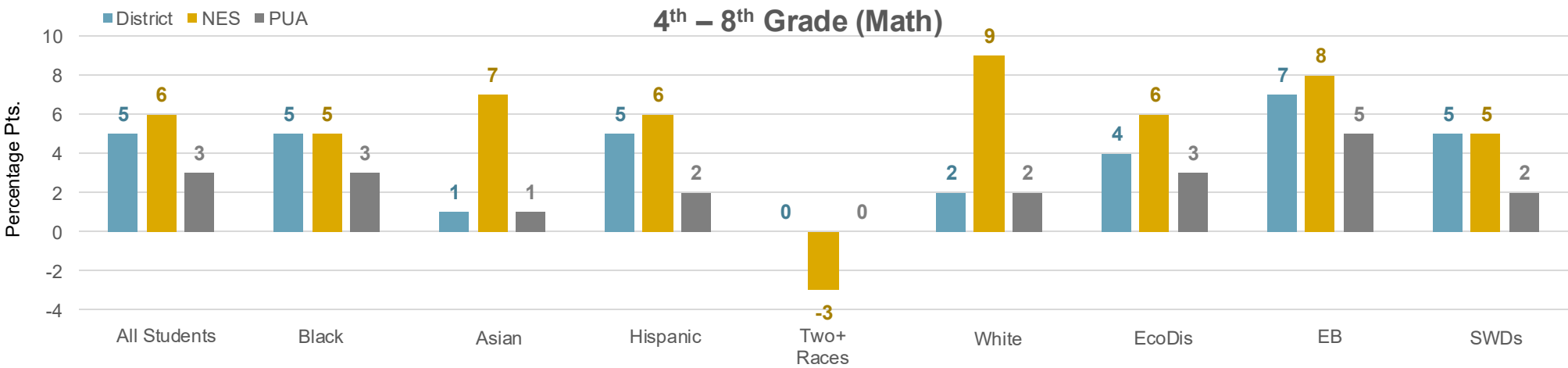
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GPM 3.5: The percentage of students in grades 4 through 8 who are projected at Meets Grade Level in math on NWEA MAP will increase from 41% in May 2024 to 49% in May 2028.

On Track

Figure 7: % Pt Change in Projected Meets+ on NWEA MAP Math – MOY 23-24 vs. MOY 24-25 by Student Group, NES vs. PUA



| Total 4 <sup>th</sup> -8 <sup>th</sup> Student Count (Math) |          | Student Group | ALL Students | Black  | Asian | Hispanic | Two+ Races | White | Eco Dis | EB     | SWD   |
|---|----------|---------------|--------------|--------|-------|----------|------------|-------|---------|--------|-------|
| MOY 23-24   | District |               | 55,086       | 11,275 | 2,628 | 34,910   | 964        | 5,200 | 39,994  | 21,704 | 6,228 |
|   | NES      |               | 15,439       | 4,157  | 325   | 10,582   | 76         | 285   | 13,593  | 7,615  | 1,792 |
|   | PUA      |               | 29,643       | 4,813  | 2,071 | 17,682   | 758        | 4,242 | 18,371  | 9,948  | 3,144 |
| MOY 24-25   | District |               | 57,484       | 11,513 | 3,189 | 35,514   | 1,228      | 5,918 | 43,534  | 22,951 | 6,803 |
|   | NES      |               | 23,232       | 6,118  | 559   | 15,869   | 185        | 469   | 21,966  | 11,521 | 2,953 |
|   | PUA      |               | 31,943       | 5,078  | 2,458 | 18,782   | 917        | 4,633 | 20,615  | 11,255 | 3,567 |

Overall, the data shows an increase in projected math proficiency from MOY 2023–24 to MOY 2024–25 for most 4th–8th grade student groups, with district-wide growth from 42% to 47%. NES campuses saw notable year-over-year gains, with several student groups’ growth outpacing their counterparts at PUA campuses. However, disparities remain, as PUA campuses continue to have higher overall projected proficiency.

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**On  
Track**

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

**High Quality Instructional Materials** –HISD is committed to ensuring all students have access to high-quality, grade-level rigorous math curriculum across both NES and PUA campuses. Developed using research-based strategies, the curriculum emphasizes building deep conceptual understanding alongside procedural fluency—key components for long-term success in mathematics. This year’s curriculum enhancements include targeted scaffolds designed to accelerate progress for specific student populations.

**Accelerated Middle School Math** – HISD is focused on implementing advanced math pathways in middle school, enabling students to complete grades 6–8 math standards over a two-year period and access Algebra I by eighth grade. This initiative expands opportunities for academic advancement and positions students for greater success in high school and beyond. HISD focused on ensuring all kids meeting grade level standards are opted-in to the accelerated option, with the ability to opt-out with parent approval. Additionally, HISD is piloting 10 full school accelerated math pilots where all students participate on the accelerated path.

**Adaptive Digital Resource Use** – HISD ensures all K–8 students have access to research-based, adaptive math digital resource proven to improve STAAR performance when implemented with fidelity. To maximize impact, the Academics team, division leaders, and campus principals collaborate to closely monitor usage and effectiveness—ensuring equitable access and consistent implementation that supports measurable student growth in mathematics.

**Quality of Instruction** – To support the robust curriculum, effective implementation and high-quality instruction by teachers are crucial. Campus and district leaders are actively supporting teachers through SPOT observations and Independent Review Team (IRT) visits. These classroom visits provide valuable insights into daily instruction and create opportunities for feedback and coaching, aimed at enhancing instructional practices for both teachers and campus leaders. Finally, monthly professional development sessions focused on the quality of instruction are provided for both teachers and leaders.

**NES + Focus 25 + New Principal Supports** – Similar to last year, the district provides robust supports to NES schools including the differentiated model of instruction, learning coaches, teacher apprentices and additional PD. HISD has also identified 25 PUA campuses that received a C, D or F SY23-24 accountability ratings for additional support. These campuses receive extra professional development, support and monitoring. Finally, all new principals in HISD receive onboarding professional development to successfully prepare them to lead a campus.

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**On  
Track**

**Superintendent's Evaluation of Performance:**

The district has demonstrated growth in NWEA MAP math and reading performance, with progress evident across most student groups. Improvement is observable both within the current year (BOY to MOY) and when comparing MOY performance year-over-year.

Overall, the data shows an increase in projected math proficiency from MOY 2023–24 to MOY 2024–25 for most 4th–8th grade student groups, with district-wide growth from 42% to 47%. NES campuses saw notable year-over-year gains, with several student groups' growth outpacing their counterparts at PUA campuses. However, disparities remain, as PUA campuses continue to have higher overall projected proficiency.

While the district is on track to meet long-term academic goals, continued attention to closing achievement gaps is critical to advancing equity and ensuring sustained success for all student groups.

# 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>Eco Dis</b> | Economically Disadvantaged                         |
| <b>Two+</b>    | Two or More Ethnicities                            |
| <b>NES/A</b>   | New Education System, New Education System Aligned |

# Glossary: GPM 3.4 & 3.5

| Abbreviation | Term                                    | Definition   |
|--------------|---|--|
| <b>CCMR</b>  | College, Career, and Military Readiness | State-wide term used to describe a set of indicators that demonstrate post-secondary readiness   |
| <b>IBC</b>   | Industry-Based Certification            | Certificate earned in various industries, such as welding  |
| <b>TSIA</b>  | Texas Success Initiative Assessment     | Texas college readiness assessment, similar to SAT   |
| <b>TSI</b>   | Texas Success Initiative                | Sets criteria/benchmarks for success on ACT, SAT, and TSIA assessments                           |
| <b>ACT</b>   | American College Test                   | College entrance exam  |
| <b>SAT</b>   | Scholastic Aptitude Test                | College entrance Exam  |
| <b>AP</b>    | Advanced Placement                      | Represents a critical element in HISD's efforts to inject rigor into the high school classrooms. |
| <b>IB</b>    | International Baccalaureate             | Offers students a strong curriculum monitored by an international consortium of educators        |

# GPM 4.1 & 4.2

May 2025 Board Meeting



# Table of Contents: GPM 4.1 & 4.2

| Overview of Data  | Figure(s) | Page    |
|---|-----------|---------|
| <b>Background:</b> Goal 4   | 1         | 16      |
| <b>Goal 4:</b> 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. | 1         | 16      |
| <b>GPM 4.1:</b> The percentage of 4th-8th students with disabilities that have Met Expected Growth from BOY to EOY on NWEA MAP in Reading will increase from 48% in June 2024 to 55% in June 2028.*   | 2 – 4     | 17 , 18 |
| <b>GPM 4.2:</b> The percentage of 4th-8th students with disabilities that have Met Expected Growth from BOY to EOY on NWEA MAP in Math will increase from 46% in June 2024 to 58% in June 2028.*  | 5 – 7     | 21 , 22 |

\* GPMs 4.1 and 4.2 have been revised to measure the percentage of students with disabilities meeting or exceeding expected growth, as opposed to measuring conditional growth index (CGI). These metric revisions were adopted eff. 3/20/25.

**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

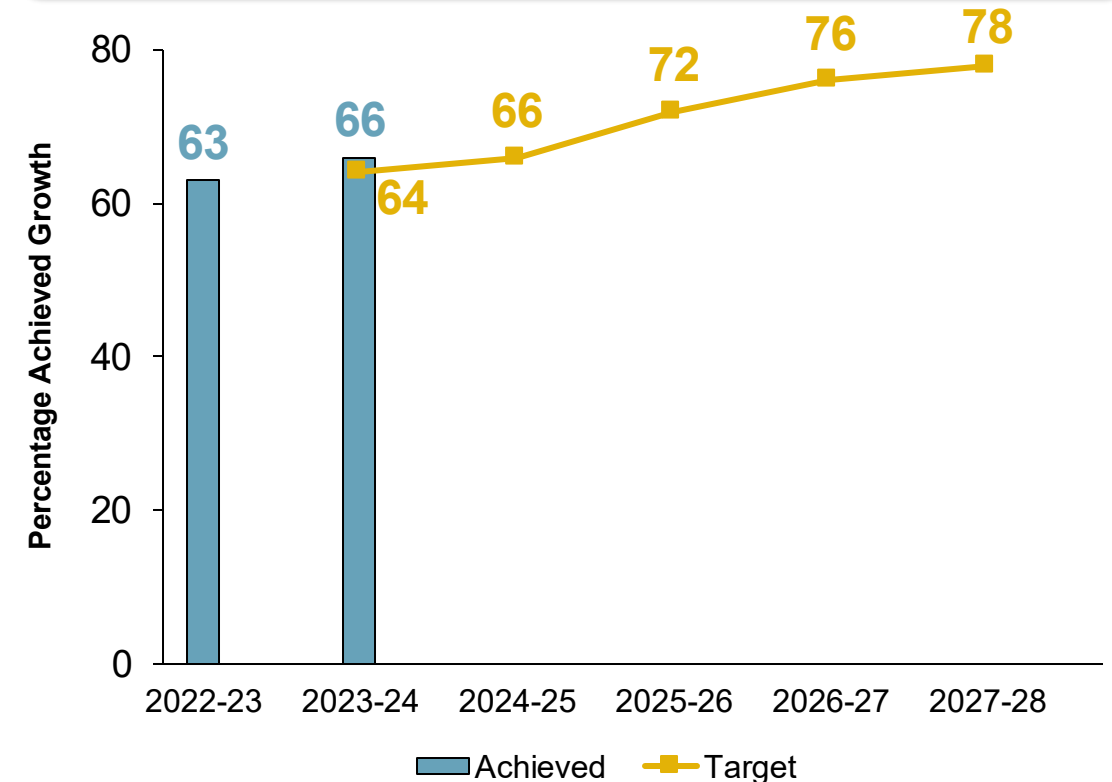
### Domain 2, Part A: School Progress

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.

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



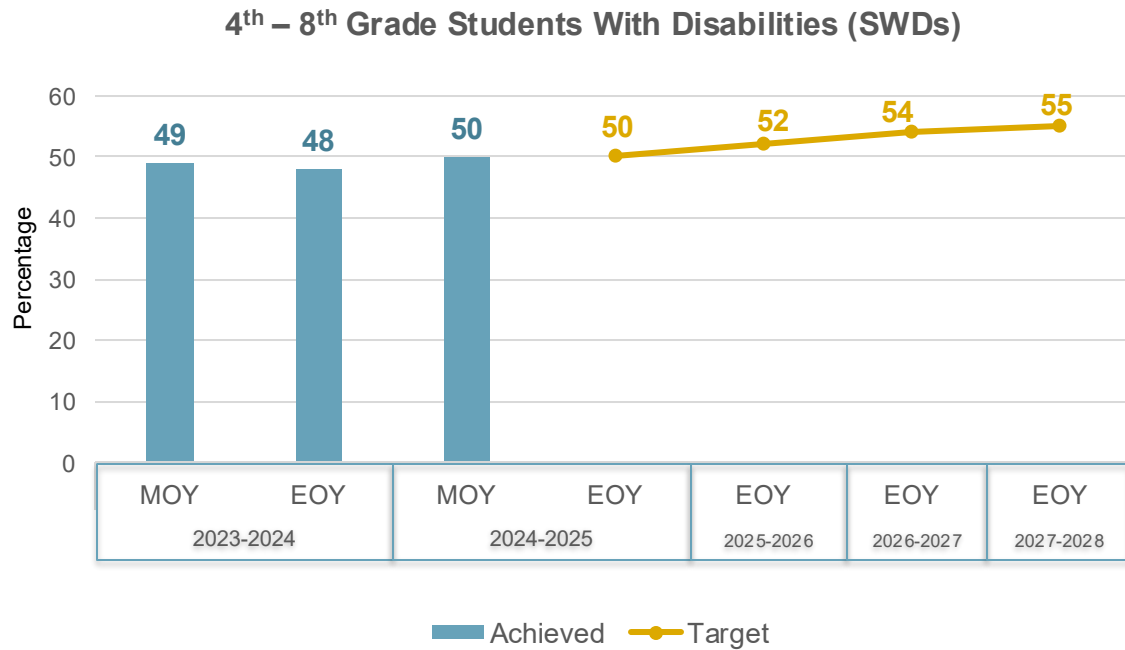
*Note: Students must participate in the same subject test for both prior year and current year to be included in the data.*



**GPM 4.1:** The percentage of 4th-8th students with disabilities that have Met Expected Growth from BOY to EOY on NWEA MAP in Reading will increase from 48% in June 2024 to 55% in June 2028.

**On  
Track**

**Figure 2: Percentage of 4<sup>th</sup> – 8<sup>th</sup> Grade SWDs Meeting Expected Growth on NWEA MAP Reading (English), MOY 24-25**



The percentage of students with disabilities (SWDs) meeting or exceeding their expected growth in reading has increased from SY23-24 to SY24-25. The district has already reached the end-of-year (EOY) target of 50%, and this year's cohort of 4th–8th grade SWDs is already performing better than last year's at the same point (MOY to MOY comparison).

**Figure 3: Percentage of 4<sup>th</sup> – 8<sup>th</sup> Grade SWDs Meeting Expected Growth on NWEA MAP Reading (English) – MOY 23-24 vs. MOY 24-25 by Grade Level**

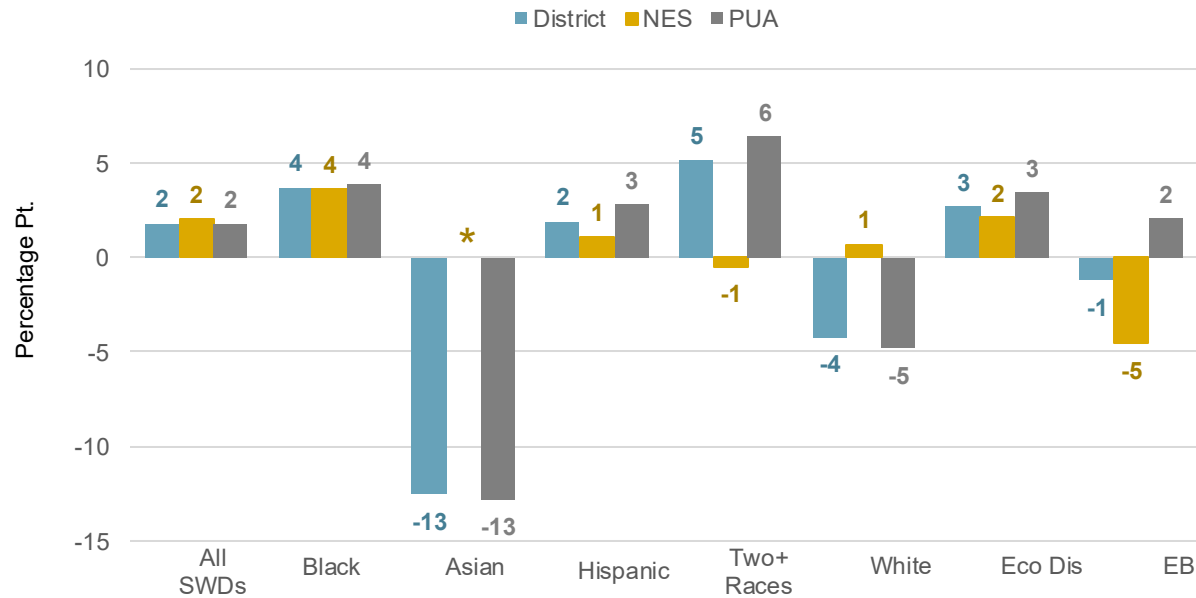
|                     | MOY<br>23-24                             | MOY<br>24-25                             | Growth        |
|---------------------|--|--|---------------|
| Grade Level         | % Met<br>Expected<br>Growth<br>(BOY-MOY) | % Met<br>Expected<br>Growth<br>(BOY-MOY) | YoY<br>% Pt Δ |
| Grade 4             | 47                                       | 49                                       | 2             |
| Grade 5             | 49                                       | 52                                       | 2             |
| Grade 6             | 48                                       | 48                                       | 1             |
| Grade 7             | 48                                       | 48                                       | 0             |
| Grade 8             | 52                                       | 57                                       | 5             |
| <b>Grades 4 - 8</b> | <b>49</b>                                | <b>50</b>                                | <b>2</b>      |

The percentage of students with disabilities in grades 4–8 meeting expected growth in reading increased by two percentage points from MOY 23-24 to MOY 24-25. While growth was seen in four grade levels (4th, 5th, 6th and 8th), no grade experienced a decline.

**GPM 4.1:** The percentage of 4th-8th students with disabilities that have Met Expected Growth from BOY to EOY on NWEA MAP in Reading will increase from 48% in June 2024 to 55% in June 2028.

**On  
Track**

**Figure 4: % Pt Change in 4<sup>th</sup> – 8<sup>th</sup> Grade SWDs Meeting Expected Growth on NWEA MAP Reading (English) – MOY 23-24 vs. MOY 24-25 by SWD Student Group, NES vs. PUA**



**Total SWD *n* Count  
(Reading)**

| SWD Student Groups | MOY 23-24 |       |       | MOY 24-25 |       |       |
|--------------------|-----------|-------|-------|-----------|-------|-------|
|                    | District  | NES   | PUA   | District  | NES   | PUA   |
| ALL SWDs           | 5,955     | 2,820 | 3,135 | 6,184     | 2,754 | 3,430 |
| Black              | 1,719     | 1,029 | 690   | 1,768     | 1,048 | 720   |
| Asian              | 72        | *     | 66    | 83        | *     | 76    |
| Hispanic           | 3,629     | 1,715 | 1,914 | 3,752     | 1,626 | 2,126 |
| Two+ Races         | 72        | 13    | 59    | 87        | 15    | 72    |
| White              | 453       | 52    | 401   | 488       | 55    | 433   |
| Eco Dis            | 4,783     | 2,567 | 2,216 | 5,087     | 2,649 | 2,438 |
| EB                 | 1,963     | 979   | 984   | 1,976     | 881   | 1,095 |

\*Total *n* Count of student group is less than 10, and therefore year-over-year comparison is masked in Figure 4.

The district shows modest, incremental growth in the percentage of students with disabilities (SWDs) meeting expected growth in NWEA MAP reading from MOY 23-24 to MOY 24-25. PUA campuses demonstrate stronger growth across most student groups within the SWD population, highlighting disparities that suggest a need for targeted support to ensure more equitable progress across all campuses. Notably, while NES campuses have a slightly smaller SWD population, they serve a higher proportion of students with disabilities who are also emergent bilingual and/or economically disadvantaged compared to PUA campuses.

**GPM 4.1:** The percentage of 4th-8th students with disabilities that have Met Expected Growth from BOY to EOY on NWEA MAP in Reading will increase from 48% in June 2024 to 55% in June 2028.

**On  
Track**

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

Students with IEPs historically have underperformed compared to their peers without disabilities. The positive growth in STAAR performance among students with disabilities, particularly the 66% who achieved growth, can be attributed to a focus on High-Quality instruction for all students. The data shows the strategies in place are positively impacting student performance.

The positive results contributing to the growth include the following:

- **Quality Instruction-** The district has an overall focus on providing quality instruction for all students which included 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 also include scaffolds to support different sub-populations of learners.
- **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
- **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 progress students are making toward their IEP goals and adjust instruction as needed.

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**On  
Track**

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

The district's MAP performance at the middle of the 2024–25 school year (MOY) indicates progress in advancing achievement for students with disabilities (SWDs).

#### **Meeting and Exceeding Growth Targets**

By the end of the 2023-24 school year, 66% of SWDs in grades 4-8 were projected to Meet grade level in reading or math, as measured by Domain 2A. This achievement surpassed the district's end-of-year target of 64%, reflecting significant progress and alignment with district goals for increasing the number of special education students performing at grade level.

#### **Significant Achievement Gains**

MOY NWEA MAP data for 2024-25 shows that 50% of students with disabilities in grades 4<sup>th</sup> – 8<sup>th</sup> are meeting or exceeding expected growth in reading, and 52% are meeting or exceeding expected growth in math. These are increases from 2023-24, suggesting effective strategies supporting SWD academic growth.

#### **Addressing Achievement Gaps**

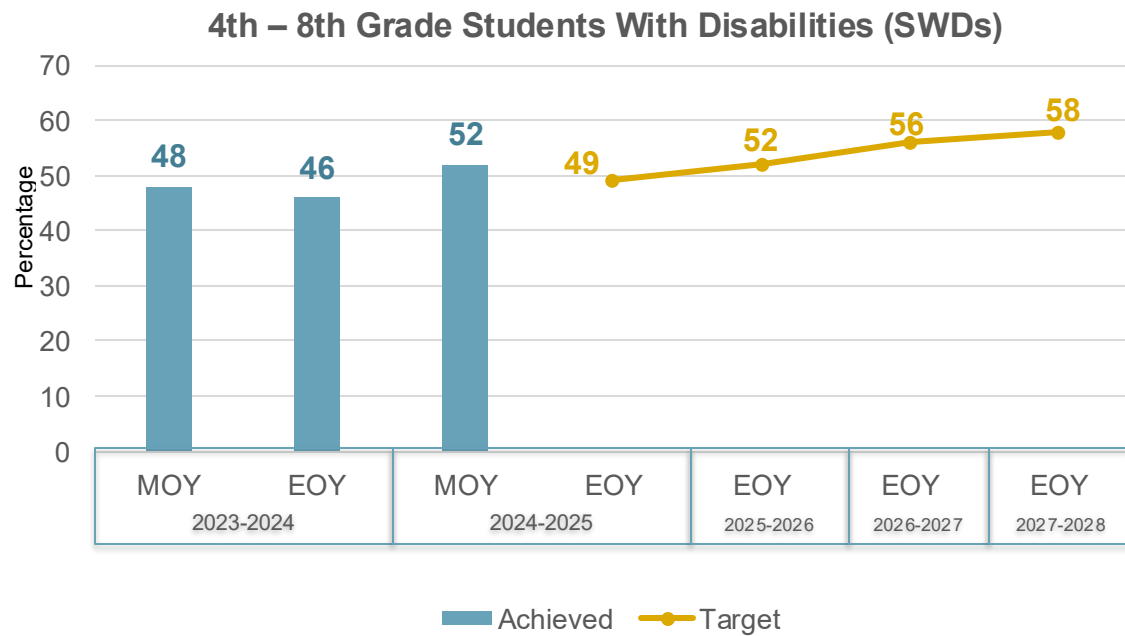
Despite these gains, achievement gaps remain between SWDs and their non-special education peers in 4<sup>th</sup> – 8<sup>th</sup> grade, as well as within SWD student groups (with White and Multi-Race SWDs showing higher growth in comparison with other student groups within the SWD population). Continued focus on closing these gaps is essential to ensure equitable outcomes for all students receiving special education services.

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. HISD must maintain momentum to close achievement gaps and achieve equitable growth for students with disabilities.

**GPM 4.2:** The percentage of 4th-8th students with disabilities that have Met Expected Growth from BOY to EOY on NWEA MAP in Math will increase from 46% in June 2024 to 58% in June 2028.

**On  
Track**

**Figure 5: Percentage of 4<sup>th</sup> – 8<sup>th</sup> Grade SWDs Meeting Expected Growth on NWEA MAP Math, MOY 24-25**



The percentage of students with disabilities (SWDs) meeting or exceeding their expected growth in NWEA MAP math has increased from SY23-24 to SY24-25. The district has both shown growth year-over-year and exceeded the end-of-year (EOY) target of 49%.

**Figure 6: Percentage of 4<sup>th</sup> – 8<sup>th</sup> Grade SWDs Meeting Expected Growth on NWEA MAP Math – MOY 23-24 vs. MOY 24-25 by Grade Level**

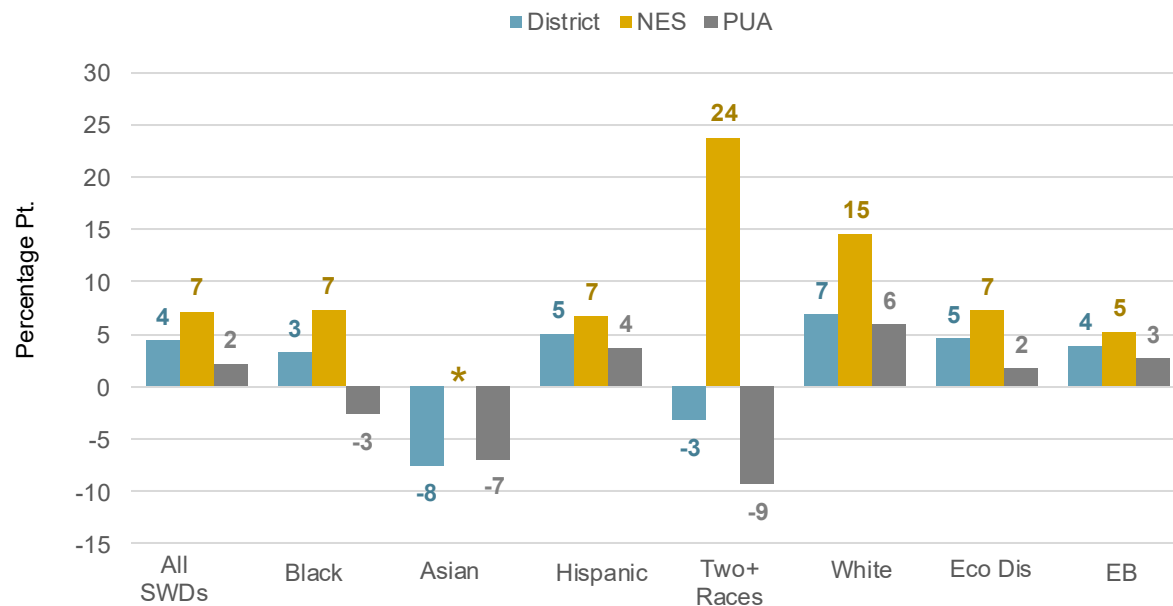
|                     | MOY<br>23-24                    | MOY<br>24-25                    | Growth     |
|---------------------|---------------------------------|---------------------------------|------------|
| Grade Level         | % Met Expected Growth (BOY-MOY) | % Met Expected Growth (BOY-MOY) | YoY % Pt Δ |
| Grade 4             | 47                              | 51                              | 5          |
| Grade 5             | 49                              | 54                              | 4          |
| Grade 6             | 45                              | 50                              | 4          |
| Grade 7             | 48                              | 51                              | 3          |
| Grade 8             | 49                              | 55                              | 7          |
| <b>Grades 4 - 8</b> | <b>48</b>                       | <b>52</b>                       | <b>4</b>   |

The percentage of students with disabilities (SWDs) meeting expected growth in NWEA MAP math has increased across all grade levels, with the highest gains seen in 8th grade. While 6th grade lags behind other grade levels at 50%, they are still exceeding the district EOY target of 49%. The overall trend suggests that our 4th–8th grade SWDs are on track to achieve similar growth on STAAR (Goal 4).

**GPM 4.2:** The percentage of 4th-8th students with disabilities that have Met Expected Growth from BOY to EOY on NWEA MAP in Math will increase from 46% in June 2024 to 58% in June 2028.

**On Track**

**Figure 7: % Pt Change in 4<sup>th</sup> – 8<sup>th</sup> Grade SWDs Meeting Expected Growth on NWEA MAP Math – MOY 23-24 vs. MOY 24-25 by SWD Student Group, NES vs. PUA**



**Total SWD n Count (Math)**

| SWD Student Groups | MOY 23-24 |       |       | MOY 24-25 |       |       |
|--------------------|-----------|-------|-------|-----------|-------|-------|
|                    | District  | NES   | PUA   | District  | NES   | PUA   |
| ALL SWDs           | 5,976     | 2,833 | 3,143 | 6,200     | 2,759 | 3,441 |
| Black              | 1,714     | 1,022 | 692   | 1,776     | 1,052 | 724   |
| Asian              | 71        | *     | 65    | 84        | *     | 76    |
| Hispanic           | 3,654     | 1,731 | 1,923 | 3,756     | 1,626 | 2,130 |
| Two+ Races         | 73        | 14    | 59    | 89        | 15    | 74    |
| White              | 454       | 55    | 399   | 489       | 55    | 434   |
| Eco Dis            | 4,800     | 2,578 | 2,222 | 5,095     | 2,653 | 2,442 |
| EB                 | 1,982     | 993   | 989   | 1,985     | 886   | 1,099 |

\*Total n Count of student group is less than 10, and therefore year-over-year comparison is masked in Figure 7.

Year-over-year growth in the percentage of students with disabilities (SWDs) meeting expected growth in NWEA MAP math for students with disabilities (SWDs) has been stronger at NES campuses compared to PUA campuses. Overall, the district is making progress, and six out of nine\*\* student groups within the SWD population (inclusive of all SWDs) have shown growth from MOY 23-24 to MOY 24-25, regardless of NES status.

\*\* This statement is inclusive of our American Indian SWD population. The percentage meeting expected growth has increased from MOY 23-24 to MOY 24-25, but they are not shown in Figure 7 due to Total n Count of student group being less than 10.

**GPM 4.2:** The percentage of 4th-8th students with disabilities that have Met Expected Growth from BOY to EOY on NWEA MAP in Math will increase from 46% in June 2024 to 58% in June 2028.

**On  
Track**

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

Students with IEPs historically have underperformed compared to their peers without disabilities. The positive growth in STAAR performance among students with disabilities, particularly the 66% who achieved growth, can be attributed to a focus on High-Quality instruction for all students. The data shows the strategies in place are positively impacting student performance.

The positive results contributing to the growth include the following:

- Quality Instruction- The district has an overall focus on providing quality instruction for all students which included 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.
- These results reflect a stronger alignment between math instruction,, IEP goals and scaffold supports embedded in both general and special education settings.

**GPM 4.1:** The percentage of 4th-8th students with disabilities that have Met Expected Growth from BOY to EOY on NWEA MAP in Reading will increase from 48% in June 2024 to 55% in June 2028.

**GPM 4.2:** The percentage of 4th-8th students with disabilities that have Met Expected Growth from BOY to EOY on NWEA MAP in Math will increase from 46% in June 2024 to 58% in June 2028.

**On  
Track**

**Key Action Steps:**

Students with disabilities historically have underperformed in comparison to their peers without disabilities. In response to the data and analysis the following actions have been taken:

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.

- Provide ongoing professional development on specially designed instruction (SDI) for teachers.
- Conduct classroom observations of special education teachers to enhance instructional quality and deliver actionable feedback.
- Evaluate progress monitoring data to track student advancement on IEP goals.
- Monitor MAP test scores over time to measure the effectiveness of interventions.
- Adjust 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. Students with disabilities will continue to demonstrate improved academic achievement in the areas of reading and math.



**GPM 4.2:** The percentage of 4th-8th students with disabilities that have Met Expected Growth from BOY to EOY on NWEA MAP in Math will increase from 46% in June 2024 to 58% in June 2028.

**On  
Track**

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

The district's MAP performance at the middle of the 2024–25 school year (MOY) indicates progress in advancing achievement for students with disabilities (SWDs).

#### **Meeting and Exceeding Growth Targets**

By the end of the 2023-24 school year, 66% of SWDs in grades 4-8 were projected to Meet grade level in reading or math, as measured by Domain 2A. This achievement surpassed the district's end-of-year target of 64%, reflecting significant progress and alignment with district goals for increasing the number of special education students performing at grade level.

#### **Significant Achievement Gains**

MOY NWEA MAP data for 2024-25 shows that 50% of students with disabilities in grades 4<sup>th</sup> – 8<sup>th</sup> are meeting or exceeding expected growth in reading, and 52% are meeting or exceeding expected growth in math. These are increases from 2023-24, suggesting effective strategies supporting SWD academic growth.

#### **Addressing Achievement Gaps**

Despite these gains, achievement gaps remain between SWDs and their non-special education peers in 4<sup>th</sup> – 8<sup>th</sup> grade, as well as within SWD student groups (with White and Multi-Race SWDs showing higher growth in comparison with other student groups within the SWD population). Continued focus on closing these gaps is essential to ensure equitable outcomes for all students receiving special education services.

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. HISD must maintain momentum to close achievement gaps and achieve equitable growth for students with disabilities.

# Thank You

