HISD | Research and Accountability
ANALYZING DATA, MEASURING PERFORMANCE.

Constraint Monitoring Report: September 2022

Constraint 3
Parent Literacy Notification

Constraint 3

The Superintendent will not allow the District to operate without notifying parents/guardians at least once each 12 weeks about how to help their student, if the student is one or more grade levels behind in literacy.

Superintendent's Response

Constraint 3.1 – Data Review
We have exceeded the target of this constraint by notifying almost 100% of parents if their child was one or more grade levels below in literacy. Letters are sent home based on Renaissance data.

Constraint 3.2 – Data Review
We did not meet our target of 66% of campuses having a centrally documented literacy plan with parent outreach strategies. During the last school year, only 4% of campuses had this plan in place with 12 campuses reporting parent outreach strategies.

Next Steps and Process Improvements:

Constraint 3.1
While we did achieve a 99% rate of letters sent, we continue to refine and improve our processes to ensure that all students who are supposed to test are taking the test so that we can identify the appropriate students who are below grade level.

We will also be taking a closer look at our schools that implementing Amplify in the coming year to validate the data from the Renaissance test with curriculum embedded assessments. We believe that we will get more rich data that teachers can use to take more immediate action from these classroom assessments.
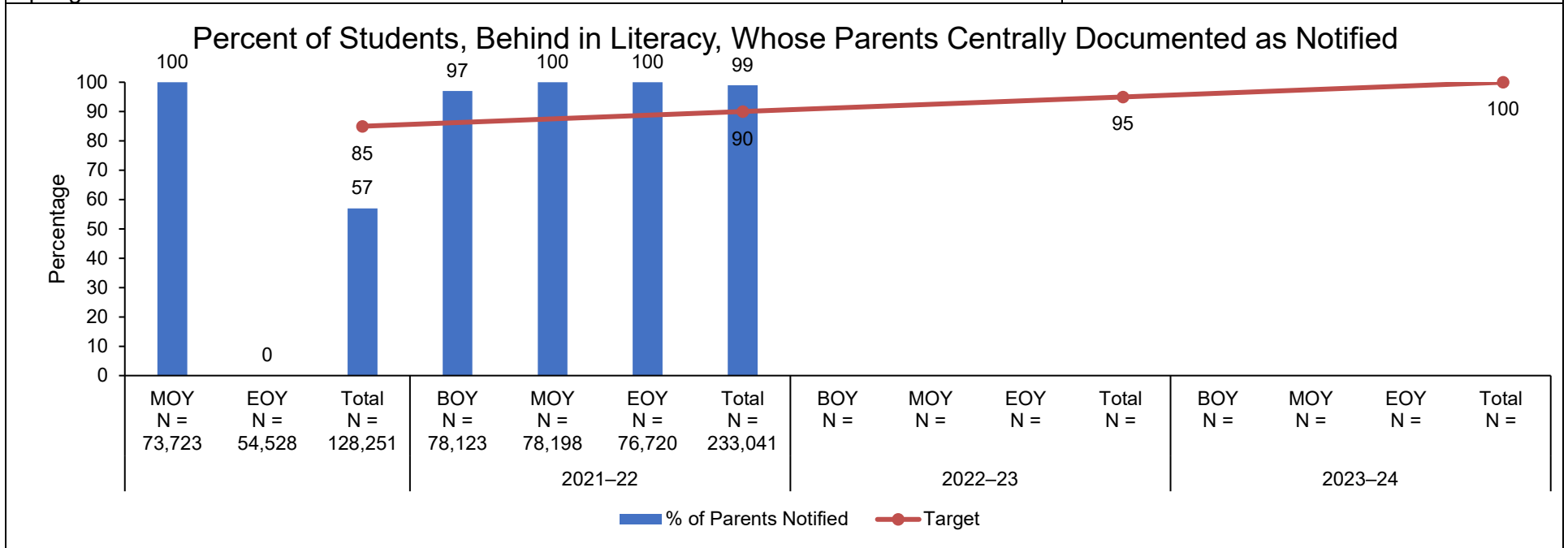
The Amplify data and the resulting information we gather will continue to inform our overall testing strategy as we continue to prioritize classroom instruction as the greatest lever for achievement gains.

Constraint 3.2
This goal was not met primarily due to transitioning of administration and the return to "normal" school operations. The beginning of last year was still largely focused on COVID prevention strategies as we returned to in person learning. While we fell short of the goal last year, we are focusing on the adoption of high quality instructional materials. As a central strategy for moving to the adoption of HQIM, we are currently developing an instructional framework for reading instruction, which will provide a district wide literacy plan that campuses will be able to tailor based upon their unique achievement data. As you know, we are piloting Amplify at only 6 campuses this year, but the instructional framework will be curriculum agnostic and focus on high leverage strategies to improve literacy for all students.

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Constraint Monitoring Report: September 2022

Constraint Progress Measure 3.1	Evaluation
The percentage of students, one or more grade levels behind in literacy, whose parents/guardians are centrally documented as having been notified of their child's literacy level at least once every 12 weeks will increase 100 percentage points from 0 percent in spring 2020 to 100 percent in spring 2024.	Exceeded Target

Percent of Students, Behind in Literacy, Whose Parents Centrally Documented as Notified

	MOY N = 73,723	EOY N = 54,528	Total N = 128,251	BOY N = 78,123	MOY N = 78,198	EOY N = 76,720	Total N = 233,041	BOY N =	MOY N =	EOY N =	Total N =	BOY N =	MOY N =	EOY N =	Total N =
				2021–22				2022–23				2023–24			

Legend: ■ % of Parents Notified ━●━ Target

Data Source
Superintendent's Literacy Letters to Parents maintained by Student Assessment

Methodology
When a student is identified as one or more grade levels behind in literacy on the Renaissance 360 reading/early literacy screener, their parent/guardian must be notified to meet the requirements of the metric. The final metric is calculated based on total parents needing notification across all applicable testing windows.

Calculation: $\% \: of \: Parents \: Notified = \dfrac{\# \: of \: Parents/Guardians \: Notified}{\# \: of \: Parents/Guardians \: Identified \: as \: Needing \: Notification}$

Constraint Monitoring Report: September 2022

Constraint Progress Measure 3.1 – Support Data
Information was provided in both English and Spanish to parents. Elementary and Secondary Curriculum, Multilingual Programs, Interventions and Student Assessment worked together to determine the best resources to share with parents in the letters. The district will send out 4 rounds of letters next year. Each round will include a different set of parent resources, so that parents will receive a variety of resources to help their child over the school year. Resources shared in the letter can be found here: https://www.houstonisd.org/readinfo. If a letter is returned to the district, campuses are asked to: • Contact the parents of all students with returned letters and verify or update their addresses in HISD Connect. Notify parents that letters will either be mailed or, sent home with students and/or discussed via phone call with parents. • Hand-deliver letters to the teachers for distribution to students who are attending school on-campus. • Monitor the count of letters that remain undeliverable until all letters are successfully delivered/or parents notified via phone call.

Constraint Monitoring Report: September 2022

Constraint Progress Measure 3.2	Evaluation
The percentage of campuses with a centrally documented literacy plan, including parent outreach strategies, to address the needs of students one or more grade levels behind in literacy will increase 100 percentage points from 0 percent during the 2019–2020 school year to 100 percent during the 2023–2024 school year.	Did Not Meet Goal

Percent of Campuses with a Centrally Documented Literacy Plan

Data Source
Plan4Learning

Methodology
A campus is considered to have a centrally documented literacy plan when it has been submitted in Plan4Learning and verified as having met the components listed in the CPM.

Calculation: $\% \ of \ Campuses \ with \ a \ Centrally \ Documented \ Literacy \ Plan = \frac{\# \ of \ Campuses \ with \ a \ Centrally \ Documented \ Literacy \ Plan}{\# \ of Campuses}$

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Constraint Monitoring Report: September 2022

Constraint Progress Measure 3.2 – Support Data
For the 2021–22 school year, there were 157 campuses that have centrally documented literacy plans with 12 including parent outreach strategies.

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Constraint Monitoring Report: September 2022

Constraint 4
IEP Progress

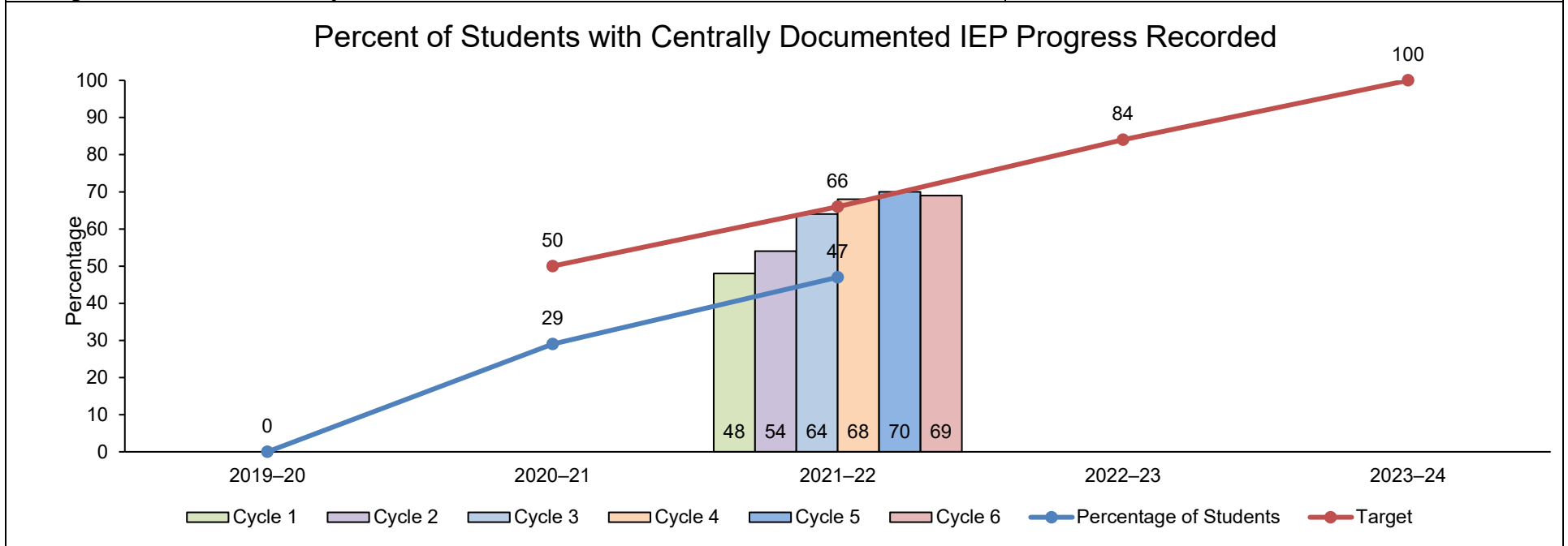| Constraint 4 |
| --- |
| The Superintendent will not allow the District to operate without students receiving special education services meeting individualized education program (IEP) progress. |
| **Superintendent's Response** |
| **Constraint 4.1 – Data Review**
 Our target for ensuring a finalized progress report for each student receiving special education services for six-week period was 66%. Our actual performance was 47%, which is a gap of 19%.

 Constraint 4.2 – Data Review
 Our target for progress measure 4.2 was 80% and we achieved a 79% rate of audited IEPs showing standards-based goals. While we did not meet this target, our performance does represent a 9% improvement over the previous year.

 Next Steps and Process Improvements:

 Constraint 4.1
 We can make much more progress on this goal in the future by implementing progress monitoring on a routine basis. We do have a process in place for the 2022-23 school year to ensure that this technical step of finalizing the progress of every student who has an IEP is being documented in our system. One thing that will ensure this progress monitoring is the re-organization of Special Education staff from Hattie Mae White to the field to ensure more consistent support of schools with these technical issues.

 Constraint 4.2
 While we came close to our goal and have showed improvement from the prior year, we also can improve this goal by implementing more routine folder audits. As a result of our re-organization we now have the personnel in the right place to conduct these reviews and the Special Education department is creating a progress monitoring schedule to ensure these reviews happen in the coming school year. |

Constraint Monitoring Report: September 2022

Constraint Progress Measure 4.1	Evaluation
The percentage of students with up-to-date IEP progress recorded every six weeks in the IEP system will increase from 0 percent during the 2019–2020 school year to 100 percent during the 2023–2024 school year.	Did Not Meet Goal

Percent of Students with Centrally Documented IEP Progress Recorded

Data Source
EasyIEP

Methodology
A student is considered to have centrally documented IEP progress when they have a finalized progress report for each six-week period for which they have goals.

Calculation: $\% \textit{ of Students with Centrally Documented IEP Progress Recorded} = \dfrac{\textit{\# of Students with Centrally Documented IEP Progress Recorded each Six Weeks}}{\textit{\# of Students with Goals in EasyIEP}}$

Constraint Monitoring Report: September 2022

Constraint Progress Measure 4.2	Evaluation
The percentage of audited IEPs showing standards-based goals shall increase from 0 percent during the 2019–2020 school year to 90 percent during the 2023–2024 school year.	Did Not Meet Target

Percent of Audited IEPs Showing Standards-Based Goals

Data Source

Special Populations Department and EasyIEP

Methodology

An audited IEP is considered showing standards-based goals if they are found not to have areas of concern in IEP goals and development according to the TEA auditing tool.

Calculation: $\% \text{ of Audited IEPs Showing Standards} - \text{Based Goals} = \frac{\text{\# of Audited IEPs Showing Standards} - \text{Based Goals}}{\text{\# of Audited IEPs}}$

Constraint Progress Measure 4.2 – Support Data
A total of 646 IEP folder audits were conducted during the 2020–21 school year. 169 were found to have areas of concern. A total of 346 IEP folder audits were conducted during the 2021–22 school year. 73 were found to have areas of concern Audited folders were audited by the conservators to ensure adherence to the TEA approved auditing tool.