THE HOUSTON INDEPENDENT SCHOOL DISTRICT

AGENDA

Board of Education Meeting

May 05, 2022

THE HOUSTON INDEPENDENT SCHOOL DISTRICT
BOARD OF EDUCATION

Agenda Index

A. Superintendent's Priority Items
B. Trustee Items
C. Closed Session (Closed to Public)
D. Deputy Superintendent
E. School Offices
F. Academics
G. Talent
H. Business Operations
I. Finance
J. Other
K. Policy
L. Superintendent's Information Items

MEMBERS OF THE BOARD OF EDUCATION

Judith Cruz, *President*
Elizabeth Santos, *First Vice President*
Kathy Blueford-Daniels, *Second Vice President*
Sue Deigaard, *Secretary*
Myrna Guidry, Esq., *Assistant Secretary*
Dr. Patricia K. Allen
Kendall Baker
Dani Hernandez
Bridget Wade

Millard House II, *Superintendent of Schools*

BUSINESS AGENDA FOR AGENDA REVIEW MEETING

A. SUPERINTENDENT'S PRIORITY ITEMS

A-1. Approval Of Personal Services Performed By The Superintendent, Including Speaking Engagements, Panel Discussions, Workshops, Etc., In Accordance With Texas Education Code Section 11.201(E)

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

- May GPM Update
- May GPM Report

B. TRUSTEE ITEMS

C. CLOSED SESSION

C-1. Personnel

a. Deliberate the duties of the superintendent of schools, chief officers, assistant superintendents, principals, employees, chief audit executive, and board members; evaluations of the superintendent and chief audit executive, consideration of compensation, and contractual provisions.

b. Consider and approve proposed appointments, reassignments, proposed terminations, terminations/suspensions, contract lengths, proposed nonrenewals, renewals, and resignations/retirements of personnel including teachers, assistant principals, principals, chief officers, assistant superintendents, executive officers, and other administrators, and, if necessary, approve waiver and release and compromise agreements.

c. Hear complaints against and deliberate the appointment, evaluation and duties of public officers or employees and resolution of same.

C-2. Legal Matters

a. Matters on which the district's attorney's duty to the district under the Code of Professional Responsibility clearly conflicts with the Texas Open Meetings Law, including specifically any matter listed on this agenda and meeting notice.

b. Pending or contemplated litigation matters and status report.

c. Update on federal law enforcement activity on February 27, 2020.

d. Legal discussion and advice concerning House Bill 1842 (84th Leg., 2015), Senate Bill 1882 (85th Leg., 2017), and the district's options.

e. Legal discussion concerning *Houston ISD v. Texas Education Agency, et al.*, in the 459th Judicial District Court, Travis County, Texas, Cause No. D-1-GN-19-003695.

f. Legal Update on Special Education Accreditation Investigation.

C-3. Real Estate

D. DEPUTY SUPERINTENDENT

E. SCHOOL OFFICES

F. ACADEMICS

G. TALENT

H. BUSINESS OPERATIONS

I. FINANCE

J. OTHER

K. POLICY

L. SUPERINTENDENT'S INFORMATION ITEMS

AGENDA REVIEW FOR REGULAR BOARD MEETING

Review of superintendent's agenda items to be presented to the Board of Education at the board's next business meeting. See the agenda for that meeting.

ADJOURN

REPORT FROM THE SUPERINTENDENT

Office of the Superintendent of Schools
Board of Education Meeting of May 5, 2022

SUBJECT: **ACCEPTANCE OF BOARD MONITORING UPDATE: PRESENTATION OF GOALS 1 AND 4 PROGRESS MEASURES 1, 2, AND 3**

The Houston Independent School District (HISD) exists to strengthen the social and economic foundation of Houston by assuring its youth the highest-quality elementary and secondary education available anywhere.

In accordance with the Texas Education Agency (TEA) Lone Star Governance continuous improvement model and the Framework for School Board Development, the HISD Board of Education monitors progress towards the district's goals and compliance with certain goals and constraints.

Attached to this update is a report regarding goals. The following measures have new data this month:

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

- GPM 1.1 — The percentage of grade 1 students reading on grade level as measured by the end-of-year literacy screener will increase eight percentage points from 63 percent in 2019 to 71 percent in 2024.
- GPM 1.2 — The percentage of grade 2 students reading on grade level as measured by the end-of-year literacy screener will increase eight percentage points from 61 percent in 2019 to 69 percent in 2024.
- GPM 1.3 — The percentage of grade 3 students reading on grade level as measured by the end-of-year literacy screener will increase eight percentage points from 57 percent in 2019 to 65 percent in 2024.

Goal 4: The percentage of students receiving special education services reading at or above grade level as measured by the Meets Grade Level Standard on the STAAR 3–8 Reading and STAAR end-of-course (EOC) English I and II assessments will increase 8 percentage points from 21 percent in spring 2019 to 29 percent in spring 2024.

- GPM 4.1 — The percentage of students receiving special education services in second- through fifth-grade reading on grade level as measured by the end-of-year literacy screener will increase eight percentage points from 14 percent in 2019 to 22 percent in 2024.
- GPM 4.2 — The percentage of students receiving special education services in sixth- through eighth-grade reading on grade level as measured by the end-of-year

REPORT FROM THE SUPERINTENDENT

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

- GPM 4.3 — The percentage of students receiving special education services enrolled in English I or II reading on grade level as measured by the end-of-year literacy screener will increase eight percentage points from 5 percent in 2019 to 13 percent in 2024.

HOUSTON INDEPENDENT SCHOOL DISTRICT

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

Date: 5/5/2022

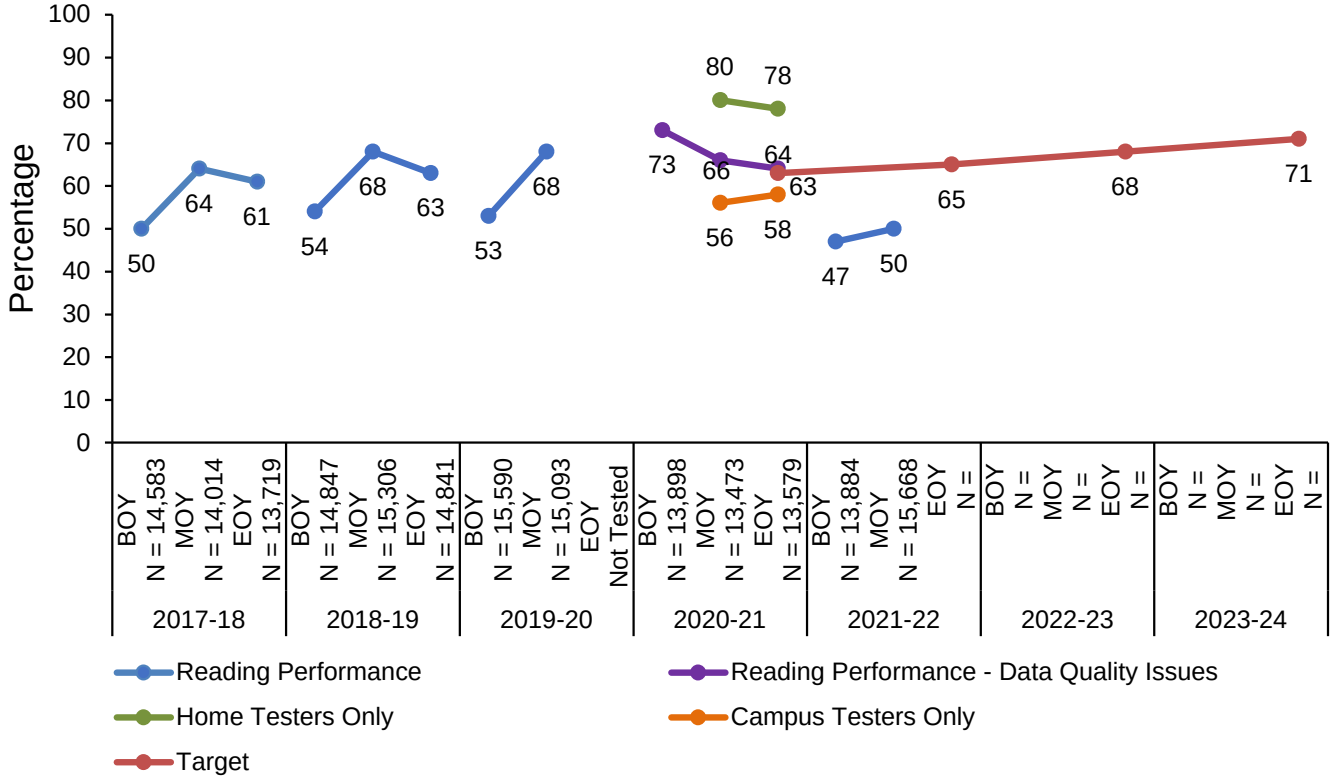
Goal 1

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.

Goal Progress Measure 1.1

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.

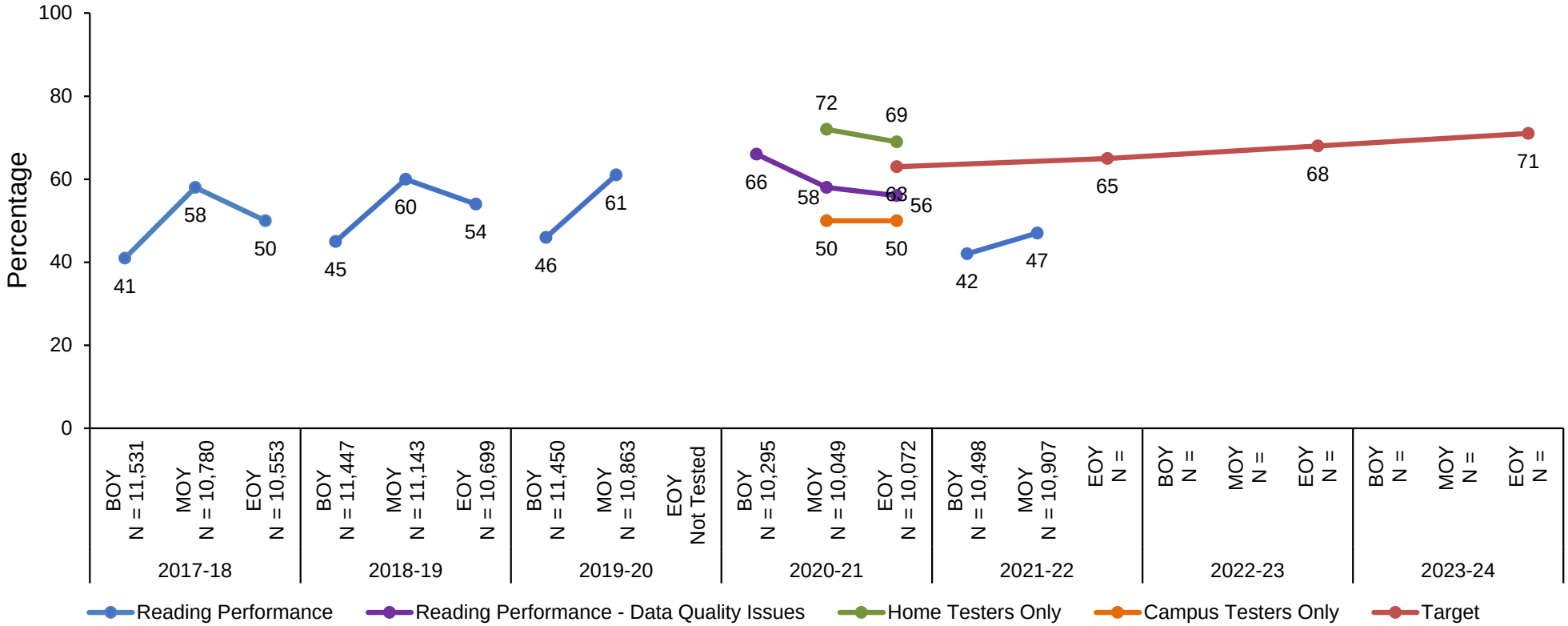
Percentage of 1st Grade Students Reading At or Above Benchmark (40th Percentile) English and Spanish Results Combined



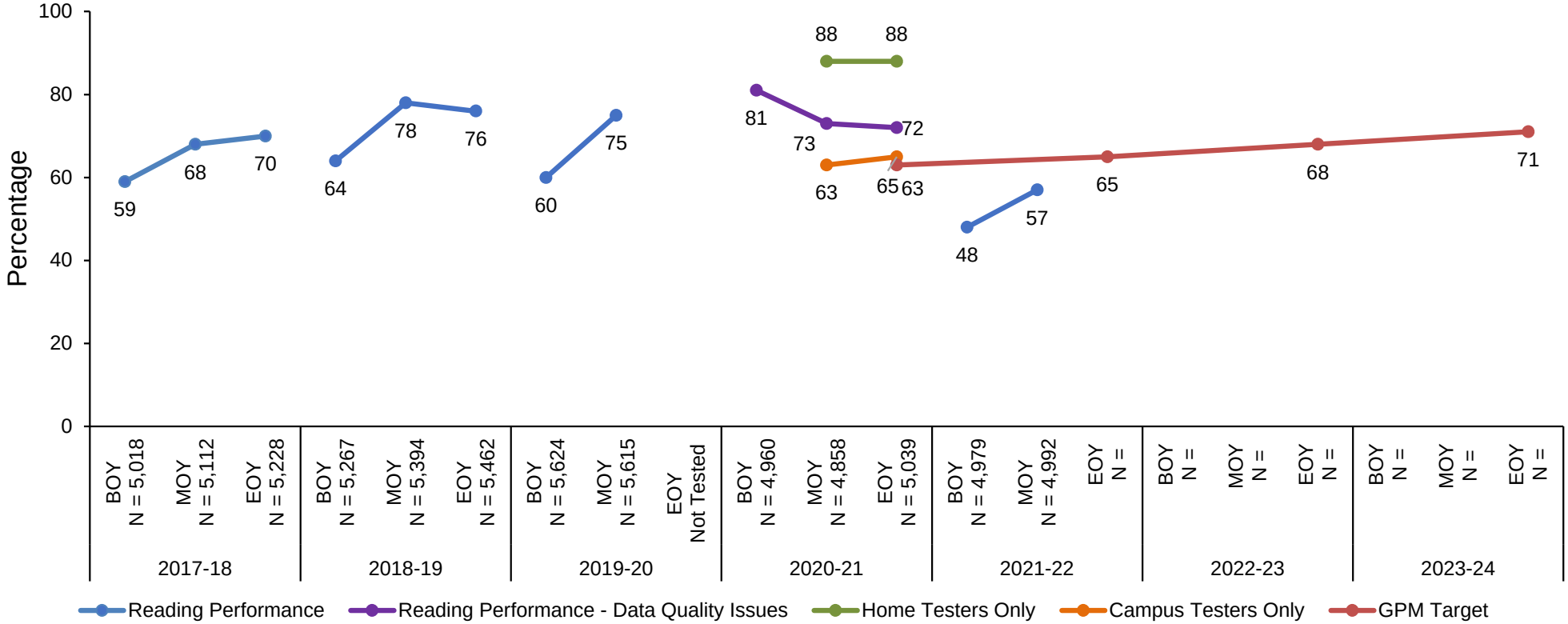
Not On Track

- Significant drops across all student groups excluding Asian students (increased one % pt)
- Smallest decrease among white students (6% pt drop)

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



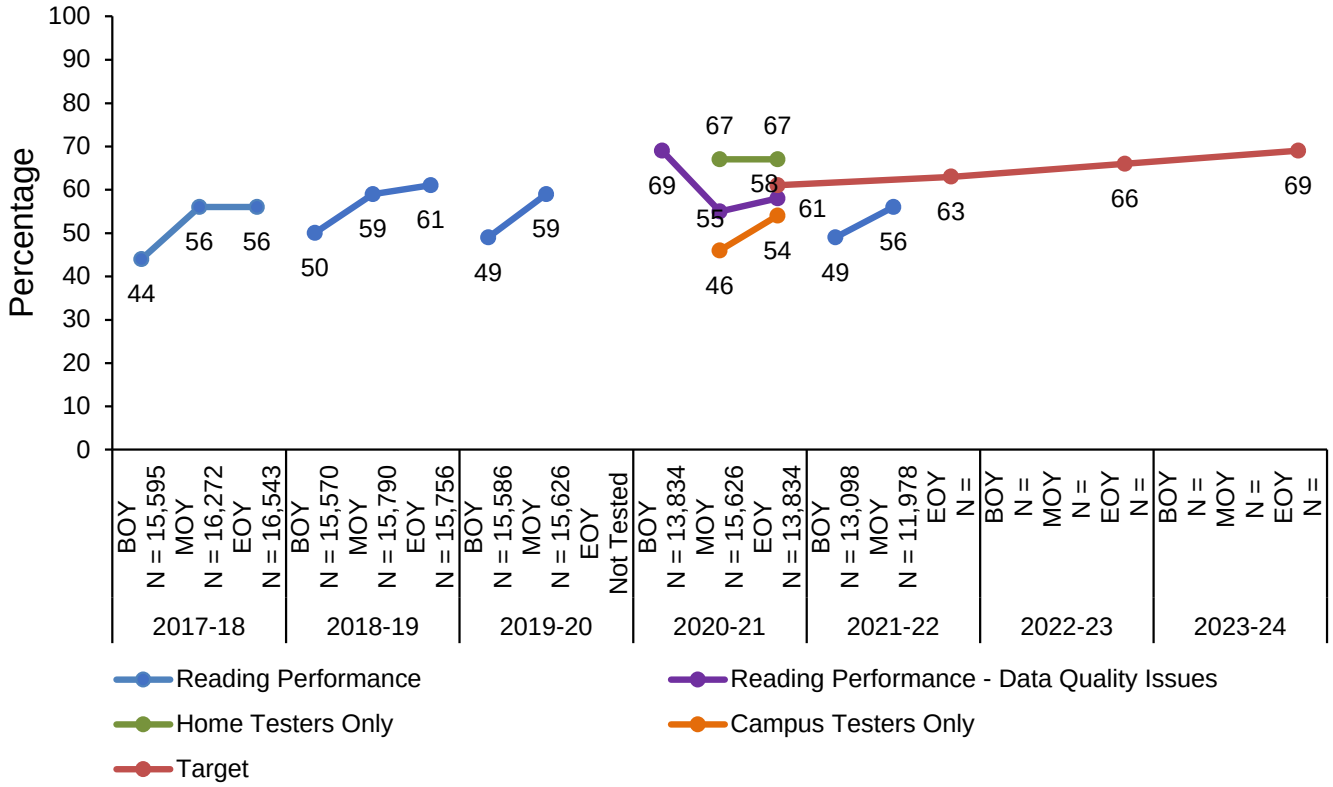
Percentage of 1st Grade Students Reading At or Above Benchmark (40th Percentile) Spanish Only



Goal Progress Measure 1.2

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.

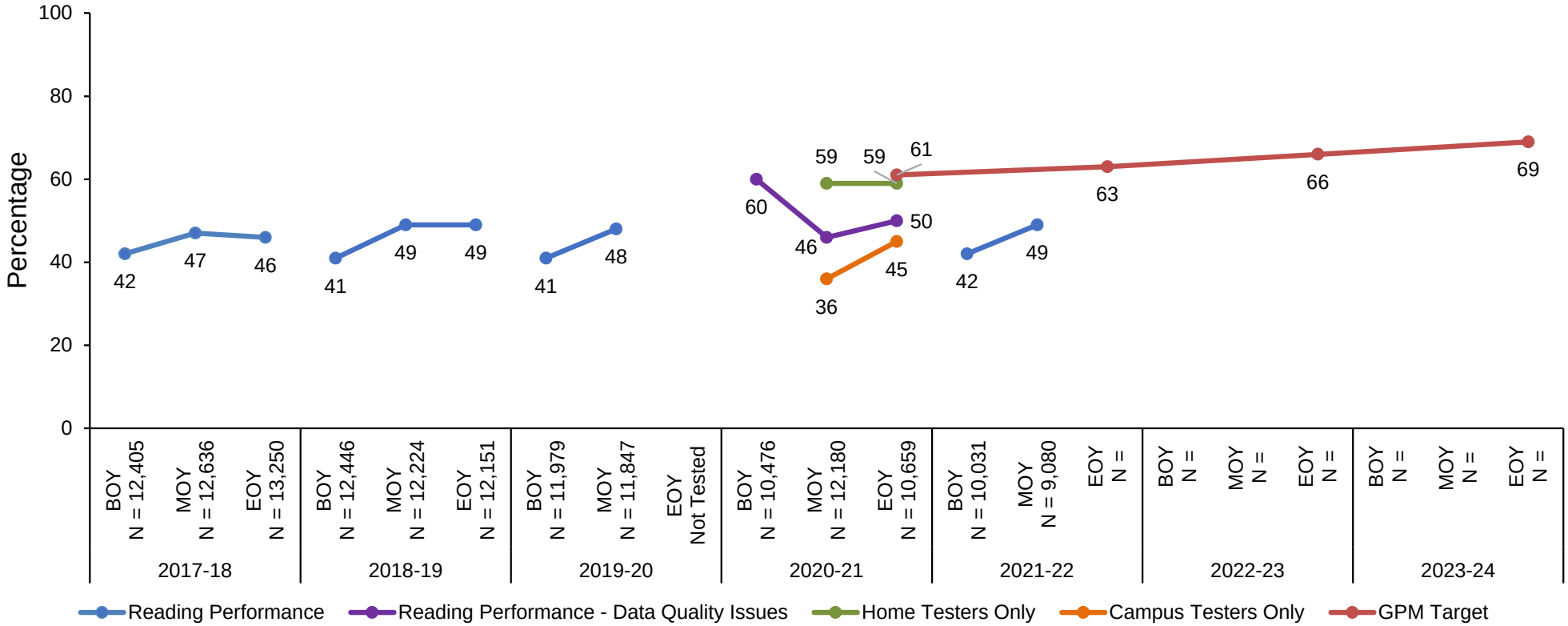
Percentage of 2nd Grade Students Reading At or Above Benchmark (40th Percentile) English and Spanish Results Combined



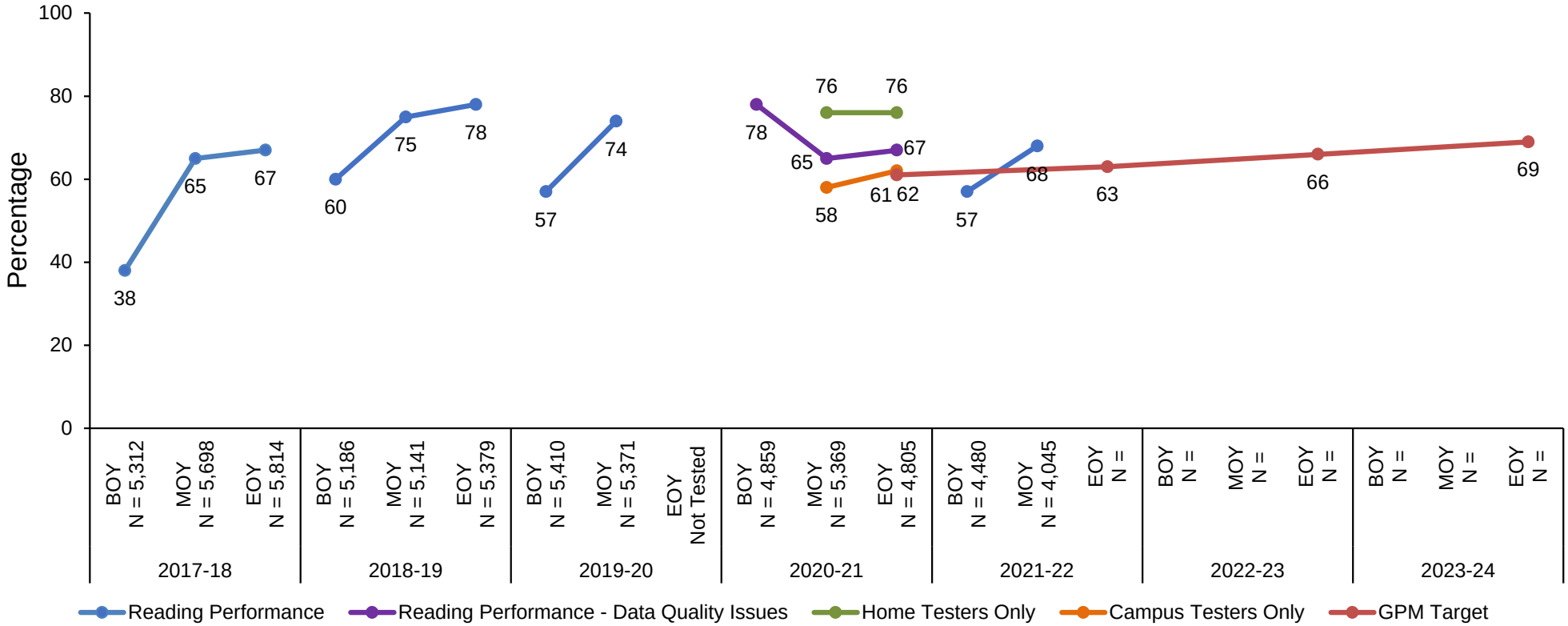
Not On Track

- Hispanic students had 8% pt decrease compared to 2020 MOY.
- Black and White students had 5% pt increase.

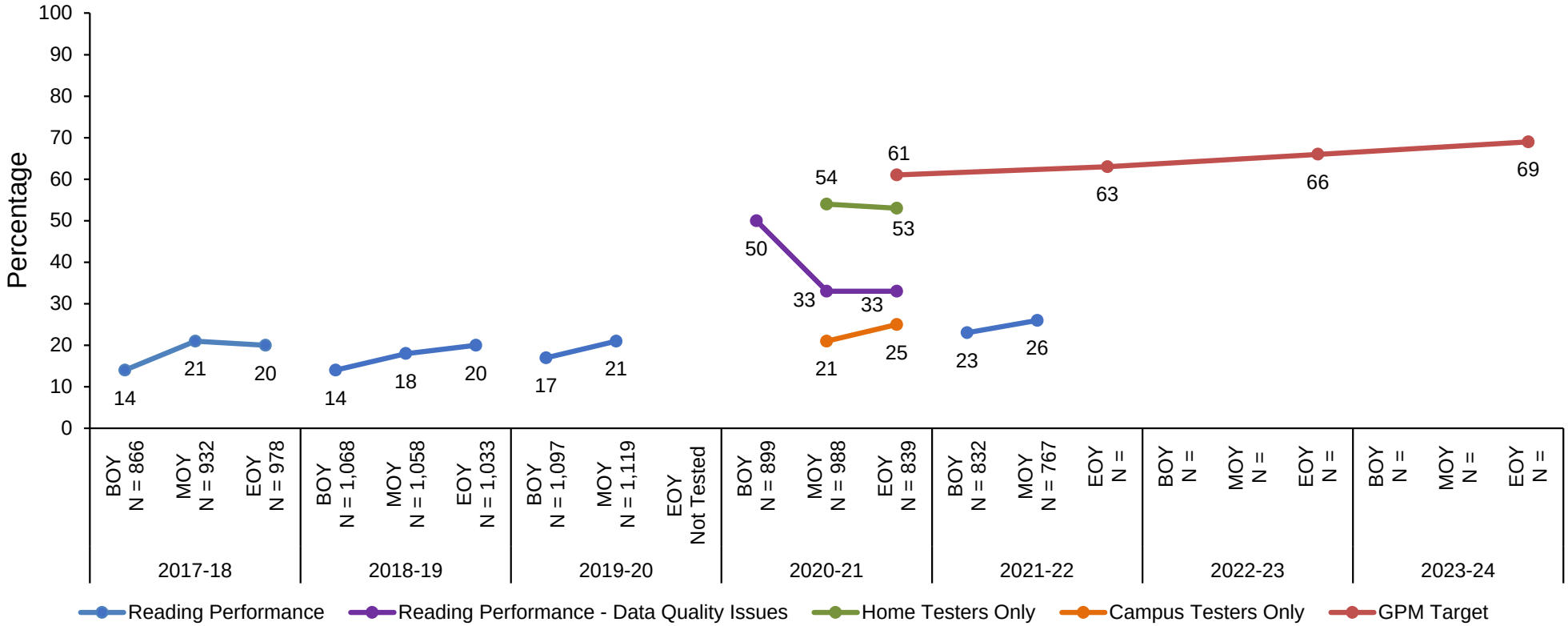
Percentage of 2nd Grade Students Reading At or Above Benchmark (40th Percentile) English Only



Percentage of 2nd Grade Students Reading At or Above Benchmark (40th Percentile) Spanish Only



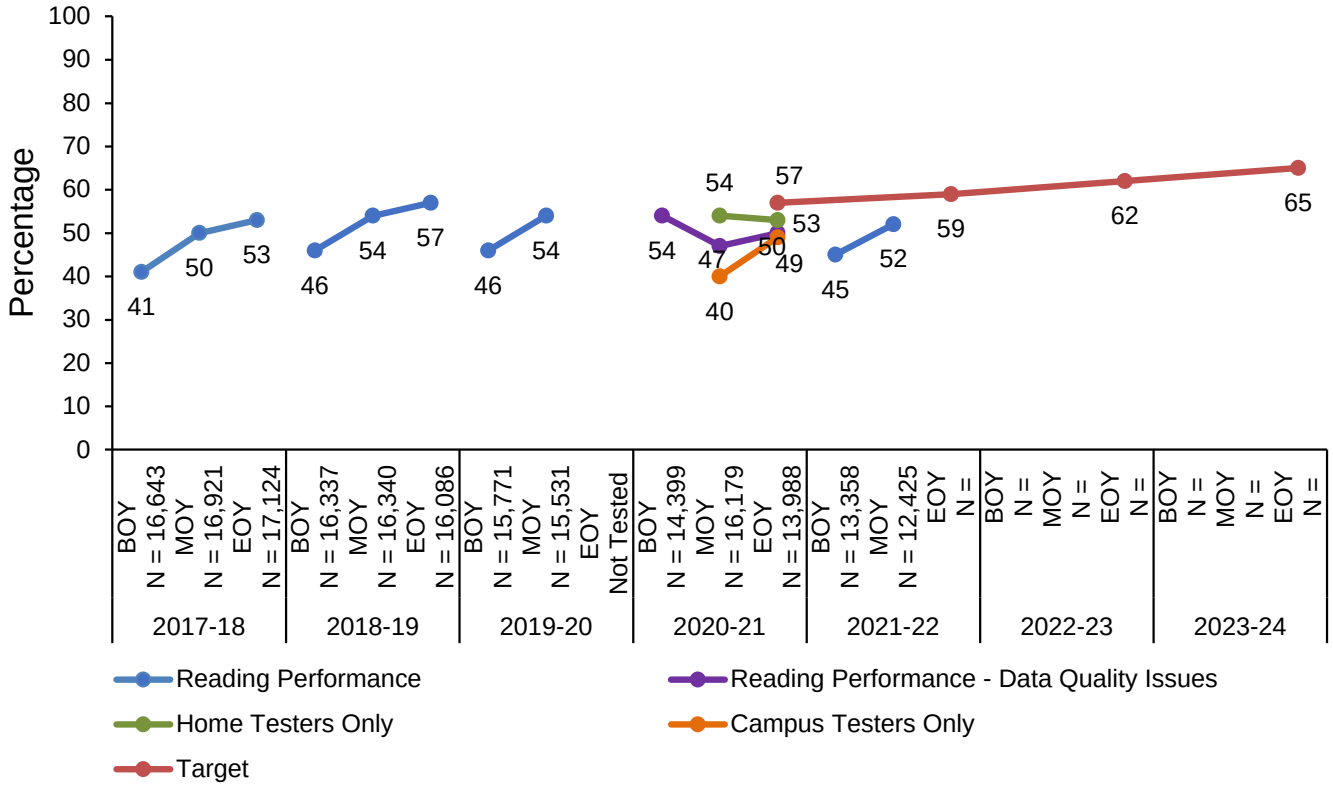
Percentage of 2nd Grade Students Reading At or Above Benchmark (40th Percentile) Students with Disabilities – English and Spanish Combined



Goal Progress Measure 1.3

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.

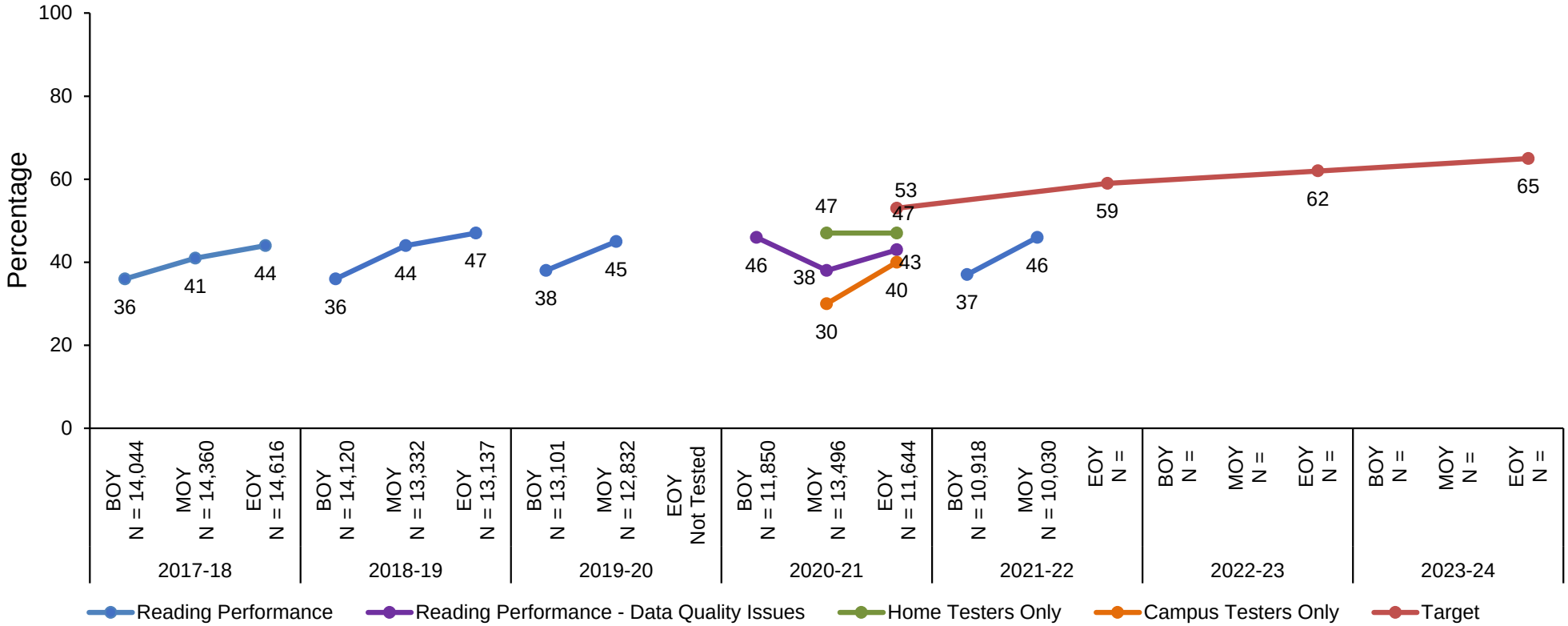
Percentage of 3rd Grade Students Reading At or Above Benchmark (40th Percentile) English and Spanish Results Combined



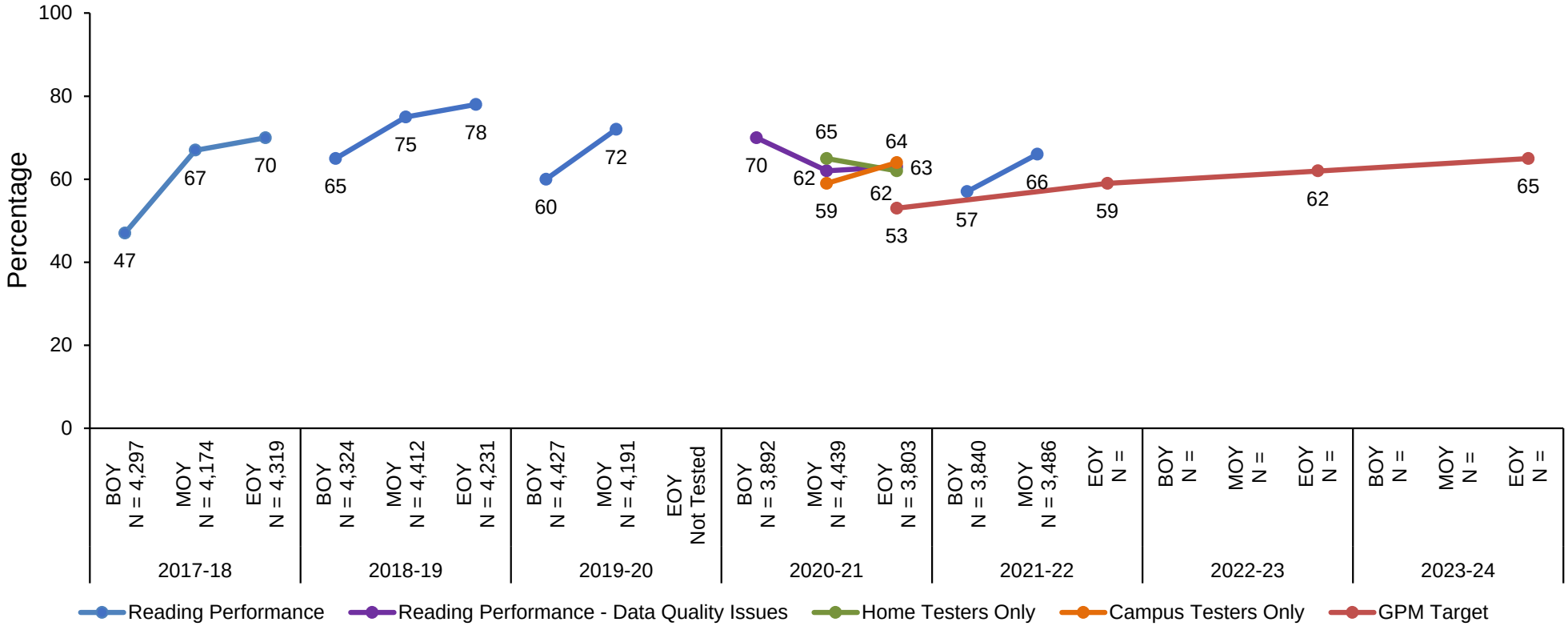
Not On Track

- Decreases in reading performance from 2020 MOY primarily seen among Hispanic students.

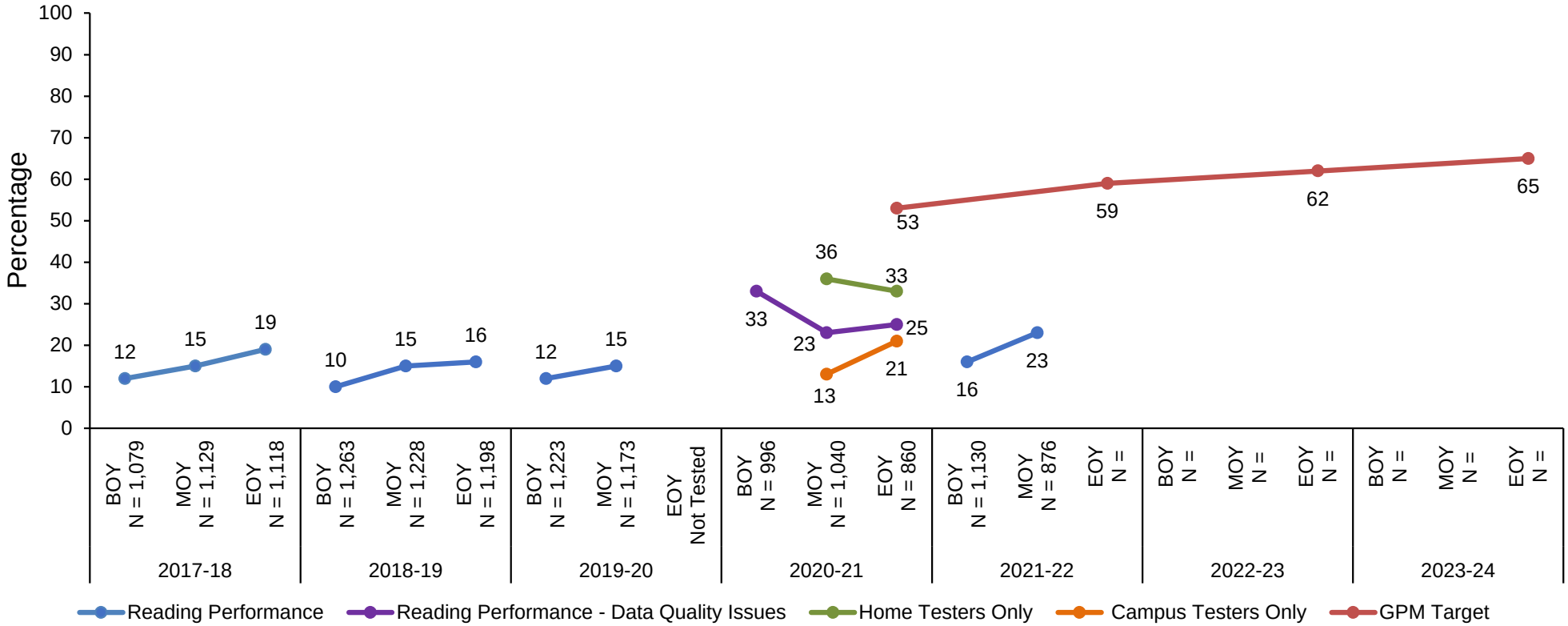
Percentage of 3rd Grade Students Reading At or Above Benchmark (40th Percentile) English Only



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



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



Next Steps

- ESSER Funds
- Really Great Reading
- Reading Academies
- Pilot Amplify next year
- Examination of assessment program

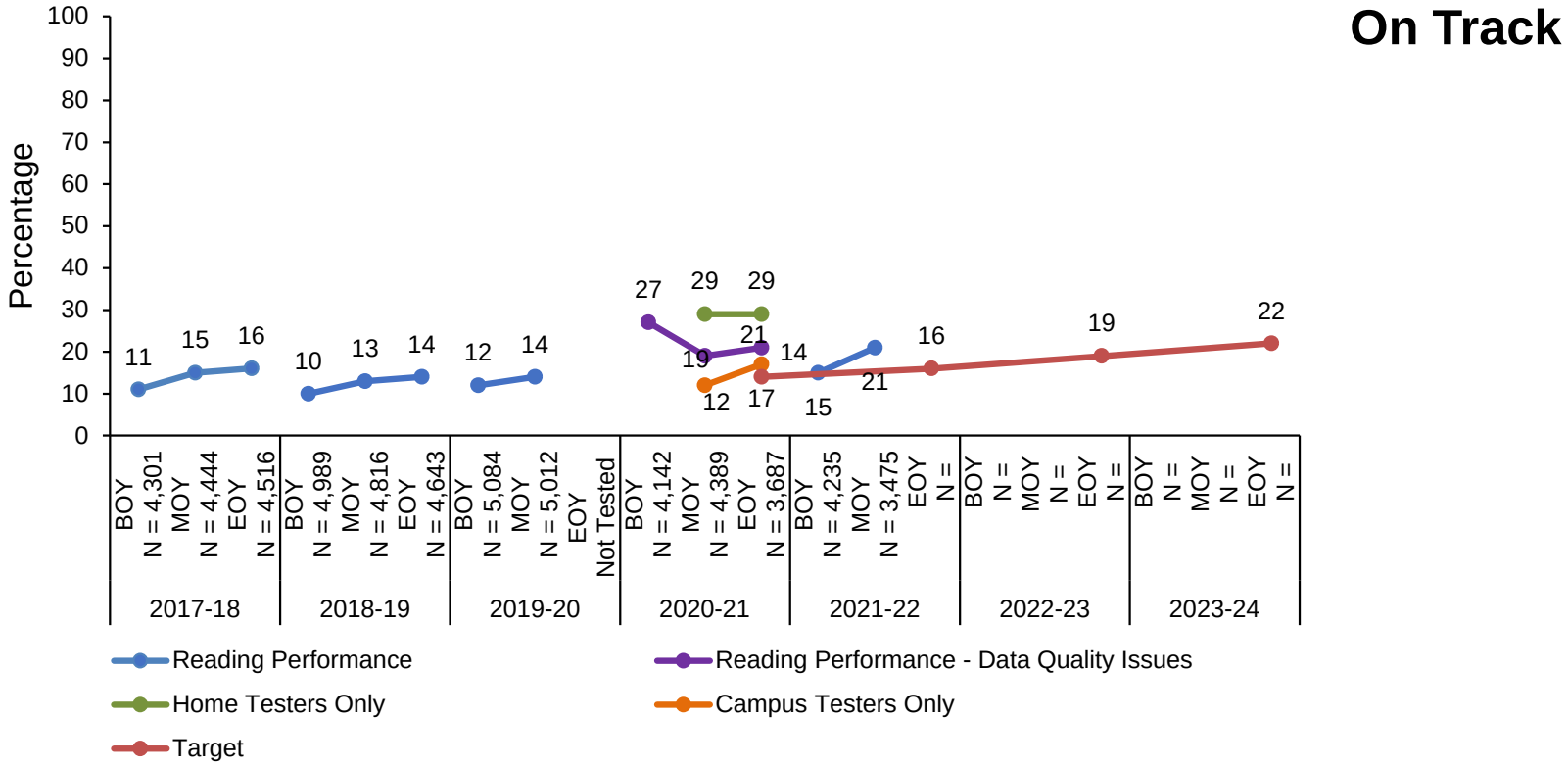
Goal 4

The percentage of students receiving special education services reading at or above grade level as measured by the Meets Grade Level Standard on the STAAR 3–8 Reading and STAAR EOC English I and II assessments will increase 8 percentage points from 21% in spring 2019 to 29% in spring 2024.

Goal Progress Measure 4.1

The percentage of students receiving special-education services in second- through fifth-grade reading on grade level as measured by the end-of-year literacy screener will increase eight percentage points from 14 percent in 2019 to 22 percent in 2024.

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

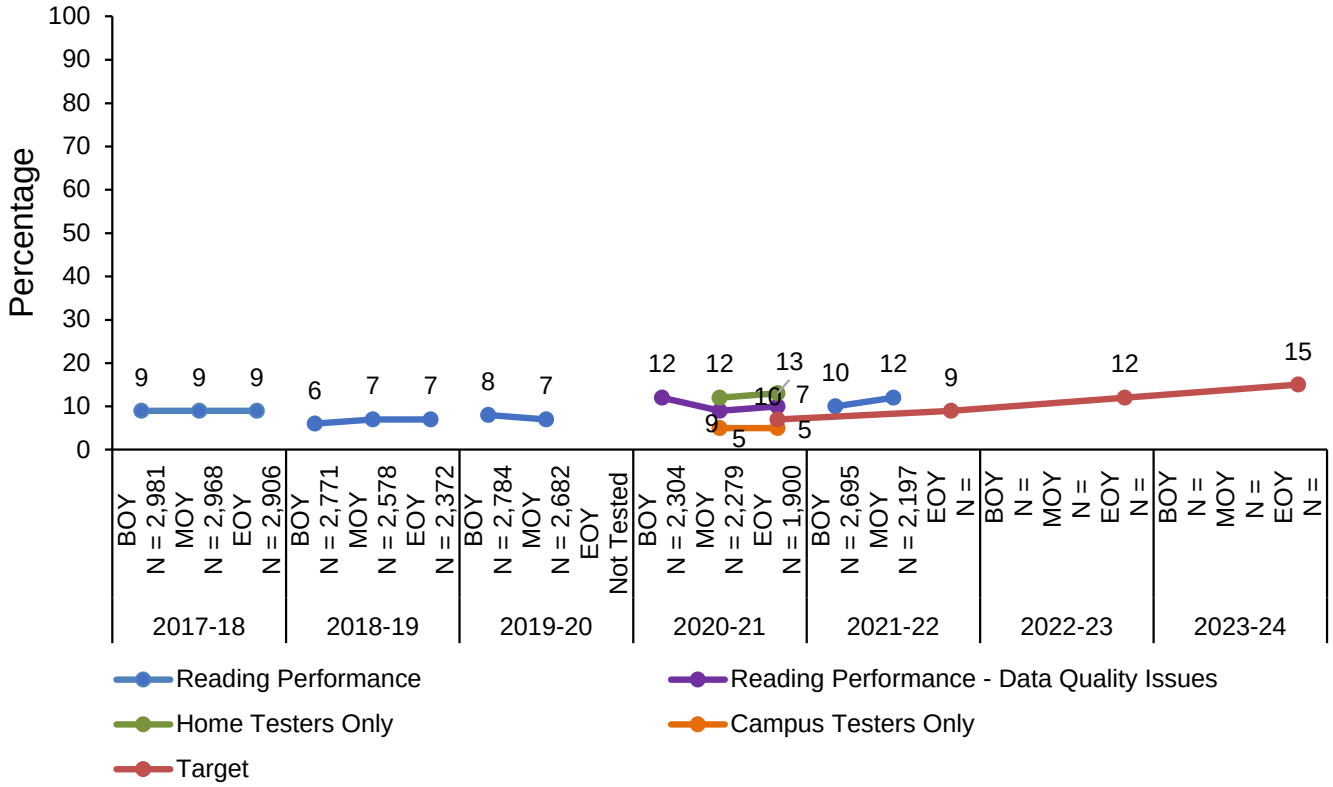


Goal Progress Measure 4.2

The percentage of students receiving special-education services in sixth- through eighth-grade reading on grade level as measured by the end-of-year literacy screener will increase eight percentage points from 7 percent in 2019 to 15 percent in 2024.

Percentage of 6th–8th Grade SWDs Reading At or Above Benchmark (40th Percentile) English and Spanish Results Combined

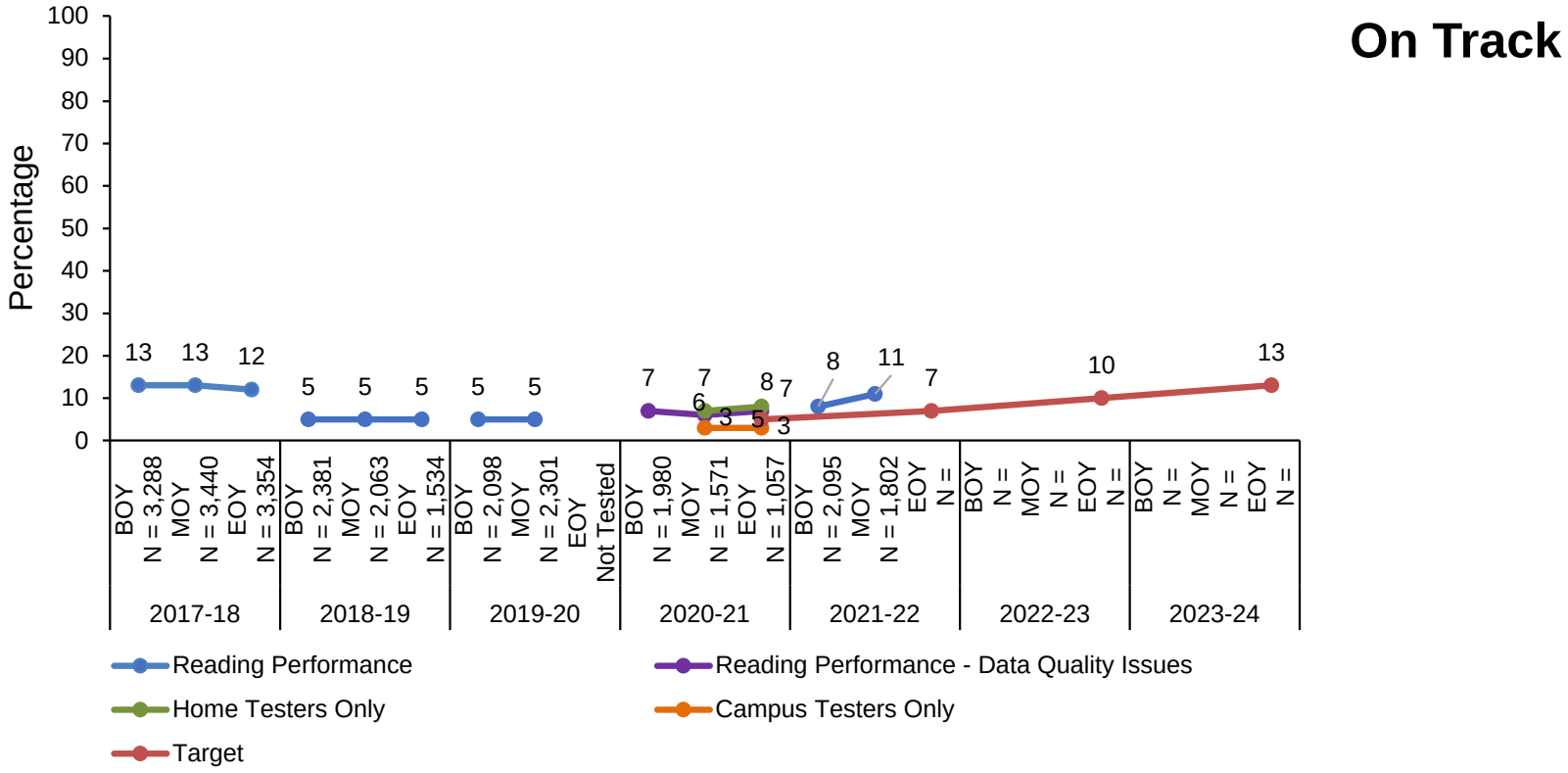
On Track



Goal Progress Measure 4.3

The percentage of students receiving special-education services enrolled in English I or II reading on grade level as measured by the end-of-year literacy screener will increase eight percentage points from 5 percent in 2019 to 13 percent in 2024.

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



Next Steps

- ESSER Funds
- Really Great Reading
- Reading Academies
- Pilot Amplify next year
- Examination of assessment program

HOUSTON INDEPENDENT SCHOOL DISTRICT

Thank you

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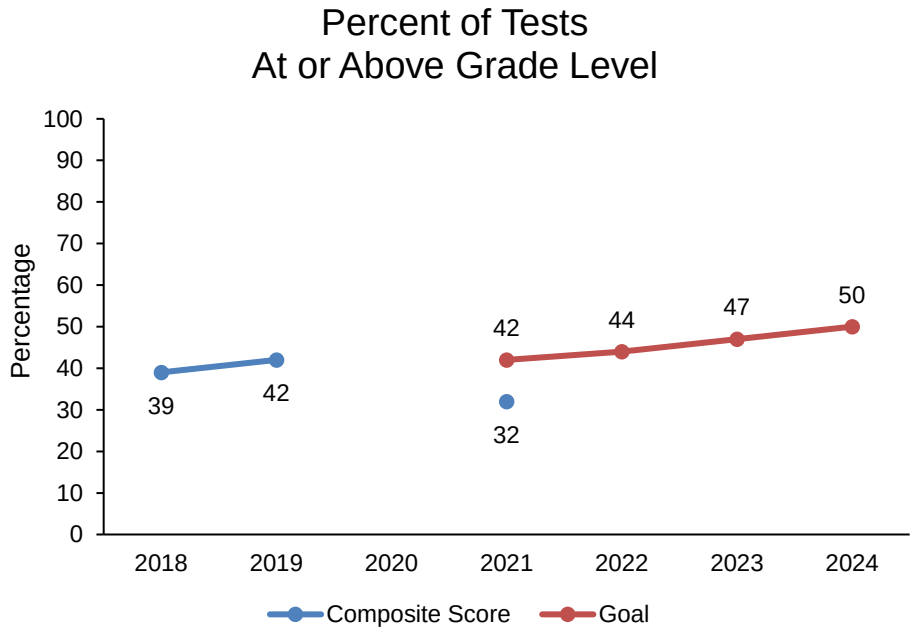
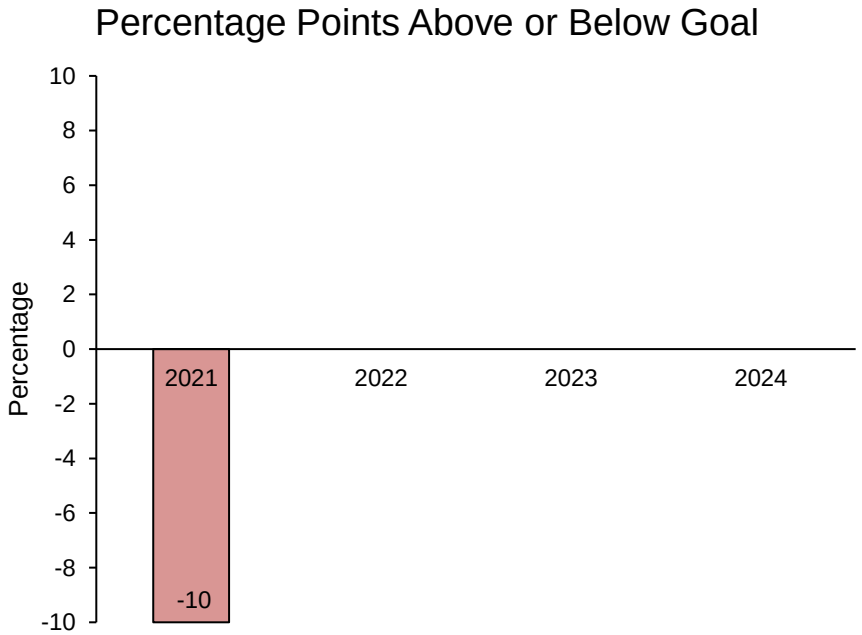
Goal Monitoring Report: May 2022

Goal 1, May 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





Data Source

- TAPR statewide district data download

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Goal Monitoring Report: May 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

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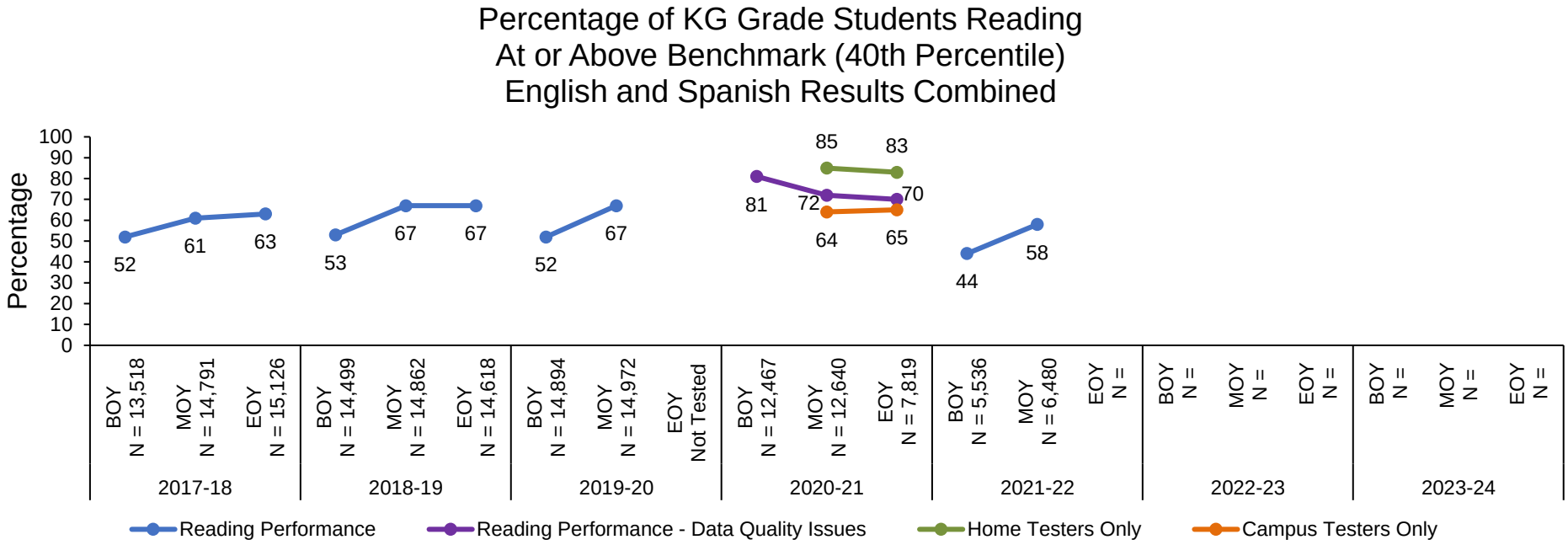
Goal Monitoring Report: May 2022

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



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.

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Goal Monitoring Report: May 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%			
Econ. Dis.	BOY	48%	47%	46%	78%	41%		
	MOY	58%	62%	63%	69%	58%		
	EOY	60%	64%		68%			
ELs**	BOY	53%	55%	52%	83%	50%		
	MOY	61%	72%	72%	76%	63%		
	EOY	65%	73%		77%			
Males	BOY	49%	50%	49%	80%	40%		
	MOY	58%	63%	63%	71%	61%		
	EOY	60%	64%		71%			
Females	BOY	56%	57%	55%	83%	49%		
	MOY	65%	70%	70%	75%	54%		
	EOY	66%	71%		73%			
Migrant	BOY	*	*	*	*	*		
	MOY	*	*	*	*	*		
	EOY	*	*		*			
Homeless	BOY	53%	38%	*	73%	32%		
	MOY	60%	50%	*	60%			
	EOY	62%	52%		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.

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Goal Monitoring Report: May 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%			
Hispanic	BOY	50%	51%	49%	80%	44%		
	MOY	60%	67%	68%	72%	60%		
	EOY	63%	69%		72%			
White	BOY	72%	75%	75%	91%	68%		
	MOY	79%	81%	82%	85%	49%		
	EOY	78%	82%		85%			
American Indian	BOY	*	*	*	*	*		
	MOY	*	*	*	*	*		
	EOY	*	*		*			
Asian	BOY	69%	69%	71%	89%	57%		
	MOY	74%	78%	77%	87%	66%		
	EOY	74%	76%		87%			
Pacific Islander	BOY	*	*	*	*	*		
	MOY	*	*	*	*	*		
	EOY	*	*		*			
Two or More	BOY	75%	74%	75%	90%	64%		
	MOY	80%	80%	82%	85%	38%		
	EOY	81%	83%		84%			

*<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.

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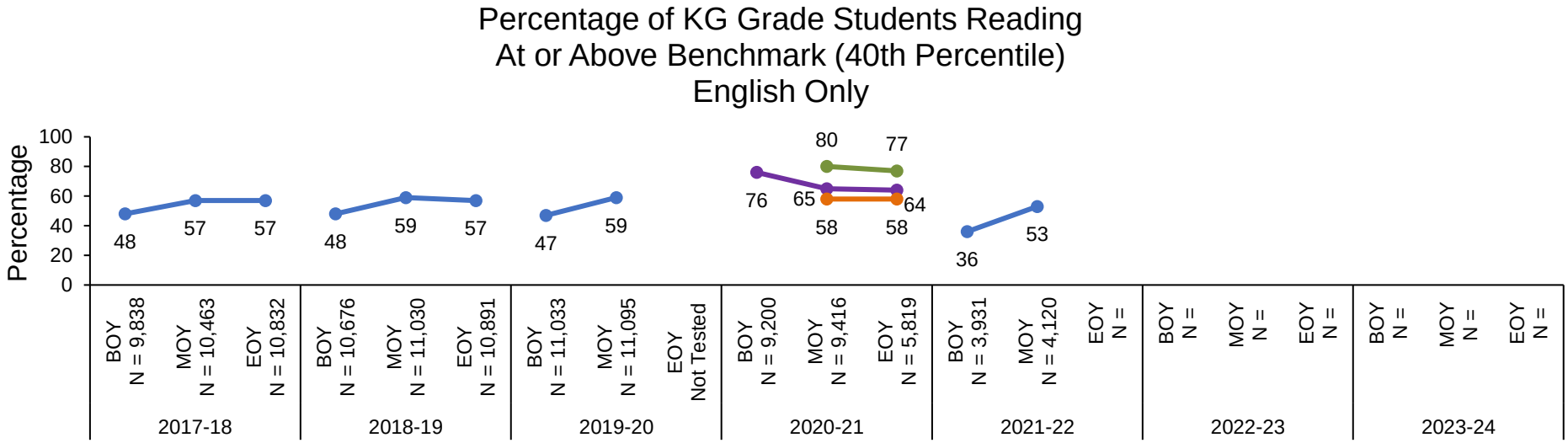
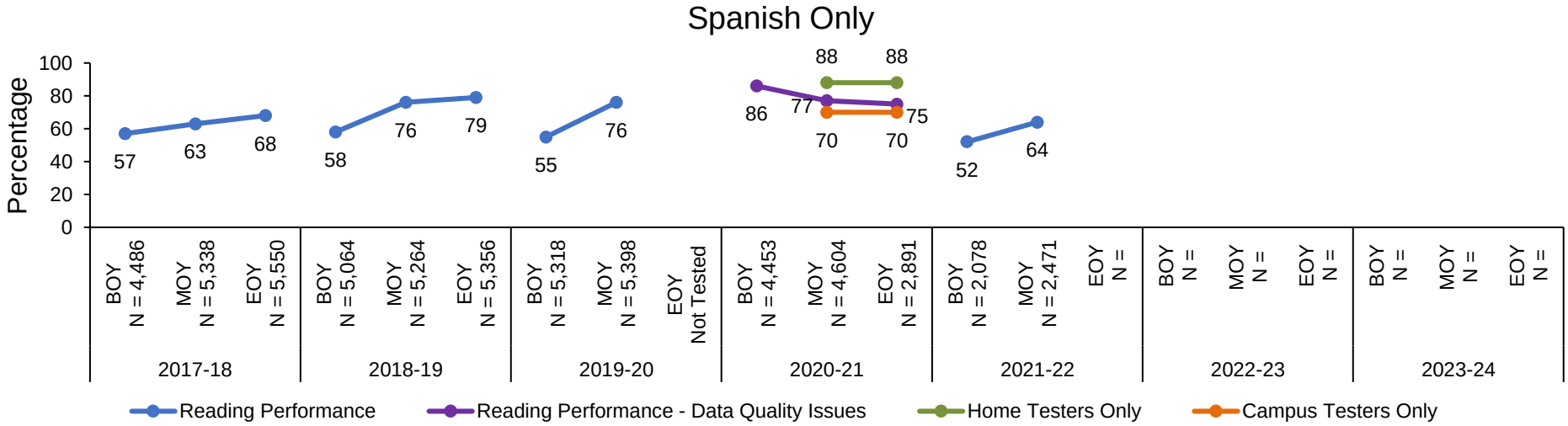
Goal Monitoring Report: May 2022

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





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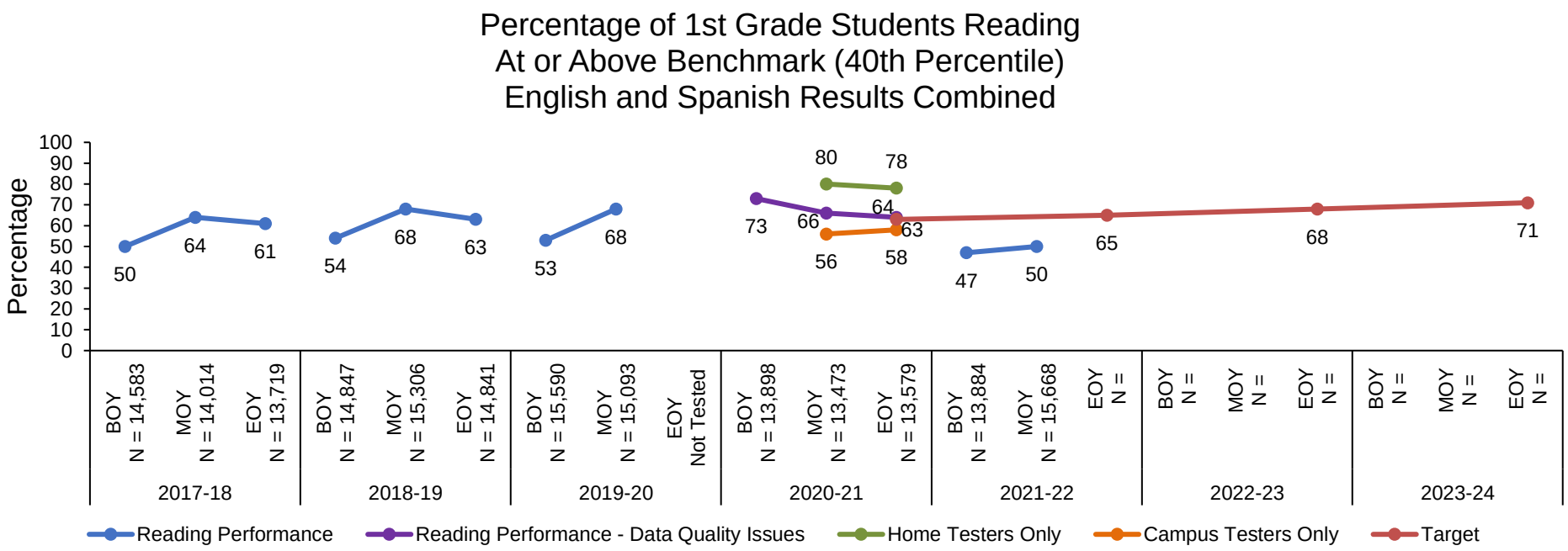
Goal Monitoring Report: May 2022

Goal Progress Measure 1.1 – May 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.	Not On Track



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.

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ANALYZING DATA, MEASURING PERFORMANCE.

Goal Monitoring Report: May 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%			
Econ. Dis.	BOY	46%	50%	48%	69%	40%		
	MOY	61%	64%	64%	61%	43%		
	EOY	58%	59%		60%			
ELs**	BOY	53%	58%	52%	78%	47%		
	MOY	66%	73%	71%	71%	45%		
	EOY	66%	70%		70%			
Males	BOY	46%	50%	50%	72%	45%		
	MOY	61%	64%	65%	65%	50%		
	EOY	58%	60%		64%			
Females	BOY	54%	59%	56%	75%	48%		
	MOY	68%	71%	71%	69%	51%		
	EOY	64%	67%		67%			
Migrant	BOY	*	*	*	*	*		
	MOY	*	*	*	*	*		
	EOY	*	*		*			
Homeless	BOY	48%	43%	23%	67%	30%		
	MOY	63%	52%	44%	55%			
	EOY	59%	46%		55%			

*<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.

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ANALYZING DATA, MEASURING PERFORMANCE.

Goal Monitoring Report: May 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%			
Hispanic	BOY	50%	54%	52%	72%	43%		
	MOY	64%	69%	68%	66%	47%		
	EOY	62%	65%		65%			
White	BOY	68%	74%	74%	89%	75%		
	MOY	80%	85%	85%	85%	79%		
	EOY	77%	83%		85%			
American Indian	BOY	*	*	*	*	*		
	MOY	*	*	*	*	*		
	EOY	*	*		*			
Asian	BOY	67%	71%	73%	91%	75%		
	MOY	77%	81%	80%	88%	81%		
	EOY	76%	76%		87%			
Pacific Islander	BOY	*	*	*	*	*		
	MOY	*	*	*	*	*		
	EOY	*	*		*			
Two or More	BOY	69%	75%	71%	91%	74%		
	MOY	82%	84%	84%	83%	76%		
	EOY	76%	82%		82%			

*<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.

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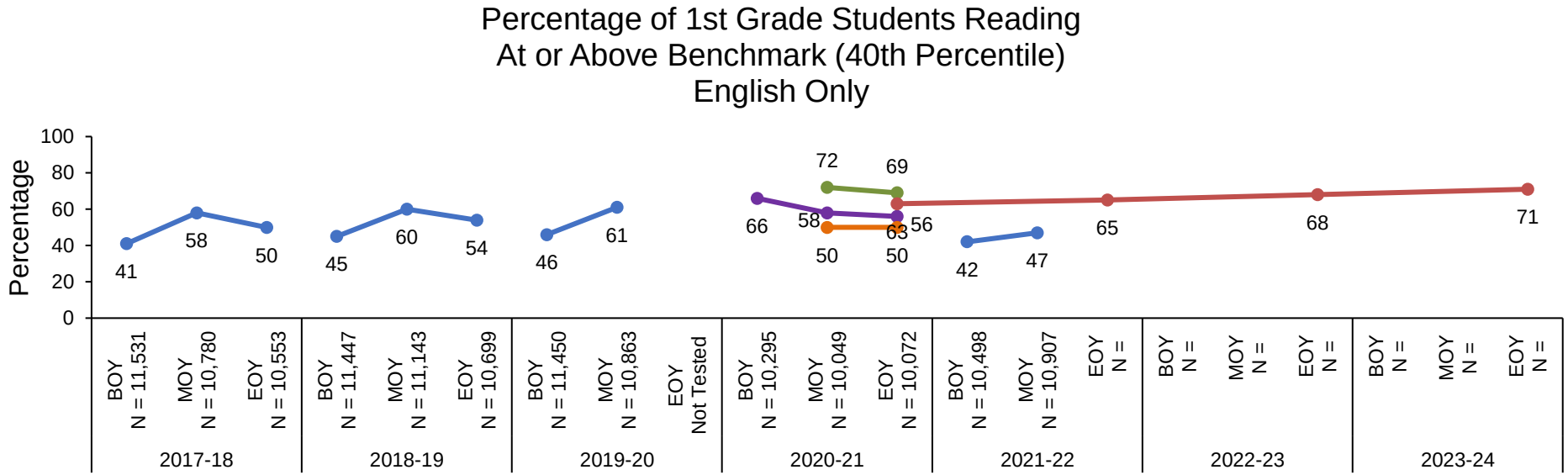
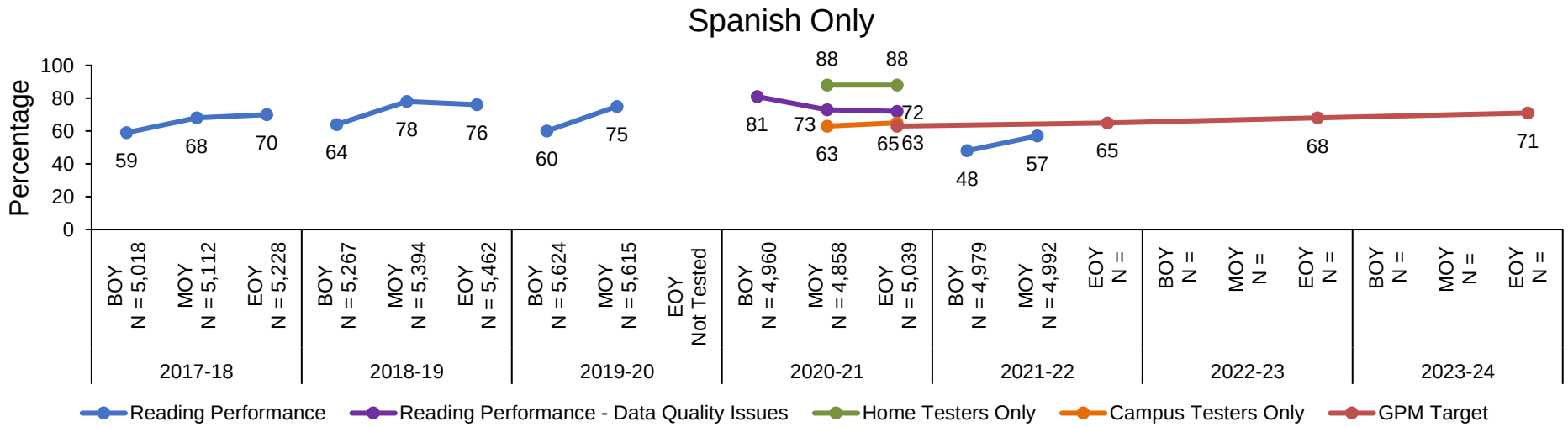
Goal Monitoring Report: May 2022

Goal Progress Measure 1.1 Support Data





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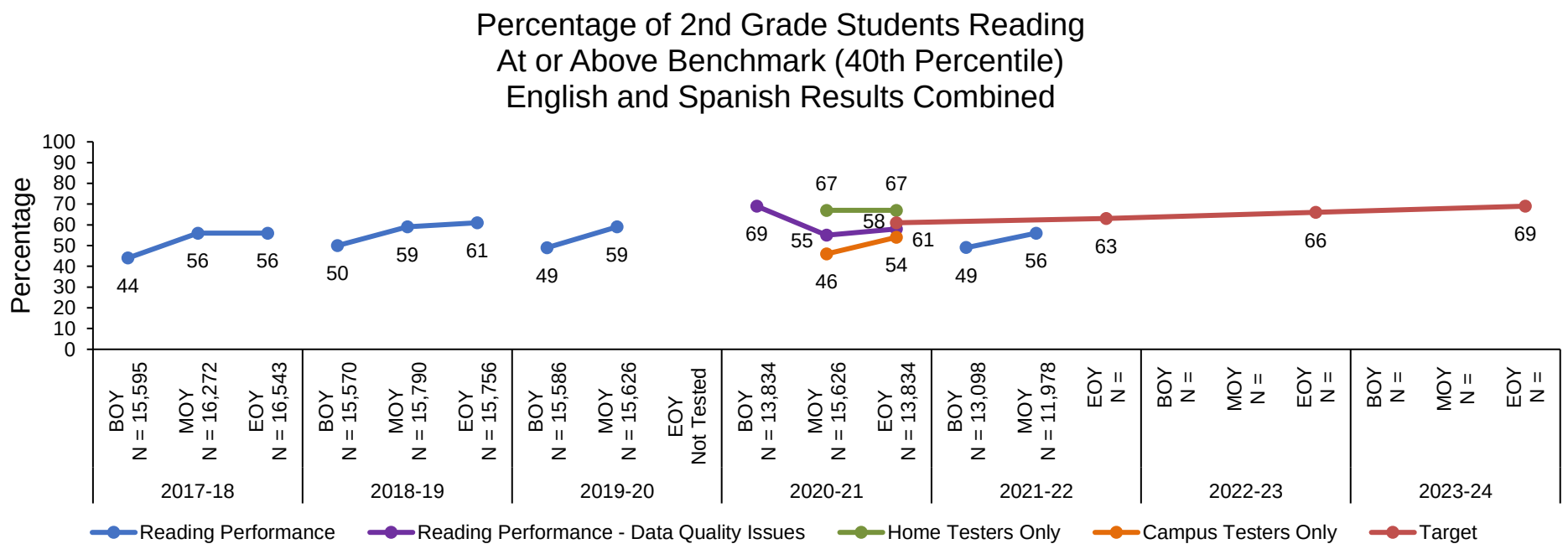
Goal Monitoring Report: May 2022

Goal Progress Measure 1.2 – May 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.	Not On Track



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.

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Goal Monitoring Report: May 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%			
Econ. Dis.	BOY	39%	44%	43%	66%	42%		
	MOY	52%	53%	54%	50%	49%		
	EOY	52%	55%		52%			
Special Ed.	BOY	14%	14%	17%	50%	23%		
	MOY	21%	18%	21%	33%	26%		
	EOY	20%	20%		33%			
ELs**	BOY	39%	53%	51%	72%	51%		
	MOY	59%	64%	66%	57%	49%		
	EOY	60%	67%		60%			
Males	BOY	41%	47%	45%	68%	46%		
	MOY	52%	55%	55%	53%	55%		
	EOY	52%	57%		56%			
Females	BOY	47%	54%	53%	71%	51%		
	MOY	60%	63%	63%	58%	56%		
	EOY	61%	64%		61%			
Migrant	BOY	*	*	*	*	*		
	MOY	*	*	*	*	*		
	EOY	*	*		*			
Homeless	BOY	41%	34%	7%	*	35%		
	MOY	56%	46%	*	44%			
	EOY	57%	46%		47%			

*<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.

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Goal Monitoring Report: May 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%			
Hispanic	BOY	41%	50%	49%	69%	47%		
	MOY	57%	61%	61%	54%	53%		
	EOY	58%	63%		57%			
White	BOY	69%	71%	72%	82%	71%		
	MOY	77%	78%	80%	79%	85%		
	EOY	79%	81%		83%			
American Indian	BOY	*	*	*	*	*		
	MOY	*	*	*	*	*		
	EOY	64%	*		*			
Asian	BOY	76%	74%	75%	84%	79%		
	MOY	82%	79%	79%	80%	82%		
	EOY	82%	80%		82%			
Pacific Islander	BOY	*	*	*	*	*		
	MOY	*	*	*	*	*		
	EOY	*	*		*			
Two or More	BOY	75%	73%	72%	80%	71%		
	MOY	75%	82%	81%	78%	81%		
	EOY	77%	80%		78%			

*<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.

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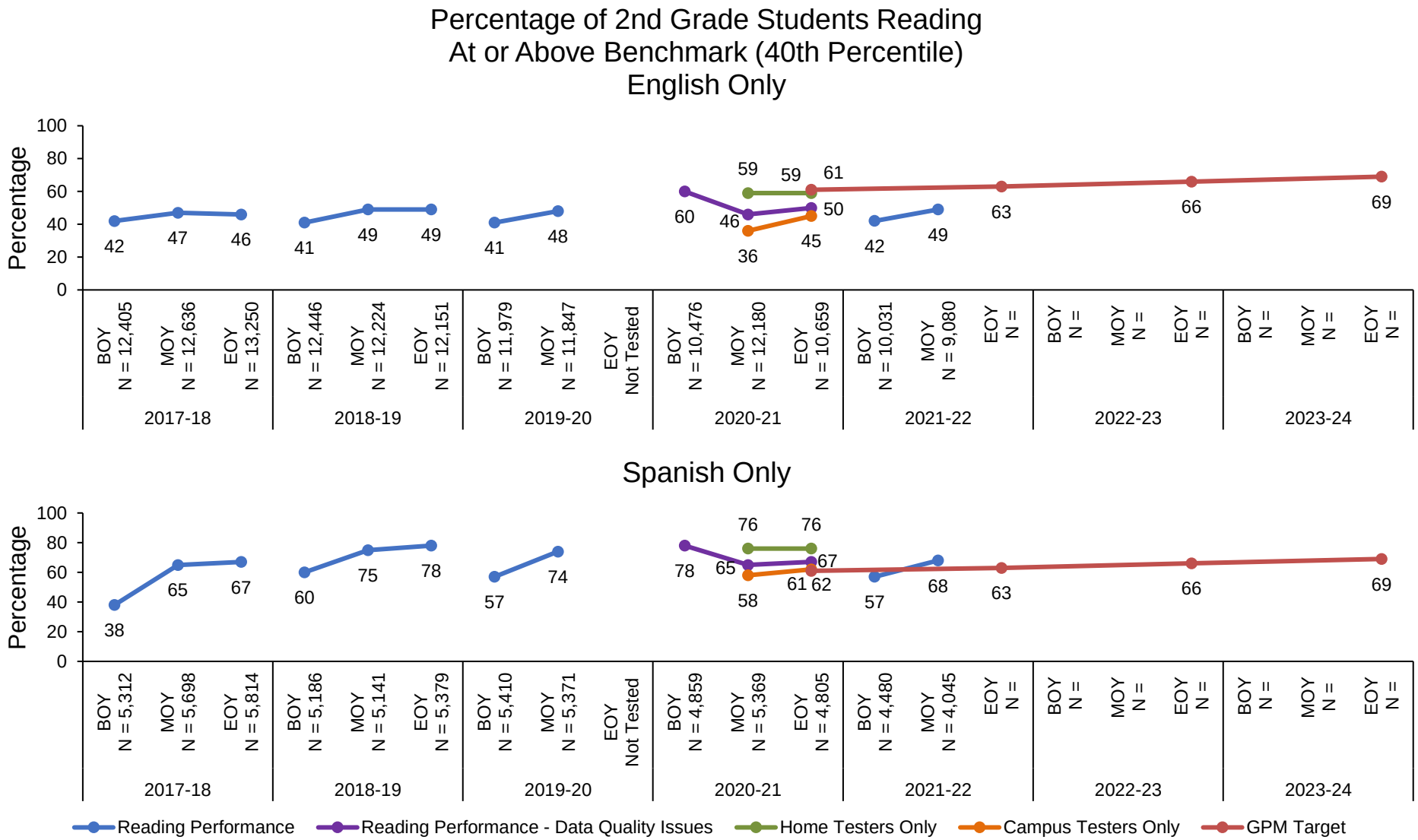
Goal Monitoring Report: May 2022

Goal Progress Measure 1.2 Support Data



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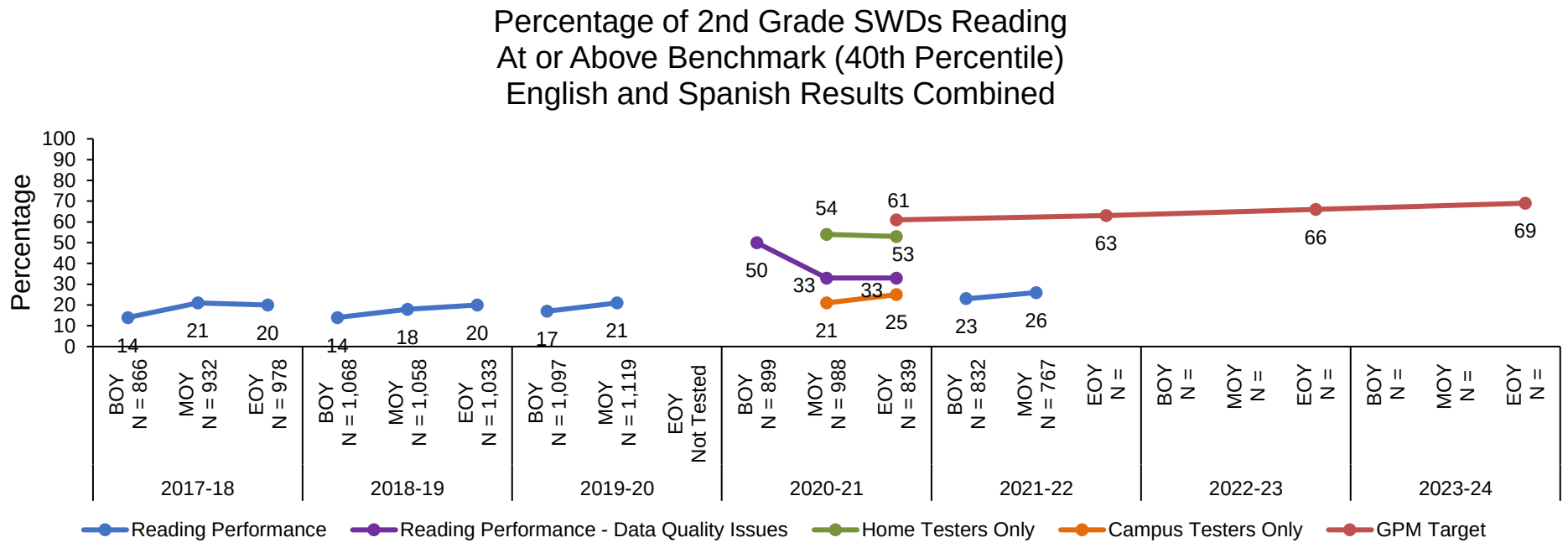
Goal Monitoring Report: May 2022

Goal Progress Measure 1.2 Support Data – Students with Disabilities



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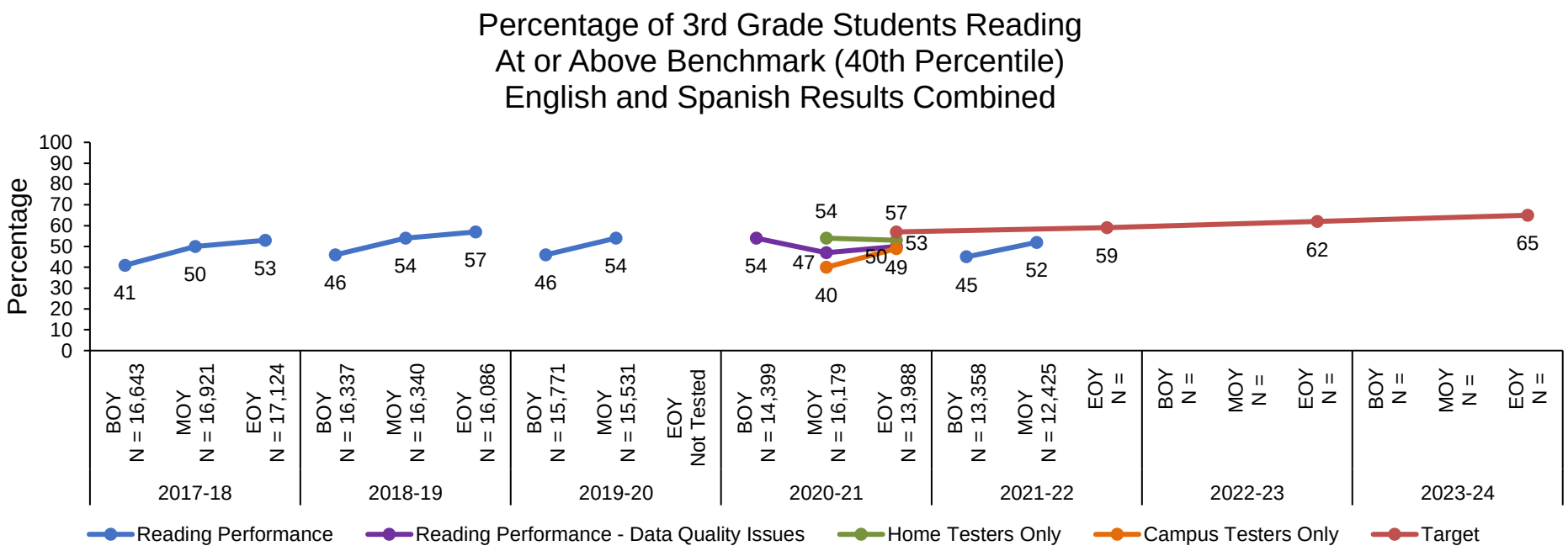
Goal Monitoring Report: May 2022

Goal Progress Measure 1.3 – May 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.	Not On Track



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.

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Goal Monitoring Report: May 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%			
Econ. Dis.	BOY	36%	40%	40%	48%	37%		
	MOY	45%	48%	48%	40%	46%		
	EOY	49%	51%		43%			
Special Ed.	BOY	12%	10%	12%	33%	16%		
	MOY	15%	15%	16%	23%	23%		
	EOY	19%	16%		25%			
ELs**	BOY	37%	47%	46%	54%	45%		
	MOY	50%	57%	56%	47%	45%		
	EOY	55%	61%		51%			
Males	BOY	38%	43%	42%	53%	42%		
	MOY	47%	50%	51%	45%	52%		
	EOY	50%	53%		49%			
Females	BOY	44%	50%	50%	57%	47%		
	MOY	53%	58%	57%	50%	52%		
	EOY	56%	61%		54%			
Migrant	BOY	*	*	*	*	*		
	MOY	*	*	*	*	*		
	EOY	*	*		*			
Homeless	BOY	40%	30%	*	42%	37%		
	MOY	48%	39%	*	28%			
	EOY	52%	39%		39%			

*<25 students tested; **Includes current only
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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.

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Goal Monitoring Report: May 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%			
Hispanic	BOY	39%	46%	45%	52%	42%		
	MOY	50%	56%	55%	46%	49%		
	EOY	55%	59%		49%			
White	BOY	71%	73%	72%	81%	77%		
	MOY	78%	78%	79%	80%	81%		
	EOY	79%	81%		83%			
American Indian	BOY	*	*	*	*	*		
	MOY	*	*	*	*	*		
	EOY	*	*		*			
Asian	BOY	72%	75%	73%	76%	73%		
	MOY	76%	76%	76%	73%	84%		
	EOY	78%	79%		76%			
Pacific Islander	BOY	*	*	*	*	*		
	MOY	*	*	*	*	*		
	EOY	*	*		*			
Two or More	BOY	70%	76%	72%	80%	71%		
	MOY	75%	78%	78%	76%	77%		
	EOY	76%	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.

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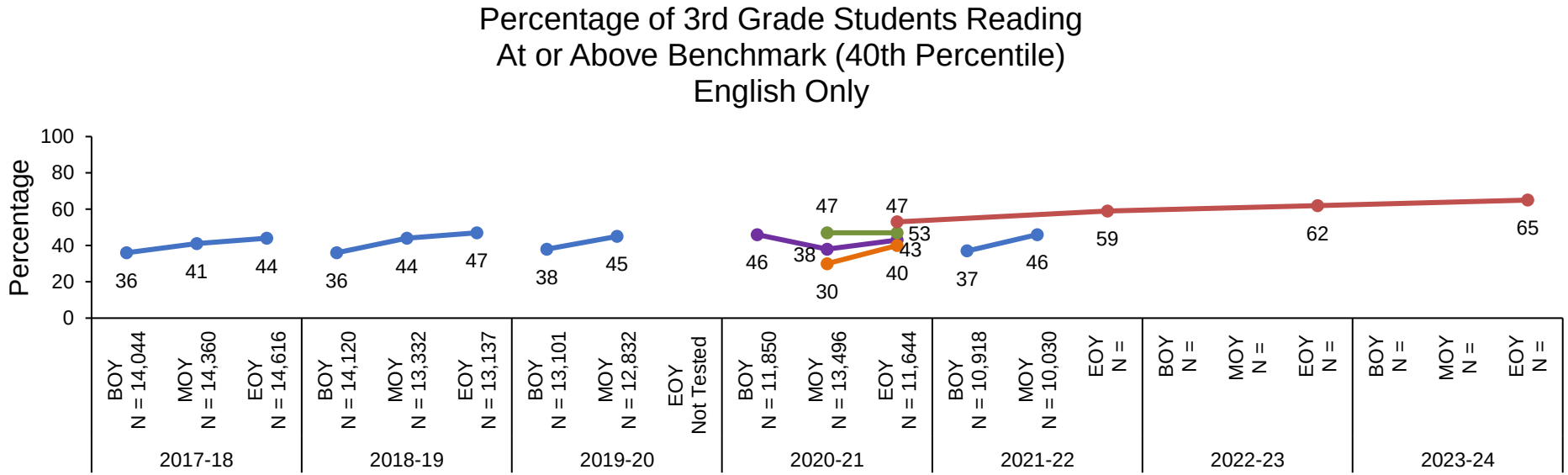
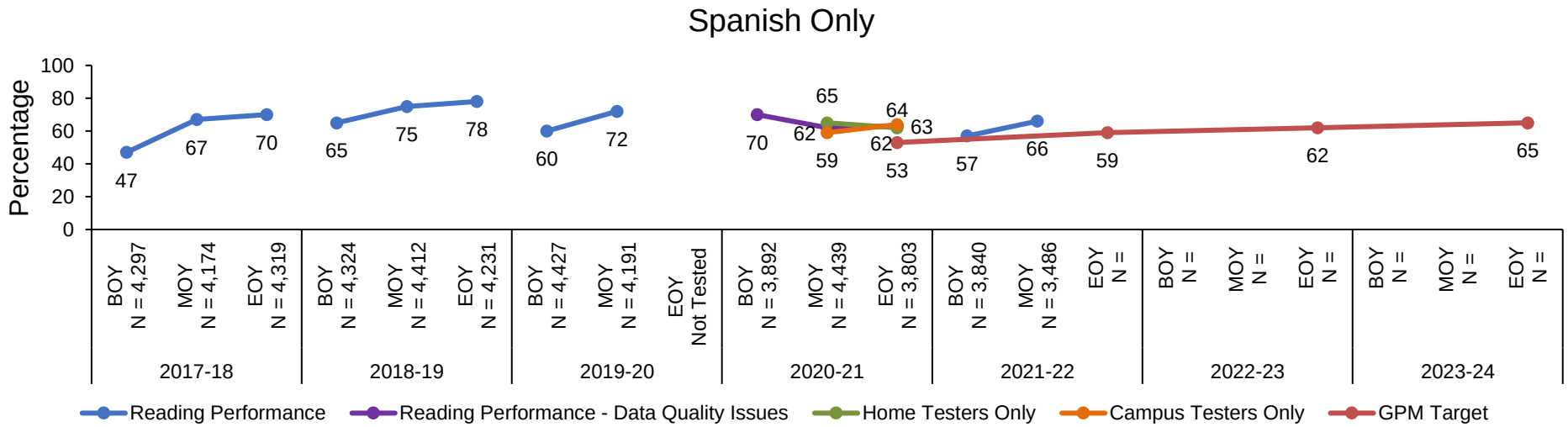
Goal Monitoring Report: May 2022

Goal Progress Measure 1.3 Support Data





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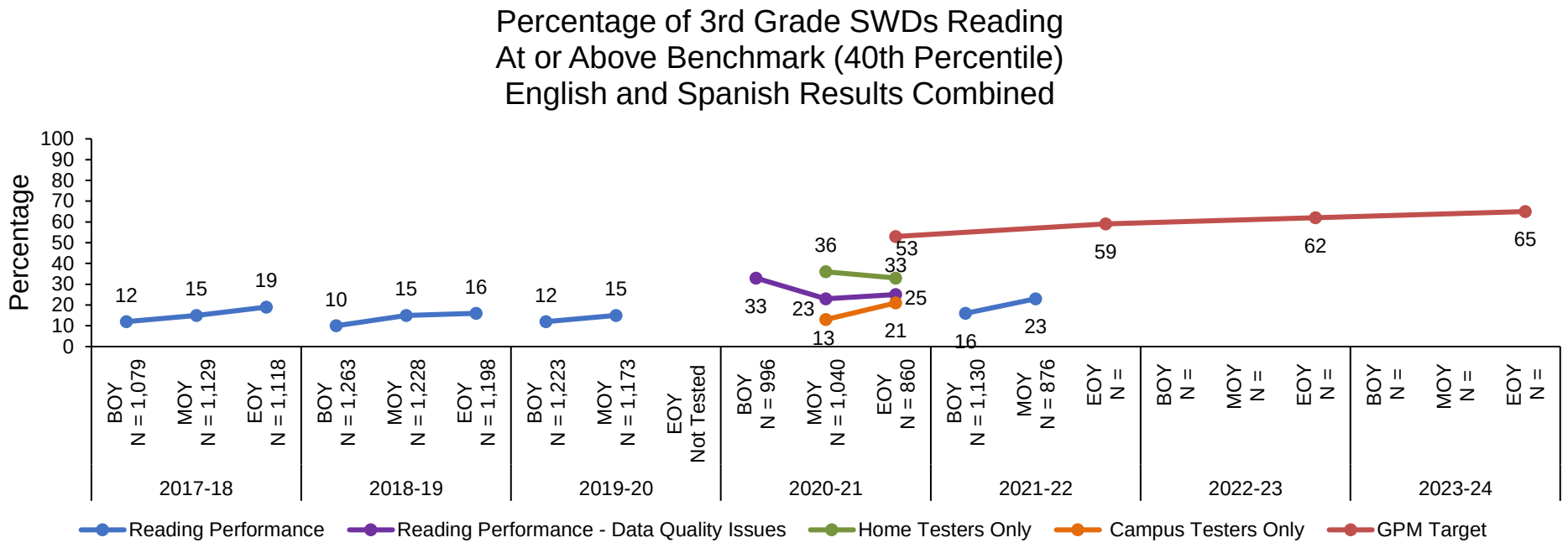
Goal Monitoring Report: May 2022

Goal Progress Measure 1.3 Support Data – Students with Disabilities



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Goal Monitoring Report: May 2022

Goal 1 Superintendent's Response
For Goal 1, we saw decreases in MOY Renaissance data from the 2019-2020 school year to the current school year. As we have discussed before, we believe some of these decreases are related to the pandemic and many students receiving education in home settings rather than in classrooms where teachers are able to pull small groups and work more intensively with students who are struggling to reach grade level mastery. We are doing several things to combat the performance issues noted in these data: • Use ESSER investments to identify and implement high dosage tutoring for students who are not meeting grade level expectations. • We have purchased and are implementing Really Great Reading to address systematic phonics instruction in the early grades as part of the literacy block. • Teachers continue to go through Reading Academies to learn strategies for structured literacy instruction. • We will pilot Amplify at several schools next year. This is a curriculum product that has been identified as high quality instructional materials that is aligned to the TEKS and is on grade level. • We are examining our assessment program as a whole to ensure our teachers have actionable data to inform and quickly respond to the instructional needs of all students.

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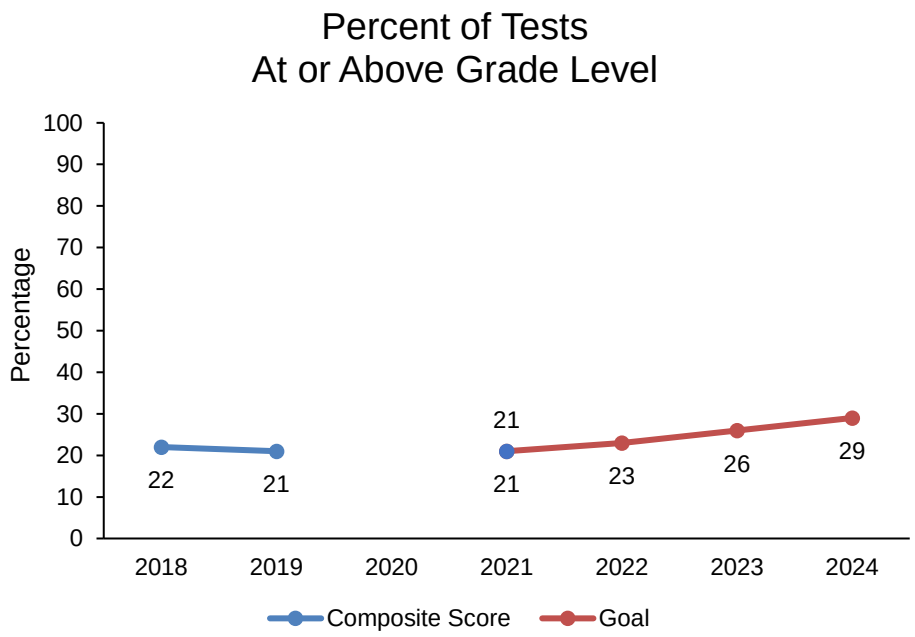
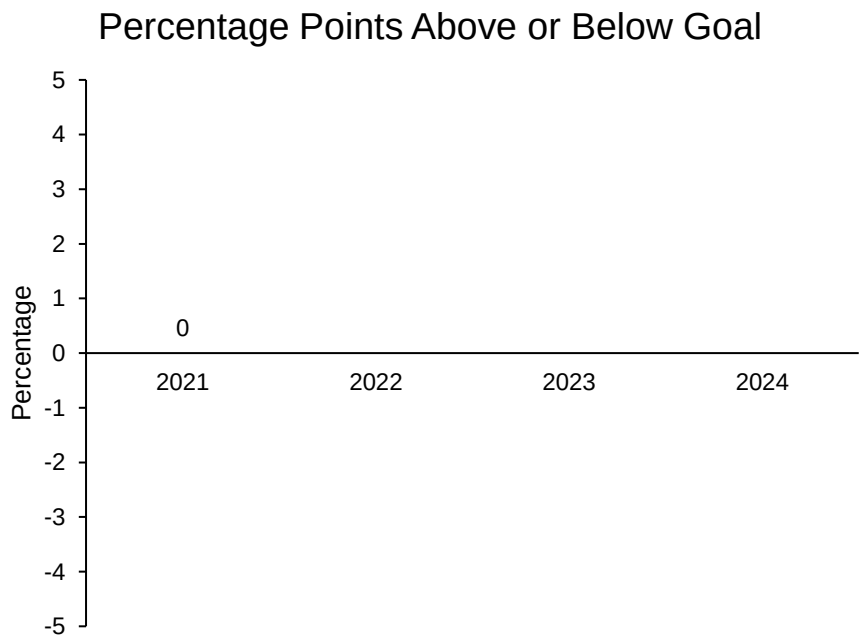
Goal Monitoring Report: May 2022

Goal 4, May 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





Data Source

- TAPR statewide district data download

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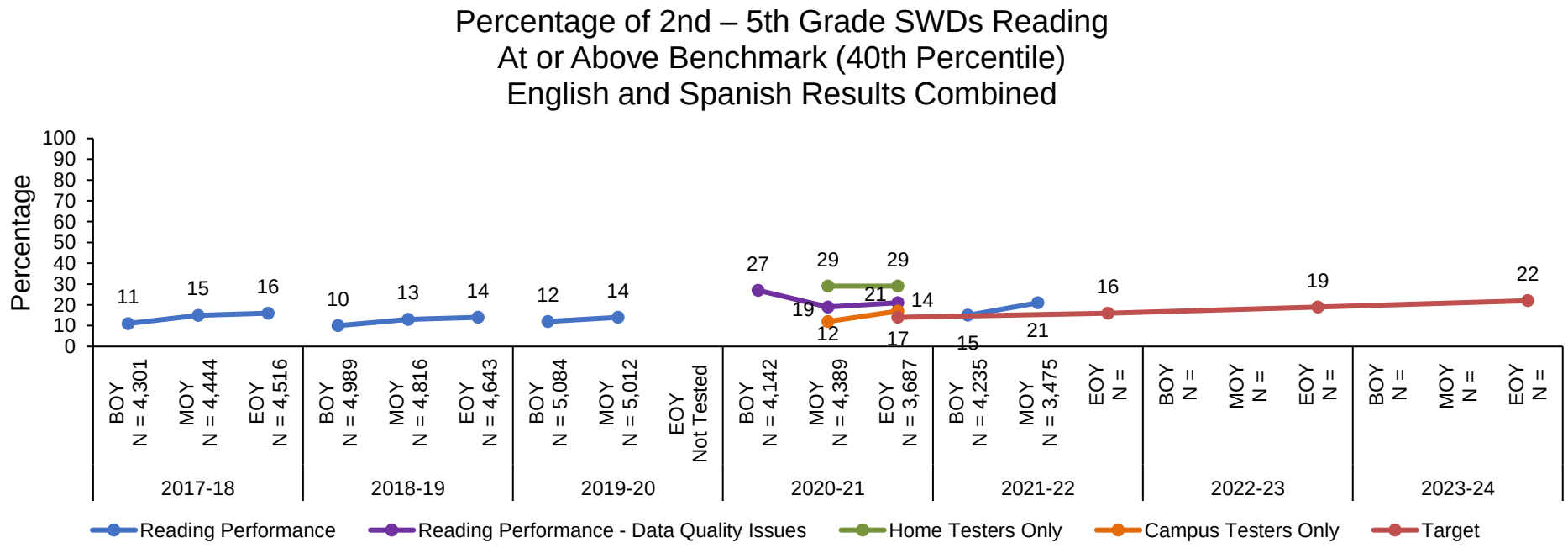
Goal Monitoring Report: May 2022

Goal Progress Measure 4.1 – May 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.	On Track



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.

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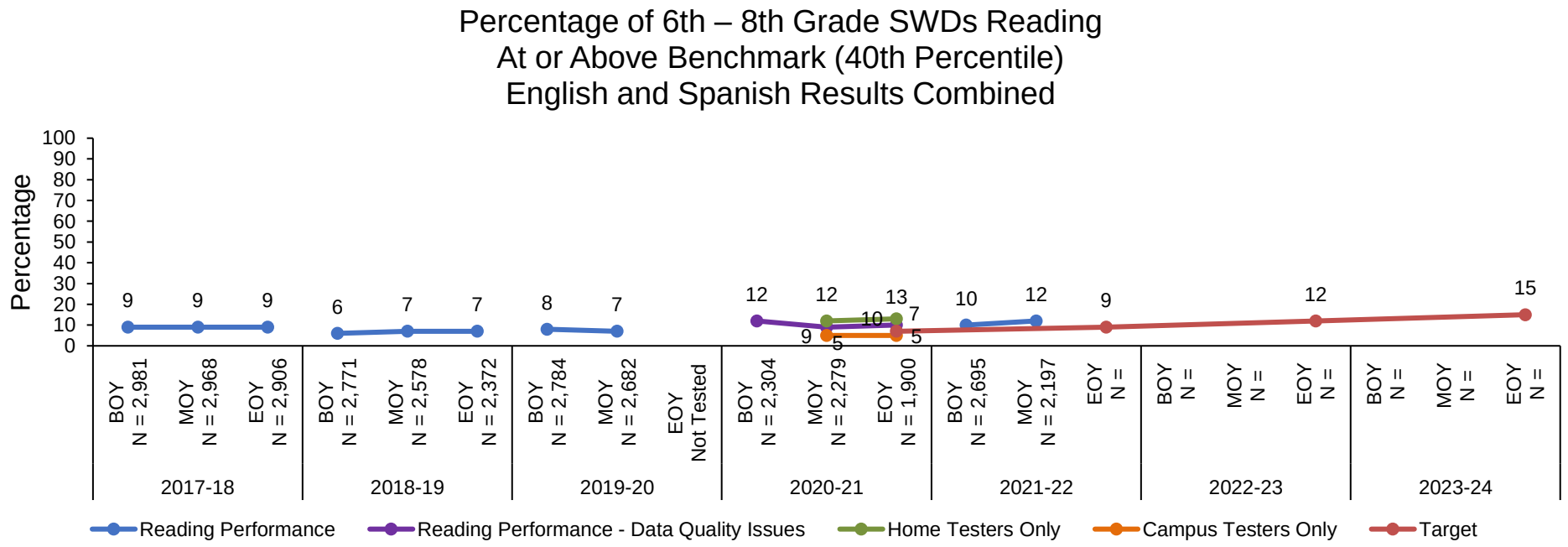
Goal Monitoring Report: May 2022

Goal Progress Measure 4.2 – May 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.	On Track



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.

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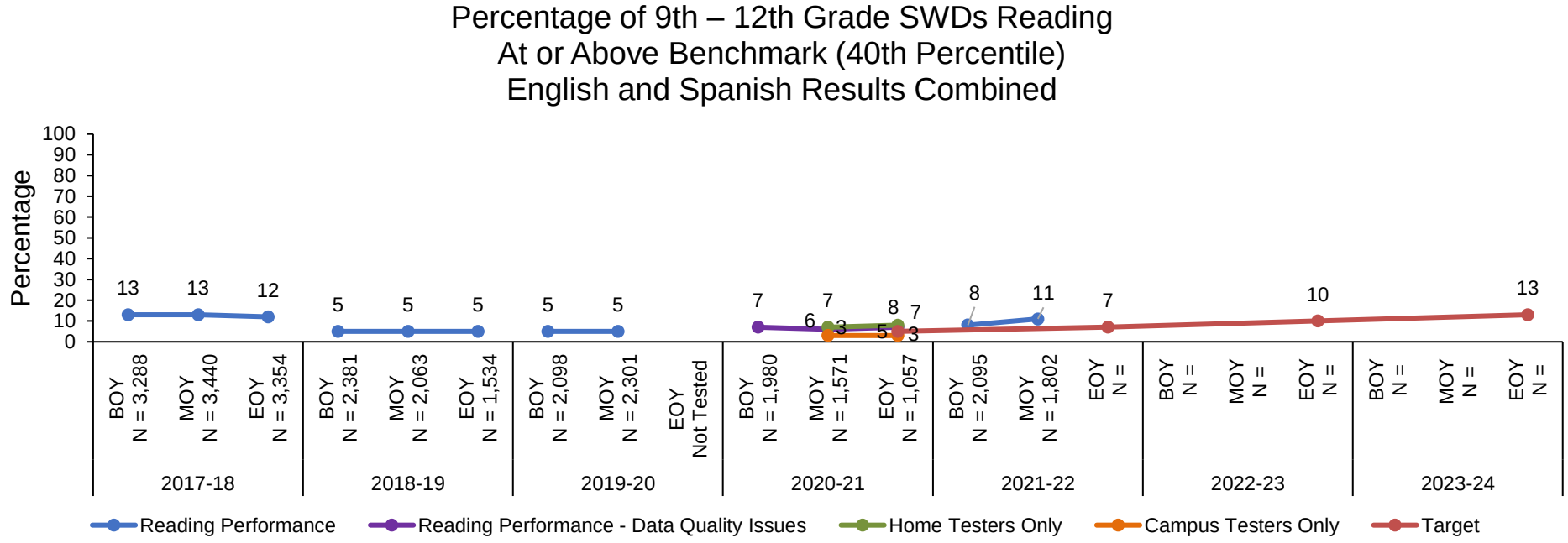
Goal Monitoring Report: May 2022

Goal Progress Measure 4.3 – May 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.	On Track



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.

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Goal Monitoring Report: May 2022

Goal 4 Superintendent's Response
Our students with disabilities are outperforming their progress on the MOY assessments when compared to the 2019-20 school year. While this student group has shown improved performance, we continue to strive for much higher performance among this student group. We do believe that our focus on IEP compliance and ensuring proper student placement is having a positive effect on student achivement outcome. As with Goal 1, we are implementing several strategies for continued improvement in this area: • Use ESSER investments to identify and implement high dosage tutoring for students who are not meeting grade level expectations. • We have purchased and are implementing Really Great Reading to address systematic phonics instruction in the early grades as part of the literacy block. • Teachers continue to go through Reading Academies to learn strategies for structured literacy instruction. • We will pilot Amplify at several schools next year. This is a curriculum product that has been identified as high quality instructional materials that is aligned to the TEKS and is on grade level. • We are examining our assessment program as a whole to ensure our teachers have actionable data to inform and quickly respond to the instructional needs of all students.