

Goal Monitoring Report: September 2021

Goal 2, September 2021 3 rd Grade STAAR Math At or Above Grade Level																																
Goal Measure 2	Evaluation																															
The percentage of 3rd grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase 8 percentage points from 46% in spring 2019 to 54% in spring 2024.	---																															
<div style="display: flex; justify-content: space-around;"> <div style="width: 45%;"> <p style="text-align: center;">Percent of Tests At or Above Grade Level</p> <table border="1"> <caption>Percent of Tests At or Above Grade Level</caption> <thead> <tr> <th>Year</th> <th>Composite Score</th> <th>Goal</th> </tr> </thead> <tbody> <tr> <td>2018</td> <td>44</td> <td>-</td> </tr> <tr> <td>2019</td> <td>46</td> <td>-</td> </tr> <tr> <td>2021</td> <td>-</td> <td>46</td> </tr> <tr> <td>2022</td> <td>-</td> <td>48</td> </tr> <tr> <td>2023</td> <td>-</td> <td>51</td> </tr> <tr> <td>2024</td> <td>-</td> <td>54</td> </tr> </tbody> </table> </div> <div style="width: 45%;"> <p style="text-align: center;">Percentage Points Above or Below Goal</p> <table border="1"> <caption>Percentage Points Above or Below Goal</caption> <thead> <tr> <th>Year</th> <th>Percentage Points</th> </tr> </thead> <tbody> <tr> <td>2021</td> <td>0</td> </tr> <tr> <td>2022</td> <td>0</td> </tr> <tr> <td>2023</td> <td>0</td> </tr> <tr> <td>2024</td> <td>0</td> </tr> </tbody> </table> </div> </div>		Year	Composite Score	Goal	2018	44	-	2019	46	-	2021	-	46	2022	-	48	2023	-	51	2024	-	54	Year	Percentage Points	2021	0	2022	0	2023	0	2024	0
Year	Composite Score	Goal																														
2018	44	-																														
2019	46	-																														
2021	-	46																														
2022	-	48																														
2023	-	51																														
2024	-	54																														
Year	Percentage Points																															
2021	0																															
2022	0																															
2023	0																															
2024	0																															
Data Source	<ul style="list-style-type: none"> TAPR statewide district data download 																															

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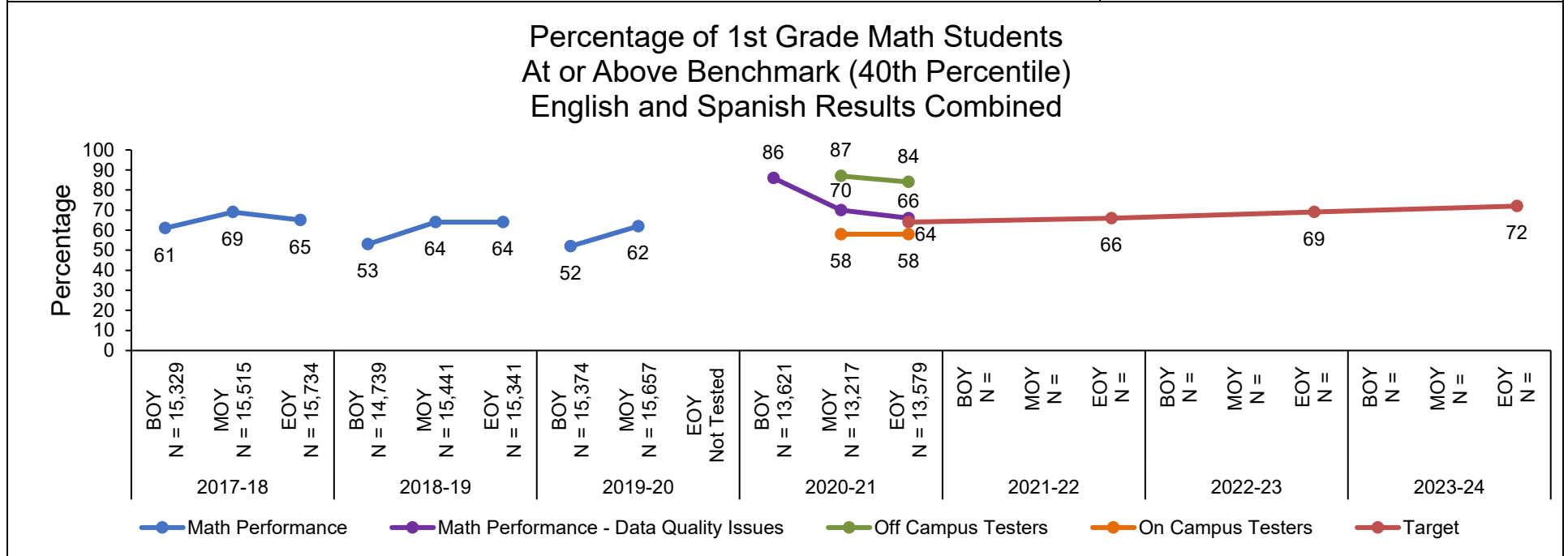
Goal Measure 2 (Early Mathematics) Support Data

Houston ISD		School Year								
		2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24		
All Students	Actual	44%	46%	n/a						
	Target				46%	48%	51%	54%		
Econ. Dis.	Actual	39%	40%	n/a						
	Target				40%	43%	46%	50%		
Race/Ethnicity	African American	Actual	29%	31%	n/a					
		Target				31%	35%	39%	44%	
	Hispanic	Actual	43%	45%	n/a					
		Target				45%	47%	50%	53%	
	White	Actual	71%	72%	n/a					
		Target				72%	73%	74%	75%	
	American Indian	Actual	---	---	n/a					
		Target				---	---	---	---	
	Asian	Actual	83%	85%	n/a					
		Target				85%	86%	87%	88%	
	Pacific Islander	Actual	---	---	n/a					
		Target				---	---	---	---	
	Two or More	Actual	67%	71%	n/a					
		Target				71%	72%	73%	74%	
	Special Pops.	Special Ed.	Actual	30%	28%	n/a				
			Target				28%	32%	37%	42%
Special Ed. (Former)		Actual	43%	46%	n/a					
		Target				46%	48%	51%	54%	
ELs*		Actual	45%	46%	n/a					
		Target				46%	48%	51%	54%	
Mobility	Cont. Enrolled	Actual	46%	48%	n/a					
		Target				48%	50%	52%	54%	
	Non-Cont. Enrolled	Actual	37%	38%	n/a					
		Target				38%	41%	45%	49%	

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

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Goal Progress Measure 2.1 – September 2021	Evaluation
The percentage of first-grade students performing on grade level in math as measured by the end-of-year math screener will increase eight percentage points from 64 percent in 2019 to 72 percent in 2024.	Not Evaluated – Data Quality Issue



Data Source
<ul style="list-style-type: none"> EOY results are not evaluated due to data quality issues. Performing on grade level in math is defined as students meeting At/Above Benchmark ($\geq 40^{\text{th}}$ Percentile) on the Universal Screener. BOY 2020–2021 results reflect the last assessment during the testing window, September 14 – October 14, when all students were learning remotely. EOY results disaggregated by location reflect testing location as determined by IP address and not location of instruction. Sixty-nine percent (9,405 students) of first grade students tested on campus. 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 Progress Measure 2.1 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	61%	53%	52%	86%			
	MOY	69%	64%	62%	70%			
	EOY	65%	64%		66%			
Econ. Dis.	BOY	57%	47%	44%	84%			
	MOY	66%	58%	56%	65%			
	EOY	61%	58%		61%			
ELs**	BOY	57%	41%	37%	87%			
	MOY	68%	59%	56%	72%			
	EOY	67%	64%		69%			
Males	BOY	61%	54%	51%	86%			
	MOY	69%	63%	62%	71%			
	EOY	65%	62%		68%			
Females	BOY	62%	53%	52%	86%			
	MOY	70%	65%	62%	70%			
	EOY	66%	65%		67%			
Migrant	BOY	*	*	*	*			
	MOY	*	*	*	*			
	EOY	*	*		*			
Homeless	BOY	61%	53%	36%	86%			
	MOY	68%	50%	48%	59%			
	EOY	63%	49%		56%			

*<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 May Board Monitoring Update. SIS data used for other year student groups.

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Goal Progress Measure 2.1 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	56%	54%	56%	80%			
	MOY	61%	57%	56%	58%			
	EOY	52%	50%		54%			
Hispanic	BOY	58%	46%	42%	85%			
	MOY	68%	60%	58%	69%			
	EOY	65%	63%		65%			
White	BOY	81%	81%	82%	94%			
	MOY	87%	88%	87%	90%			
	EOY	86%	87%		89%			
American Indian	BOY	*	*	*	*			
	MOY	*	*	*	*			
	EOY	54%	*		*			
Asian	BOY	85%	87%	87%	96%			
	MOY	88%	91%	89%	93%			
	EOY	89%	87%		92%			
Pacific Islander	BOY	*	*	*	*			
	MOY	*	*	*	*			
	EOY	*	*		*			
Two or More	BOY	79%	78%	75%	94%			
	MOY	86%	87%	86%	87%			
	EOY	82%	86%		87%			

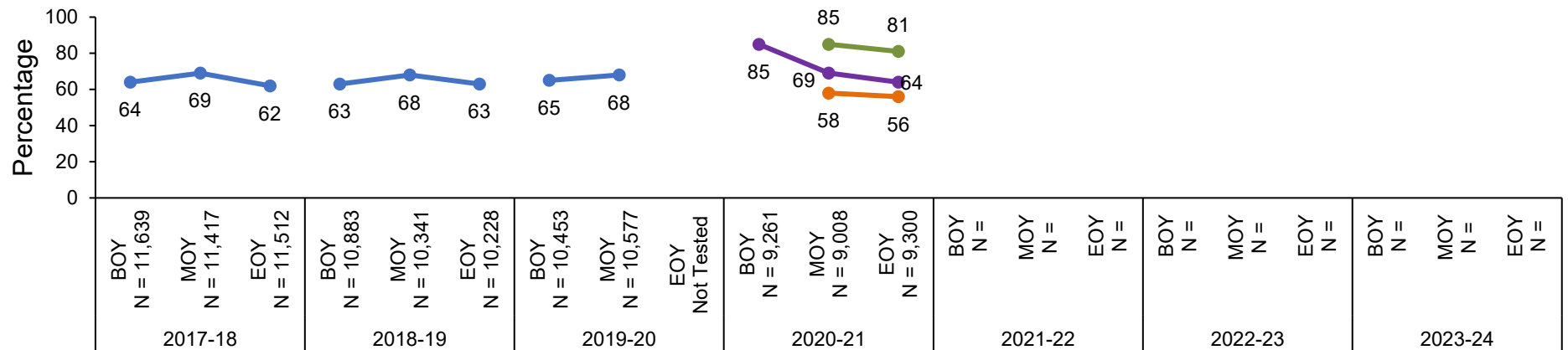
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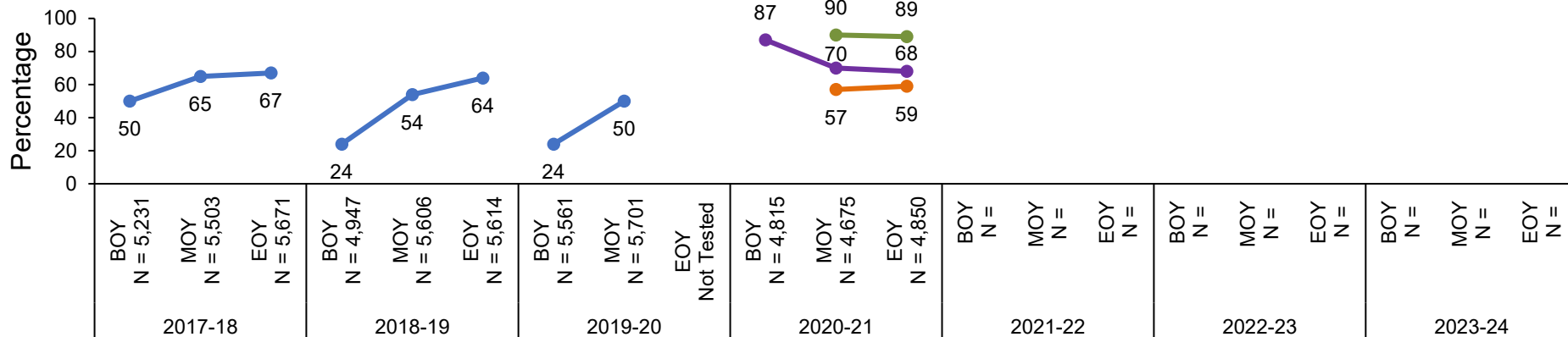
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Goal Progress Measure 2.1 Support Data

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



Spanish Only

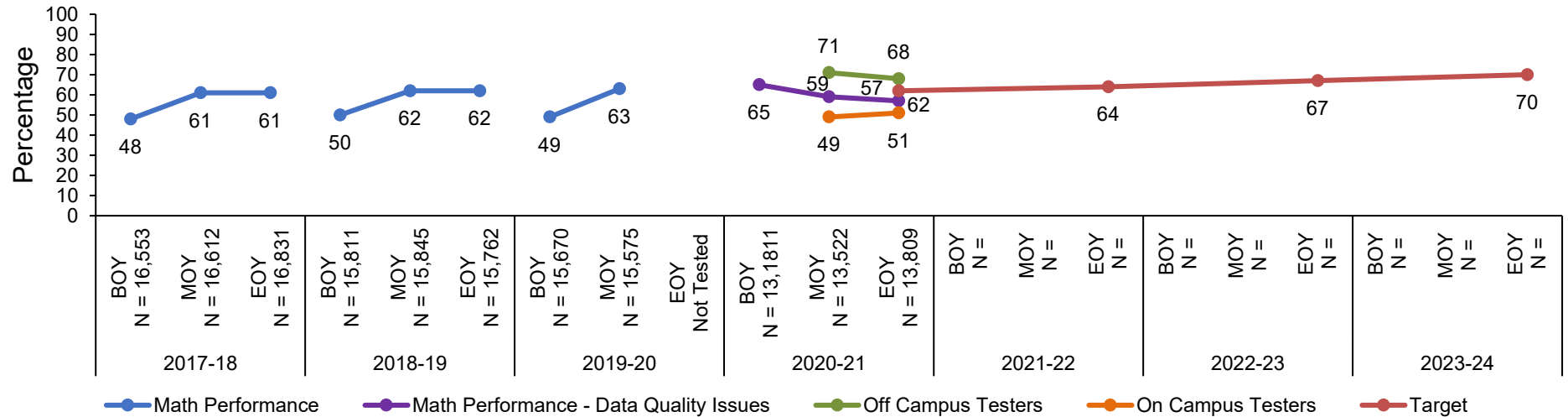


● Math Performance
 ● Math Performance - Data Quality Issues
 ● Off Campus Testers
 ● On Campus Testers

Goal Monitoring Report: September 2021

Goal Progress Measure 2.2 – September 2021	Evaluation
The percentage of second-grade students performing on grade level in math as measured by the end-of-year math screener will increase eight percentage points from 62 percent in 2019 to 70 percent in 2024.	Not Evaluated – Data Quality Issue

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



Data Source
<ul style="list-style-type: none"> EOY results are not evaluated due to data quality issues. Performing on grade level in math is defined as students meeting At/Above Benchmark ($\geq 40^{\text{th}}$ Percentile) on the Universal Screener. BOY 2020–2021 results reflect the last assessment during the testing window, September 14 – October 14, when all students were learning remotely. EOY results disaggregated by location reflect testing location as determined by IP address and not location of instruction. Sixty-seven percent (9,235 students) of second grade students tested on campus. 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 Progress Measure 2.2 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	48%	50%	49%	65%			
	MOY	61%	62%	63%	59%			
	EOY	61%	62%		57%			
Econ. Dis.	BOY	43%	44%	43%	60%			
	MOY	57%	56%	57%	53%			
	EOY	56%	57%		51%			
Special Ed.	BOY	20%	17%	22%	50%			
	MOY	27%	24%	29%	40%			
	EOY	28%	26%		40%			
ELs**	BOY	47%	50%	47%	67%			
	MOY	62%	62%	63%	59%			
	EOY	63%	63%		57%			
Males	BOY	48%	50%	49%	66%			
	MOY	61%	62%	63%	62%			
	EOY	60%	62%		60%			
Females	BOY	48%	50%	50%	64%			
	MOY	61%	62%	63%	58%			
	EOY	61%	62%		56%			
Migrant	BOY	*	*	*	*			
	MOY	*	*	*	*			
	EOY	*	*		*			
Homeless	BOY	48%	50%	*	65%			
	MOY	58%	47%	*	45%			
	EOY	59%	49%		44%			

*<25 students tested **Includes current and monitored

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 May Board Monitoring Update. SIS data used for other year student groups.

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Goal Progress Measure 2.2 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	33%	35%	35%	52%			
	MOY	44%	47%	46%	46%			
	EOY	42%	48%		44%			
Hispanic	BOY	48%	50%	47%	63%			
	MOY	62%	62%	63%	57%			
	EOY	62%	62%		54%			
White	BOY	73%	76%	78%	86%			
	MOY	82%	84%	87%	87%			
	EOY	83%	84%		86%			
American Indian	BOY	*	*	*	*			
	MOY	*	*	*	*			
	EOY	60%	*		*			
Asian	BOY	82%	81%	81%	90%			
	MOY	88%	87%	85%	89%			
	EOY	87%	86%		87%			
Pacific Islander	BOY	*	*	*	*			
	MOY	*	*	*	*			
	EOY	*	*		*			
Two or More	BOY	70%	71%	74%	84%			
	MOY	77%	84%	84%	83%			
	EOY	79%	82%		82%			

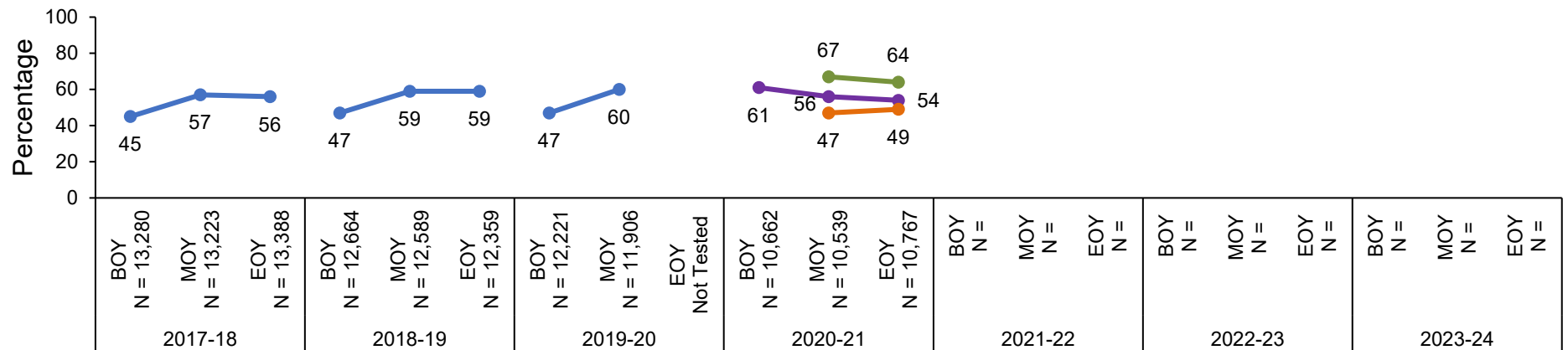
*<25 students tested

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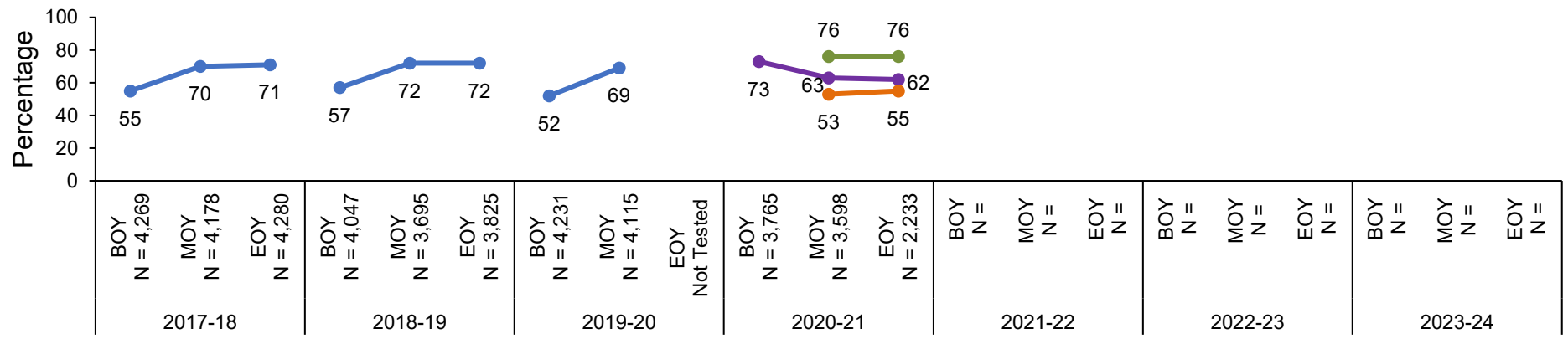
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Goal Progress Measure 2.2 Support Data

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



Spanish Only

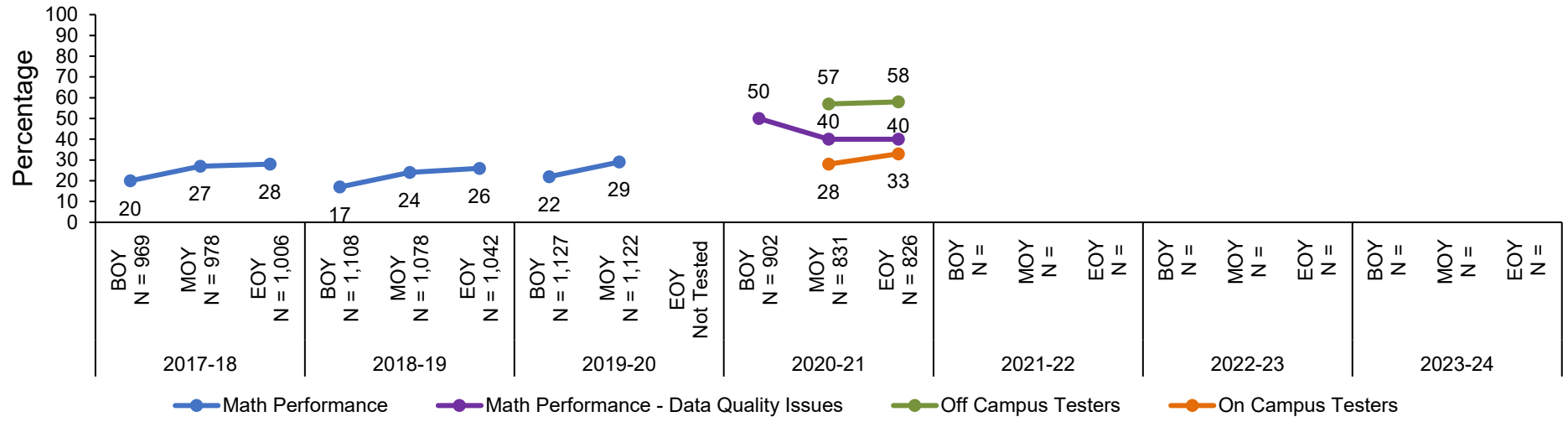


● Math Performance
 ● Math Performance - Data Quality Issues
 ● Off Campus Testers
 ● On Campus Testers

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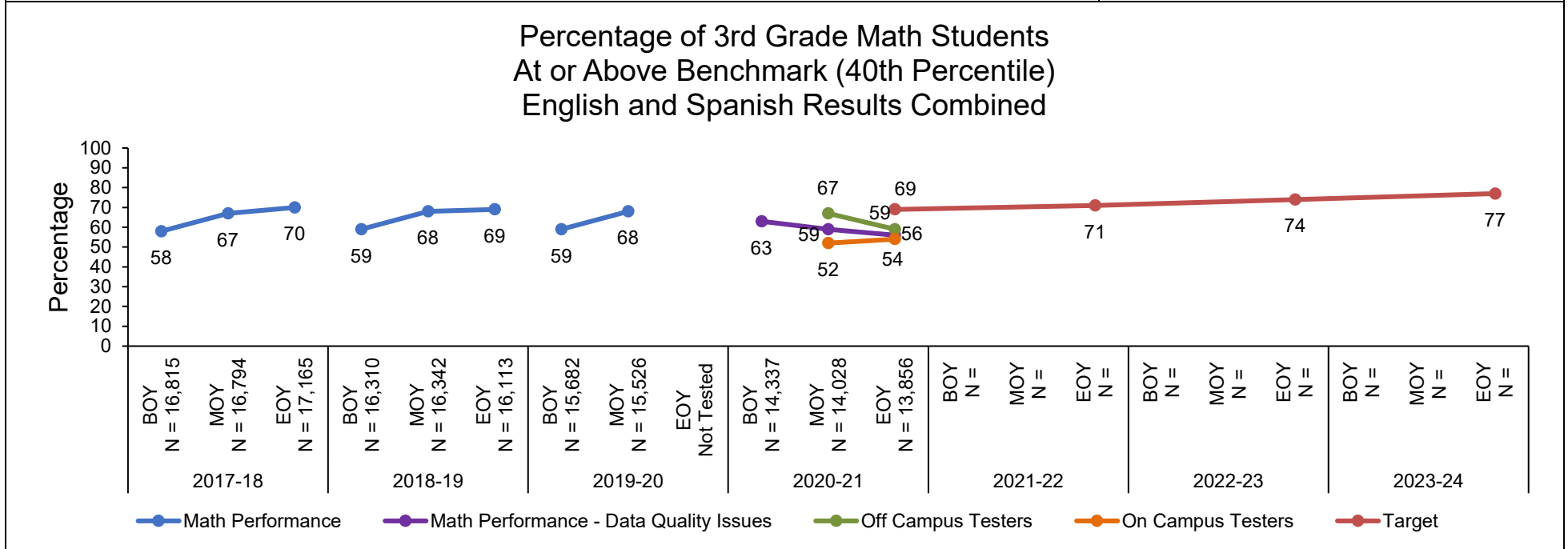
Goal Progress Measure 2.2 Support Data – Students with Disabilities

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



Goal Monitoring Report: September 2021

Goal Progress Measure 2.3 – September 2021	Evaluation
The percentage of third-grade students performing on grade level in math as measured by the end-of-year math screener will increase eight percentage points from 69 percent in 2019 to 77 percent in 2024.	Not Evaluated – Data Quality Issue



Data Source
<ul style="list-style-type: none"> EOY results are not evaluated due to data quality issues. Performing on grade level in math is defined as students meeting At/Above Benchmark ($\geq 40^{\text{th}}$ Percentile) on the Universal Screener. BOY 2020–2021 results reflect the last assessment during the testing window, September 14 – October 14, when all students were learning remotely. EOY results disaggregated by location reflect testing location as determined by IP address and not location of instruction. Sixty-four percent (8,936 students) of third grade students tested on campus. 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 Progress Measure 2.3 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	58%	59%	59%	63%			
	MOY	67%	68%	68%	59%			
	EOY	70%	69%		56%			
Econ. Dis.	BOY	54%	53%	53%	57%			
	MOY	63%	63%	63%	53%			
	EOY	66%	65%		49%			
Special Ed.	BOY	23%	20%	22%	40%			
	MOY	28%	28%	31%	35%			
	EOY	31%	28%		31%			
ELs**	BOY	56%	58%	56%	62%			
	MOY	67%	69%	67%	58%			
	EOY	73%	71%		55%			
Males	BOY	59%	59%	60%	65%			
	MOY	66%	67%	68%	61%			
	EOY	69%	69%		58%			
Females	BOY	57%	59%	58%	62%			
	MOY	67%	68%	68%	58%			
	EOY	71%	70%		55%			
Migrant	BOY	*	*	*	*			
	MOY	*	*	*	*			
	EOY	*	*		*			
Homeless	BOY	56%	43%	*	46%			
	MOY	63%	48%	*	38%			
	EOY	68%	51%		34%			

*<25 students tested **Includes current and monitored

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

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Goal Progress Measure 2.3 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	45%	42%	45%	51%			
	MOY	50%	48%	53%	45%			
	EOY	51%	51%		40%			
Hispanic	BOY	58%	59%	58%	61%			
	MOY	68%	70%	68%	58%			
	EOY	73%	71%		54%			
White	BOY	83%	83%	83%	88%			
	MOY	88%	89%	87%	86%			
	EOY	89%	89%		85%			
American Indian	BOY	*	*	*	*			
	MOY	*	*	*	*			
	EOY	*	*		*			
Asian	BOY	88%	88%	87%	88%			
	MOY	89%	91%	88%	87%			
	EOY	90%	92%		88%			
Pacific Islander	BOY	*	*	*	*			
	MOY	*	*	*	*			
	EOY	*	*		*			
Two or More	BOY	80%	80%	82%	86%			
	MOY	85%	84%	86%	85%			
	EOY	85%	86%		83%			

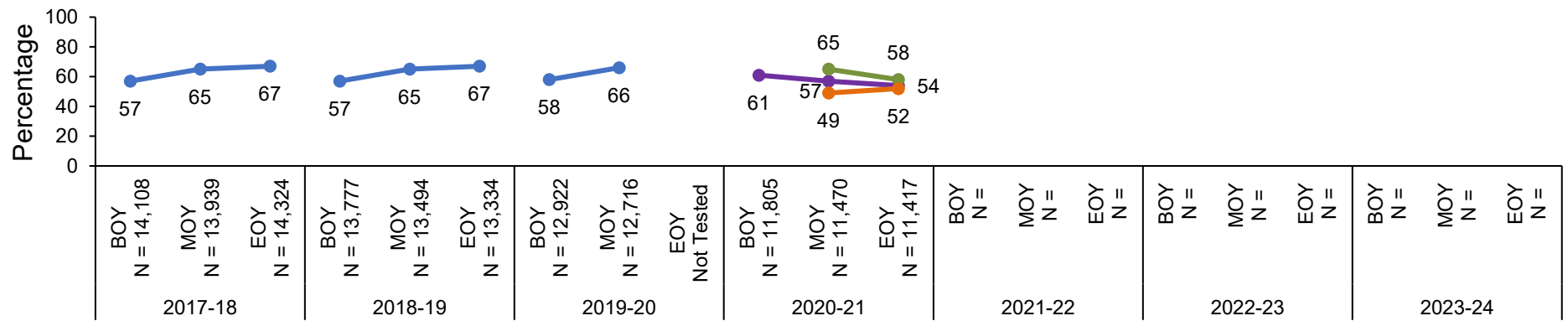
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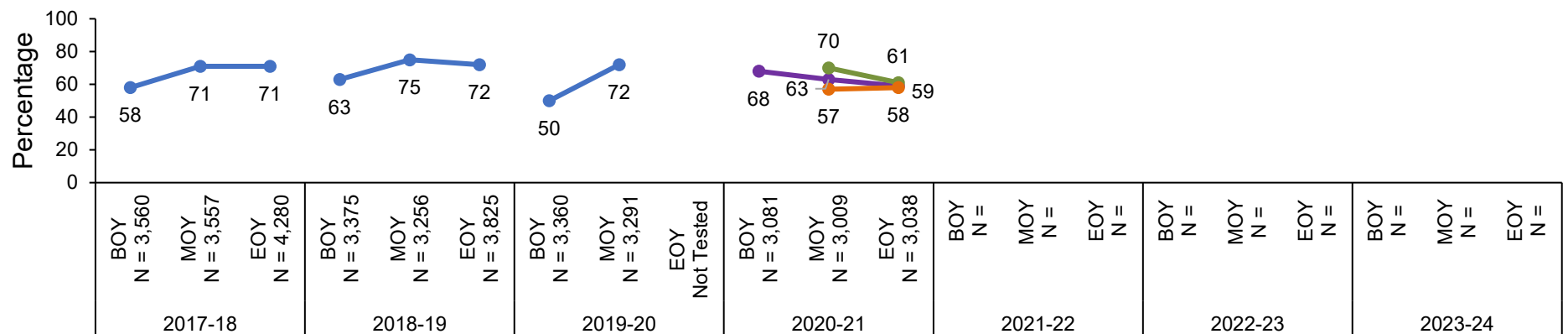
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Goal Progress Measure 2.3 Support Data

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



Spanish Only

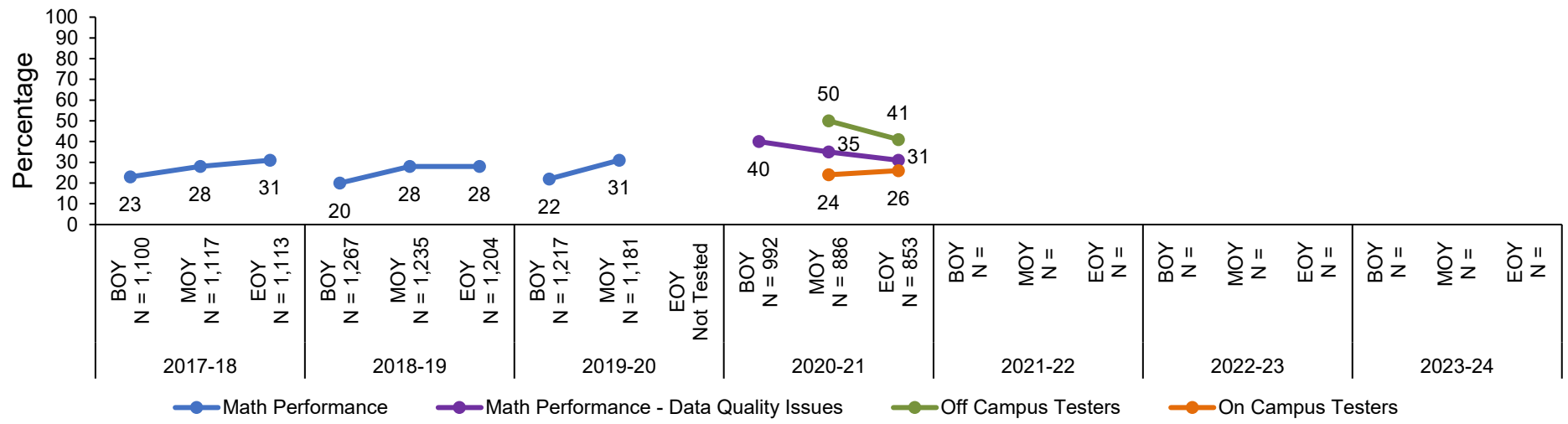


● Math Performance
 ● Math Performance - Data Quality Issues
 ● Off Campus Testers
 ● On Campus Testers

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Goal Progress Measure 2.3 Support Data – Students with Disabilities

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



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Goal 2 Superintendent's Response

I am working with the Elementary Curriculum and Development Department on addressing the mathematics gaps identified in early mathematics. For this upcoming school year, our initiatives focus on increasing individual student growth and student meets percentages across all grade levels.

In the primary grades we are providing the HB3 Math Literacy Plan which entails our Kinder through Grade 3 Math Academies with Grade 2 being the focus area for the upcoming 2021–2022 school year. Houston ISD will continue to provide Kinder, First, Second, and Third Grade (K–3) teachers with targeted mathematics professional learning. Phase One began in 2020-2021 and Phase Two in Summer 2021. Over the implementation of HB3 Math Academy, Houston ISD will continue to collaborate with Math Perspectives, the Texas Education Agency, and Regional Centers through these scopes of work: professional learning sessions and administrator trainings. Each scope of work will focus on classroom application of foundational mathematics knowledge, best practices for the math classroom, and skills as well as how district and campus administrators can best support and monitor effective math instruction. The focus of the collaboration is to ensure every Kindergarten, First, Second, and Third Grade mathematics teacher is equipped with content capacity to increase their students conceptual understanding and fluency development. One key component of the plan is to provide priority selected campuses with HB3 Math TDS to support their math teachers with conceptual development and fluency. This plan is designed to enhance teacher knowledge, skills, and instructional practice, which in turn increases student achievement and is differentiated by grade-level. Primary grades will be assessed three times over the school year: Kindergarten will be assessed via TX-KEA progress monitoring tool and grade one through second will be assessed via Renaissance progress monitoring tool.

In response to the student learning outcomes over the summer, we have implemented strategies for the acceleration of math instruction. The elementary math team is creating multiple curriculum resources. Some of the key math curriculum resources and supports being created include:

- Learning Recovery Days: These days are embedded into the school year and provide a full-day for instruction that is vertically aligned to prior grade-level student expectations. The planning guides provide recommended activities and checks for understanding for these days.
- TEKS-based mini-lessons: These instructional times are embedded into the math block and provide opportunity to review previously taught materials whether from the previous grade level or previous unit of instruction. The planning guides provide recommended explore, review, and practice activities.
- Daily routines: These numerical fluency activities are either number talks or number of the day that build student automaticity and fluency.
- Problem of the day: These contextual, TEKS-based math problems reinforce previously taught curriculum from vertically aligned grade level or previously taught unit of instruction.

A Universal Design for Learning (UDL) Team has been established to use the principles of UDL in the elementary curriculum documents to provide an intense focus on student special populations: Special Education, English Learners, and Gifted and Talented Students across all content areas-Reading, Math, and Science. The UDL Team will work with content curriculum specialists to collaborate and implement UDL best practices and support teachers in planning and meeting the needs of all learners. The UDL Team will create UDL strategies for students in grades 3-5 and provide teachers with professional development on how to integrate the UDL framework into their daily teaching practice. Progress monitoring for current and upcoming data will assist with prioritizing supports for teachers and students.

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Goal 2 Superintendent's Response (Cont.)

The elementary math Teacher Development Specialists (TDS) are poised to provide targeted support in grades 3, grade 4, and grade 5 for campuses who have demonstrated significant learning loss. Currently, TDS are receiving in-depth training and development to ensure their support on campuses is TEKS-specific, grounded in best practices, follows student-centered coaching model, and aligned to board goals. The support will focus on the following:

- Developing and facilitating coaching plans based on teacher and campus needs
- Developing model/master teachers
- Organizing and assisting with Professional Learning Communities (PLCs)
- Conducting model lessons using a co-teaching model
- Facilitating data analysis protocols
- Assisting with instructional planning

We will continue to provide new math professional development sessions for our upcoming school year. These sessions take focus in building teacher math capacity, norming math best practices shown to increase student engagement and achievement, and delivery of accessible math instruction to meet the needs of all learners. Some of the ones we are most excited about include:

- Do the Math: These are grade-specific sessions focus on upcoming unit of instruction and student-centered learning offered in English and Spanish.
- Supporting Students in the Math Classroom Series: ELs, GT, IAT, and SPED are the four current session concentrations.
- The New Math Teacher: Targets year 1-3 math teachers and focuses on building content capacity and just-in-time resources.
- Backwards Planning and Planning for the Bilingual Classroom: Provides a blueprint for TEKS-based math instruction.

Our next steps are to continue to implement the 2020-2021 Grade 3 HB3 Mathematics Literacy Plan which includes progress monitoring for upcoming data points, provide job-embedded coaching to our math teachers, create TEKS-aligned resources and activities, collaborate with all stakeholder (e.g., area offices, HISD departments, campus administrators, etc.) to create customized campus and teacher math plans, facilitate professional development sessions that focus on meeting the needs of all our students, inclusive of special populations, and progress monitor campus, teacher, and student growth using district data reports.