

Goal Monitoring Report: December 2021

Goal 1, December 2021

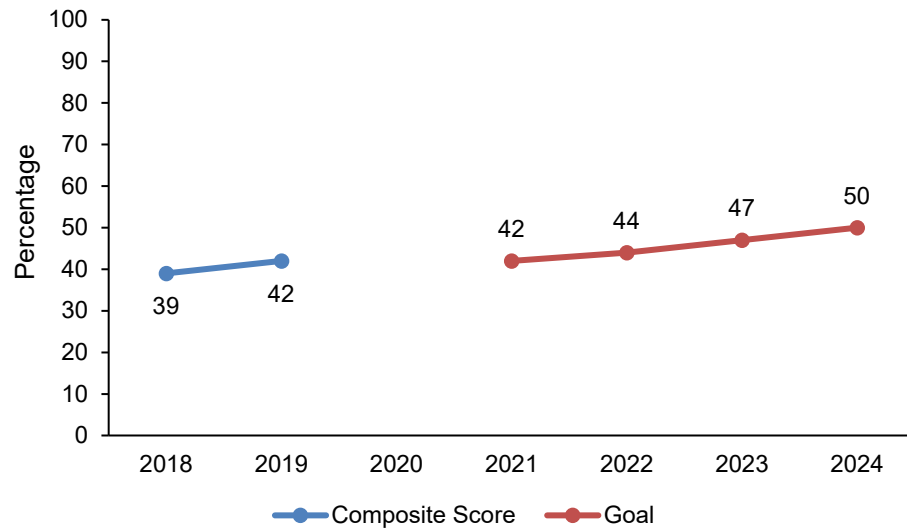
3rd Grade STAAR Reading At or Above Grade Level

Goal Measure 1

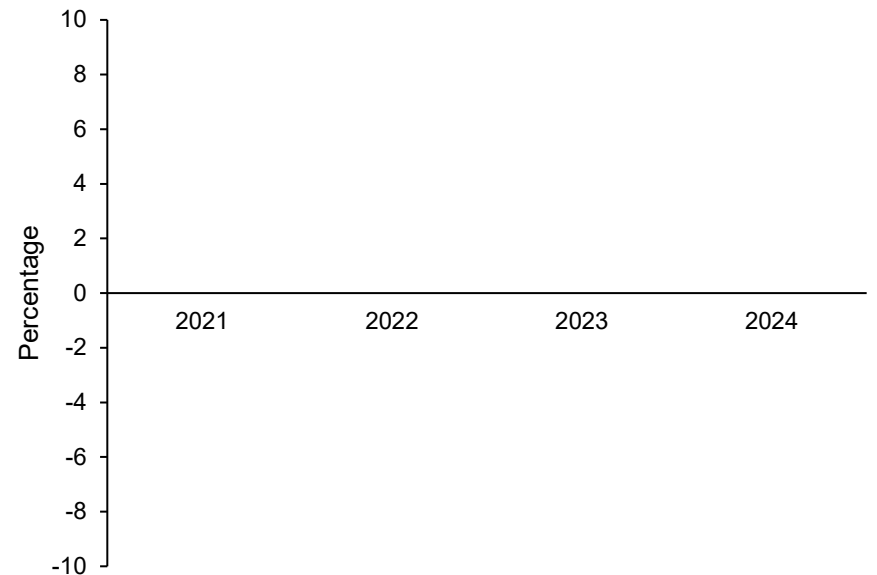
Evaluation

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.

Percent of Tests At or Above Grade Level



Percentage Points Above or Below Goal



Data Source

- TAPR statewide district data download

Goal Monitoring Report: December 2021

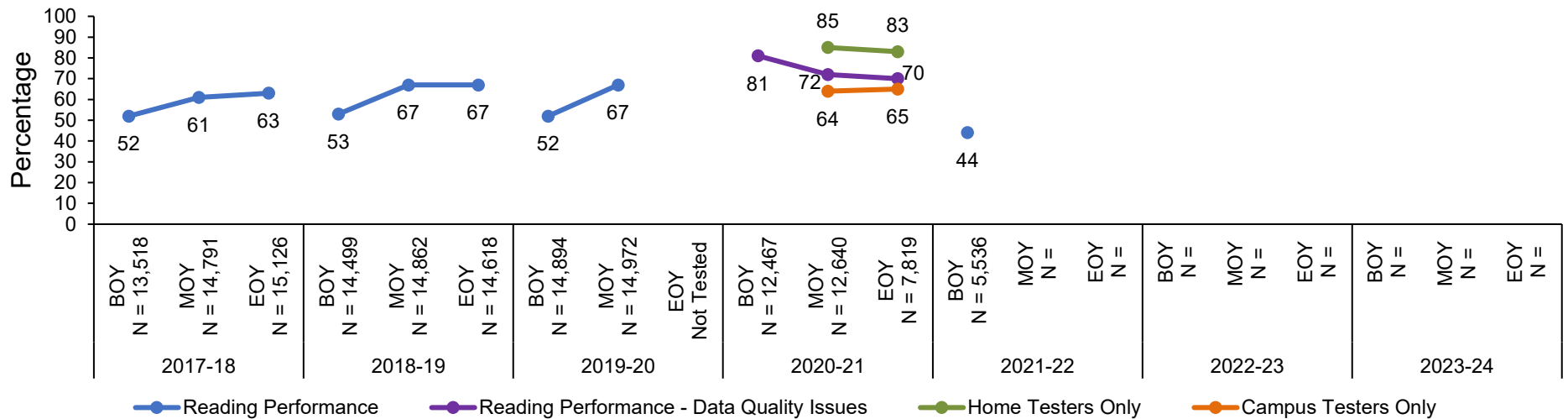
Goal Measure 1 (Early Literacy) Support Data								
Houston ISD		School Year						
		2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
All Students	Actual	39%	42%	n/a				
	Target				42%	44%	47%	50%
Econ. Dis.	Actual	33%	35%	n/a				
	Target				35%	38%	41%	45%
Race/Ethnicity	African American	Actual	27%	29%	n/a			
		Target				29%	33%	37%
	Hispanic	Actual	37%	39%	n/a			
		Target				39%	42%	45%
	White	Actual	67%	69%	n/a			
		Target				69%	70%	71%
	American Indian	Actual	---	---	n/a			
		Target				---	---	---
	Asian	Actual	76%	80%	n/a			
		Target				80%	81%	82%
	Pacific Islander	Actual	---	---	n/a			
		Target				---	---	---
	Two or More	Actual	66%	70%	n/a			
		Target				70%	71%	72%
Special Pops.	Special Ed.	Actual	28%	26%	n/a			
		Target				26%	30%	34%
	Special Ed. (Former)	Actual	28%	39%	n/a			
		Target				39%	42%	45%
	ELs*	Actual	38%	40%	n/a			
		Target				40%	43%	46%
Mobility	Cont. Enrolled	Actual	40%	43%	n/a			
		Target				43%	45%	47%
	Non-Cont. Enrolled	Actual	35%	36%	n/a			
		Target				36%	39%	42%

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

Goal Monitoring Report: December 2021

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

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



Data Source

- Renaissance 360 Early Literacy Screener
- Reading on grade level is defined as students meeting At/Above Benchmark ($\geq 40^{\text{th}}$ 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 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%			
	EOY	63%	67%		70%			
Econ. Dis.	BOY	48%	47%	46%	78%	41%		
	MOY	58%	62%	63%	69%			
	EOY	60%	64%		68%			
ELs**	BOY	53%	55%	52%	83%	50%		
	MOY	61%	72%	72%	76%			
	EOY	65%	73%		77%			
Males	BOY	49%	50%	49%	80%	40%		
	MOY	58%	63%	63%	71%			
	EOY	60%	64%		71%			
Females	BOY	56%	57%	55%	83%	49%		
	MOY	65%	70%	70%	75%			
	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.

Goal Monitoring Report: December 2021

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%			
	EOY	52%	52%		61%			
Hispanic	BOY	50%	51%	49%	80%	44%		
	MOY	60%	67%	68%	72%			
	EOY	63%	69%		72%			
White	BOY	72%	75%	75%	91%	68%		
	MOY	79%	81%	82%	85%			
	EOY	78%	82%		85%			
American Indian	BOY	*	*	*	*	*		
	MOY	*	*	*	*			
	EOY	*	*		*			
Asian	BOY	69%	69%	71%	89%	57%		
	MOY	74%	78%	77%	87%			
	EOY	74%	76%		87%			
Pacific Islander	BOY	*	*	*	*	*		
	MOY	*	*	*	*			
	EOY	*	*		*			
Two or More	BOY	75%	74%	75%	90%	64%		
	MOY	80%	80%	82%	85%			
	EOY	81%	83%		84%			

*<25 students tested

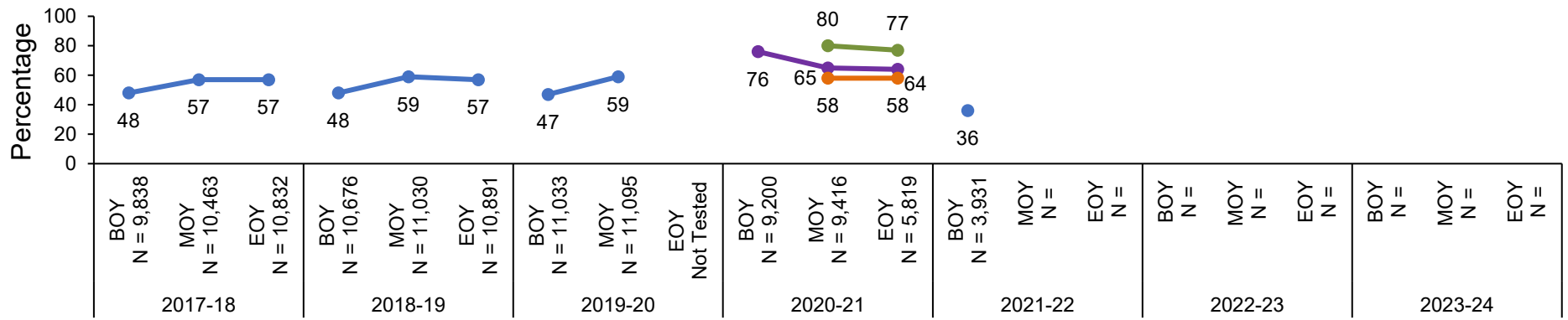
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PEIMS snapshot data used for 2020–2021 student groups. BOY 2020–2021 results updated during the April Board Monitoring Update. SIS data used for other year student groups.

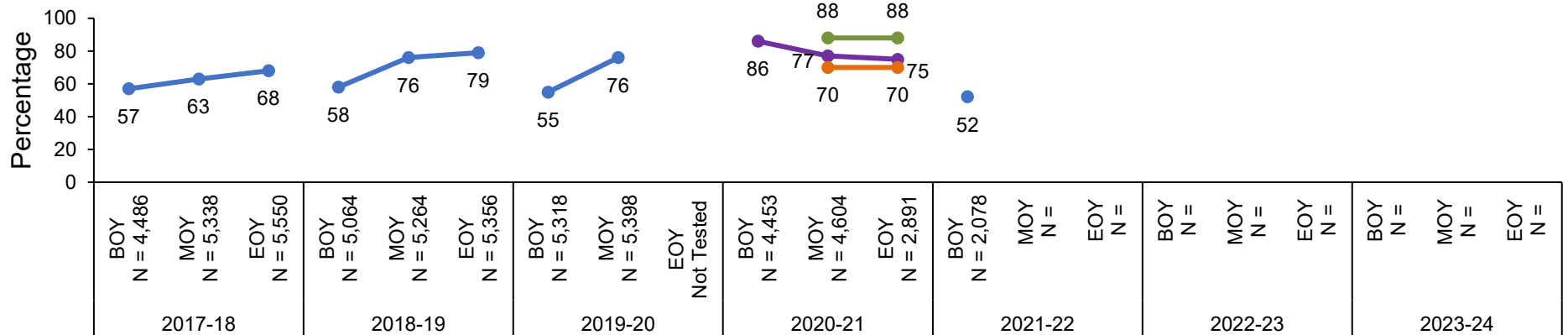
Goal Monitoring Report: December 2021

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

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



Spanish Only



● Reading Performance
 ● Reading Performance - Data Quality Issues
 ● Home Testers Only
 ● Campus Testers Only

Goal Monitoring Report: December 2021

Goal Progress Measure 1.1 – December 2021	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																																																
<p style="text-align: center;">Percentage of 1st Grade Students Reading At or Above Benchmark (40th Percentile) English and Spanish Results Combined</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th>Year</th> <th>Reading Performance</th> <th>Reading Performance - Data Quality Issues</th> <th>Home Testers Only</th> <th>Campus Testers Only</th> <th>Target</th> </tr> </thead> <tbody> <tr> <td>2017-18</td> <td>50 (BOY N=14,583; MOY N=14,014; EOY N=13,719)</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>2018-19</td> <td>54 (BOY N=14,847; MOY N=15,306; EOY N=14,841)</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>2019-20</td> <td>53 (BOY N=15,590; MOY N=15,093; EOY Not Tested)</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>2020-21</td> <td>66 (BOY N=13,898; MOY N=13,473; EOY N=13,579)</td> <td>73</td> <td>80</td> <td>56</td> <td></td> </tr> <tr> <td>2021-22</td> <td>47 (BOY N=13,884; MOY N=; EOY N=)</td> <td></td> <td></td> <td></td> <td>65</td> </tr> <tr> <td>2022-23</td> <td></td> <td></td> <td></td> <td></td> <td>68</td> </tr> <tr> <td>2023-24</td> <td></td> <td></td> <td></td> <td></td> <td>71</td> </tr> </tbody> </table> <p style="text-align: center; margin-top: 10px;"> ● Reading Performance ● Reading Performance - Data Quality Issues ● Home Testers Only ● Campus Testers Only ● Target </p>		Year	Reading Performance	Reading Performance - Data Quality Issues	Home Testers Only	Campus Testers Only	Target	2017-18	50 (BOY N=14,583; MOY N=14,014; EOY N=13,719)					2018-19	54 (BOY N=14,847; MOY N=15,306; EOY N=14,841)					2019-20	53 (BOY N=15,590; MOY N=15,093; EOY Not Tested)					2020-21	66 (BOY N=13,898; MOY N=13,473; EOY N=13,579)	73	80	56		2021-22	47 (BOY N=13,884; MOY N=; EOY N=)				65	2022-23					68	2023-24					71
Year	Reading Performance	Reading Performance - Data Quality Issues	Home Testers Only	Campus Testers Only	Target																																												
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Goal Monitoring Report: December 2021

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%			
	EOY	61%	63%		64%			
Econ. Dis.	BOY	46%	50%	48%	69%	40%		
	MOY	61%	64%	64%	61%			
	EOY	58%	59%		60%			
ELs**	BOY	53%	58%	52%	78%	47%		
	MOY	66%	73%	71%	71%			
	EOY	66%	70%		70%			
Males	BOY	46%	50%	50%	72%	45%		
	MOY	61%	64%	65%	65%			
	EOY	58%	60%		64%			
Females	BOY	54%	59%	56%	75%	48%		
	MOY	68%	71%	71%	69%			
	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.

Goal Monitoring Report: December 2021

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

*<25 students tested

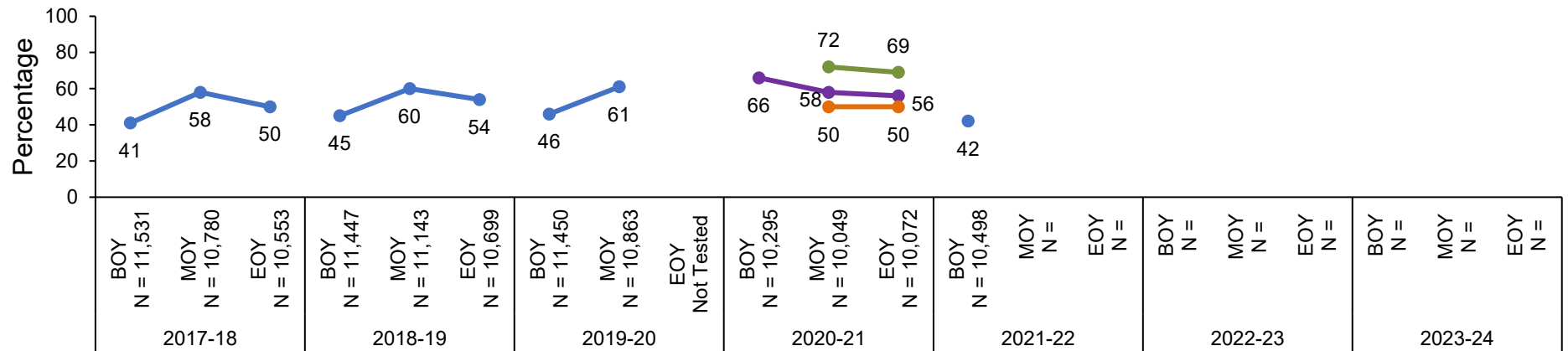
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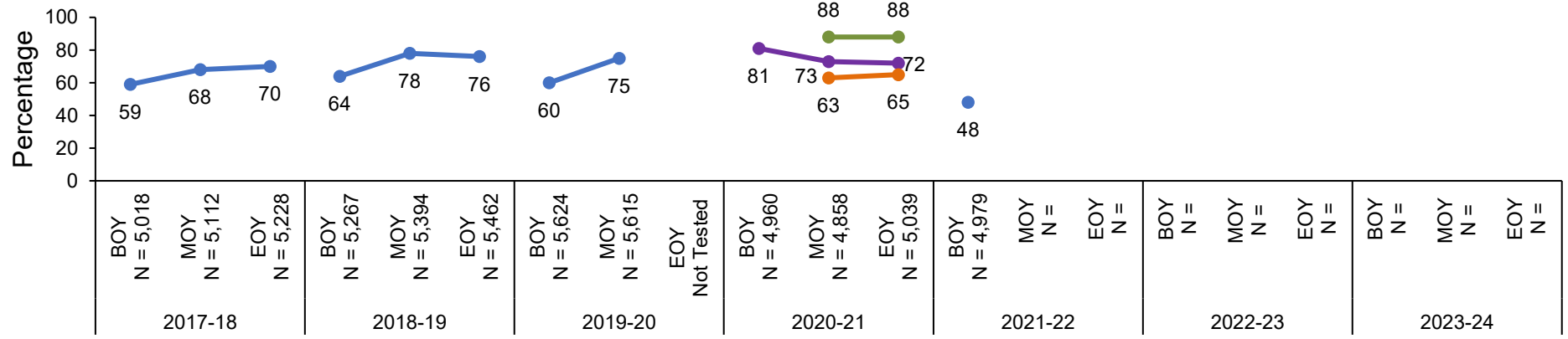
Goal Monitoring Report: December 2021

Goal Progress Measure 1.1 Support Data

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



Spanish Only



● Reading Performance
 ● Reading Performance - Data Quality Issues
 ● Home Testers Only
 ● Campus Testers Only

Goal Monitoring Report: December 2021

Goal Progress Measure 1.2 – December 2021	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																																																
<p style="text-align: center;">Percentage of 2nd Grade Students Reading At or Above Benchmark (40th Percentile) English and Spanish Results Combined</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th>Year</th> <th>Reading Performance</th> <th>Reading Performance - Data Quality Issues</th> <th>Home Testers Only</th> <th>Campus Testers Only</th> <th>Target</th> </tr> </thead> <tbody> <tr> <td>2017-18</td> <td>44 (BOY: 15,595; MOY: 16,272; EOY: 16,543)</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>2018-19</td> <td>50 (BOY: 15,570; MOY: 15,790; EOY: 15,756)</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>2019-20</td> <td>49 (BOY: 15,586; MOY: 15,626; EOY: Not Tested)</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>2020-21</td> <td>55 (BOY: 13,834; MOY: 15,626; EOY: 13,834)</td> <td>69 (BOY: 13,834)</td> <td>67 (MOY: 15,626)</td> <td>46 (EOY: 13,834)</td> <td>61 (EOY: 13,834)</td> </tr> <tr> <td>2021-22</td> <td>49 (BOY: 13,098)</td> <td></td> <td></td> <td></td> <td>63 (EOY: N=)</td> </tr> <tr> <td>2022-23</td> <td></td> <td></td> <td></td> <td></td> <td>66 (EOY: N=)</td> </tr> <tr> <td>2023-24</td> <td></td> <td></td> <td></td> <td></td> <td>69 (EOY: N=)</td> </tr> </tbody> </table> <p style="text-align: center; margin-top: 10px;"> ● Reading Performance ● Reading Performance - Data Quality Issues ● Home Testers Only ● Campus Testers Only ● Target </p>		Year	Reading Performance	Reading Performance - Data Quality Issues	Home Testers Only	Campus Testers Only	Target	2017-18	44 (BOY: 15,595; MOY: 16,272; EOY: 16,543)					2018-19	50 (BOY: 15,570; MOY: 15,790; EOY: 15,756)					2019-20	49 (BOY: 15,586; MOY: 15,626; EOY: Not Tested)					2020-21	55 (BOY: 13,834; MOY: 15,626; EOY: 13,834)	69 (BOY: 13,834)	67 (MOY: 15,626)	46 (EOY: 13,834)	61 (EOY: 13,834)	2021-22	49 (BOY: 13,098)				63 (EOY: N=)	2022-23					66 (EOY: N=)	2023-24					69 (EOY: N=)
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Goal Monitoring Report: December 2021

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%			
	EOY	56%	61%		58%			
Econ. Dis.	BOY	39%	44%	43%	66%	42%		
	MOY	52%	53%	54%	50%			
	EOY	52%	55%		52%			
Special Ed.	BOY	14%	14%	17%	50%	23%		
	MOY	21%	18%	21%	33%			
	EOY	20%	20%		33%			
ELs**	BOY	39%	53%	51%	72%	51%		
	MOY	59%	64%	66%	57%			
	EOY	60%	67%		60%			
Males	BOY	41%	47%	45%	68%	46%		
	MOY	52%	55%	55%	53%			
	EOY	52%	57%		56%			
Females	BOY	47%	54%	53%	71%	51%		
	MOY	60%	63%	63%	58%			
	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.

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Goal Monitoring Report: December 2021

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%			
	EOY	38%	40%		43%			
Hispanic	BOY	41%	50%	49%	69%	47%		
	MOY	57%	61%	61%	54%			
	EOY	58%	63%		57%			
White	BOY	69%	71%	72%	82%	71%		
	MOY	77%	78%	80%	79%			
	EOY	79%	81%		83%			
American Indian	BOY	*	*	*	*	*		
	MOY	*	*	*	*			
	EOY	64%	*		*			
Asian	BOY	76%	74%	75%	84%	79%		
	MOY	82%	79%	79%	80%			
	EOY	82%	80%		82%			
Pacific Islander	BOY	*	*	*	*	*		
	MOY	*	*	*	*			
	EOY	*	*		*			
Two or More	BOY	75%	73%	72%	80%	71%		
	MOY	75%	82%	81%	78%			
	EOY	77%	80%		78%			

*<25 students tested

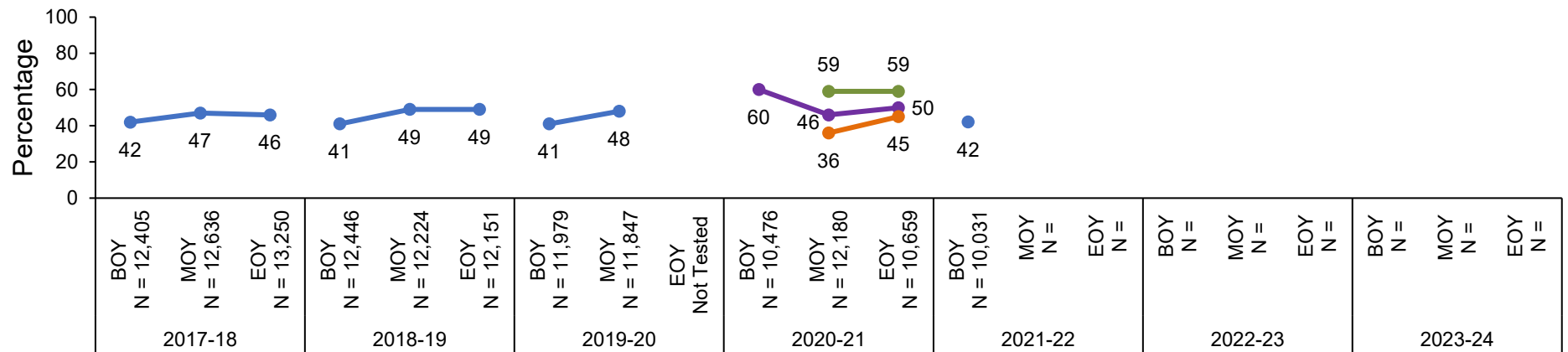
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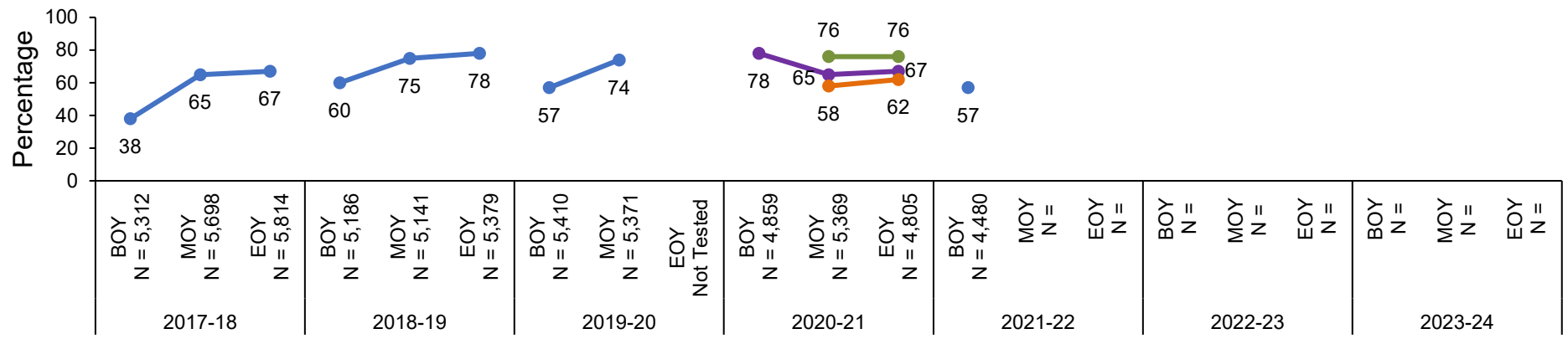
Goal Monitoring Report: December 2021

Goal Progress Measure 1.2 Support Data

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



Spanish Only

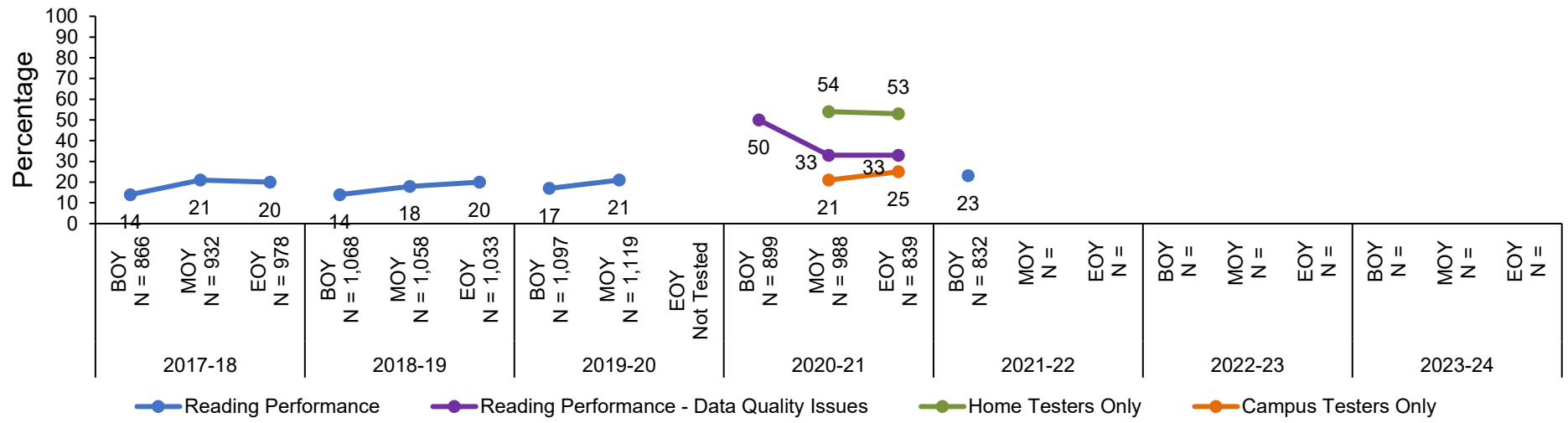


● Reading Performance
 ● Reading Performance - Data Quality Issues
 ● Home Testers Only
 ● Campus Testers Only

Goal Monitoring Report: December 2021

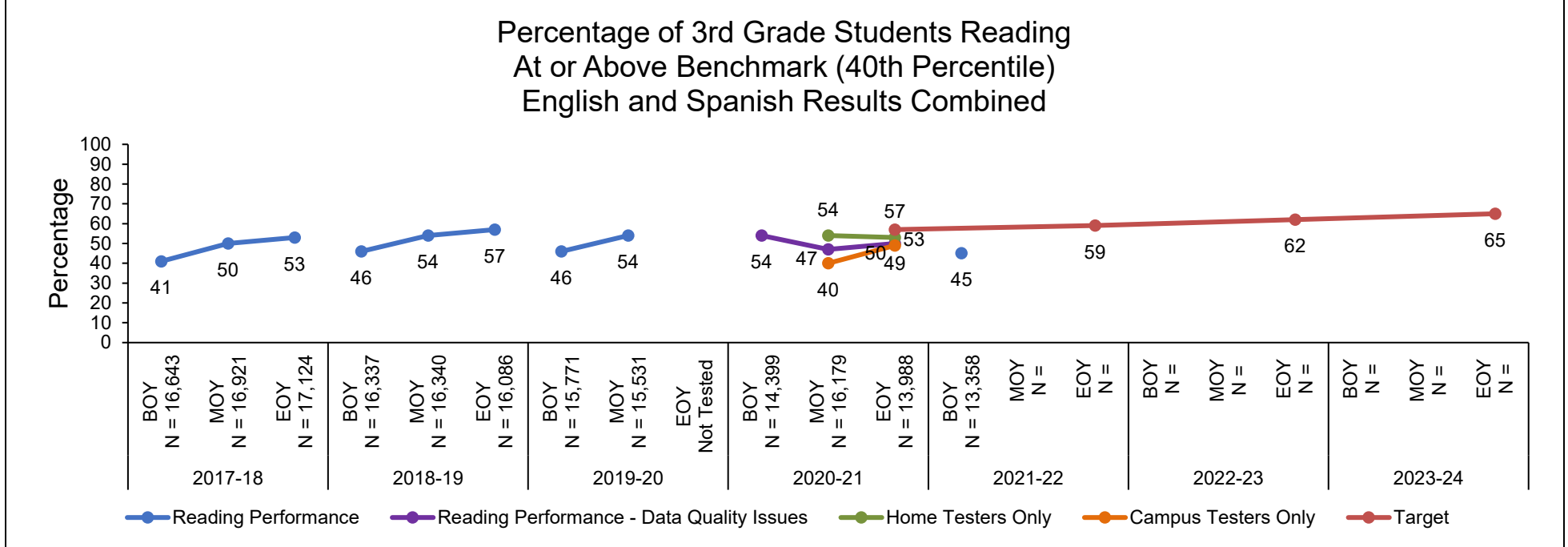
Goal Progress Measure 1.2 Support Data – Students with Disabilities

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



Goal Monitoring Report: December 2021

Goal Progress Measure 1.3 – December 2021	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
<ul style="list-style-type: none"> Reading on grade level is defined as students meeting At/Above Benchmark ($\geq 40^{\text{th}}$ 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.

Goal Monitoring Report: December 2021

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%			
	EOY	53%	57%		50%			
Econ. Dis.	BOY	36%	40%	40%	48%	37%		
	MOY	45%	48%	48%	40%			
	EOY	49%	51%		43%			
Special Ed.	BOY	12%	10%	12%	33%	16%		
	MOY	15%	15%	16%	23%			
	EOY	19%	16%		25%			
ELs**	BOY	37%	47%	46%	54%	45%		
	MOY	50%	57%	56%	47%			
	EOY	55%	61%		51%			
Males	BOY	38%	43%	42%	53%	42%		
	MOY	47%	50%	51%	45%			
	EOY	50%	53%		49%			
Females	BOY	44%	50%	50%	57%	47%		
	MOY	53%	58%	57%	50%			
	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

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

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

Goal Monitoring Report: December 2021

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%			
	EOY	34%	35%		33%			
Hispanic	BOY	39%	46%	45%	52%	42%		
	MOY	50%	56%	55%	46%			
	EOY	55%	59%		49%			
White	BOY	71%	73%	72%	81%	77%		
	MOY	78%	78%	79%	80%			
	EOY	79%	81%		83%			
American Indian	BOY	*	*	*	*	*		
	MOY	*	*	*	*			
	EOY	*	*		*			
Asian	BOY	72%	75%	73%	76%	73%		
	MOY	76%	76%	76%	73%			
	EOY	78%	79%		76%			
Pacific Islander	BOY	*	*	*	*	*		
	MOY	*	*	*	*			
	EOY	*	*		*			
Two or More	BOY	70%	76%	72%	80%	71%		
	MOY	75%	78%	78%	76%			
	EOY	76%	82%		81%			

*<25 students tested

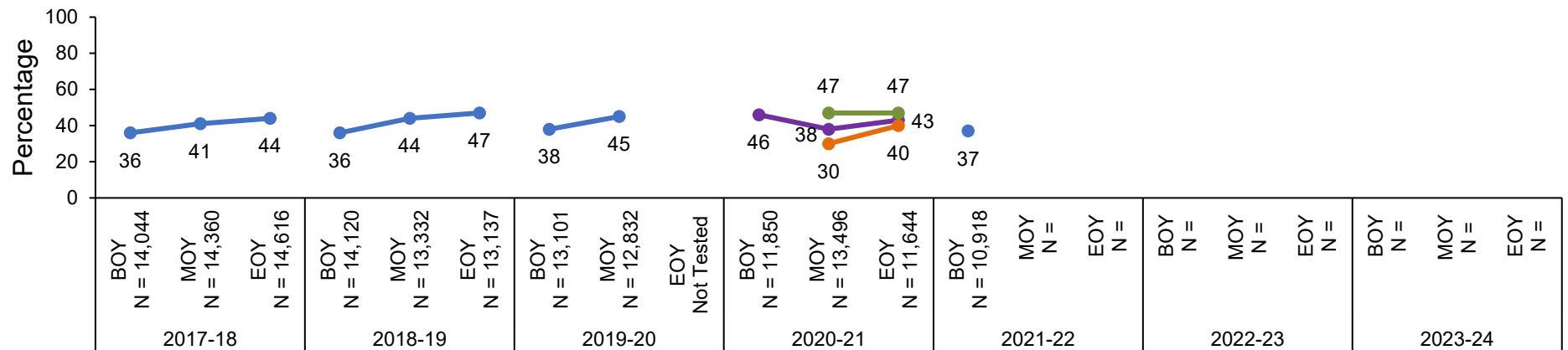
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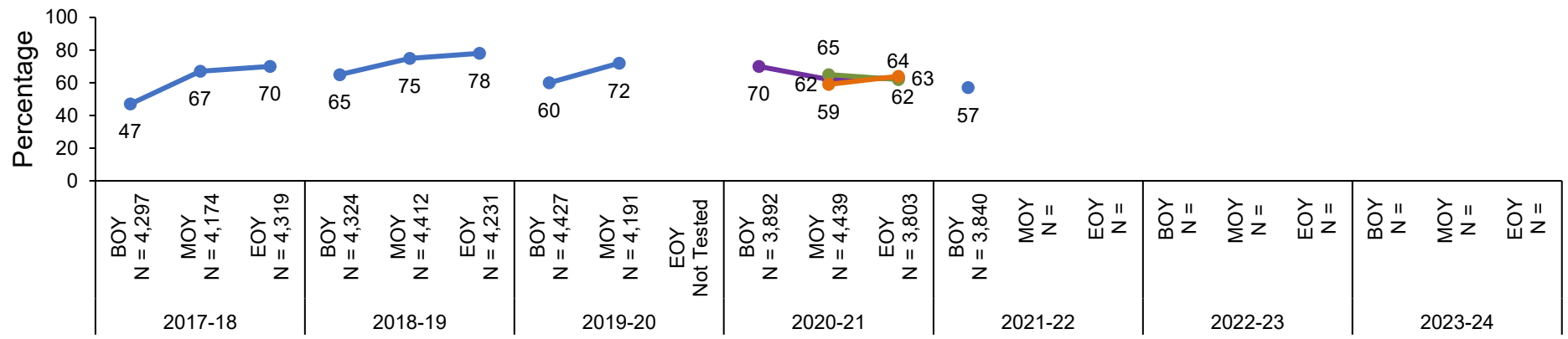
Goal Monitoring Report: December 2021

Goal Progress Measure 1.3 Support Data

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



Spanish Only

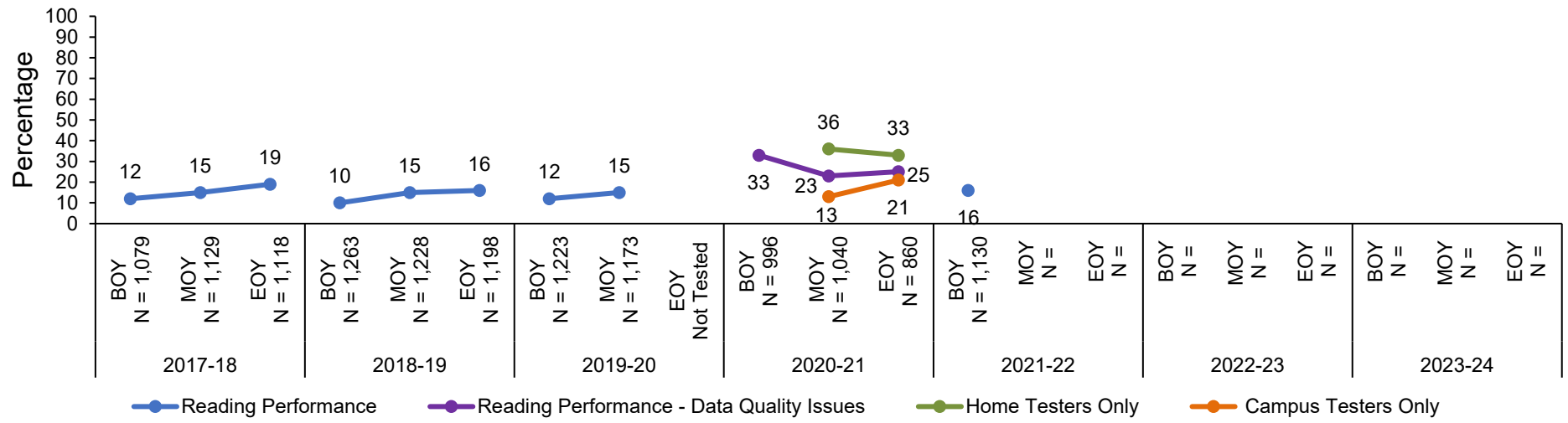


● Reading Performance
 ● Reading Performance - Data Quality Issues
 ● Home Testers Only
 ● Campus Testers Only

Goal Monitoring Report: December 2021

Goal Progress Measure 1.3 Support Data – Students with Disabilities

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



Goal Monitoring Report: December 2021

Goal 1 Superintendent's Response

As stated in the district's Summer 2020 Needs Assessment and frequently quoted to me by the trustees, "Significant deficits in reading are apparent for large numbers of students as early as kindergarten and do not close fast enough to keep up with grade level expectations. Intense effort is needed to address these deficits to improve achievement at all grade levels." Minimization of these deficits as a student enters kindergarten is significant enough to our community that the board has adopted increasing high, quality pre-kindergarten seats into policy as a board constraint and imperative to meeting the target set by this board for goal one.

Unfortunately, Houston ISD experienced a decrease in pre-kindergarten enrollment of approximately 29% for the 2020–2021 school year – seven percentage points higher than the 22% pre-kindergarten decrease preliminarily reported by the U.S. Department of Education this June. This decrease in pre-kinder enrollment suggests that our kindergarten and 1st grade students began the 2021–2022 school year with deficits in literacy foundational skills. Significant, early intervention is required to minimize these gaps alongside long-term monitoring and continuous, responsive adjustments to ensure all of our students are reading on grade level by 3rd grade. To combat the learning gaps in students Kinder to 3rd grade, I am having the Elementary Curriculum department focus on 2 high leverage areas:

The Reading Language Arts Unit Planning Guide (UPG) has been redesigned to include "Recovery Lessons" that address prerequisite skills for students to master on grade level TEKS. Teachers can easily scaffold instruction to meet the needs of students and address any learning loss students may have experienced during the pandemic.

A strong foundation in literacy starts with a structured research-based phonics program embedded in a well-developed curriculum. The Elementary Curriculum department has adopted Really Great Reading as the district-wide phonics program. The primary goal is to help students build robust phonemic awareness skills with an understanding that words are made from a sequence of sounds and that individual sounds can be isolated and distinguished from one another. In continued support of good phonics instruction, the department is utilizing Reading Academies to reinforce phonics instruction at all district campuses in grades K-3.

Goal Monitoring Report: December 2021

Goal 4, December 2021 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.	---																															
<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>22</td> <td>-</td> </tr> <tr> <td>2019</td> <td>21</td> <td>-</td> </tr> <tr> <td>2021</td> <td>-</td> <td>21</td> </tr> <tr> <td>2022</td> <td>-</td> <td>23</td> </tr> <tr> <td>2023</td> <td>-</td> <td>26</td> </tr> <tr> <td>2024</td> <td>-</td> <td>29</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	22	-	2019	21	-	2021	-	21	2022	-	23	2023	-	26	2024	-	29	Year	Percentage Points	2021	0	2022	0	2023	0	2024	0
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Data Source	<ul style="list-style-type: none"> TAPR statewide district data download 																															

Goal Monitoring Report: December 2021

Goal Progress Measure 4.1 – December 2021	Evaluation																																																
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Year	Reading Performance	Reading Performance - Data Quality Issues	Home Testers Only	Campus Testers Only	Target																																												
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Goal Monitoring Report: December 2021

Goal Progress Measure 4.2 – December 2021	Evaluation																																																
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Goal Monitoring Report: December 2021

Goal Progress Measure 4.3 – December 2021	Evaluation																																																
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Goal Monitoring Report: December 2021

Goal 4 Superintendent's Response

Students with disabilities who are accessing the general education curriculum have had historical challenges on state assessments. The Office of Special Education Services are researching to implement pedagogical strategies and resources to address the implementation of Specially Designed Instruction (SDI) and close the inequitable outcomes traditionally seen on these assessments in our district, state, and nation for students receiving special education services. Additionally, we are ensuring continued access to interventions, accommodations, designated supports, and supplemental aids outlined in the IEP. We will continue the targeted professional development and training for all principals, tier two leaders, department chairs, general and special education teachers, and central office staff and department.

We are continuing with the district-wide implementation of inclusive instructional practices and co-teaching models with a focus on SDI, which allows for co-ownership of the progressive and incremental growth for students with disabilities who access the general education curriculum. The offices of Special Populations, Academics, and Research & Accountability are monitoring these outputs and providing support where needed.

The alignment between the written, taught, and assessed curriculum must also be explored for our most vulnerable students and struggling learners. There is a disconnect between the knowledge and skills required by the state of Texas for students with disabilities and the reality of disability impact on student achievement and performance as measured by statement. A comparison of STAAR and EOC assessments show that HISD along with other large urban districts in the state of Texas share the challenge and commitment to improve performance in all content areas, and more specifically in English-Language Arts, Reading, and Writing. Aligning the skills of students with disabilities through the lens of SDI as outlined in the IEP with appropriate accommodations place to the Texas Essential Knowledge and Skills are vital to improving student outcomes.

To increase positive outcomes for students with disabilities, the OSES will continue monitoring the district-wide implementation of IEPs for students with disabilities, while engaging in ongoing cross-functional collaboration among multilingual, interventions, and elementary and secondary curriculum to ensure student success. There is a targeted emphasis on ensuring that students with disabilities are receiving high-quality services with fidelity.