

Goal Monitoring Report: January 2022

Goal 2, January 2022 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 																															

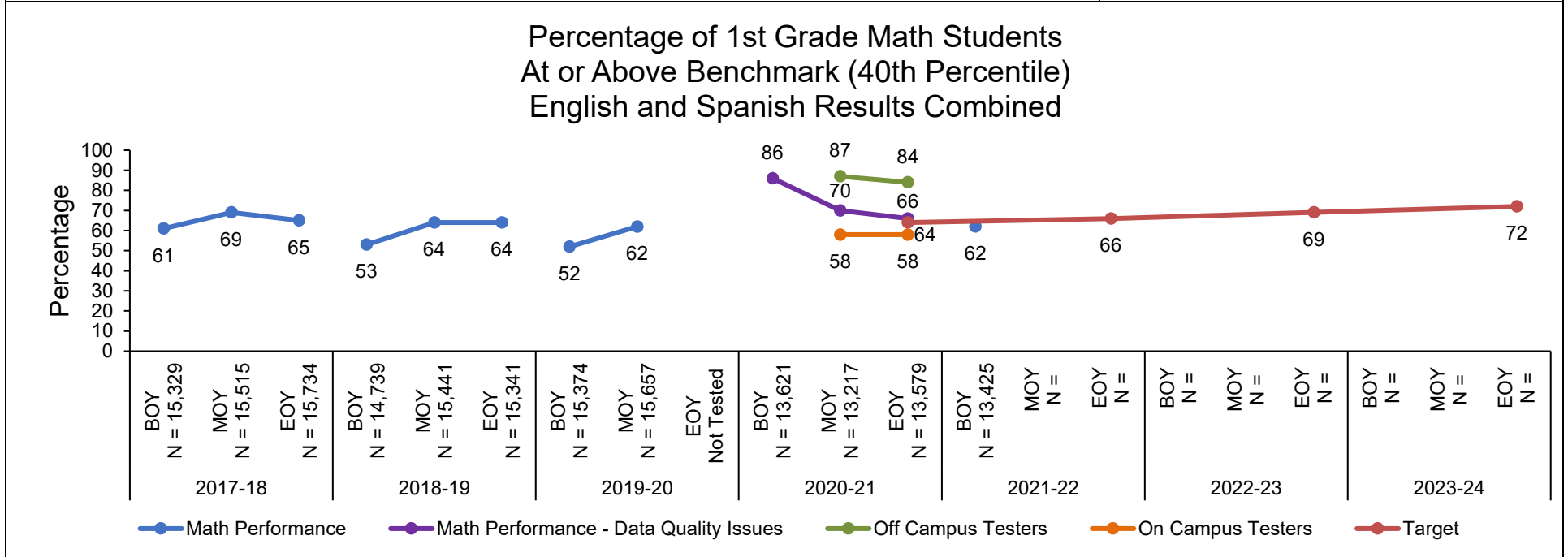
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Goal Measure 2 (Early Mathematics) Support Data								
Houston ISD		School Year						
		2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
All Students	Actual	44%	46%	n/a				
	Target				46%	48%	51%	54%
Econ. Dis.	Actual	39%	40%	n/a				
	Target				40%	43%	46%	50%
Race/Ethnicity	African American	Actual	29%	31%	n/a			
		Target				31%	35%	39%
	Hispanic	Actual	43%	45%	n/a			
		Target				45%	47%	50%
	White	Actual	71%	72%	n/a			
		Target				72%	73%	74%
	American Indian	Actual	---	---	n/a			
		Target				---	---	---
	Asian	Actual	83%	85%	n/a			
		Target				85%	86%	87%
	Pacific Islander	Actual	---	---	n/a			
		Target				---	---	---
	Two or More	Actual	67%	71%	n/a			
		Target				71%	72%	73%
Special Pops.	Special Ed.	Actual	30%	28%	n/a			
		Target				28%	32%	37%
	Special Ed. (Former)	Actual	43%	46%	n/a			
		Target				46%	48%	51%
	ELs*	Actual	45%	46%	n/a			
		Target				46%	48%	51%
Mobility	Cont. Enrolled	Actual	46%	48%	n/a			
		Target				48%	50%	52%
	Non-Cont. Enrolled	Actual	37%	38%	n/a			
		Target				38%	41%	45%

--- <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 On Track



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 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 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%	62%		
	MOY	69%	64%	62%	70%			
	EOY	65%	64%		66%			
Econ. Dis.	BOY	57%	47%	44%	84%	56%		
	MOY	66%	58%	56%	65%			
	EOY	61%	58%		61%			
ELs**	BOY	57%	41%	37%	87%	58%		
	MOY	68%	59%	56%	72%			
	EOY	67%	64%		69%			
Males	BOY	61%	54%	51%	86%	64%		
	MOY	69%	63%	62%	71%			
	EOY	65%	62%		68%			
Females	BOY	62%	53%	52%	86%	61%		
	MOY	70%	65%	62%	70%			
	EOY	66%	65%		67%			
Migrant	BOY	*	*	*	*	*		
	MOY	*	*	*	*			
	EOY	*	*		*			
Homeless	BOY	61%	53%	36%	86%	48%		
	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%	55%			
	MOY	61%	57%	56%	58%				
	EOY	52%	50%		54%				
Hispanic	BOY	58%	46%	42%	85%	58%			
	MOY	68%	60%	58%	69%				
	EOY	65%	63%		65%				
White	BOY	81%	81%	82%	94%	86%			
	MOY	87%	88%	87%	90%				
	EOY	86%	87%		89%				
American Indian	BOY	*	*	*	*	*			
	MOY	*	*	*	*				
	EOY	54%	*		*				
Asian	BOY	85%	87%	87%	96%	90%			
	MOY	88%	91%	89%	93%				
	EOY	89%	87%		92%				
Pacific Islander	BOY	*	*	*	*	*			
	MOY	*	*	*	*				
	EOY	*	*		*				
Two or More	BOY	79%	78%	75%	94%	84%			
	MOY	86%	87%	86%	87%				
	EOY	82%	86%		87%				

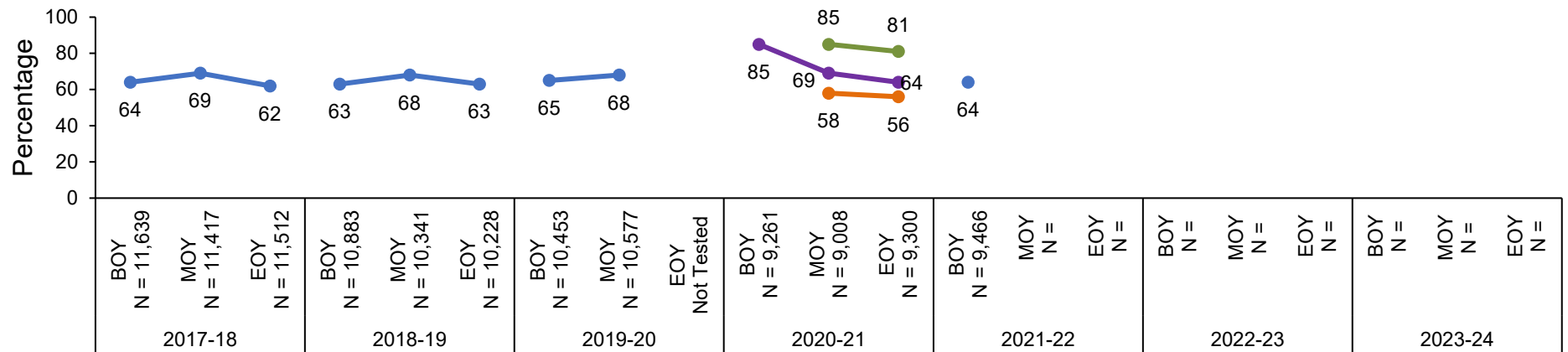
*<25 students tested

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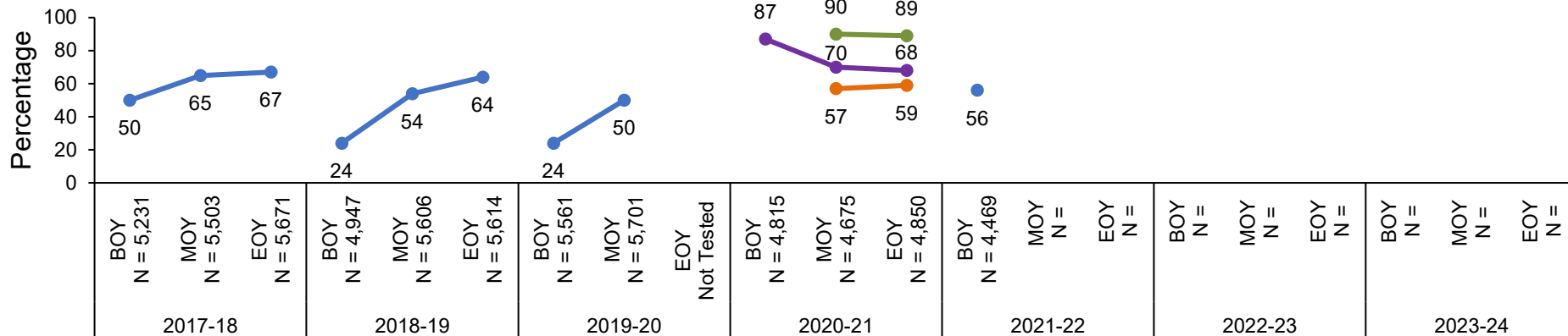
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Goal Progress Measure 2.1 Support Data

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



Spanish Only

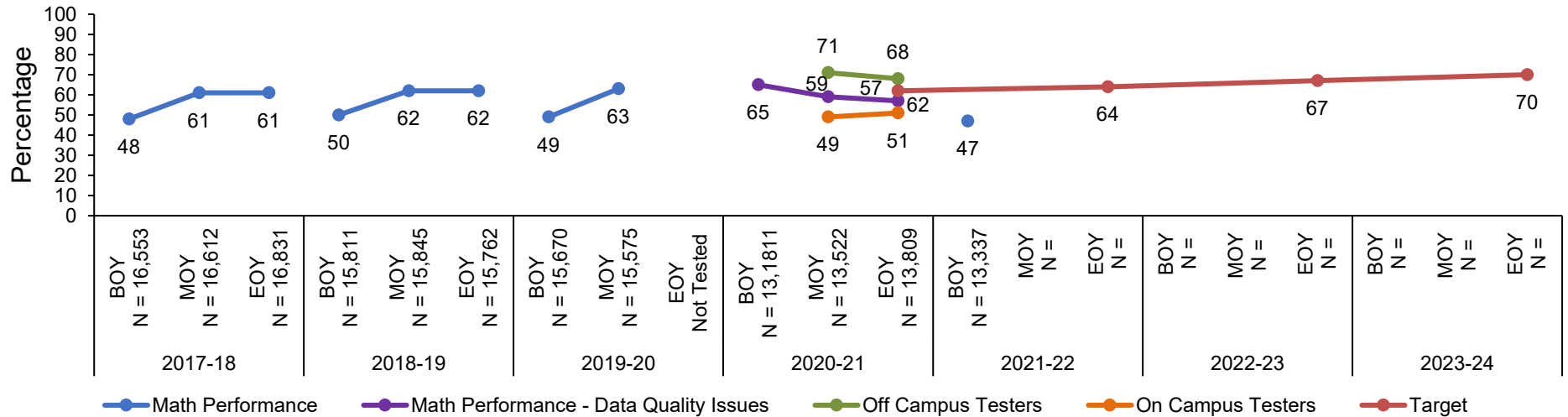


● Math Performance
 ● Math Performance - Data Quality Issues
 ● Off Campus Testers
 ● On Campus Testers

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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 On Track

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 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 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%	47%		
	MOY	61%	62%	63%	59%			
	EOY	61%	62%		57%			
Econ. Dis.	BOY	43%	44%	43%	60%	39%		
	MOY	57%	56%	57%	53%			
	EOY	56%	57%		51%			
Special Ed.	BOY	20%	17%	22%	50%	28%		
	MOY	27%	24%	29%	40%			
	EOY	28%	26%		40%			
ELs**	BOY	47%	50%	47%	67%	48%		
	MOY	62%	62%	63%	59%			
	EOY	63%	63%		57%			
Males	BOY	48%	50%	49%	66%	49%		
	MOY	61%	62%	63%	62%			
	EOY	60%	62%		60%			
Females	BOY	48%	50%	50%	64%	45%		
	MOY	61%	62%	63%	58%			
	EOY	61%	62%		56%			
Migrant	BOY	*	*	*	*	*		
	MOY	*	*	*	*			
	EOY	*	*		*			
Homeless	BOY	48%	50%	*	65%	30%		
	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%	31%			
	MOY	44%	47%	46%	46%				
	EOY	42%	48%		44%				
Hispanic	BOY	48%	50%	47%	63%	44%			
	MOY	62%	62%	63%	57%				
	EOY	62%	62%		54%				
White	BOY	73%	76%	78%	86%	77%			
	MOY	82%	84%	87%	87%				
	EOY	83%	84%		86%				
American Indian	BOY	*	*	*	*	*			
	MOY	*	*	*	*				
	EOY	60%	*		*				
Asian	BOY	82%	81%	81%	90%	84%			
	MOY	88%	87%	85%	89%				
	EOY	87%	86%		87%				
Pacific Islander	BOY	*	*	*	*	*			
	MOY	*	*	*	*				
	EOY	*	*		*				
Two or More	BOY	70%	71%	74%	84%	70%			
	MOY	77%	84%	84%	83%				
	EOY	79%	82%		82%				

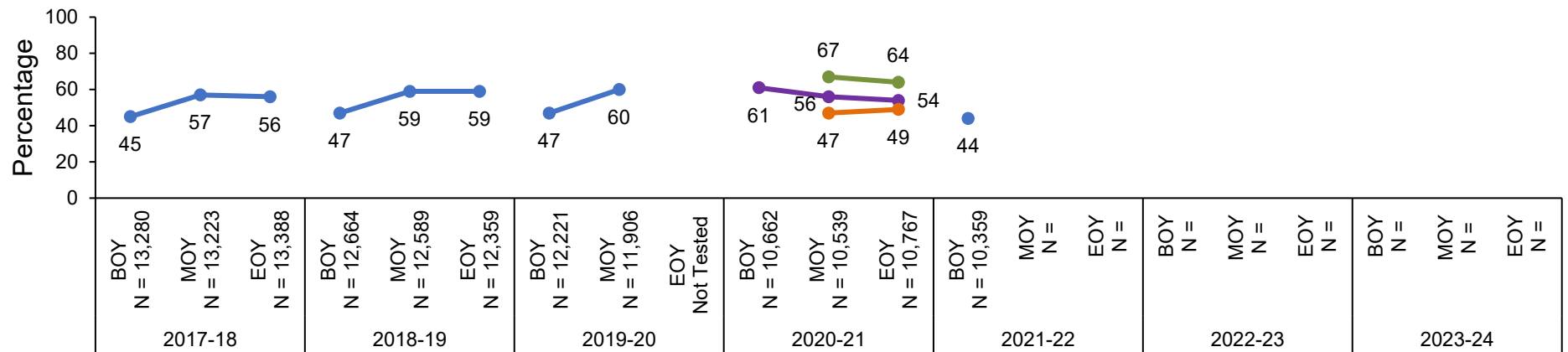
*<25 students tested

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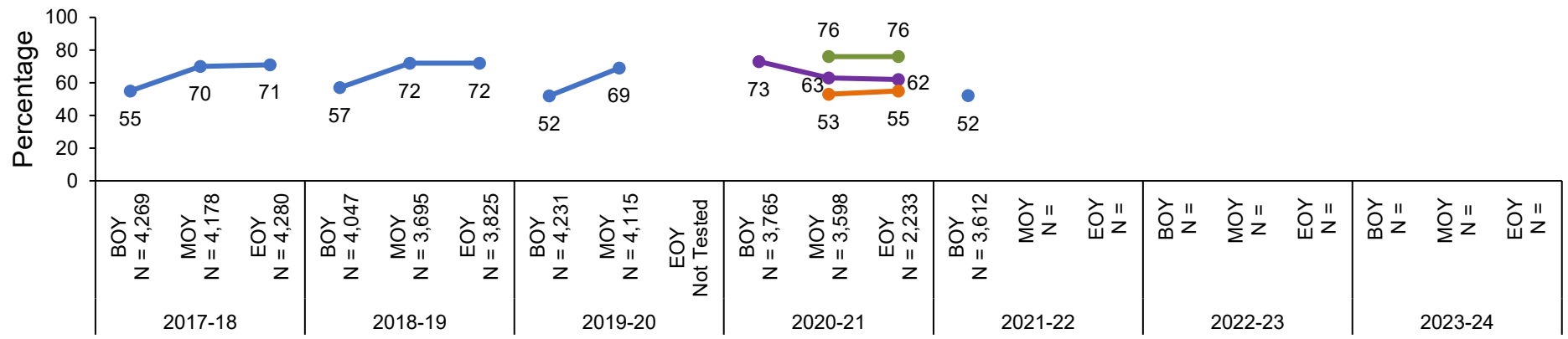
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Goal Progress Measure 2.2 Support Data

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



Spanish Only

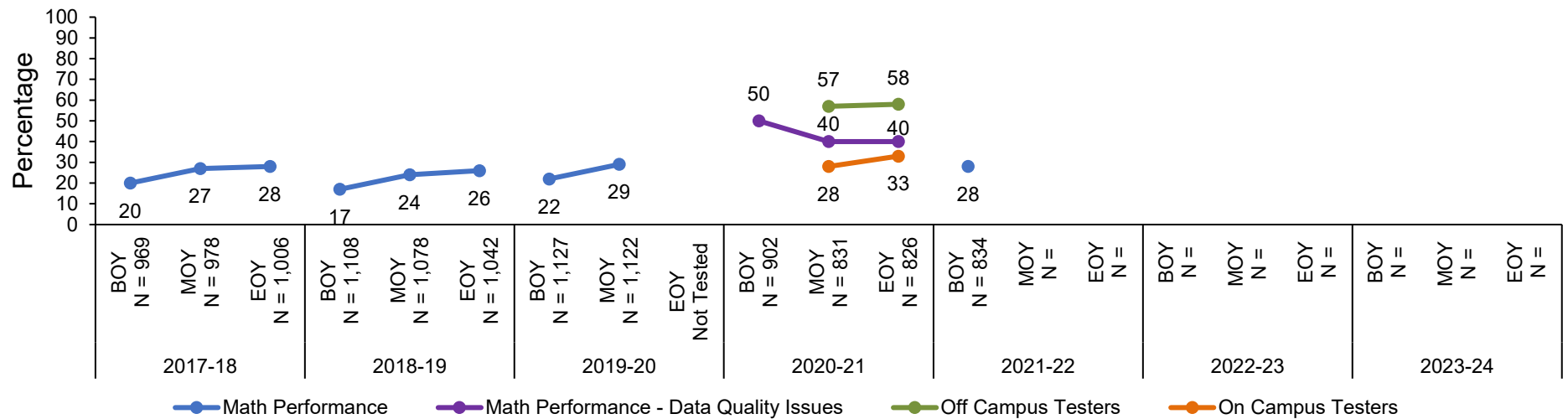


● Math Performance
 ● Math Performance - Data Quality Issues
 ● Off Campus Testers
 ● On Campus Testers

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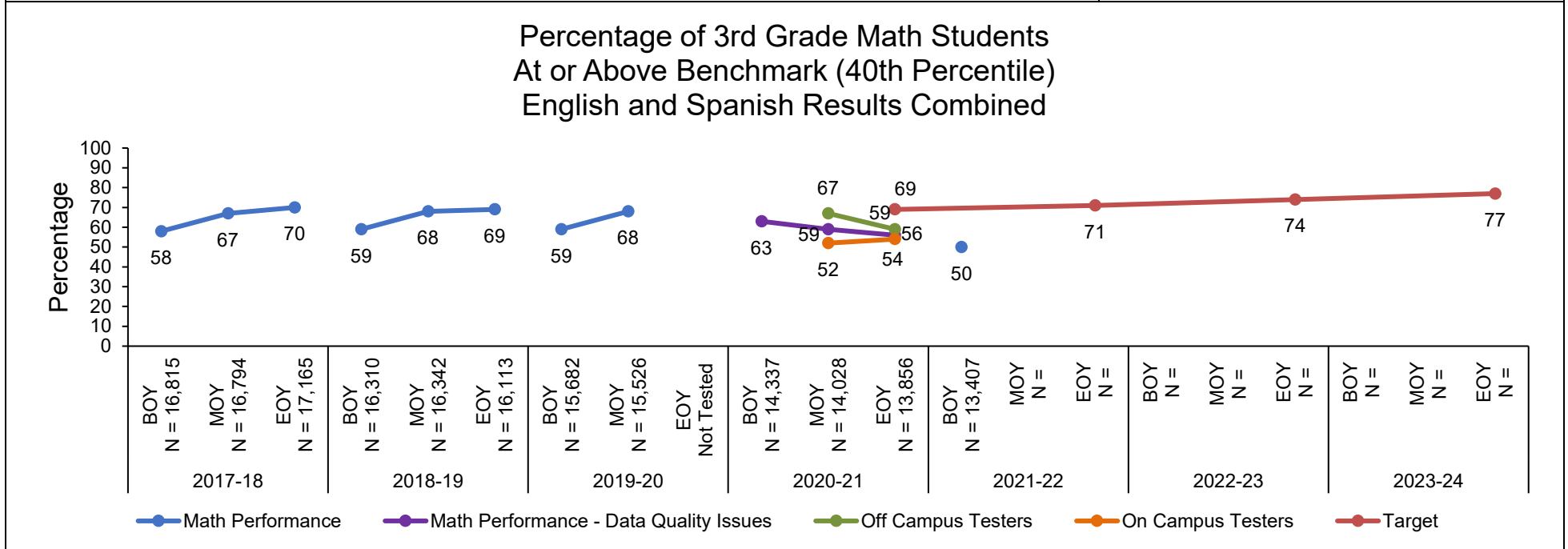
Goal Progress Measure 2.2 Support Data – Students with Disabilities

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



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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 On Track



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 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 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%	50%		
	MOY	67%	68%	68%	59%			
	EOY	70%	69%		56%			
Econ. Dis.	BOY	54%	53%	53%	57%	42%		
	MOY	63%	63%	63%	53%			
	EOY	66%	65%		49%			
Special Ed.	BOY	23%	20%	22%	40%	24%		
	MOY	28%	28%	31%	35%			
	EOY	31%	28%		31%			
ELs**	BOY	56%	58%	56%	62%	47%		
	MOY	67%	69%	67%	58%			
	EOY	73%	71%		55%			
Males	BOY	59%	59%	60%	65%	52%		
	MOY	66%	67%	68%	61%			
	EOY	69%	69%		58%			
Females	BOY	57%	59%	58%	62%	47%		
	MOY	67%	68%	68%	58%			
	EOY	71%	70%		55%			
Migrant	BOY	*	*	*	*	*		
	MOY	*	*	*	*			
	EOY	*	*		*			
Homeless	BOY	56%	43%	*	46%	37%		
	MOY	63%	48%	*	38%			
	EOY	68%	51%		34%			

*<25 students tested **Includes current and monitored

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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%	34%			
	MOY	50%	48%	53%	45%				
	EOY	51%	51%		40%				
Hispanic	BOY	58%	59%	58%	61%	47%			
	MOY	68%	70%	68%	58%				
	EOY	73%	71%		54%				
White	BOY	83%	83%	83%	88%	82%			
	MOY	88%	89%	87%	86%				
	EOY	89%	89%		85%				
American Indian	BOY	*	*	*	*	*			
	MOY	*	*	*	*				
	EOY	*	*		*				
Asian	BOY	88%	88%	87%	88%	83%			
	MOY	89%	91%	88%	87%				
	EOY	90%	92%		88%				
Pacific Islander	BOY	*	*	*	*	*			
	MOY	*	*	*	*				
	EOY	*	*		*				
Two or More	BOY	80%	80%	82%	86%	80%			
	MOY	85%	84%	86%	85%				
	EOY	85%	86%		83%				

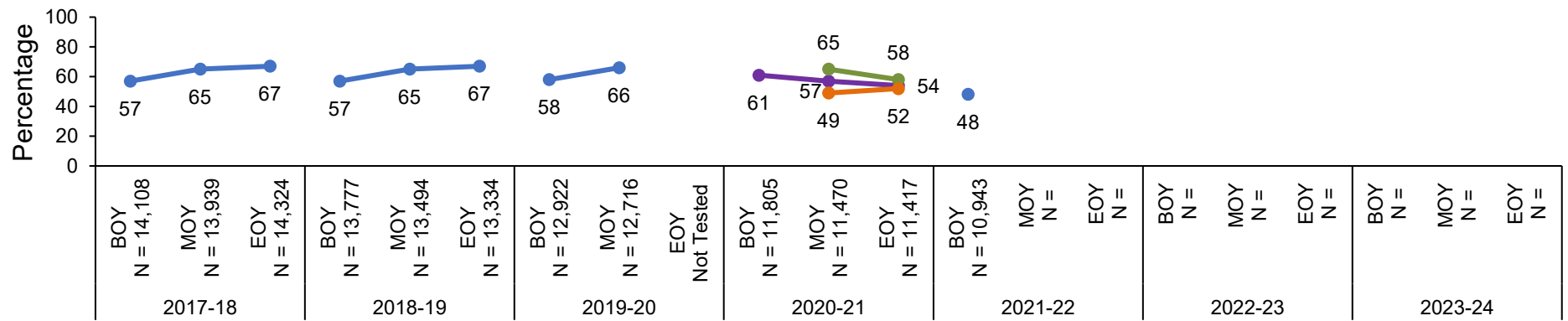
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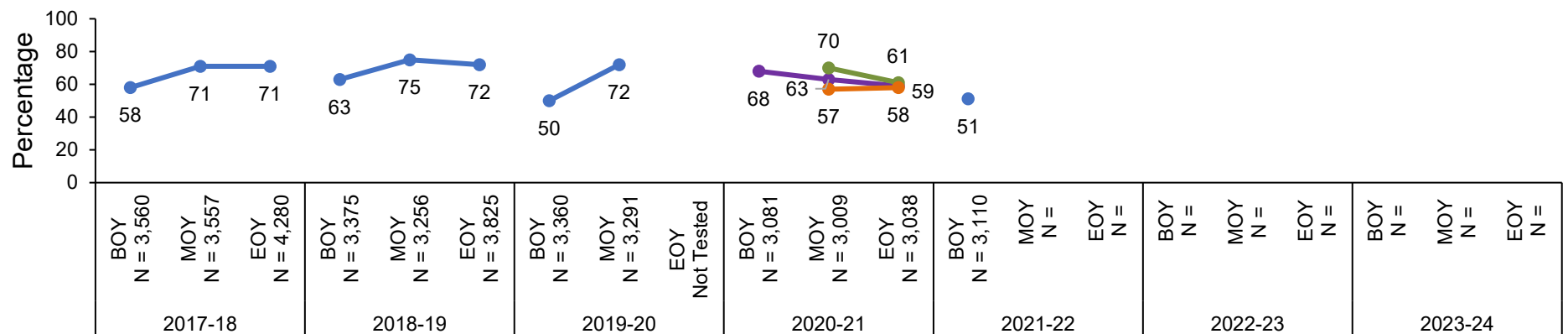
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Goal Progress Measure 2.3 Support Data

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



Spanish Only

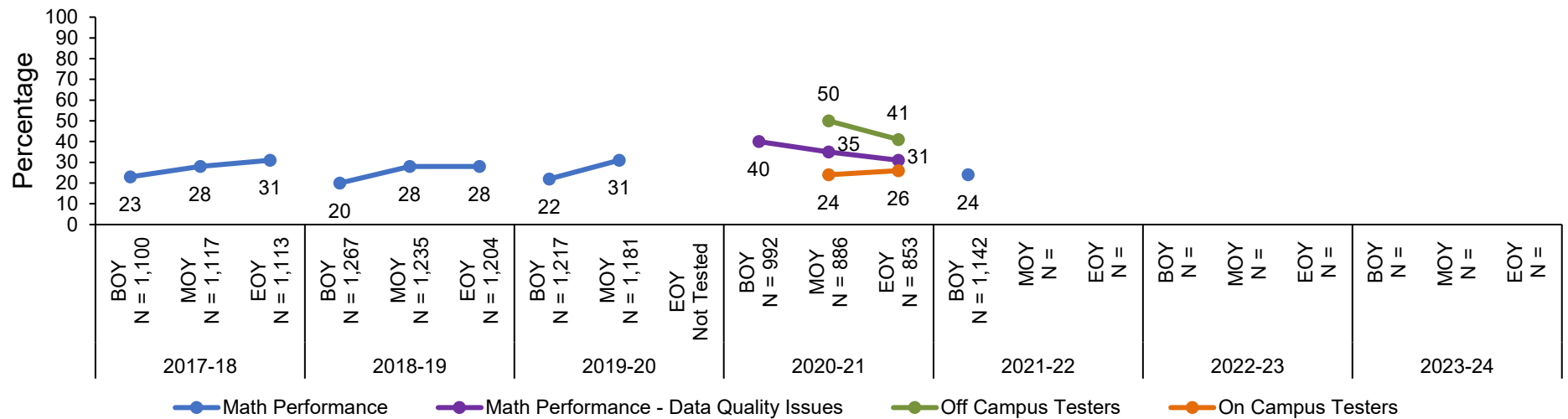


● Math Performance
 ● Math Performance - Data Quality Issues
 ● Off Campus Testers
 ● On Campus Testers

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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

As suggested through formative assessment data during the 2020–2021 school year, we are seeing significant declines in mathematics performance compared to pre-pandemic. Continued, intense efforts are needed to address these declines to improve achievement at all grade levels. There are multiple possible root causes that may have generated the lowered student outputs seen in the Renaissance assessment including, but not limited to, social and emotional wellbeing during a pandemic, initial school closures in spring 2020, and remote vs in person learning. These impacts will be studied and quantified over the coming years by scholars throughout universities and non-profits, however the path forward in Houston ISD is to identify and support where are students are currently.

Therefore, to combat the learning gaps in mathematics, I have had the Elementary Curriculum department focus on multiple high leverage areas:

I have had the Elementary Curriculum and Development department create a framework to develop high quality mathematics professional learning to ensure the needs of all students are addressed. The state has required accelerated instruction through tutoring only for those students performing below the Approaches Grade Level Standard on formative assessments. However, this does not address the needs of students that performed at or above the Approaches Standard. Significant, timely scaffolds and interventions using rigorous aligned curriculum facilitated by effective teachers is required to accelerate instruction to close learning gaps for students at all levels of mastery. Investment in our educators is key.

The Mathematics Unit Planning Guide (UPG) has been redesigned to include supports specifically for closing significant learning gaps caused from disrupted schooling due to COVID. These supports include rigorous instructional materials, “Recovery Days” and “Mini Lessons”, that all address prerequisite and foundational skills and the link to accelerate learning to ensure students’ mastery on grade level TEKS. Teachers use these resources to scaffold first instruction, facilitate small groups, and provide timely intervention support to meet the needs of students and address learning loss they may have experienced during the pandemic.

A strong foundation in mathematics begins with a focus on kindergarten through third grade effective instruction, fluency, and research-based best practices embedded within a well-developed rigorous curriculum. The Elementary Curriculum department has implemented the HB3 Math Academy framework that supports kindergarten through third grade. The primary goal is to increase teacher content capacity and build numerical fluency in conjunction with Guided Math on grade level curriculum through professional learning and individualized coaching. The HB3 Math Academy helps students develop numerical fluency with conceptual understanding and computational accuracy, including basic addition, subtraction, multiplication, and division facts, through rigorous instruction.