

Goal Monitoring Report: March 2022

Goal 1, March 2022 3 rd 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																															
<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>39</td><td></td></tr> <tr><td>2019</td><td>42</td><td></td></tr> <tr><td>2021</td><td>32</td><td>42</td></tr> <tr><td>2022</td><td></td><td>44</td></tr> <tr><td>2023</td><td></td><td>47</td></tr> <tr><td>2024</td><td></td><td>50</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>-10</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	39		2019	42		2021	32	42	2022		44	2023		47	2024		50	Year	Percentage Points	2021	-10	2022	0	2023	0	2024	0
Year	Composite Score	Goal																														
2018	39																															
2019	42																															
2021	32	42																														
2022		44																														
2023		47																														
2024		50																														
Year	Percentage Points																															
2021	-10																															
2022	0																															
2023	0																															
2024	0																															
Data Source	<ul style="list-style-type: none"> TAPR statewide district data download 																															

Goal Monitoring Report: March 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

Goal Monitoring Report: March 2022

Goal 1 Superintendent's Response

The data in this report comes from the first summative reading assessments our students have taken since spring 2019, however it does not provide us with an apples to apples comparison. For Spring 2021, the Texas Education Agency (TEA) allowed students engaged in remote learning to opt-out of STAAR testing without penalty as all testing during the administration was required to be done in person. This decision significantly decreased the district's overall participation rate and prevents us from identifying exactly what percent of our third grade students are reading at or above grade level. While we may not know the exact magnitude of the impact the last few years have had on our student's academically, we can see that nearly every student group decreased in reading.

As discussed during the December 2021 board meeting, I am having the Elementary Curriculum Department focus on two 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: March 2022

Goal 2, March 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.	Did Not Meet																															
<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>24</td><td>46</td></tr> <tr><td>2022</td><td>48</td><td>48</td></tr> <tr><td>2023</td><td>51</td><td>51</td></tr> <tr><td>2024</td><td>54</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>-22</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	24	46	2022	48	48	2023	51	51	2024	54	54	Year	Percentage Points	2021	-22	2022	0	2023	0	2024	0
Year	Composite Score	Goal																														
2018	44	-																														
2019	46	-																														
2021	24	46																														
2022	48	48																														
2023	51	51																														
2024	54	54																														
Year	Percentage Points																															
2021	-22																															
2022	0																															
2023	0																															
2024	0																															
Data Source	<ul style="list-style-type: none"> TAPR statewide district data download 																															

Goal Monitoring Report: March 2022

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	24%				
	Target				46%	48%	51%	54%	
Econ. Dis.	Actual	39%	40%	n/a	16%				
	Target				40%	43%	46%	50%	
Race/Ethnicity	African American	Actual	29%	31%	n/a	12%			
		Target				31%	35%	39%	44%
	Hispanic	Actual	43%	45%	n/a	19%			
		Target				45%	47%	50%	53%
	White	Actual	71%	72%	n/a	59%			
		Target				72%	73%	74%	75%
	American Indian	Actual	---	---	n/a	---			
		Target				---	---	---	---
	Asian	Actual	83%	85%	n/a	65%			
		Target				85%	86%	87%	88%
	Pacific Islander	Actual	---	---	n/a	---			
		Target				---	---	---	---
	Two or More	Actual	67%	71%	n/a	36%			
		Target				71%	72%	73%	74%
Special Pops.	Special Ed.	Actual	30%	28%	n/a	23%			
		Target				28%	32%	37%	42%
	Special Ed. (Former)	Actual	43%	46%	n/a	30%			
		Target				46%	48%	51%	54%
	ELs*	Actual	45%	46%	n/a	19%			
		Target				46%	48%	51%	54%
Mobility	Cont. Enrolled	Actual	46%	48%	n/a	25%			
		Target				48%	50%	52%	54%
	Non-Cont. Enrolled	Actual	37%	38%	n/a	20%			
		Target				38%	41%	45%	49%

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

Goal Monitoring Report: March 2022

Goal 2 Superintendent's Response

Alligned with what we saw in with the 2021–2022 BOY Renaissance screener, there have been significant declines in mathematics performance when compared to pre-pandemic. As discussed in the Goal 1 response, we are unable to make direct comparisons to 2019, but continued, intense efforts are needed to address the declines shown in the data.

As discussed in January 2022, Therefore, I have had the Elementary Curriculum department focus on multiple high leverage areas to combat the learning gaps in mathematics:

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.