

## Goal Monitoring Report: September 2022

Goal 2, September 2022 3 <sup>rd</sup> 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;"><b>Percent of Tests At or Above Grade Level</b></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;"><b>Percentage Points Above or Below Goal</b></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																														
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2022	0																															
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2024	0																															
Data Source	<ul style="list-style-type: none"> <li>TAPR statewide district data download</li> </ul>																															

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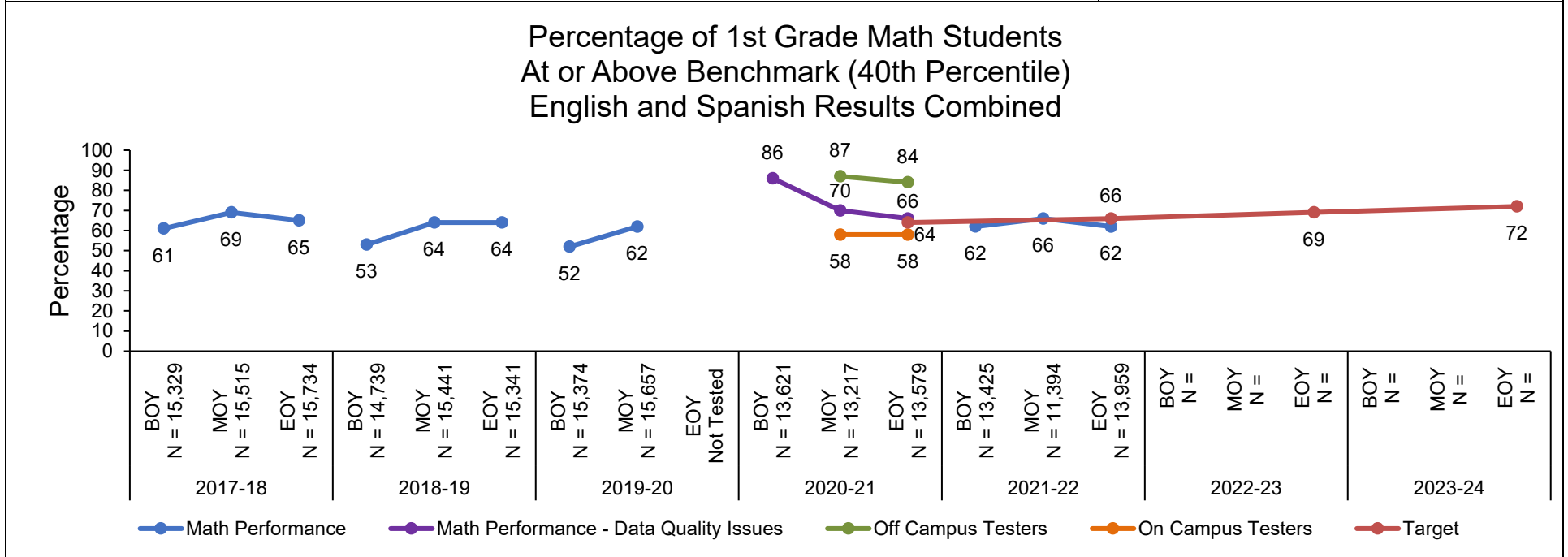
### Goal Measure 2 (Early Mathematics) Support Data

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	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: September 2022

Goal Progress Measure 2.1 – August 2022	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.	Did Not Meet Target



Data Source
<ul style="list-style-type: none"> <li>EOY results are not evaluated due to data quality issues.</li> <li>Performing on grade level in math is defined as students meeting At/Above Benchmark (<math>\geq 40^{\text{th}}</math> Percentile) on the Universal Screener.</li> <li>BOY 2020–2021 results reflect the last assessment during the testing window when all students were learning remotely.</li> <li>For students testing in both English and Spanish, the language with the higher result is used when presented as an aggregate.</li> </ul>

## Goal Monitoring Report: September 2022

### 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%	66%		
	EOY	65%	64%		66%	62%		
Econ. Dis.	BOY	57%	47%	44%	84%	56%		
	MOY	66%	58%	56%	65%	60%		
	EOY	61%	58%		61%	56%		
ELs**	BOY	57%	41%	37%	87%	58%		
	MOY	68%	59%	56%	72%	61%		
	EOY	67%	64%		69%	62%		
Males	BOY	61%	54%	51%	86%	64%		
	MOY	69%	63%	62%	71%	67%		
	EOY	65%	62%		68%	63%		
Females	BOY	62%	53%	52%	86%	61%		
	MOY	70%	65%	62%	70%	66%		
	EOY	66%	65%		67%	61%		
Migrant	BOY	*	*	*	*	*		
	MOY	*	*	*	*	*		
	EOY	*	*		*	*		
Homeless	BOY	61%	53%	36%	86%	48%		
	MOY	68%	50%	48%	59%			
	EOY	63%	49%		56%	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 May Board Monitoring Update. SIS data used for other year student groups.

## Goal Monitoring Report: September 2022

### 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%	55%			
	EOY	52%	50%		54%	48%			
Hispanic	BOY	58%	46%	42%	85%	58%			
	MOY	68%	60%	58%	69%	64%			
	EOY	65%	63%		65%	61%			
White	BOY	81%	81%	82%	94%	86%			
	MOY	87%	88%	87%	90%	86%			
	EOY	86%	87%		89%	87%			
American Indian	BOY	*	*	*	*	*			
	MOY	*	*	*	*	*			
	EOY	54%	*		*	*			
Asian	BOY	85%	87%	87%	96%	90%			
	MOY	88%	91%	89%	93%	88%			
	EOY	89%	87%		92%	81%			
Pacific Islander	BOY	*	*	*	*	*			
	MOY	*	*	*	*	*			
	EOY	*	*		*	*			
Two or More	BOY	79%	78%	75%	94%	84%			
	MOY	86%	87%	86%	87%	89%			
	EOY	82%	86%		87%	83%			

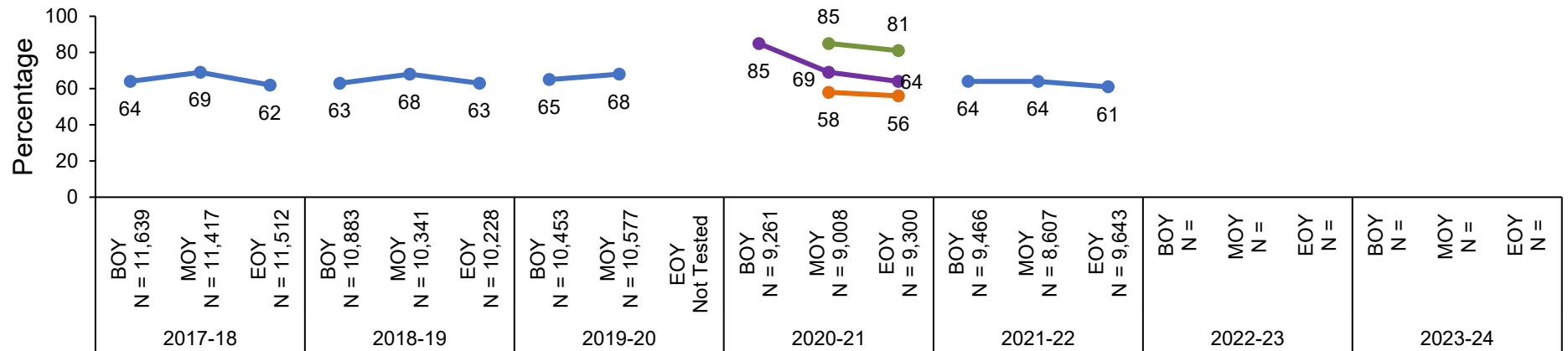
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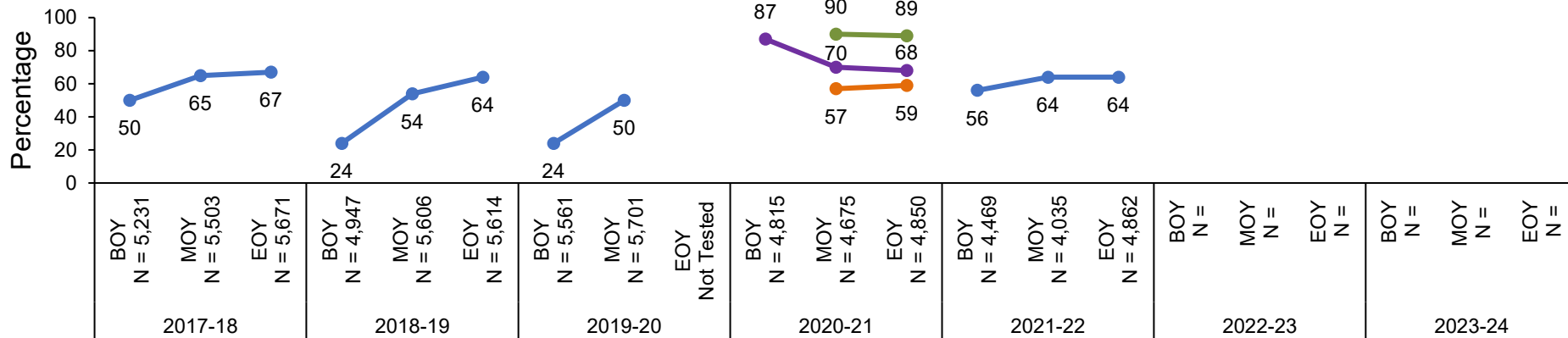
## Goal Monitoring Report: September 2022

### Goal Progress Measure 2.1 Support Data

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



Spanish Only

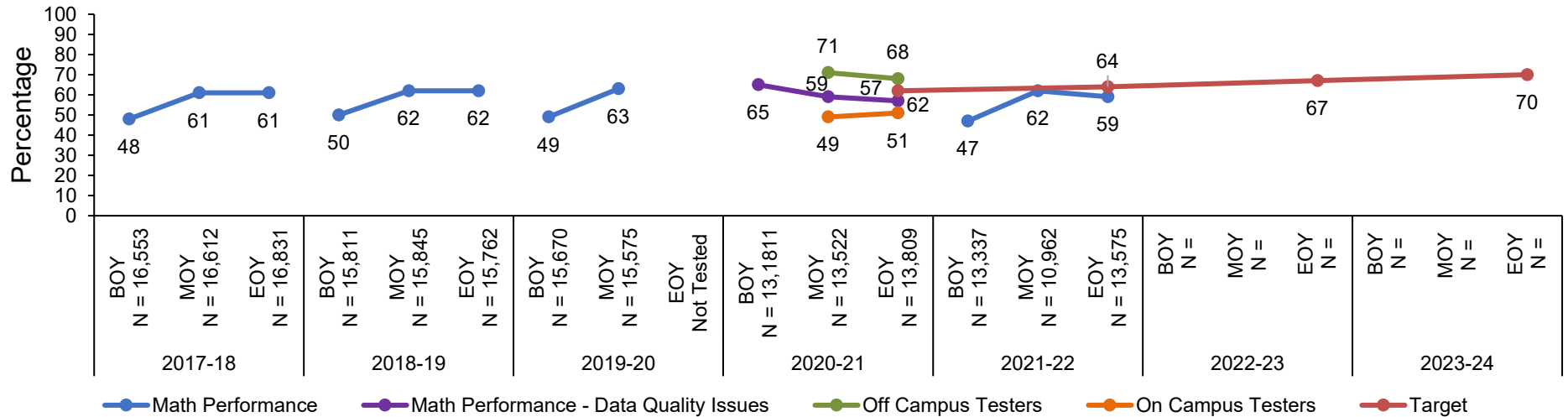


● Math Performance    
 ● Math Performance - Data Quality Issues    
 ● Off Campus Testers    
 ● On Campus Testers

## Goal Monitoring Report: September 2022

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.	Did Not Meet Target

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"> <li>EOY results are not evaluated due to data quality issues.</li> <li>Performing on grade level in math is defined as students meeting At/Above Benchmark (<math>\geq 40^{\text{th}}</math> Percentile) on the Universal Screener.</li> <li>BOY 2020–2021 results reflect the last assessment during the testing window when all students were learning remotely.</li> <li>For students testing in both English and Spanish, the language with the higher result is used when presented as an aggregate.</li> </ul>

## Goal Monitoring Report: September 2022

### 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%	62%		
	EOY	61%	62%		57%	59%		
Econ. Dis.	BOY	43%	44%	43%	60%	39%		
	MOY	57%	56%	57%	53%	56%		
	EOY	56%	57%		51%	53%		
Special Ed.	BOY	20%	17%	22%	50%	28%		
	MOY	27%	24%	29%	40%	34%		
	EOY	28%	26%		40%	32%		
ELs**	BOY	47%	50%	47%	67%	48%		
	MOY	62%	62%	63%	59%	55%		
	EOY	63%	63%		57%	60%		
Males	BOY	48%	50%	49%	66%	49%		
	MOY	61%	62%	63%	62%	61%		
	EOY	60%	62%		60%	61%		
Females	BOY	48%	50%	50%	64%	45%		
	MOY	61%	62%	63%	58%	62%		
	EOY	61%	62%		56%	57%		
Migrant	BOY	*	*	*	*	*		
	MOY	*	*	*	*	*		
	EOY	*	*		*	*		
Homeless	BOY	48%	50%	*	65%	30%		
	MOY	58%	47%	*	45%			
	EOY	59%	49%		44%	41%		

\*<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.



## Goal Monitoring Report: September 2022

### 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%	51%			
	EOY	42%	48%		44%	41%			
Hispanic	BOY	48%	50%	47%	63%	44%			
	MOY	62%	62%	63%	57%	59%			
	EOY	62%	62%		54%	58%			
White	BOY	73%	76%	78%	86%	77%			
	MOY	82%	84%	87%	87%	88%			
	EOY	83%	84%		86%	84%			
American Indian	BOY	*	*	*	*	*			
	MOY	*	*	*	*	*			
	EOY	60%	*		*	*			
Asian	BOY	82%	81%	81%	90%	84%			
	MOY	88%	87%	85%	89%	87%			
	EOY	87%	86%		87%	81%			
Pacific Islander	BOY	*	*	*	*	*			
	MOY	*	*	*	*	*			
	EOY	*	*		*	*			
Two or More	BOY	70%	71%	74%	84%	70%			
	MOY	77%	84%	84%	83%	83%			
	EOY	79%	82%		82%	77%			

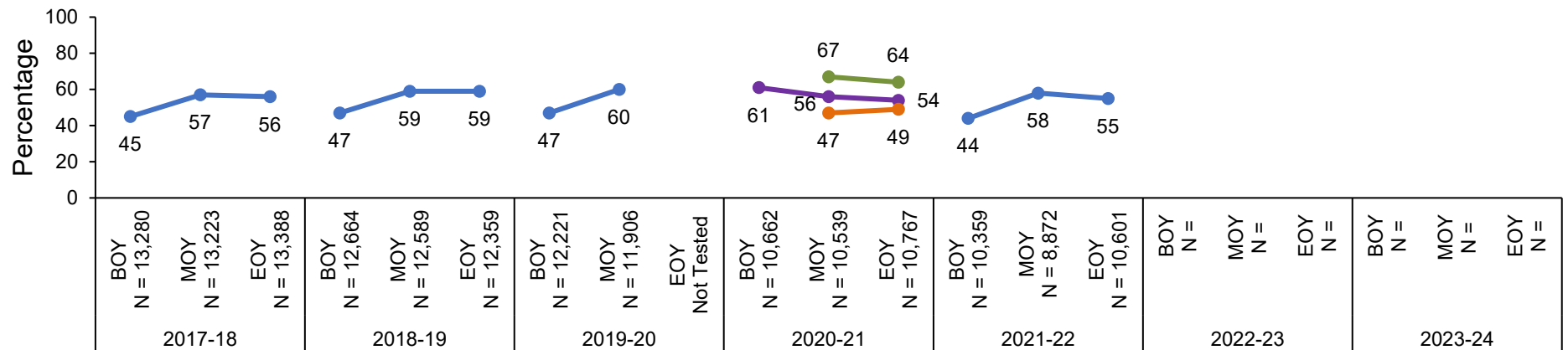
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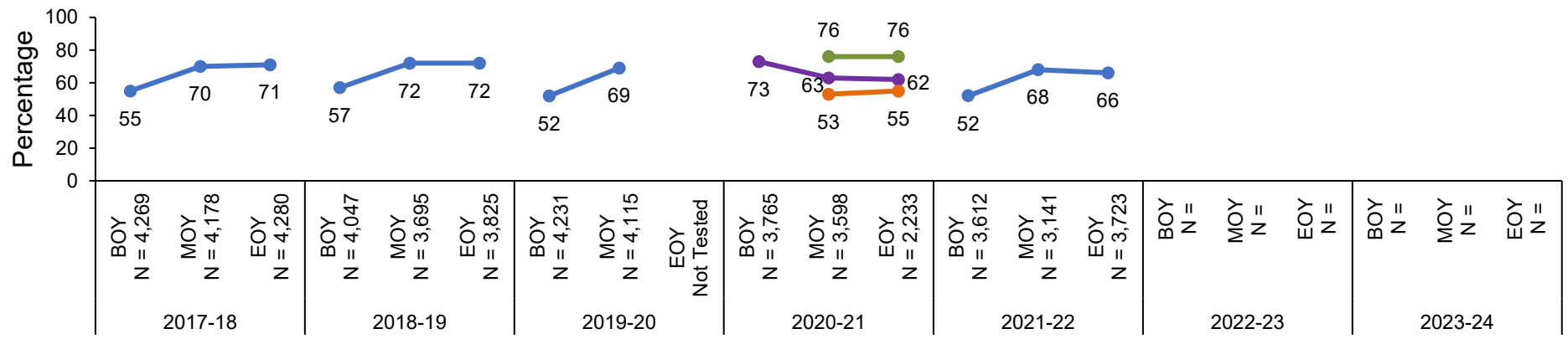
## Goal Monitoring Report: September 2022

### Goal Progress Measure 2.2 Support Data

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



#### Spanish Only

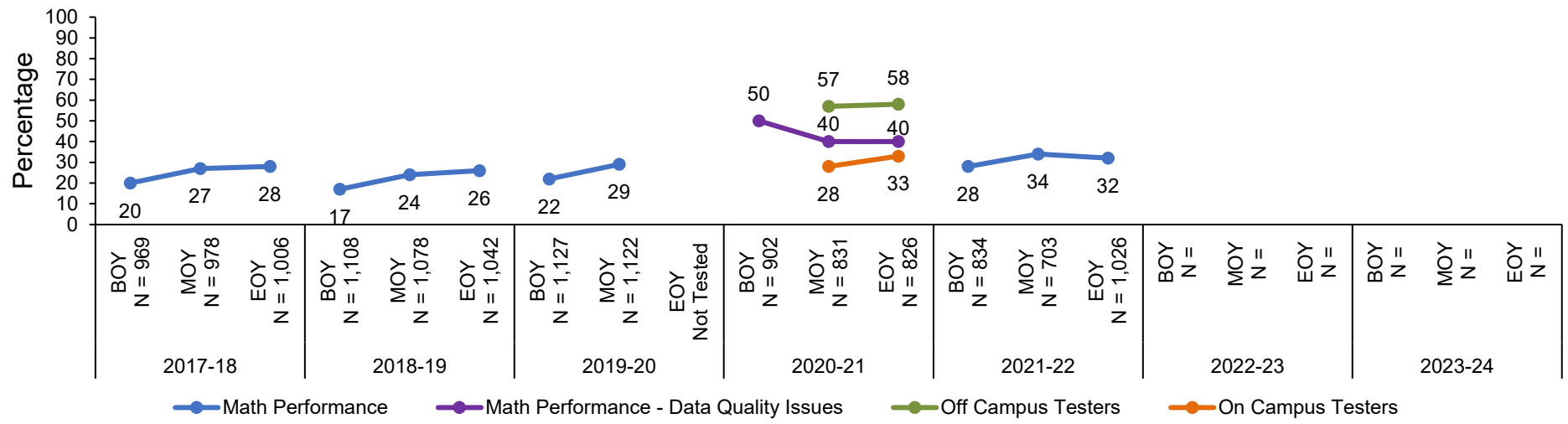


● Math Performance    
 ● Math Performance - Data Quality Issues    
 ● Off Campus Testers    
 ● On Campus Testers

## Goal Monitoring Report: September 2022

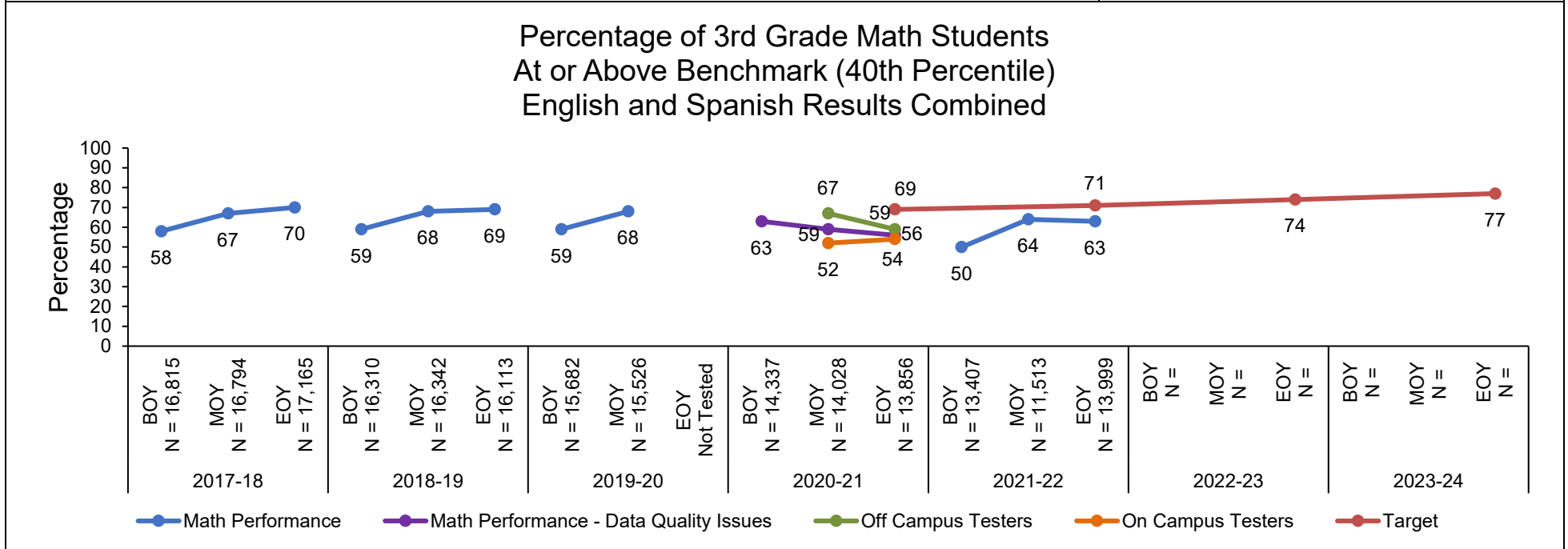
### Goal Progress Measure 2.2 Support Data – Students with Disabilities

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



## Goal Monitoring Report: September 2022

Goal Progress Measure 2.3 – August 2022	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.	Did Not Meet Target



Data Source
<ul style="list-style-type: none"> <li>EOY results are not evaluated due to data quality issues.</li> <li>Performing on grade level in math is defined as students meeting At/Above Benchmark (<math>\geq 40^{\text{th}}</math> Percentile) on the Universal Screener.</li> <li>BOY 2020–2021 results reflect the last assessment during the testing window when all students were learning remotely.</li> <li>For students testing in both English and Spanish, the language with the higher result is used when presented as an aggregate.</li> </ul>

## Goal Monitoring Report: September 2022

### 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%	64%		
	EOY	70%	69%		56%	63%		
Econ. Dis.	BOY	54%	53%	53%	57%	42%		
	MOY	63%	63%	63%	53%	58%		
	EOY	66%	65%		49%	58%		
Special Ed.	BOY	23%	20%	22%	40%	24%		
	MOY	28%	28%	31%	35%	38%		
	EOY	31%	28%		31%	31%		
ELs**	BOY	56%	58%	56%	62%	47%		
	MOY	67%	69%	67%	58%	58%		
	EOY	73%	71%		55%	63%		
Males	BOY	59%	59%	60%	65%	52%		
	MOY	66%	67%	68%	61%	63%		
	EOY	69%	69%		58%	64%		
Females	BOY	57%	59%	58%	62%	47%		
	MOY	67%	68%	68%	58%	65%		
	EOY	71%	70%		55%	62%		
Migrant	BOY	*	*	*	*	*		
	MOY	*	*	*	*	*		
	EOY	*	*		*	*		
Homeless	BOY	56%	43%	*	46%	37%		
	MOY	63%	48%	*	38%			
	EOY	68%	51%		34%	46%		

\*<25 students tested \*\*Includes current and monitored

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## Goal Monitoring Report: September 2022

### 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%	51%			
	EOY	51%	51%		40%	47%			
Hispanic	BOY	58%	59%	58%	61%	47%			
	MOY	68%	70%	68%	58%	62%			
	EOY	73%	71%		54%	63%			
White	BOY	83%	83%	83%	88%	82%			
	MOY	88%	89%	87%	86%	86%			
	EOY	89%	89%		85%	86%			
American Indian	BOY	*	*	*	*	*			
	MOY	*	*	*	*	*			
	EOY	*	*		*	*			
Asian	BOY	88%	88%	87%	88%	83%			
	MOY	89%	91%	88%	87%	87%			
	EOY	90%	92%		88%	83%			
Pacific Islander	BOY	*	*	*	*	*			
	MOY	*	*	*	*	*			
	EOY	*	*		*	*			
Two or More	BOY	80%	80%	82%	86%	80%			
	MOY	85%	84%	86%	85%	86%			
	EOY	85%	86%		83%	79%			

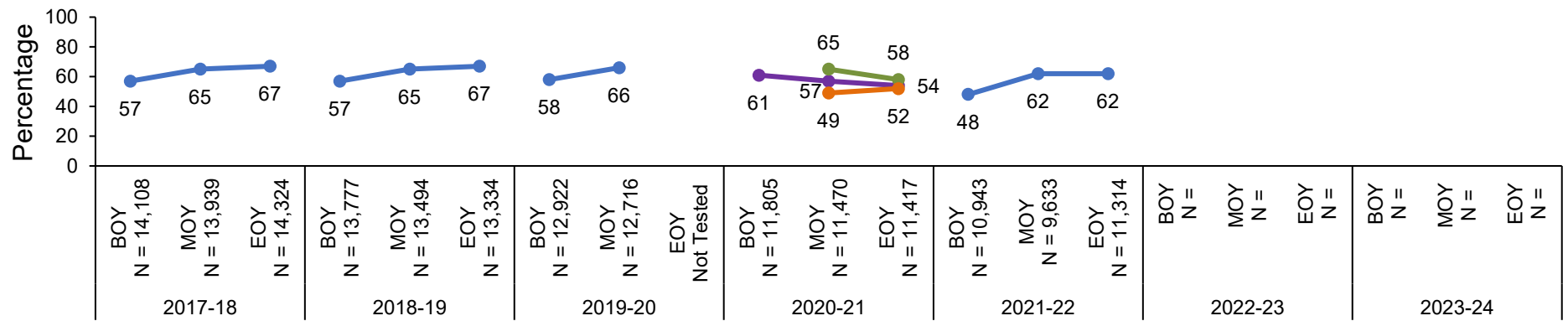
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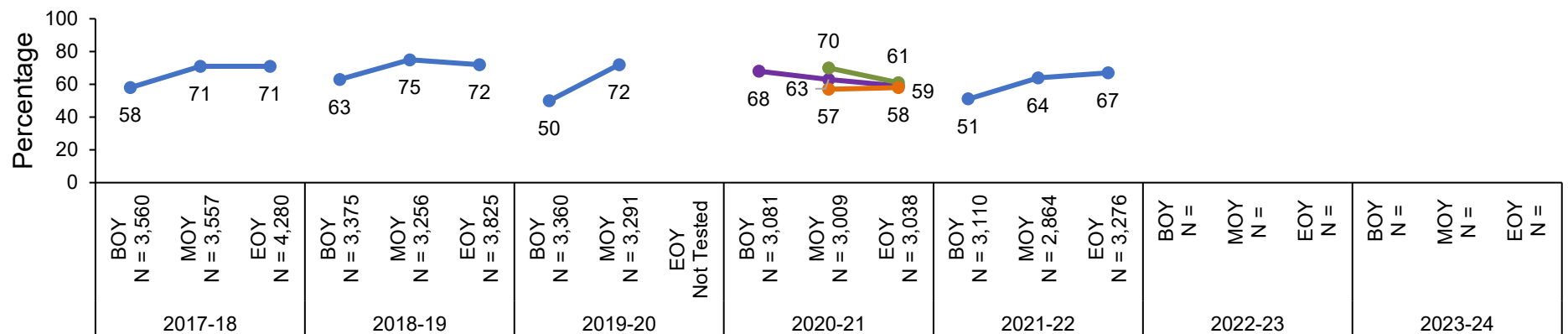
## Goal Monitoring Report: September 2022

### Goal Progress Measure 2.3 Support Data

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



Spanish Only

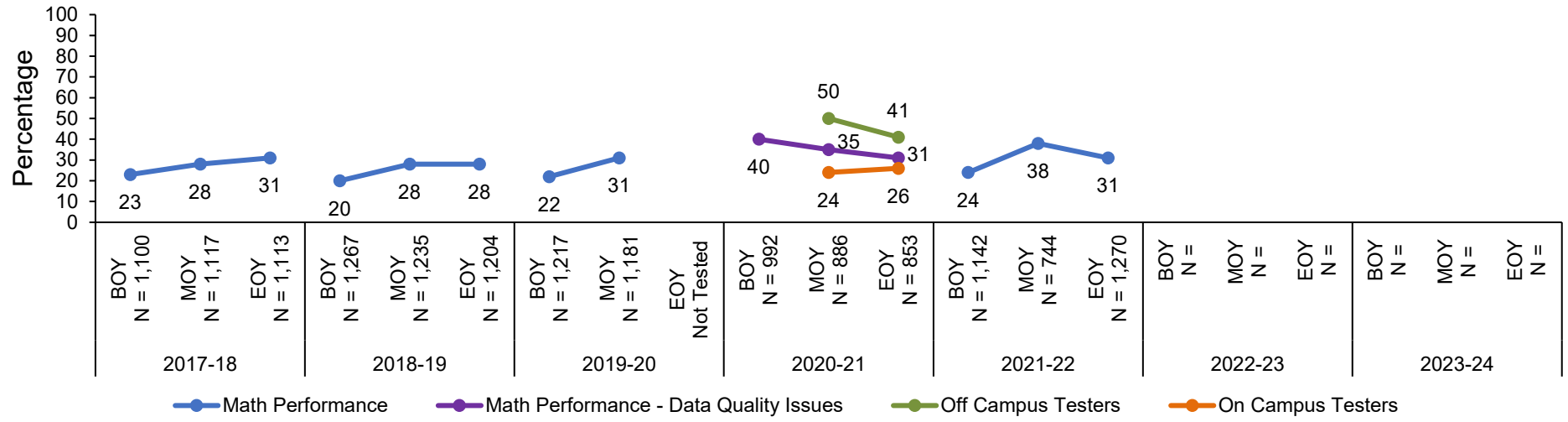


● Math Performance    
 ● Math Performance - Data Quality Issues    
 ● Off Campus Testers    
 ● On Campus Testers

## Goal Monitoring Report: September 2022

### 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





## Goal Monitoring Report: September 2022

### Goal 2 Superintendent's Response

- Goal progress measure 2, which monitors student academic performance on the math screener, was administered at the end of the 2021-22 school year. The data reviewed in this report shows the continued effect of the pandemic and unfinished learning.
- Our target for goal progress measure 2.1, which measures the percentage of first-grade students performing on grade level in math as measured by the end-of-year math screener, was 66%. Student performance with English and Spanish tests combined was 62%, indicating that we missed the target by 4%. A review of the subgroup data reveals that, except for White students, all other student groups saw similar slight declines in performance when compared to EOY 2019, which is the last year of an uninterrupted academic year.
- The target for goal progress measure 2.2, which measures the performance of our second-grade students, was also not met. Our target for achievement was 64% and our actual progress was 59%, for a difference of 5%. When looking at the data disaggregated by subgroup, we see a similar pattern to measure 2.1, where all groups by race/ethnicity, except for White students saw a slight decline in performance when compared to EOY 2019. Students with disabilities, as a group, performed 6% better in 2022 in comparison to second graders in 2019.
- The target for goal progress measure 2.3 was also not met during the EOY 2022 testing cycle. The target was 71% and our students in third grade who performed on grade level as measured by the screener was 63%, and when compared to EOY 2019, the performance difference was 5%. Third grade students, when compared by subgroup, all experienced decreases in performance from the EOY 2019 results, although in third grade, the drops were slightly higher than in first and second grade.

### Process Improvements and Next Steps:

- Improving math achievement is a top priority of our academic division. When examining state data prior to and following the pandemic, HISD sees similar patterns to the rest of the state.
- We are implementing Eureka and Carnegie math, a conceptual based math curriculum at 78 campuses next year, with all campuses implementing this curriculum in the 2023-24 school year. We have targeted our most underserved communities to begin our curriculum adoption. The implementation of this curriculum will ensure standards-aligned, on grade level work for all students.
- We also understand that curriculum products alone will not fix the issue of achievement gaps. To that end we have leveraged our ESSER dollars to provide money to campuses for high dosage tutoring, and we have re-aligned our academic division and hired curriculum coaches to focus on the development of the people who impact student learning the most – our teachers and principals.
- A staged implementation of our curriculum adoption will ensure that we are responding to feedback from the field regarding support for professional development and will give us an opportunity to learn best practices from the early adopters of the curriculum. We have put in place implementation and student achievement metrics for our schools that are adopting curriculum next year and will be progress monitoring throughout the year as we prepare for full implementation in the following year.
- The offices of academics and schools will continue to align the supports provided to schools by doing joint learning walks and meeting on a regular cadence to understand common obstacles in implementation and professional development needs.