

HOUSTON INDEPENDENT SCHOOL DISTRICT

GPM 1.2 & 2.2

March 2025 Board Meeting



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*Based on MOY 2024 data, GPM 1.2 and GPM 2.2 targets were adjusted; however, since the original GPM 1.2 long-term target (38%) was not met, its targets will be reset to original values. The 2028 long-term target for GPM 2.2 was increased from 32% to 44% in previous reports, but there is an official recommendation to raise it to 46%.

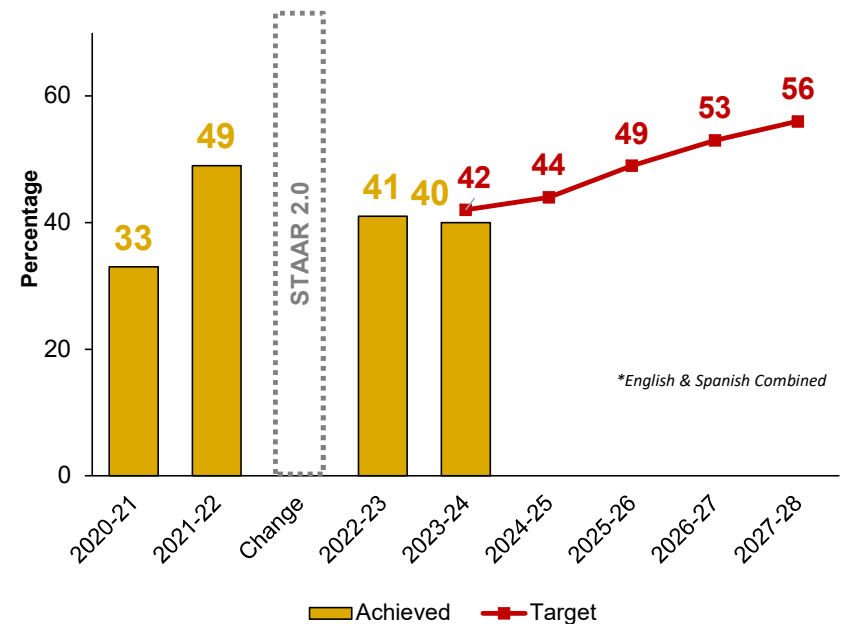
Goal 1: The percent of 3rd grade students in Houston ISD earning Meets Grade Level on the STAAR reading test will increase from 41% in June 2023 to 56% in June 2028.

Background

During the 2023–24 school year, the district implemented the NWEA MAP assessment as an interim tool to track student proficiency and performance. A 2024 NWEA linking study found a strong positive correlation (≥ 0.70) between MAP Growth and STAAR scores, confirming that MAP performance is a reliable predictor of STAAR outcomes.

In alignment with Goal 1—ensuring that 3rd graders meet or exceed grade level on the reading STAAR assessment—the district will monitor projected proficiency on NWEA MAP Reading to track progress toward the goal of 56% for 3rd grade students attending NES/A campuses.

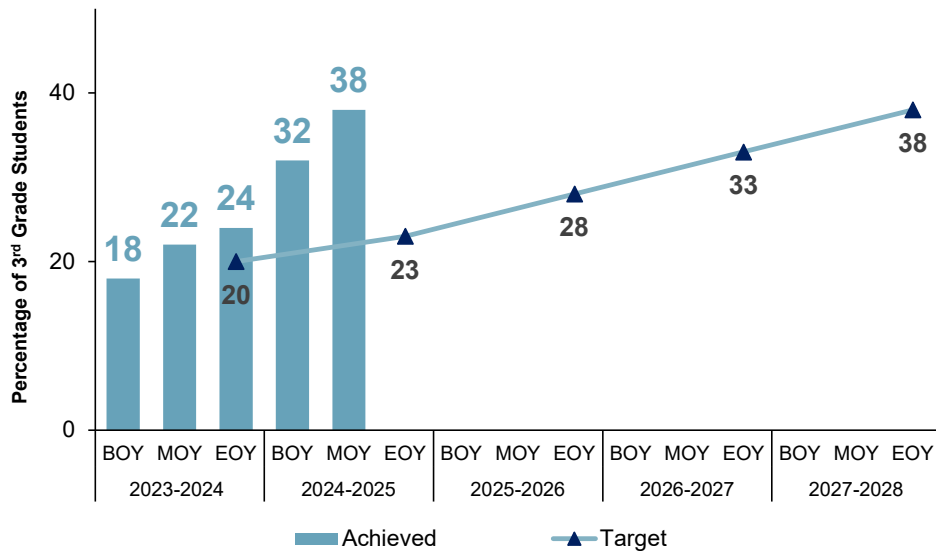
Figure 1: Percentage of 3rd Grade Students Meets+ Grade Level in STAAR Reading



GPM 1.2: The percentage of grade 3 students attending a New Education System (NES) or NES-aligned (NES-A) campus projected at Meets Grade Level in **reading** on **NWEA MAP** will increase from 18% in September 2023 to 38%* in May 2028.

**On
Track**

Figure 2: MOY 24-25 Percentage of 3rd Grade NES/A Students Projected Meets+ Grade Level in NWEA MAP Reading (English ONLY)



Though this is only the second year of NWEA MAP administration, the trend shows increasing annual growth, positioning the district to reach its long-term goal of 38% by 2028.

Figure 3: MOY 24-25 Percentage of 3rd Graders Projected Meets+ Grade Level in NWEA MAP Reading (English ONLY) By Student Group w/ Targets

Student Group	SY23-24	SY 24-25		
	MOY	MOY	24-25 EOY Target	% Pt. Variance From 24-25 EOY Target
All Students	22	38	23*	+15
Black	27	47	27	+20
Asian	12	35	14	+21
Hispanic	20	35	20	+15
Two+	40	48	45	+3
White	31	57	31	+26
Eco. Dis.	22	38	23	+15
EBs	13	26	15	+11
SWDs	9	16	10	+6

All student groups have shown significant gains and are exceeding their SY24-25 EOY targets, indicating HISD is on track. However, disparities still exist, with White students far outperforming other groups, especially emergent bilinguals.

*Based on MOY 2024 data, the administration increased the 2028 long-term target for GPM 1.2 from 38% to 44% and adjusted the SY24-25 interim goal from 23% to 29%. While these changes were reported, they were not officially approved by the Board. Since the original long-term target of 38% was not met at that time, all targets are reset to their initial values.

GPM 1.2: The percentage of 3rd grade students attending NES or NES-A campuses projected at Meets GL on NWEA MAP in reading will increase from 18% in September 2023 to 38% in May 2028.

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Figure 6: MOY 24-25 Percentage of 3rd Graders Projected Meets+ Grade Level in NWEA MAP Reading (English ONLY) By Student Group, NES vs. PUA

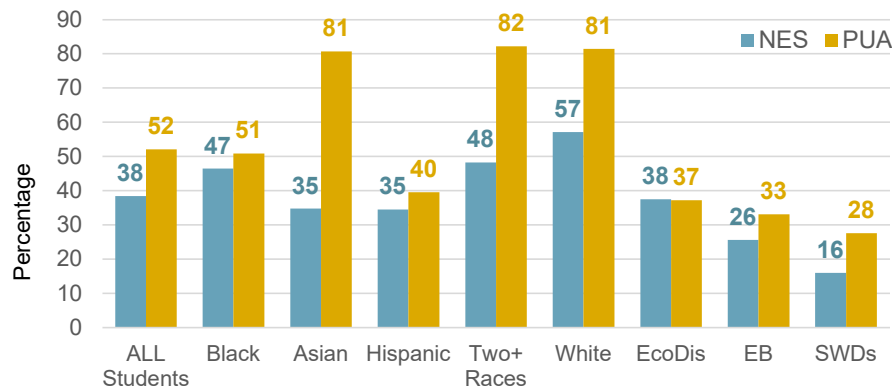
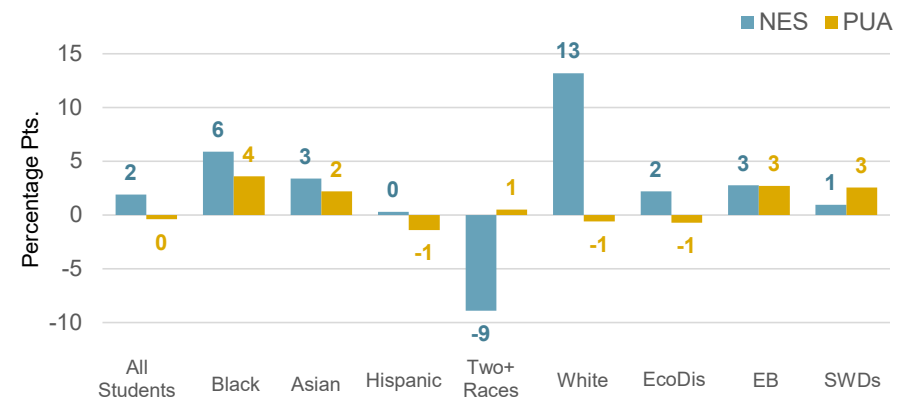


Figure 7: % Pt Change in Projected Meets+ for 3rd Graders in NWEA MAP Reading (English ONLY) – MOY 23-24 vs. MOY 24-25 by Student Group, NES vs. PUA



Total n Counts – Reading (English)

Student Group		ALL Students	Black	Asian	Hispanic	Two+ Races	White	EcoDis	EB	SWDs
NES	23-24	5,606	1,698	86	3,668	49	98	5,112	2,487	842
	24-25	5,731	1,560	89	3,905	56	112	5,393	2,895	804
PUA	23-24	7,628	1,099	608	4,504	218	1,175	4,904	3,153	1,022
	24-25	7,761	1,051	605	4,655	258	1,175	5,153	3,448	1,016

Historically, students in NES schools have lower projected proficiency rates compared to their PUA counterparts, with the most pronounced disparities observed among Asian, White, and Multiracial (Two or More Races) students. However, when we look at year-over-year gains for Reading (English only), our 3rd grade students at NES campuses show greater growth than their PUA counterparts, across multiple student groups.

GPM 1.2:The percentage of grade 3 students attending a New Education System (NES) or NES-aligned (NES-A) campus projected at Meets Grade Level in **reading** on **NWEA MAP** will increase from 18% in September 2023 to 38% in May 2028.

**On
Track**

Root-Cause Analysis and Key Actions:

Science of Reading - Research strongly supports that students learning to read must receive explicit (direct), systematic phonics instruction as outlined in HB3. This includes developing decoding skills along with language comprehension. The district's elementary reading curriculum includes explicit Science of Reading phonics instruction. This year the curriculum team has significantly enhanced the curriculum to also include scaffolds to support different sub-populations of learners. Additionally, NES campuses have dedicated Science of Reading blocks, ensuring that the five pillars of reading—phonemic awareness, phonics, fluency, vocabulary, and comprehension—are systematically addressed. Finally, all K-3 teachers are required to obtain certification in TEA's Reading Academics course by the end of their second year of teaching in these grades.

Expansion of Dual Language Model – HISD implemented the dual language bilingual model in NES schools starting in K-2 and has added a grade level each year to expand the model. Dual language programs support students in becoming biliterate with the primary goal of becoming proficient in English quickly and a secondary goal of helping students develop and maintain their native language. To support this model, curriculum is provided for the English and Spanish courses and is designed strategically to help students make cross-linguistic connections.

Quality of Instruction – To support the robust curriculum, effective implementation and high-quality instruction by teachers are crucial. Campus and district leaders are actively supporting teachers through SPOT observations and Independent Review Team (IRT) visits. These classroom visits provide valuable insights into daily instruction and create opportunities for feedback and coaching, aimed at enhancing instructional practices for both teachers and campus leaders. Finally, monthly professional development sessions focused on the quality of instruction are provided for both teachers and leaders.

NES + Focus 25 + New Principal Supports – Similar to last year, the district provides robust supports to NES schools including the differentiated model of instruction, learning coaches, teacher apprentices and additional PD. HISD has also identified 25 PUA campuses that received a C, D or F SY23-24 accountability ratings for additional support. These campuses receive extra professional development, support and monitoring. Finally, all new principals in HISD receive onboarding professional development to successfully prepare them to lead a campus.

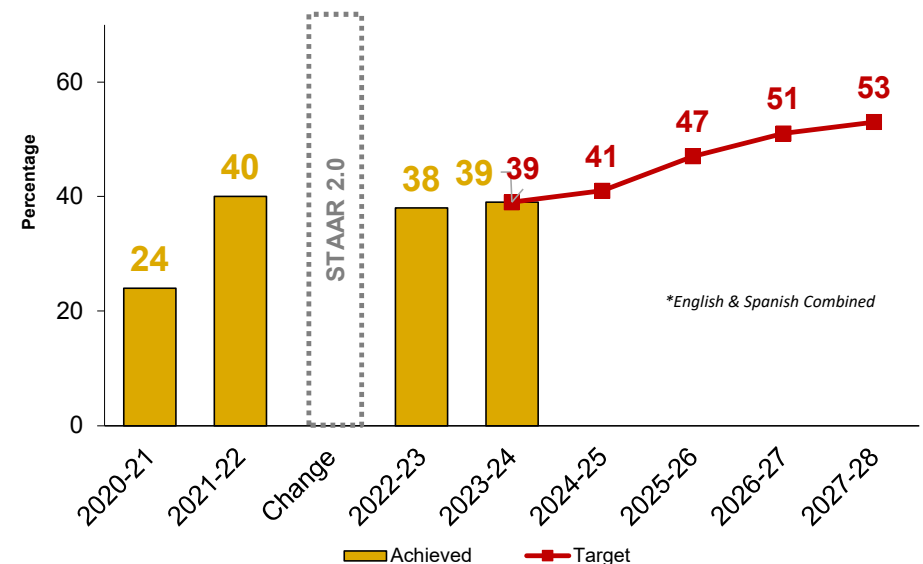
Goal 2: The percent of 3rd grade students in Houston ISD earning Meets Grade Level on the STAAR math test will increase from 38% in June 2023 to 53% in June 2028.

Background

Mirroring Goal 1, the district is also using NWEA MAP to monitor progress toward Goal 2, which aims to increase the percentage of 3rd graders meeting grade level on the STAAR math assessment.

To align with Goal 2, Houston ISD will track the projected proficiency of 3rd graders on NWEA MAP Math at NES/A campuses, measuring progress toward the target of 53% of all 3rd graders achieving grade level on the STAAR math assessment.

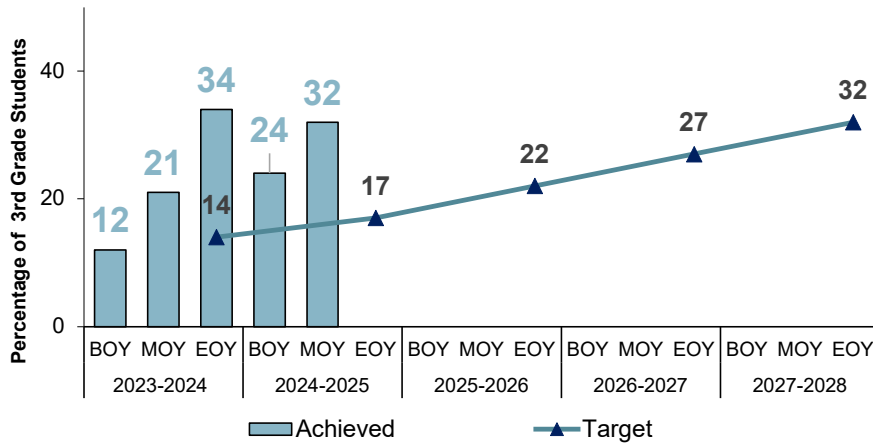
Figure 8: Percentage of 3rd Grade Students Meets+ Grade Level in STAAR Math



GPM 2.2: The percentage of 3rd grade students attending NES or NES-A campuses projected at Meets GL on NWEA MAP in math will increase from 12% in September 2023 to 32%* in May 2028.

**On
Track**

Figure 9: MOY 24-25 Percentage of 3rd Grade NES/A Students Projected Meets+ Grade Level in NWEA MAP Math



The data highlights consistent growth in NWEA MAP math performance at our NES/A campuses, with gains observed both from BOY to MOY within the current year and year-over-year (MOY to MOY). While the overall achievement in math remains lower than in reading, the district is still on track to hit its **recommended** EOY target of 36%.

Figure 10: MOY 24-25 Percentage of 3rd Graders Projected Meets+ Grade Level in NWEA MAP Math By Student Group w/ Targets

Student Group	SY23-24	SY 24-25		
	MOY	MOY	24-25 EOY Target	% Pt. Variance From 24-25 EOY Target
All Students	21	32	17*	+15
Black	15	27	13	+14
Asian	12	26	11	+15
Hispanic	24	34	19	+15
Two+	15	38	9	+29
White	26	46	22	+24
Eco. Dis.	21	32	29	+3
EBs	20	31	16	+15
SWDs	8	12	9	+3

Similar to reading, 3rd grade students in NES schools continue to show improvement in math. Though gaps still exist among student groups, with White students far outperforming our Black and Asian students, student groups are exceeding their current SY24-25 EOY targets.

Based on MOY 2024 data, the administration raised the 2028 long-term target for GPM 2.2 from 32% to 44% and adjusted the SY24-25 interim goal from 17% to 36%. A further increase of the long-term goal to 46% has been officially recommended to the Board, along with approval of the 24-25 EOY target of 36%. However, figures will continue to reflect the initial targets until approval is received.

GPM 2.2: The percentage of 3rd grade students attending NES or NES-A campuses projected at Meets GL on NWEA MAP in math will increase from 12% in September 2023 to 32% in May 2028.

**On
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Figure 11: MOY 24-25 Percentage of 3rd Graders Projected Meets+ Grade Level in NWEA MAP Math By Student Group, NES vs. PUA

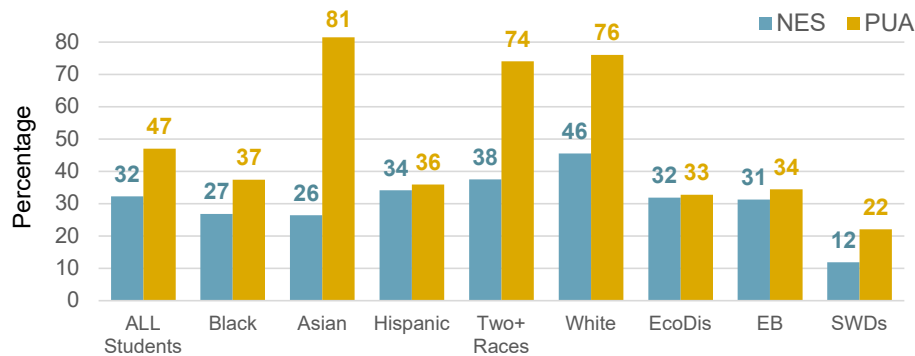
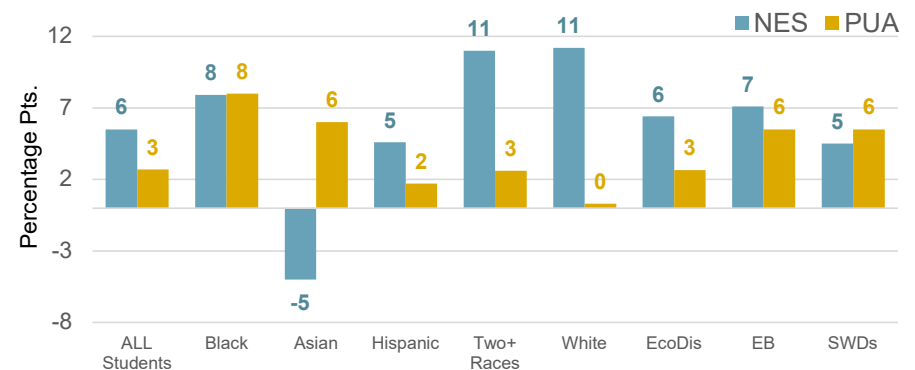


Figure 12: % Pt Change in Projected Meets+ for 3rd Graders in NWEA MAP Math – MOY 23-24 vs. MOY 24-25 by Student Group, NES vs. PUA



Total n Counts – Math

Student Group		ALL Students	Black	Asian	Hispanic	Two+ Races	White	EcoDis	EB	SWDs
NES	23-24	5,701	1,697	86	3,760	49	102	5,204	2,586	843
	24-25	5,739	1,569	87	3,905	56	112	5,399	2,895	810
PUA	23-24	7,662	1,097	607	4,542	217	1,175	4,927	3,193	1,022
	24-25	7,765	1,053	604	4,657	258	1,176	5,162	3,449	1,014

The math data mirrors that of reading, where our 3rd graders in NES schools have lower projected proficiency rates compared to those in PUA campuses. However, we are continuing to close the gaps in our Hispanic and economically disadvantaged student groups.

Even greater than the reading gains, year-over-year growth in Math for our 3rd grade students at NES campuses outpaces that of their PUA counterparts, across multiple student groups.

GPM 2.2: The percentage of 3rd grade students attending NES or NES-A campuses projected at Meets GL on **NWEA MAP** in **math** will increase from 12% in September 2023 to 32% in May 2028.

**On
Track**

Root-Cause Analysis and Key Actions:

High Quality Instructional Materials – HISD has focused on providing high quality, grade-level rigorous Math curriculum for both NES and PUA campuses. The curriculum is developed in alignment with research-based strategies that include helping students build both a conceptual and procedural understanding of mathematics. This year the curriculum team has significantly enhanced the curriculum to also include scaffolds to support different sub-populations of learners. Finally, HISD is also piloting full school advanced math pathways in middle school designed to enable students to enroll in Algebra I in eighth grade. This pilot includes curriculum designed to help students learn grade 6 – 8 TEKS on an accelerated, two-year timeline.

Adaptive Digital Resource Use - Additionally, HISD provides all K – 8 students with access to adaptive math digital resources that research shows improve STAAR outcomes if used with fidelity. The academics team, divisions and principals actively monitor use to ensure the resource will benefit all students.

Quality of Instruction – To support the robust curriculum, effective implementation and high-quality instruction by teachers are crucial. Campus and district leaders are actively supporting teachers through SPOT observations and Independent Review Team (IRT) visits. These classroom visits provide valuable insights into daily instruction and create opportunities for feedback and coaching, aimed at enhancing instructional practices for both teachers and campus leaders. Finally, monthly professional development sessions focused on the quality of instruction are provided for both teachers and leaders.

NES + Focus 25 + New Principal Supports – Similar to last year, the district provides robust supports to NES schools including the differentiated model of instruction, learning coaches, teacher apprentices and additional PD. HISD has also identified 25 PUA campuses that received a C, D or F SY23-24 accountability ratings for additional support. These campuses receive extra professional development, support and monitoring. Finally, all new principals in HISD receive onboarding professional development to successfully prepare them to lead a campus.

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**On
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Superintendent's Evaluation of Performance:

The district has shown significant growth in both NWEA MAP math and reading performance, with steady progress across all student groups. Improvement has been consistent from BOY to MOY within the current year and year-over-year, with all student groups exceeding their SY24-25 EOY targets by the middle of the year.

However, achievement gaps persist between NES/A campuses and PUA campuses, particularly for Asian, White, and Multiracial 3rd-grade students. Disparities also remain within the NES/A population, with White students outperforming other groups, particularly emergent bilinguals.

While the district is on track to meet its long-term goals, a continued focus on addressing achievement gaps among student groups is crucial to ensuring equity and long-term success. The superintendent's leadership is evident in the progress made, and with continued focus and effort, there is great potential to close the remaining gaps and sustain growth across all student groups.

General Terms

Abbreviation	Term
BOY	Beginning of Year
MOY	Middle of Year
EOY	End of Year
SWDs	Students with Disabilities
EB	Emergent Bilingual
Econ Dis	Economically Disadvantaged
Two+	Two or More Ethnicities
NES/A	New Education System, New Education System Aligned