Constraint 1.1, 1.2, & 1.3

September 12, 2024

Constraint #1: The Superintendent shall not allow the number of multi-year D or F campuses with a prior unacceptable rating to grow or maintain the same.

CPM 1.1: The percentage of grade 2-5 students enrolled in a campus with a **prior year unacceptable rating** who have a Conditional Growth Index (CGI) of 0.6 or higher on NWEA MAP in reading or math will increase from 54% in January 2024 (beginning to middle of year) to 63% in May 2028 (beginning to end of year).

NA this year

Figure 1: Percentage of Students in Grades 2-5 at D& F Campuses that Met CGI

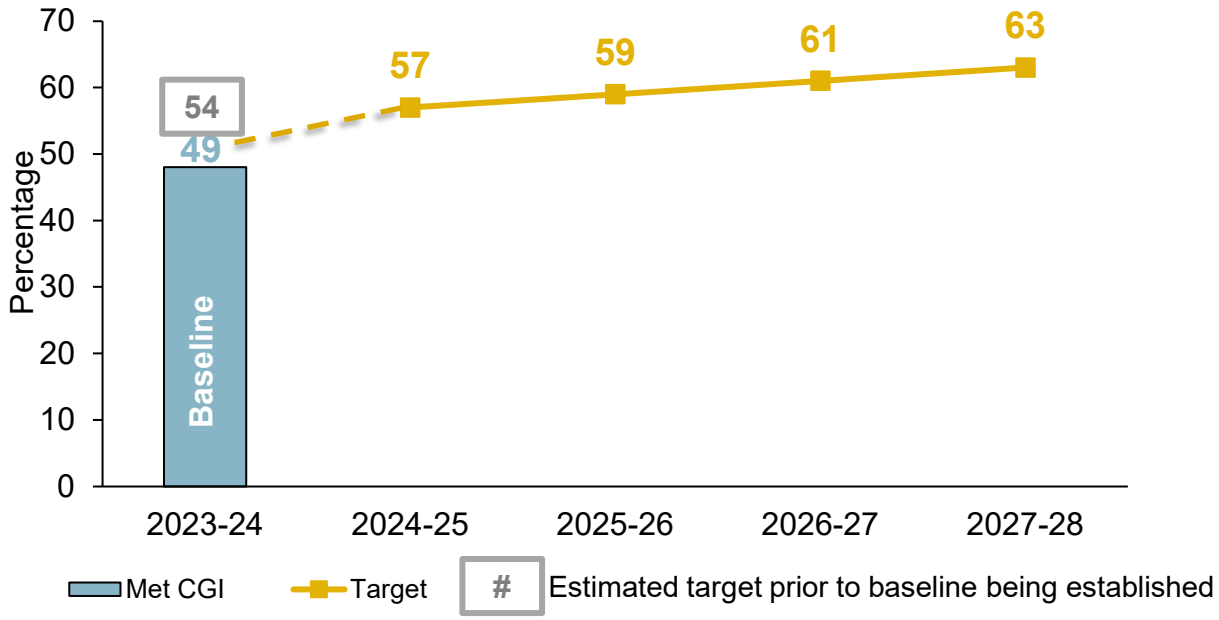
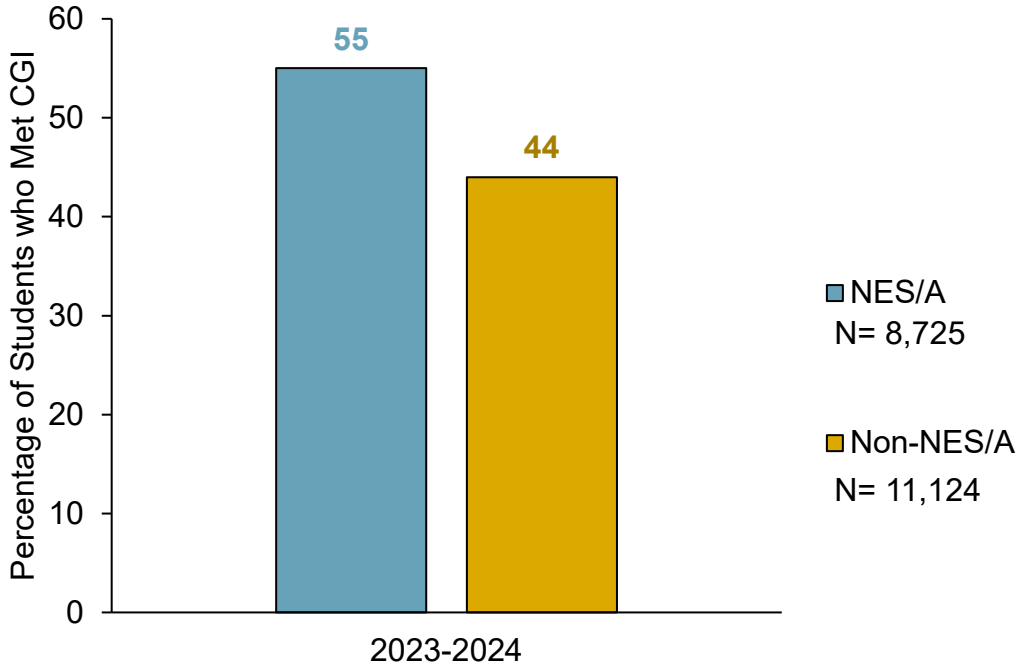


Figure 2: Percentage of Students in Grades 2-5 at D&F Campuses Who Met CGI by NES/A status



Notes: The CGI is intended to be calculated at the end of each year. The spring 2024 CGI would thus be the District's baseline data. Students must participate in same subject & level test at BOY and EOY to have a CGI score. HISD Internal ratings calculated for 2023.

Data Source: NWEA MAP, June 2024 // TEAL (internal ratings calculation)

Constraint #1: The Superintendent shall not allow the number of multi-year D or F campuses with a prior unacceptable rating to grow or maintain the same.

CPM 1.2: The percentage of grade 6-8 students enrolled in a campus with a **prior year unacceptable rating** who have a Conditional Growth Index (CGI) of 0.6 or higher on NWEA MAP in reading or math will increase from 58% in January 2024 (beginning to middle of year) to 61% in May 2028 (beginning to end of year).

NA this year

Figure 3: Percentage of Grades 6-8 at D&F Campuses that Met CGI

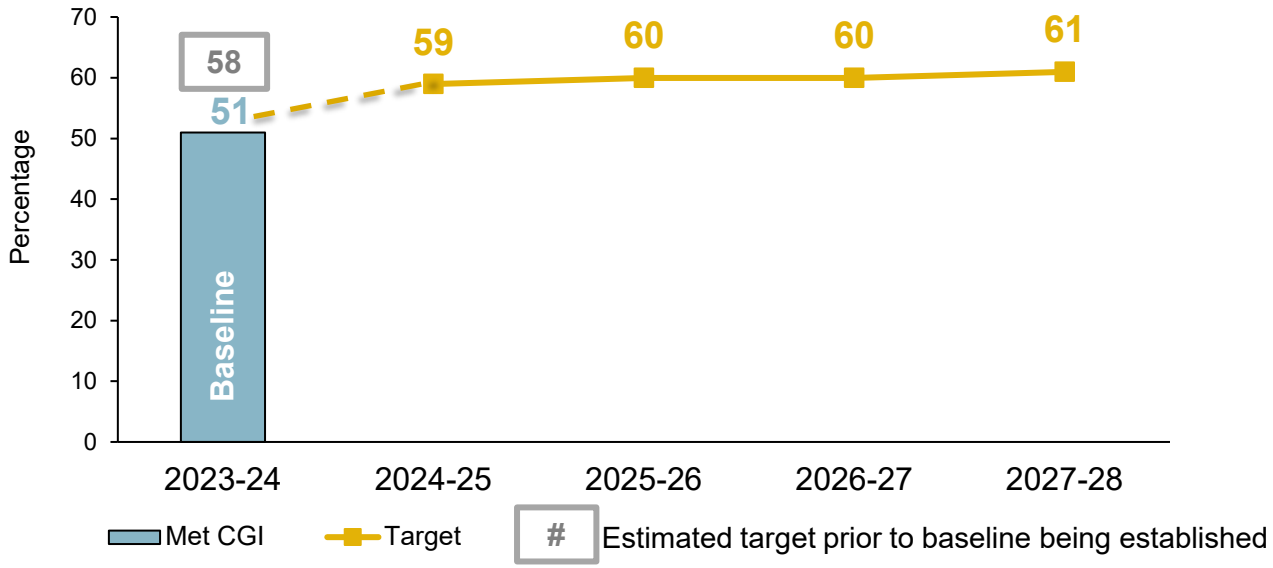
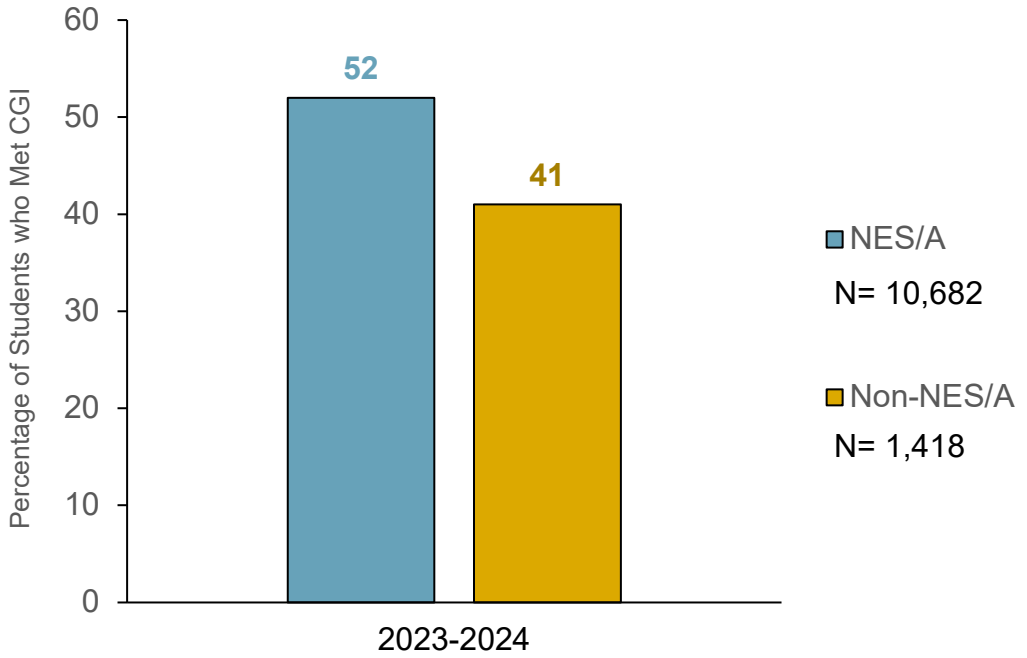


Figure 4: Percentage of Students in Grades 6-8 at D&F Campuses Who Met CGI by NES/A Status



Notes: Students must participate in same subject & level test at BOY and EOY to have a CGI score. HISD Internal ratings calculated for 2023.
* The CGI is intended to be calculated at the end of each year. The spring 2024 CGI would thus be the District's baseline data.

Data Source: NWEA MAP, June 2024 // TEAL (internal ratings calculation)

Constraint #1: The Superintendent shall not allow the number of multi-year D or F campuses with a prior unacceptable rating to grow or maintain the same.

CPM 1.3: The percentage of graduates from campuses with a **prior year unacceptable rating** who graduated College, Career, or Military Ready (CCMR) will increase from 59% in August 2023 to 64% in August 2028.

Met

Figure 5: Percentage of 2023 Graduates at D & F Schools Earning CCMR

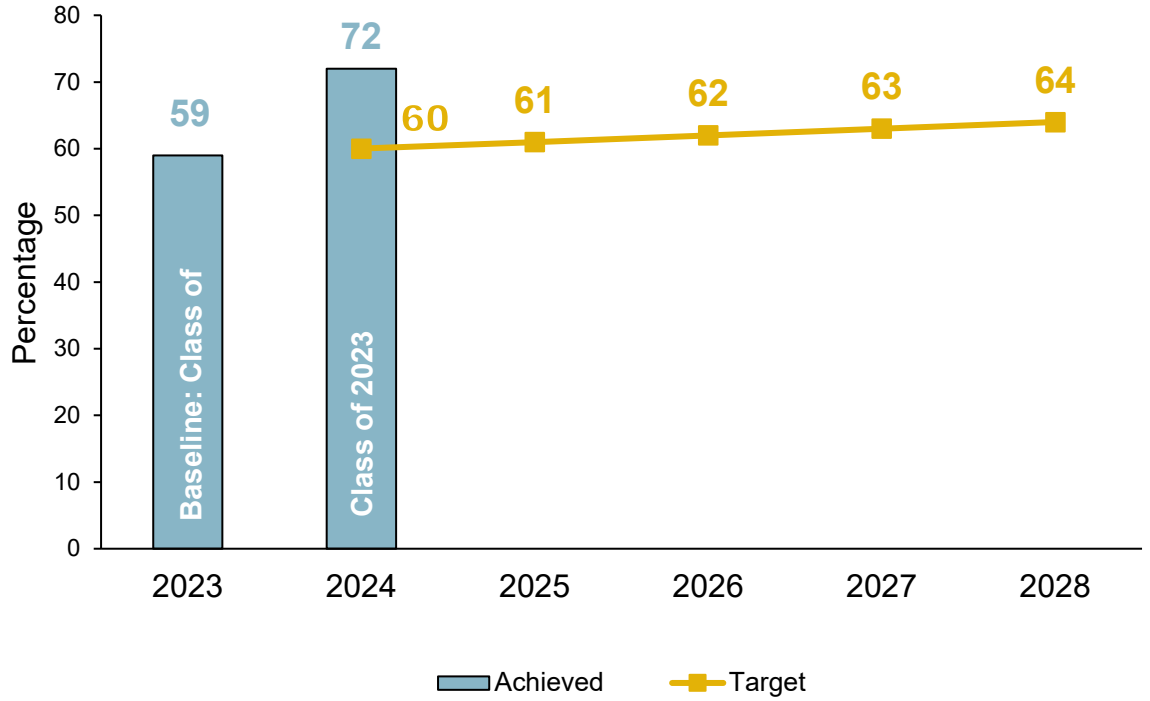
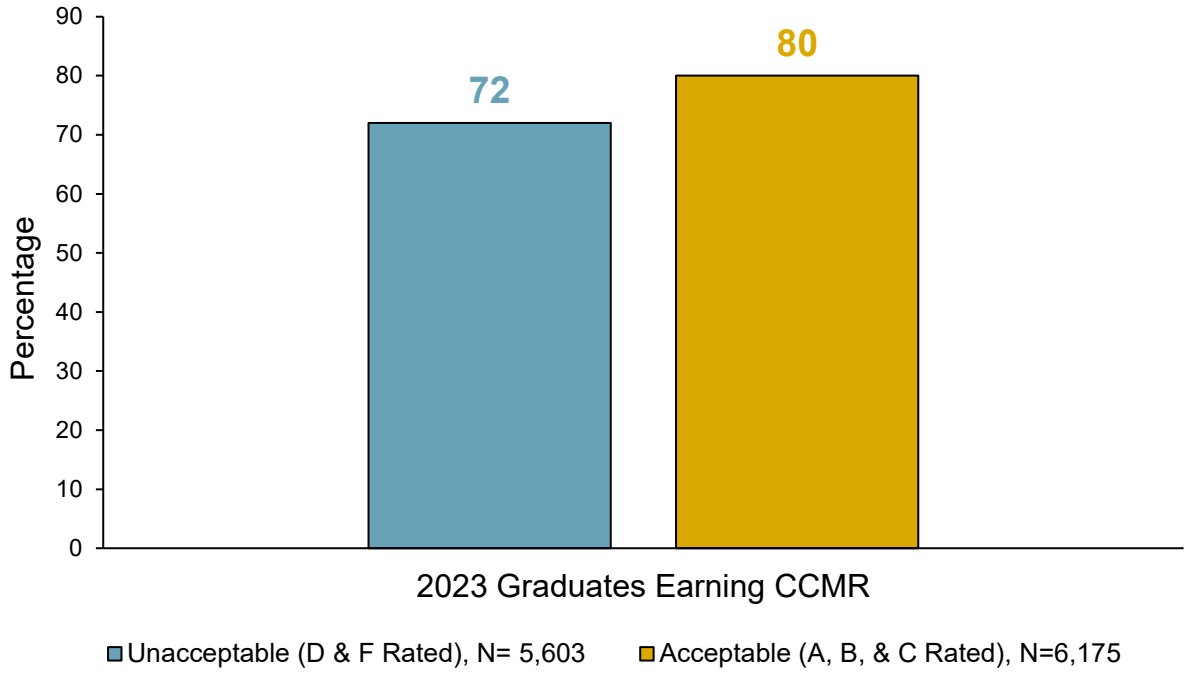


Figure 6: Percentage of 2023 Graduates who earned CCMR point by Accountability Rating (N=8,959)



Note: 2023-2024 data reflects 2023 graduates and 2022 ratings calculated by TEA.

Data Source: CCMR Verifier File, August 2, 2024 //TEAL (internally calculated ratings)

Constraint 1.1, 1.2 and 1.3

Superintendent's Evaluation of Performance (1.1 and 1.2):

It is clear that the District is meeting Constraint 1 as the number of multi-year D or F campuses decreased from 121 to 41. CPM 1.1 and 1.2 data are baseline, so it is too early to determine how these progress measures align with the actual constraint. Additionally, trying to get 63% of the grade 2-5 students to exceed a CGI of .6 in reading or math and 61% of the grade 6-8 students to exceed a CGI of .6 in reading or math in 5 years are extremely rigorous metrics and should probably be adjusted to align with the actual constraint.

The decrease in the number of schools with an unacceptable rating shows that the District performed incredibly well with regard to improving achievement and state accountability ratings. Still, most of the gains were related to increases in proficiency from one year to the next. While we narrowed the gap with the State with regard to overall academic proficiency in reading and math, we are still behind the state average.

The CGI is a measure of overall academic proficiency relative to all the students in the country who take the NWEA assessments. It is a valid and reliable metric, and a .6 CGI represents more than half a standard deviation above the mean – a very high bar for a group of students as large as Houston's.

Constraint 1.1, 1.2 and 1.3

Root Cause Analysis (1.1 and 1.2):

There are three root causes for our students' low proficiency in **reading**:

1. **High Quality Reading Curriculum**
   The research is clear now that students who are learning to read need to learn how to decode. Also, students need language comprehension skills. The District began to assess and upgrade its reading curriculum in the 2022-2023 school year by piloting Amplify, a science-of-reading curriculum, in 6 schools. Most of the District's schools were not being intentional about ensuring students received strong science-of-reading curriculum. Once schools have a strong curriculum, teachers must be trained on how to use the curriculum effectively. School leadership must ensure that the curriculum is being used with fidelity. In middle school, an additional root cause is the practice of lowering the grade-level content and objectives for students who are behind. The HISD curriculum for reading ensures all students receive grade-level content with scaffolding for those students who need it.
2. **The Quality of Instruction**
   A strong curriculum is necessary, but it is insufficient. Teachers need to implement the curriculum effectively and provide high quality instruction. After thousands of observations by school leaders this year, the overall quality of instruction needs to be improved across the board, including in the early grades. The LSAE model in the NES schools focuses on grades 3 through 10. In grades 2 through 8 in particular, we will continue to ensure strong implementation of high-quality instruction and strong curriculum design.
3. **Access to high-quality Pre-K**
   Our students' ability to read at grade level on the MAP assessments and the STAAR exams begin in Pre-K and the early grades. We need to increase the number of Pre-K students across the District. We also need to ensure strong and effective curricular supports for the early grades and train the teachers to have higher quality instruction in the early grades.

Constraint 1.1, 1.2 and 1.3

Action Steps (1.1 and 1.2):

In **reading,** for the 2024-2025 school year, HISD will:

- Science of Reading
  - Expand NES to a total of 130 schools and ensure all elementary and middle schools are using the approved NES "science of reading" curriculum. We will revise and improve curricula in Pre-K, Kindergarten, and first grade and provide lesson-planning support.
  - Provide professional development to all elementary and middle schools to use the curriculum effectively.
  - Support non-NES schools that have Level 2 autonomy in curriculum and instruction, especially in the early grades
  - Train all elementary reading or ELA teachers in grades K through 4 on how to conduct DIBELS assessments and how to progress monitor with DIBELS.
  - Monitor and support the implementation of the use of DIBELS on a more frequent basis.
- Quality of Instruction
  - Continue to provide strong professional development around improving the quality of instruction.
  - Conduct mandatory PD on literacy for all elementary reading or ELA teachers (Pre-K through 5) in the NES schools and the schools that have Level 2 autonomy. We will also support other schools if they desire.
  - Provide strong lesson-planning and curricular supports for all teachers across the District (while respecting defined autonomy).
  - Create a Pre-K, Kindergarten, and first-grade instructional support team to help principals improve the quality of instruction in the Pre-K and early childhood classrooms of the NES schools and Level 2 schools.
- Access to high-quality Pre-K
  - Continue to improve the process for enrolling Pre-K students.
  - Expand the number of Pre-K students by 800 by August 2024 and by another 800 by August 2025.
  - Include Pre-K and early childhood classrooms in the bond package.

Constraint 1.1, 1.2 and 1.3

Root Cause Analysis (1.1 and 1.2):

There are three root causes for our students' low proficiency in **math**:

1. **High-quality instructional materials**

   The movement in the state and country around high-quality instructional materials is warranted. In the 2022-2023 school year, all schools enjoyed a great deal of autonomy around the selection of curriculum. As a results, there were dozens of different math curricula in the District and not all of them were rigorous or aligned with the Texas Essential Knowledge and Skills. The District only began to pilot TEA-approved math curricula in the 2022-2023 school year.

2. **The Quality of Instruction**

   The quality of instruction is the leading indicator of overall academic achievement, but there has been very little attention paid to the quality of instruction within HISD in the past. Judging by thousands of spot observations, our instruction in math needed significant improvement. Additionally, high quality instruction includes the use of high-quality instructional materials with fidelity and purposefulness.

Constraint 1.1, 1.2 and 1.3

Action Steps (1.1 and 1.2):

In **math,** for the 2024-2025 school year, HISD will:

- **High-quality instructional materials**
  - Ensure all NES schools are using the math curriculum that was created for the NES model and that qualifies as HQIM.
  - Expand the number of NES schools and provide HQIM to those new schools.
  - Ensure all schools with Level 2 autonomy is also using a vetted curriculum and support those schools with the implementation of that curriculum.
  - Provide professional development to all NES schools and Level 2 autonomy schools to use the curriculum effectively.
  - Provide strong lesson-planning and curricular supports for all teachers across the District (while respecting defined autonomy).

- **Quality of Instruction**
  - Provide aligned curriculum maps to all math teachers in NES and Level 2 schools. [These maps will also be available for other teachers.]
  - Continue to provide strong professional development of principals and Executive Directors around improving the quality of instruction.
  - Continue to support and coach principals in providing professional development for teachers.
  - Provide strong lesson-planning and curricular supports for all teachers across the District (while respecting defined autonomy).
  - Support principals in improving the quality of instruction across the board and including math instruction.
  - Continue to build a culture of continuous improvement.

Constraint 1.3 evaluation of performance, root cause analysis and key actions,

- Please see slides 12 through 15 for the root cause analysis and steps we are taking to continue to achieve CPM 1.3.

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 and New Education System Aligned

Constraint 1.1–1.3: Glossary

Abbreviation	Term	Definition
CGI	Conditional Growth Index	NWEA MAP instrument used to measure student growth
SDI	Specially Designed Instruction	Instruction tailored to meet a student's specific educational needs
TEKS	Texas Essential Knowledge & Skills	Standards defining education requirements for each course
STAAR	State of Texas Assessment of Academic Readiness	Standardized academic achievement test designed to measure the extent to what students know and are able to do.

Constraint 1.1-1.3: Glossary

Abbreviation	Term	Definition
CCMR	College, Career, and Military Readiness	State-wide term used to describe a set of indicators that demonstrate post-secondary readiness
IBC	Industry-Based Certification	Certificate earned in various industries, such as welding
TSIA	Texas Success Initiative Assessment	Texas college readiness assessment, similar to SAT
TSI	Texas Success Initiative	Sets criteria/benchmarks for success on ACT, SAT, and TSIA assessments
ACT	American College Test	College entrance exam
SAT	Scholastic Aptitude Test	College entrance Exam
ESOL	English for Speakers of Other Languages	Provides specialized instruction in a content area that is designed to meet the needs of new English speakers.
TCB	Texas College Bridge	College Prep course offered to students in English and Math to prepare for TSI readiness.