

Goal 1 & 2

TAPR & Fall Interim
March 2, 2023



Glossary: Overall Terms

Abbreviation	Meaning
BOY	Beginning of Year
MOY	Middle of Year
EOY	End of Year
EB/EL	Emergent Bilingual/English Learner
SWD	Students with Disabilities
PEIMS	Public Education Information Management System
SIS	Student Information System

Glossary: Goals 1 & 2

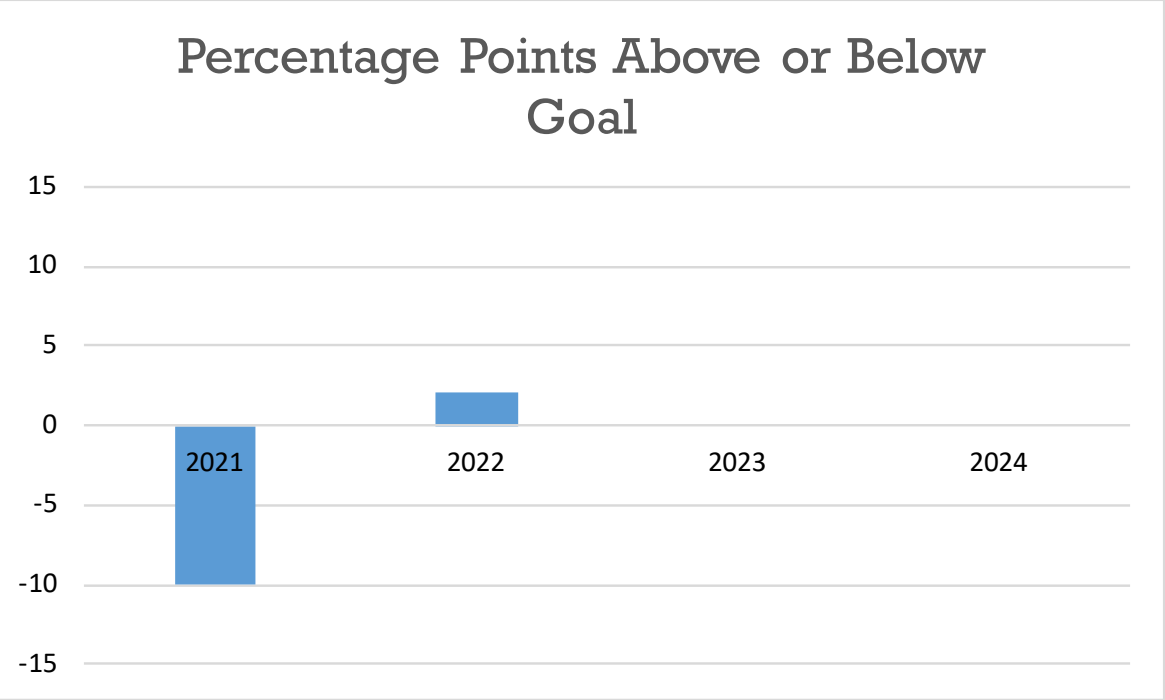
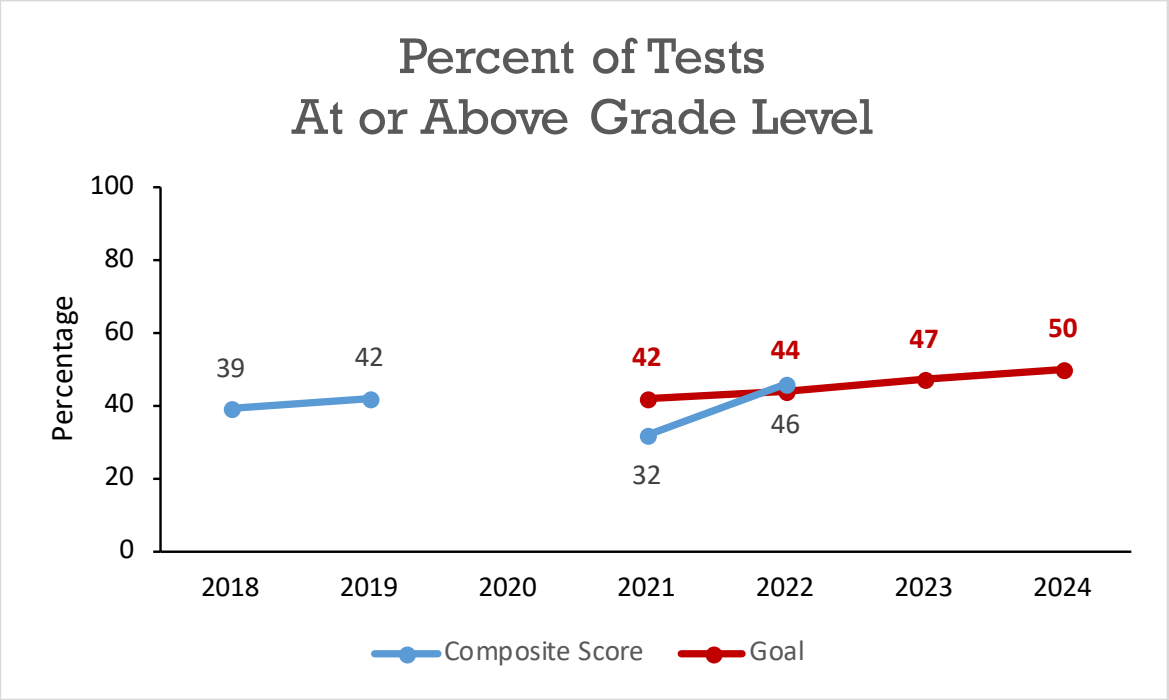
Abbreviation	Meaning	Relevant to
STAAR	State of Texas Assessment of Academic Readiness	Goals 1 & 2
TAPR	Texas Academic Performance Report	Goals 1 & 2
TEKS	Texas Essential Knowledge and Skills	Goals 1 & 2

Goal 1

Met Target

3rd Grade STAAR Reading At or Above Grade Level

The percentage of 3rd grade students performing at or above grade level in reading as measured by the Meets Grade Level Standard on the STAAR will increase 8 percentage points from 42% in June 2019 to 50% in June 2024.



Data Source: TAPR statewide district data download

The percentage of 3rd grade students performing at or above grade level in reading as measured by the Meets Grade Level Standard on the STAAR will increase 8 percentage points from 42% in June 2019 to 50% in June 2024.

Superintendent's Response:

- HISD along with schools across the nation closed in the June of the 2019-2020 school year. The 2020-2021 school year opened fully remote and offered a remote option for all students for the entirety of the school year.
- Within GPMs 1.1, 1.2, and 1.3, our current third graders only experienced a formal non-COVID school experience during half of Kindergarten year. This may explain lower BOY data for 1st and 2nd graders.
- Third grade performance remained relatively steady when comparing BOY last year to BOY this year.
- An increased number of testers signals the fidelity of BOY testing and collaboration between departments.
- RISE Campus data represents a baseline and demonstrates urgency of intervention in these schools.
- First full year of district-wide phonics program implementation is a significant strategy in solidifying early literacy skills which we believe will help improve the number of students reading at or above benchmark.
- We will be expanding the adoption of HQIM reading curriculum to all RISE Campuses next year.

Goal 1

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Met Target

The percentage of 3rd grade students performing at or above grade level in reading as measured by the Meets Grade Level Standard on the STAAR will increase 8 percentage points from 42% in June 2019 to 50% in June 2024.

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%	46%			
	Target				42%	44%	47%	50%	
Economically Disadvantaged	Actual	33%	35%	n/a	23%	38%			
	Target				35%	38%	41%	45%	
Race/Ethnicity	African American	Actual	27%	29%	n/a	22%	37%		
		Target				29%	33%	37%	41%
	Hispanic	Actual	37%	39%	n/a	26%	41%		
		Target				39%	42%	45%	48%
	White	Actual	67%	69%	n/a	71%	80%		
		Target				69%	70%	71%	72%
	American Indian	Actual	---	---	n/a	---	---		
		Target				---	---	---	---
	Asian	Actual	76%	80%	n/a	68%	80%		
		Target				80%	81%	82%	83%
	Pacific Islander	Actual	---	---	n/a	---	---		
		Target				---	---	---	---
	Two or More	Actual	66%	70%	n/a	47%	79%		
		Target				70%	71%	72%	73%
Special Pops.	Special Education	Actual	28%	26%	n/a	24%	30%		
		Target				26%	30%	34%	39%
	Special Education (Former)	Actual	28%	39%	n/a	38%	50%		
		Target				39%	42%	45%	48%
	English Learners (EL)*	Actual	38%	40%	n/a	25%	38%		
		Target				40%	43%	46%	49%
Mobility	Continuously Enrolled	Actual	40%	43%	n/a	33%	47%		
		Target				43%	45%	47%	50%
	Non-Continuously Enrolled	Actual	35%	36%	n/a	29%	44%		
		Target				36%	39%	42%	46%

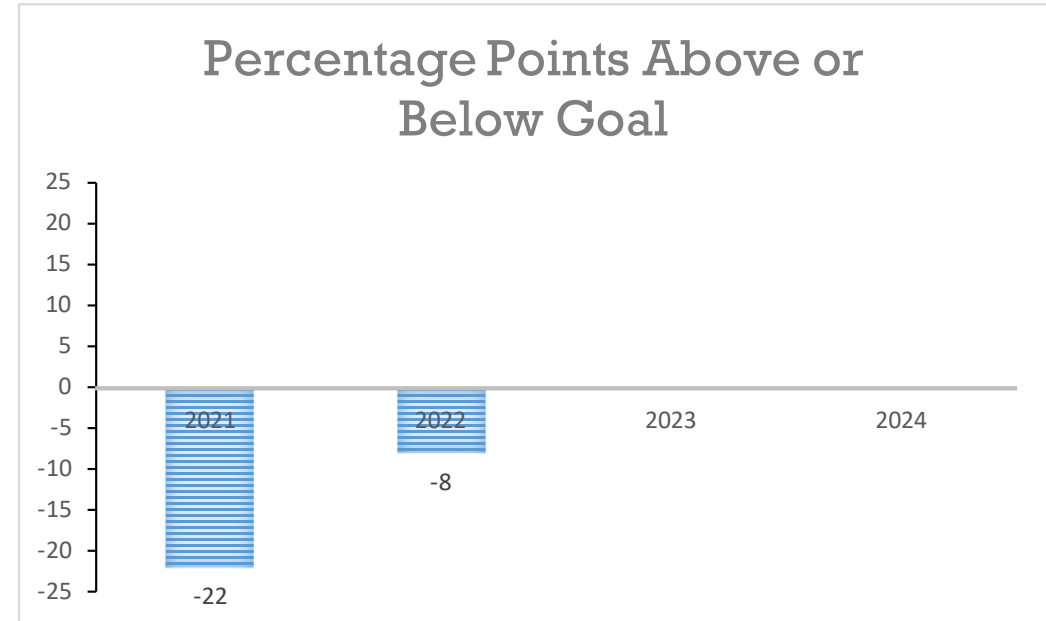
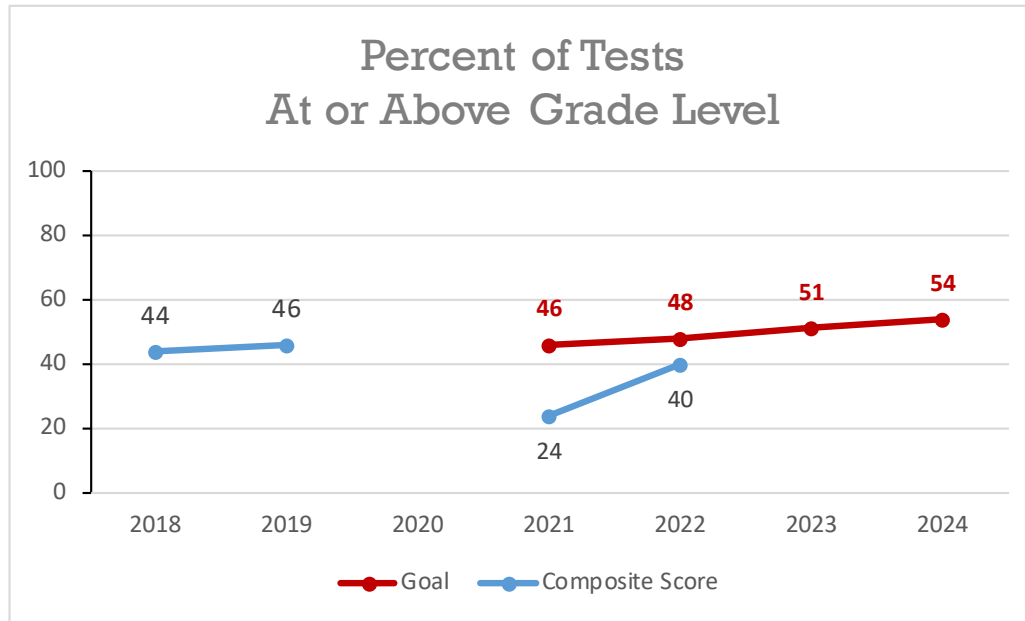
Data Source: TAPR statewide district data download

Goal 2

3rd Grade STAAR Math At or Above Grade Level

Did Not Meet

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 June 2019 to 54% in June 2024.



Data Source: TAPR statewide district data download

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 June 2019 to 54% in June 2024.

Superintendent's Response: HISD along with schools across the nation closed in the Spring of the 2019-2020 school year. The 2020- 2021 school year opened fully remote and offered a remote option for all students for the entirety of the school year.

- 2022 data indicates a 16 point gain from last year, as students begin to recover from pandemic learning loss.
- Many demographic groups missed targets, but gap between target and actual have narrowed in all groups compared to last year.
- Eco Dis and African American students doubled performance compared to last year.
- High quality instructional materials were implemented (Eureka and Carnegie curriculum) at 78 campuses this year, increasing the rigor of mathematics instruction.

Next Steps:

- Expansion of Eureka and Carnegie math curriculums across the remainder of HISD campuses.
- Continued training and professional development for teachers implementing the curriculum.
- Supporting campus leaders with the transition to the new accountability system, including new updates to how growth is measured.
- Supporting campuses in how to leverage TEA Interim Assessment data to adjust instruction prior to the STAAR exam

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Race/Ethnicity	African American	Actual	29%	31%	n/a	12%	26%		
		Target				31%	35%	39%	44%
	Hispanic	Actual	43%	45%	n/a	19%	36%		
		Target				45%	47%	50%	53%
	White	Actual	71%	72%	n/a	59%	71%		
		Target				72%	73%	74%	75%
	American Indian	Actual	---	---	n/a	---	---		
		Target				---	---	---	---
	Asian	Actual	83%	85%	n/a	65%	79%		
		Target				85%	86%	87%	88%
	Pacific Islander	Actual	---	---	n/a	---	---		
		Target				---	---	---	---
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		Target				46%	48%	51%	54%
	ELs*	Actual	45%	46%	n/a	19%	37%		
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	Non-Cont. Enrolled	Actual	37%	38%	n/a	20%	34%		
		Target				38%	41%	45%	49%

Data Source: TAPR statewide district data download

What is a STAAR Interim Assessment?

- Given once in Fall, once in Spring
- All students taking STAAR Math and Reading
- Covers all TEKS for entire school year
- Mirrors STAAR 2.0 with new format of test questions
- 50% of questions are adaptive based on prior performance

What do these scores tell us?

- Presented as “likelihood of” achieving performance level
- Reported here when student earns 50% or more likelihood
- Performance normed based on prior year STAAR scores; not reflective of STAAR 2.0 scaling

How is this data used?

- Teachers get data quickly, allowing classroom action
- Data disaggregated by reporting category strengths and weaknesses
- Campuses can develop instructional plans to target student needs

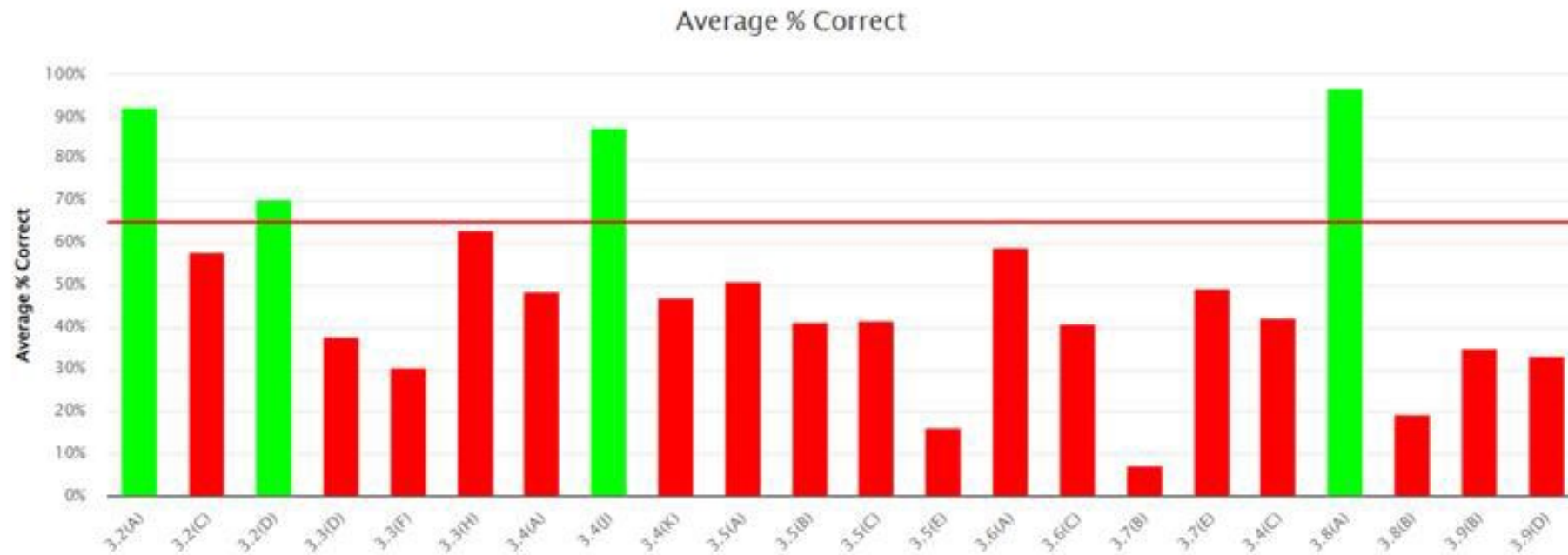
Snapshot of data from teacher view

Item #	Student Expectation	Process	Type	% Correct	Correct Answer	Incorrect / Partially Correct Answers				Points Possible
District Average →				48.96%						
1	3.5(A) (R)	-	MC	51.13%	B	A - 23.92%	C - 18.09%	D - 6.65%	Omitted - 0.21%	1
2	3.2(D) (R)	-	MC	70.49%	C	D - 11.69%	B - 9.49%	A - 8.26%	Omitted - 0.07%	1
3	3.6(C) (R)	-	MC	40.82%	D	C - 25.91%	B - 19.02%	A - 14.22%	Omitted - 0.03%	1
4	3.4(J) (S)	-	CR	87.46%	-	2 - 82.97%	0 - 12.54%			1
5	3.7(E) (S)	-	MC	49.14%	B	A - 41.5%	C - 5.48%	D - 3.87%		
6	3.8(A) (R)	-	CR	96.78%	-	2 - 85.3%	0 - 3.22%			1

- Item Analysis report

- allows teachers to identify misconceptions based upon answer choice distribution
- Look at number 5: 41% of students chose the wrong answer of A (major misconception to address)
- Constructed Response (STAAR 2.0 format) items, #4 and #6, have high success rates

Snapshot of data from teacher view



- Standard Analysis Report

Snapshot of data for student use

Level Tested: Grade 3

Method of Administration: Paper

Raw Score: 14/24 | Percent Correct: 50%

Questions	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
Student Response	B	B	B	2	B	1	B	D	C	A	A	C	D	A	B	A	0	D	2	C	C	A	C	B
Correct Response	B	C	D	1	B	1	B	A	C	C	D	C	D	A	D	A	1	B	1	A	C	D	A	A

Non-Mastered Standards:

3.2(D) - 0.00% (0.00/1.00) - compare and order whole numbers up to 100,000 and represent comparisons using the symbols $>$, $<$, or $=$. **Readiness Standard**

3.3(D) - 0.00% (0.00/1.00) - compose and decompose a fraction a/b with a numerator greater than zero and less than or equal to b as a sum of parts $1/b$. **Supporting Standard**

3.3(F) - 0.00% (0.00/1.00) - represent equivalent fractions with denominators of 2, 3, 4, 6, and 8 using a variety of objects and pictorial models, including number lines. **Readiness Standard**

3.3(H) - 0.00% (0.00/1.00) - compare two fractions having the same numerator or denominator in problems by reasoning about their sizes and justifying the conclusion using symbols, words, objects, and pictorial models. **Readiness Standard**

3.4(K) - 50.00% (1.00/2.00) - solve one-step and two-step problems involving multiplication and division within 100 using strategies based on objects, pictorial models, including arrays, area models, and equal groups, properties of operations, or recall of facts. **Readiness Standard**

- Feedback Card
 - Allows students to see feedback on individual answers
 - Can hide correct answers if teacher chooses
 - Non-mastered standards listed for student goal setting

Strategic Plan Update: Great Schools in Every Neighborhood

March 2023

Presenter: Denise Watts



Sub-Commitments and Strategies Aligned to Progress Goal Measures 1 & 2

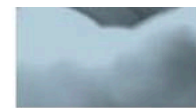
SUB-COMMITMENT	STRATEGIES
DISTRICT CONDITIONS FOR BOLD CHANGE	Establish systems and structures to rapidly advance bold change at most underperforming schools
	Increase responsiveness and tailor solutions to help schools solve most pressing challenges
	Actively monitor implementation, codify, and replicate success district wide
	Increase our investment into the things that matter most and distribute resources equitably
INVEST IN & BUILD TALENT	Identify, recruit, and incentivize the most passionate, committed, and effective educators who demonstrate specialized competencies to serve in schools with the greatest needs
	Professional learning approach that broadens and elevates leadership capacity to deepen impact and sustainability of change.
EXPANDED LEARNING OPPORTUNITIES	Increase enrichment opportunities and bolster social emotional supports (afterschool programs, field trips, extra curricular opportunities).
	Increase opportunities for college & career readiness.

Board Goal and Constraint Alignment

By Board Goal

SUB-COMMITMENT	GOAL 1	GOAL 2	GOAL 3	GOAL 4	ENABLING
District Conditions for Bold Change					✓
Invest in and Build Talent	✓	✓	✓	✓	
Expanded Learning Opportunities	✓	✓	✓	✓	

SUPERINTENDENT'S CONSTRAINTS



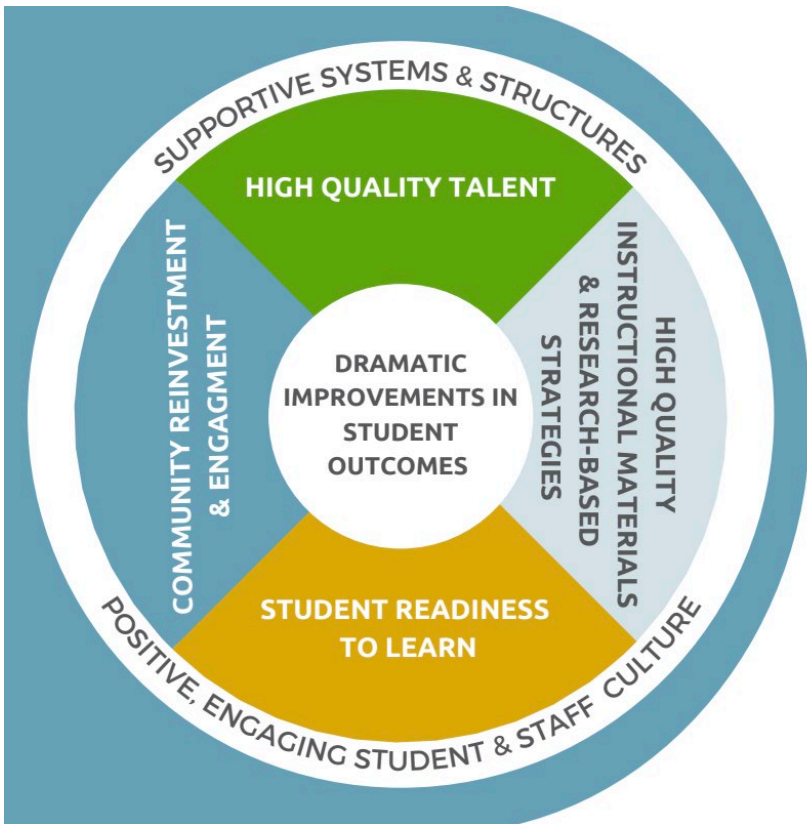
CONSTRAINT 1

The Superintendent will not allow the District to operate without a system to recruit/employ strong teachers, who meet the needs of students needing the most support.

RISE Transformation Schools

ELEMENTARY SCHOOLS	MIDDLE SCHOOLS	HIGH SCHOOLS
<ol style="list-style-type: none">1. Ashford2. C. Martinez3. Highland Heights*4. Isaacs5. Marshall6. Northline7. Osborne8. Robinson9. Rucker10. Sequin11. Smith12. Whidby13. Young	<ol style="list-style-type: none">1. Attucks2. Deady3. Edison4. Fleming5. Key6. Patrick Henry*7. Sugar Grove Academy8. Thomas9. Williams	<ol style="list-style-type: none">1. North Forest2. Wheatley* <p data-bbox="1816 1089 2430 1222">* Accelerating Campus Excellence (ACE) Schools</p>

RISE Transformation Schools Theory of Action



If we...

Bolster student readiness to learn

Invest in high quality talent

Ensure access to high-quality instructional materials and research-based strategies

Increase parent/community reinvestment and engagement

Create supportive systems and structures and cultivate positive and engaging student learning

Then...we will dramatically improve student achievement in our lowest performing schools in reading and math.

Key Inputs and Impact to Date



Foundational Inputs for 2022-23 School Year



A rigorous reapplication and selection process for leaders and teachers.

Financial incentives for teachers and school leaders.

High-quality curriculum materials and coaching for teachers.

The opportunity for students to participate in an after-school enrichment programs that include transportation and an evening meal.

RISE campuses will also receive additional staffing allocations to support transformation work.

Inputs: Student Readiness to Learn

TEACH

Lovescape

Communities in Schools

HISD Wraparound Support



Inputs: Invest in and Build Talent



Weekly School Support Officer visits

AUSL Liberated Way Partnership

Academics Office Support

- Curriculum Implementation Coordinators
- TNTP (The National Teacher Project)

Weekly Transformation Office School Walks

Inputs: High-Quality Instructional Materials (HQIM)

3rd Grade Eureka Math Implementation

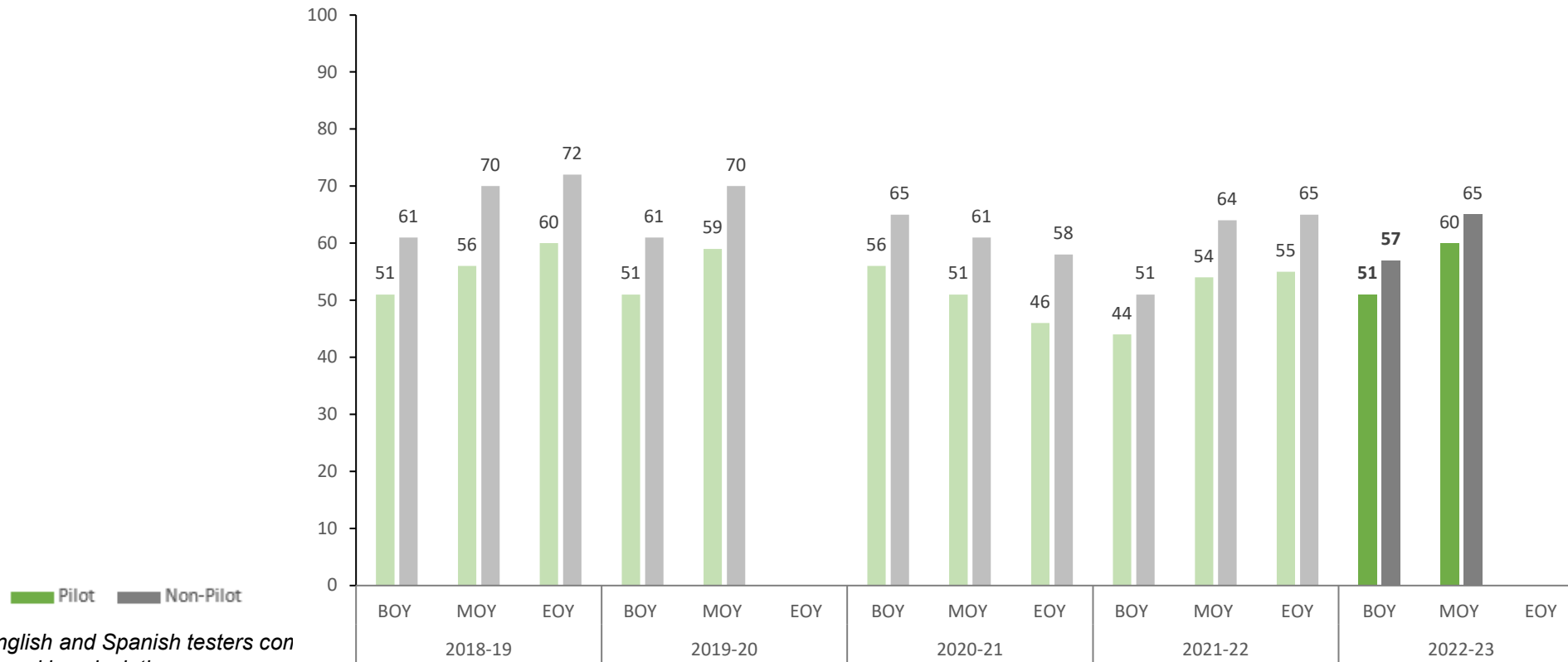
At BOY and MOY, TNTP reported that,

- 100% of RISE 3rd-grade math classrooms observed were utilizing Eureka Math
- 50% of RISE 3rd-grade math classrooms observed received a "routine or fidelity" level of implementation of HQIM



High-Quality Instructional Materials: Math Impact

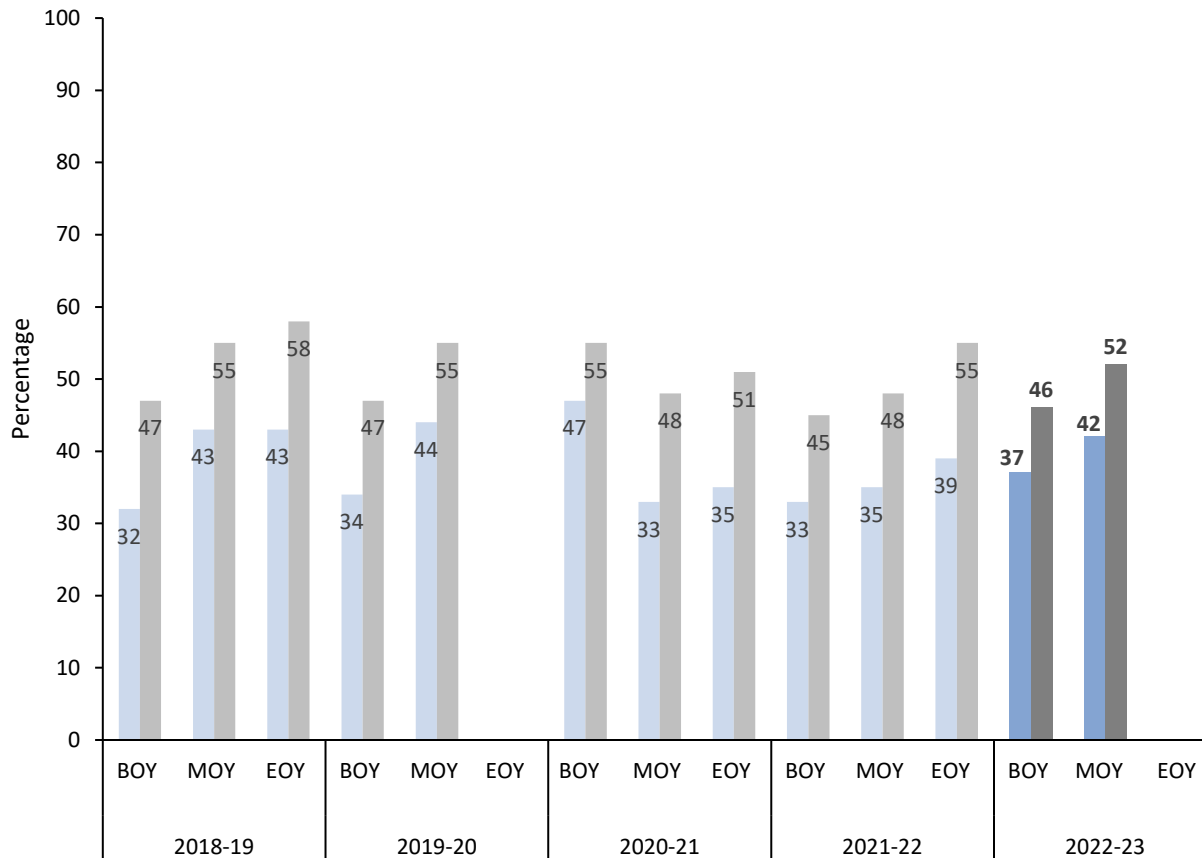
Math Middle-of-Year (MOY) Renaissance Performance
 Percentage of 3rd graders At or Above Benchmark: MATH (40th Percentile) at Pilot HQIM Campuses



Note: English and Spanish testers con rank is used in calculations.

Reading Impact: Middle-of-Year (MOY) Renaissance Performance

Percentage of 3rd Grade Students Reading At or Above Benchmark (40th Percentile)
By RISE Campus Status



Note: English and Spanish testers combined. If a student tests in both languages, the higher percentile rank is used in calculations.

Thank you

