

# GPMs 4.1, 4.2, and 4.3

May 11, 2023



# Glossary: Overall Terms

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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: Goal 4

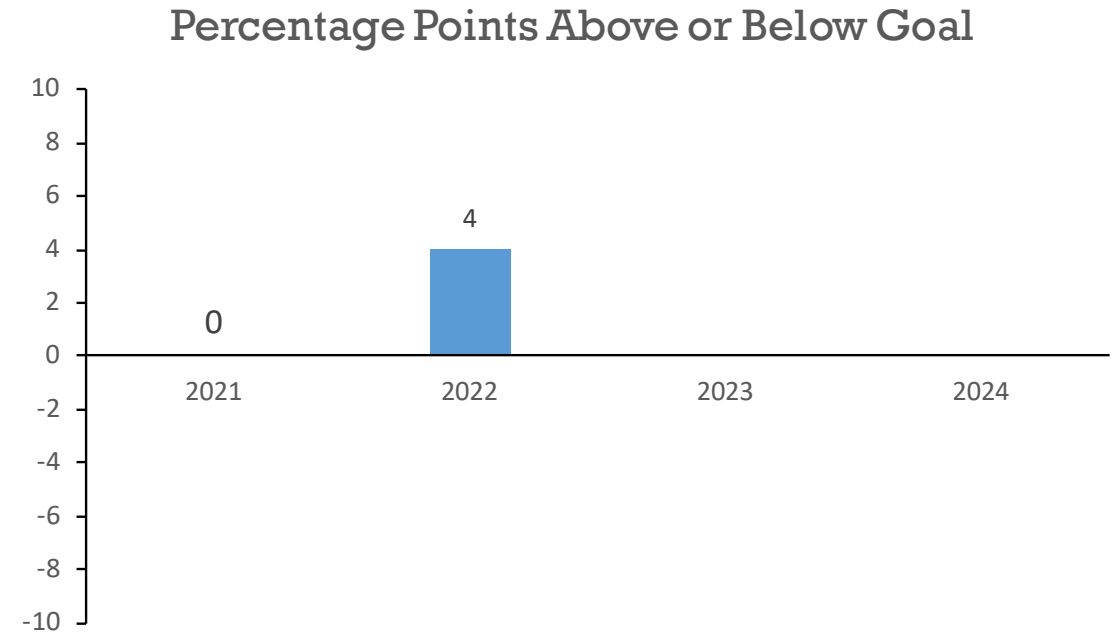
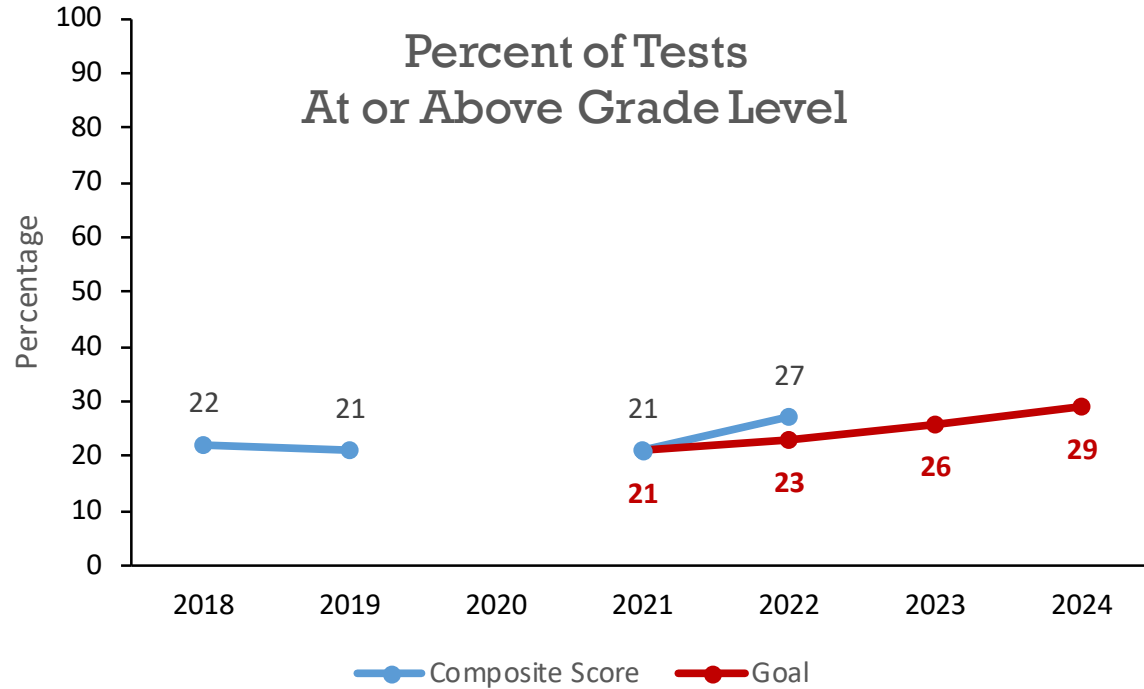
Abbreviation	Meaning	Relevant to
STAAR	State of Texas Assessment of Academic Readiness	Goal 4
EOC	End of Course Exam	Goal 4
TAPR	Texas Academic Performance Report	Goal 4
IEP	Individualized Education Plan	Goal 4

## Goal 4

### Students with Disabilities (SWD) Reading At or Above Grade Level

Met Target

The percentage of students receiving special education services reading at or above grade level as measured by the Meets Grade Level Standard on the STAAR 3–8 Reading and EOC English I and II assessments will increase 8 percentage points from 21% in June 2019 to 29% in June 2024.



## Goal 4

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#### **Superintendent's Response:**

- For Goal 4, the district exceeded the target by 4%.
- In response to recent audits of the Special Education program and the recent reorganization of the Special Education program, we continue to see improved academic outcomes for this group of students. Specifically, the following actions have contributed to improved performance:
  - Systems to identify students who have specific learning disabilities.
  - Improved training procedures for staff who construct IEP goals.
  - Improved systems for monitoring compliance of IEP throughout the school year.
  - Improved coordination between Special Education and the Schools Office to ensure appropriate delivery of services.

# Goal 4.1, May 2023

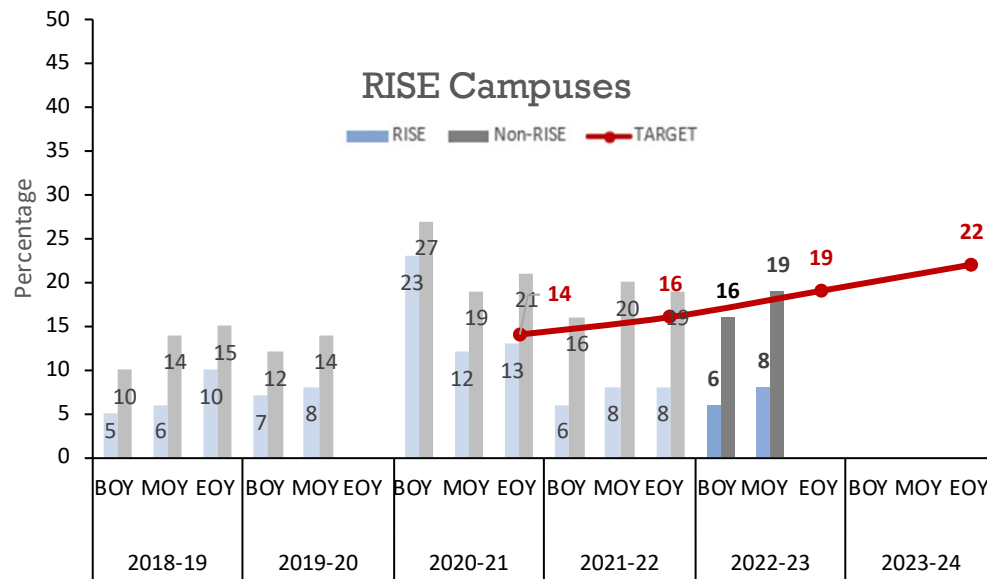
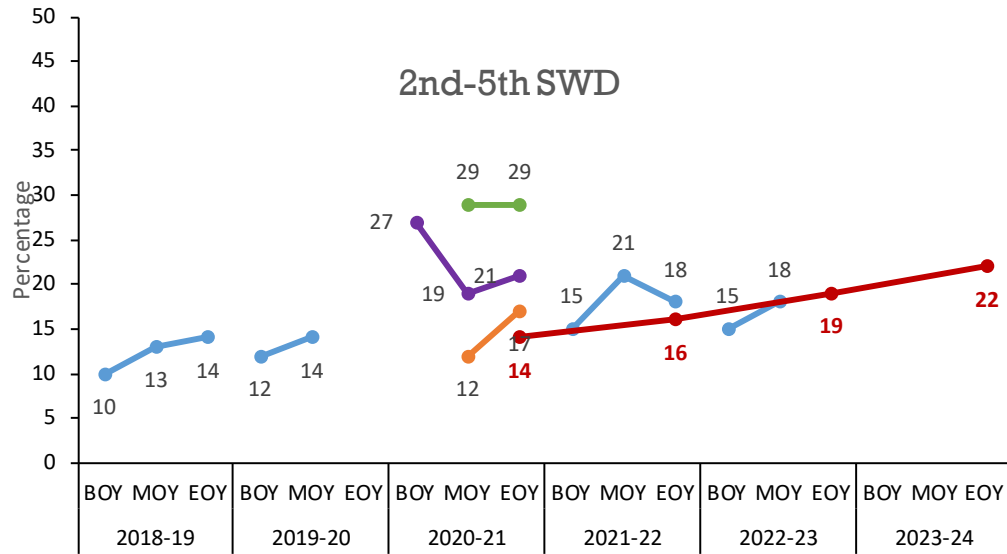
## Students with Disabilities (SWD) 2<sup>nd</sup>-5<sup>th</sup> grades

On Track

The percentage of students receiving special-education services in second- through fifth-grade reading on grade level as measured by the end-of-year literacy screener will increase eight percentage points from 14 percent in June 2019 to 22 percent in June 2024.

- Performing on grade level in reading is defined as students meeting At/Above Benchmark ( $\geq 40^{\text{th}}$  Percentile) on the Universal Screener.
- For students testing in both English and Spanish, the language with the higher result is used when presented as an aggregate.

### Percentage of Elementary School SWD (2<sup>nd</sup>-5<sup>th</sup>) Reading At or Above Benchmark



- RISE Campuses include:**
- Ashford ES
  - Highland Heights ES
  - Isaacs ES
  - Marshall ES
  - Martinez C ES
  - Northline ES
  - Osborne ES
  - Robinson ES
  - Rucker ES
  - Seguin ES
  - Smith ES
  - Whidby ES
  - Young ES

Research and Accountability  
ANALYZING DATA, MEASURING PERFORMANCE.

HISD

Tested N=	2018-2019			2019-2020			2020-2021			2021-2022			2022-2023		
	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
Students with Disabilities	4,989	4,816	4,643	5,084	5,012	Not Tested	4,142	4,389	3,687	4,235	3,475	4,679	4,512	4,973	

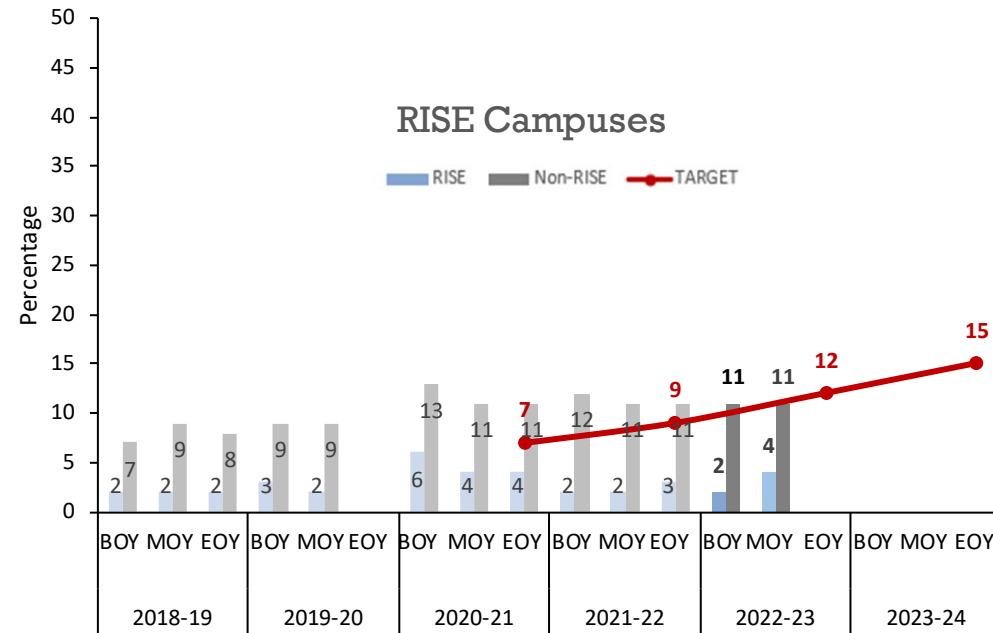
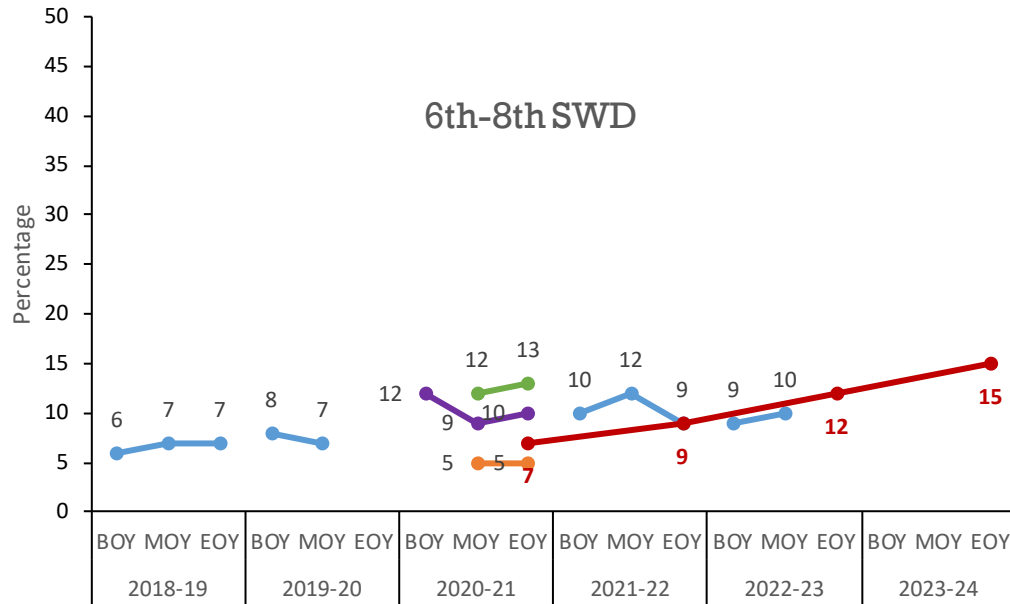
- Reading Performance
- Reading Performance - Data Quality Issues
- Off Campus Testers
- On Campus Testers
- Target

\*Demographics from end-of-year student information system, 2020–2021 demographics from PEIMS snapshot (BOY source updated).  
\*BOY 2020–2021 results reflect the last assessment during the testing window when all students were learning remotely.

The percentage of students receiving special-education services in sixth-through eighth-grade reading on grade level as measured by the end-of-year literacy screener will increase eight percentage points from 7 percent in June 2019 to 15 percent in June 2024.

- Performing on grade level in reading is defined as students meeting At/Above Benchmark ( $\geq 40^{\text{th}}$  Percentile) on the Universal Screener.
- For students testing in both English and Spanish, the language with the higher result is used when presented as an aggregate.

Percentage of Middle School SWD (6<sup>th</sup>-8<sup>th</sup>) Reading At or Above Benchmark



- RISE Campuses include:**
- Attucks MS
  - Deady MS
  - Edison MS
  - Fleming MS
  - Henry MS
  - Key MS
  - Sugar Grove MS
  - Thomas MS
  - Williams MS

Tested N=	2018-2019			2019-2020			2020-2021			2021-2022			2022-2023		
	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
Students with Disabilities	2,771	2,578	2,372	2,784	2,682	Not Tested	2,304	2,279	1,900	2,695	2,197	2,725	2,842	2,964	

- Reading Performance
- Reading Performance - Data Quality Issues
- Off Campus Testers
- On Campus Testers
- Target

\*Demographics from end-of-year student information system, 2020-2021 demographics from PEIMS snapshot (BOY source updated).  
 \*BOY 2020-2021 results reflect the last assessment during the testing window when all students were learning remotely.

# Goal 4.3, May 2023

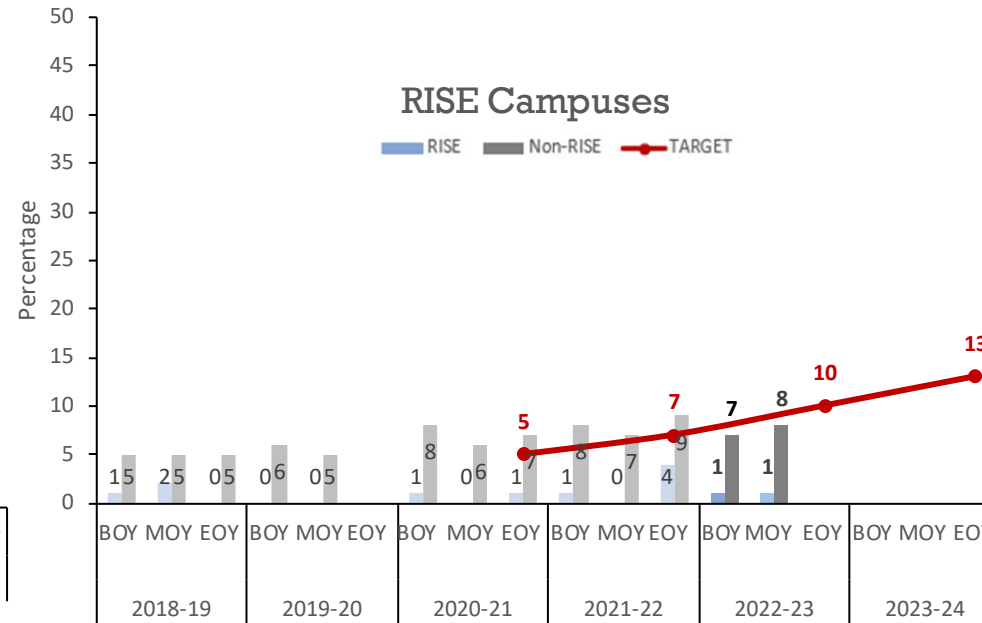
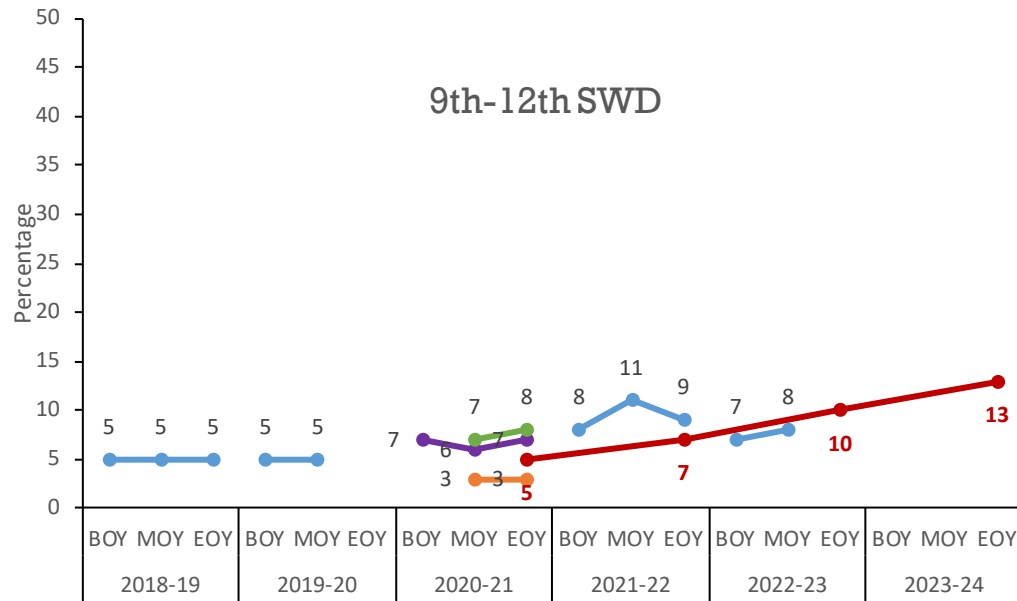
## Students with Disabilities (SWD) 9<sup>th</sup> – 12<sup>th</sup> grades

**Not on Track**

The percentage of students receiving special-education services enrolled in English I or II reading on grade level as measured by the end-of-year literacy screener will increase eight percentage points from 5 percent in June 2019 to 13 percent in June 2024.

- Performing on grade level in reading is defined as students meeting At/Above Benchmark ( $\geq 40^{\text{th}}$  Percentile) on the Universal Screener.
- For students testing in both English and Spanish, the language with the higher result is used when presented as an aggregate.

### Percentage of High School SWD (9<sup>th</sup>-12<sup>th</sup>) Reading At or Above Benchmark



**RISE Campuses include:**

- North Forest HS
- Wheatley HS

Tested N=	2018-2019			2019-2020			2020-2021			2021-2022			2022-2023		
	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
<b>Students with Disabilities</b>	2,381	2,063	1,534	2,098	2,301	Not Tested	1,980	1,571	1,057	2,095	1,802	1,873	2,323	2,316	

\*Demographics from end-of-year student information system, 2020–2021 demographics from PEIMS snapshot (BOY source updated).

\*BOY 2020–2021 results reflect the last assessment during the testing window when all students were learning remotely.



**Thank you**

