

January 2024 Goal Progress Monitoring Report—GPM 1.1

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.

Goal Progress Measure 1.1
The percentage of 3rd grade students projected at Meets Grade Level on NWEA MAP in reading will increase from 28% in September 2023 to 43% in May 2028.

BACKGROUND

In the 2023–24 school year, the district introduced the NWEA MAP as an interim assessment to monitor student proficiency and performance. This assessment, which is computer adaptive, not only provides immediate feedback to both teachers and students but also offers a projected proficiency level tied to the State of Texas’ STAAR assessments. Its purpose is to assist teachers in offering formative feedback to better serve our students.

According to the Beginning of Year (BOY) data, it is projected that 28% of the district’s third-grade students are at or above the Meets Grade Level standard, as defined by the state. Since this marks the first time the district has employed the NWEA MAP, the BOY data has been used to establish performance targets for the End of Year (EOY) assessments over a five-year period.

In alignment with Goal 1, the district aims to achieve a minimum growth of 15 percentage points during this time frame. This growth target is set to meet the community’s vision for Houston ISD.

On Track

The presented data was used for goal setting

Figure 1. GPM 1.1—MAP Third Grade Students Reading Meets Grade Level

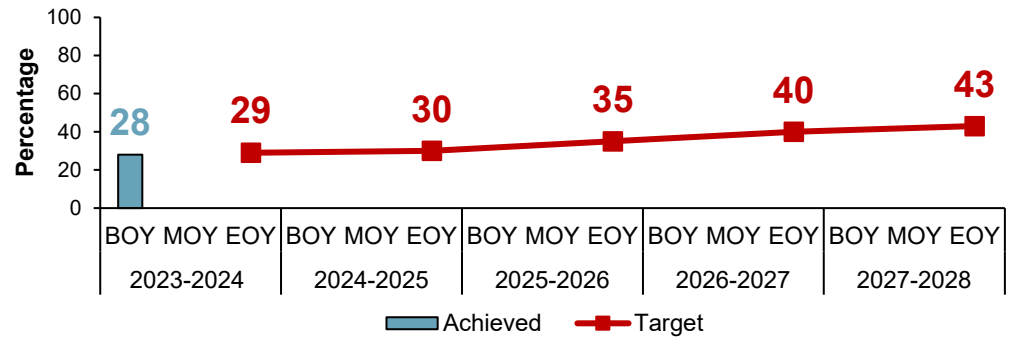
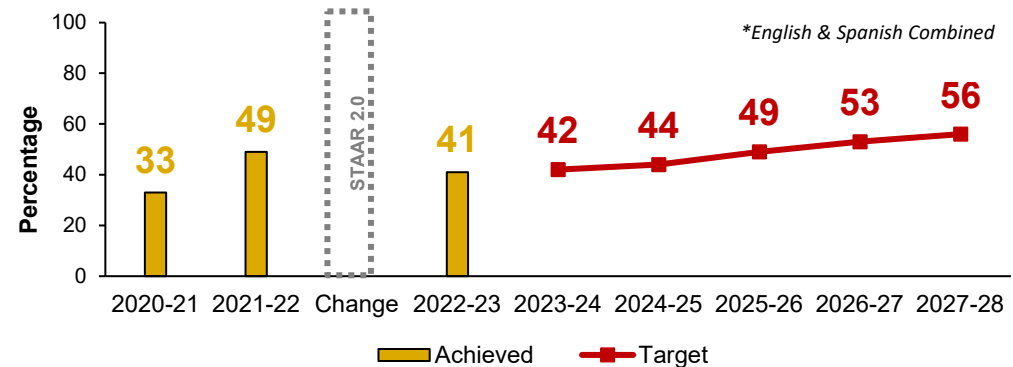


Figure 2. Overall Goal 1—Third Grade Students Meets Grade Level for Reading

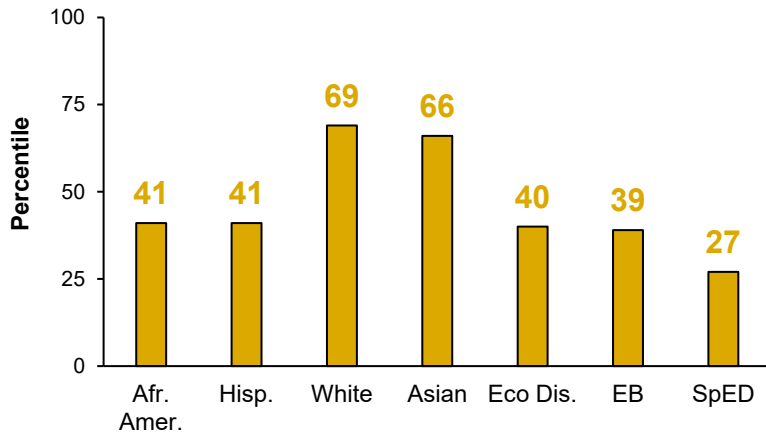


January 2024 Goal Progress Monitoring Report—GPM 1.1

Table 1. BOY NWEA MAP Target & Growth by Group (Reading)

Student Group	23–24 BOY	23–24 Target	Needed Growth
All Students	28	29	1% pt.
Econ. Dis.	19	20	1% pt.
SWDs	12	13	1% pt.
EBs	13	14	1% pt.
Race/Ethn.			
Afr. Amer.	27	28	1% pt.
Hisp.	18	19	1% pt.
White	64	65	1% pt.
Amer. Ind.	30	31	1% pt.
Asian	63	64	1% pt.
Pac. Isl.	64	65	1% pt.
Two+	70	71	1% pt.

Figure 3. NWEA Grade 3 Average Percentile Rank for Reading



SUPERINTENDENT EVALUATION OF PERFORMANCE

• **Description of Data**

The data reflects the overall low proficiency of our third-grade students in reading. Our students of color and economically disadvantaged students, in particular, are well below average including students with special needs. The data also shows that we are far from our pre-COVID score of 49 on the 3rd-grade reading STAAR assessment.

Our White and Asian students demonstrate much greater proficiency and are at the 69th and 66th percentile nationally. However, and as noted several times this year when describing other assessments, our achievement gap in percentile is very concerning and continues at 25 to 30 percentage points.

Several studies correlate the NWEA MAP assessment scores to the STAAR. Still, readers should keep in mind that this is the first year HISD is requiring the NWEA assessments district wide. We will establish a baseline and then be able to analyze trend data over time.

• **Root Cause Analysis**

There are two root causes for our students’ low proficiency in reading:

1. Science of 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.

January 2024 Goal Progress Monitoring Report—GPM 1.1

● Root Cause Analysis (cont.)

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.

There may be one other root cause: 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. If we assumed that the number of kindergarten students are approximately the same as the number of students who could enroll in Pre-K3 and who could enroll in Pre-K4, then 24 % of HISD’s three-year-olds enroll in Pre-K3 and 70% of four-year-olds enroll in Pre-K4. We know that 23% of White students enroll in Pre-K4, while 78% of Black students enroll in Pre-K4 and 78% of Hispanic students enroll in Pre-K4. Still, our students of color have lower literacy skills than their White or more affluent peers. However, we need more information about the quality of the Pre-K classes and lessons and also the quality of the non-District, Pre-K schools our White students are attending.

(Data based on current enrollment as of 12/19/23)

Supplemental Data:

The CIRCLE assessment for Pre-K3 and Pre-K4, and the DIBELS assessment for grades K through 3 provides insight into the root causes. The CIRCLE curriculum is approved by TEA and the test informs teachers’ understanding of early literacy proficiency. DIBELS assesses the five components of literacy, including phonemic awareness and language comprehension. This data provides support for progress monitoring that will enable teachers and schools to adjust instruction and support to help accomplish Goal Progress Measure 1.1.

We believe an analysis of the NWEA MAP reading assessments in grades 3 through 8 will also provide information about the District’s system of support to improve the quality of instruction and to provide high-quality instructional materials. These systems impact two of the root causes for third-grade NWEA scores and thus will impact Goal Progress Measure 1.1.

Figure 4. CIRCLE Met Proficiency for Reading

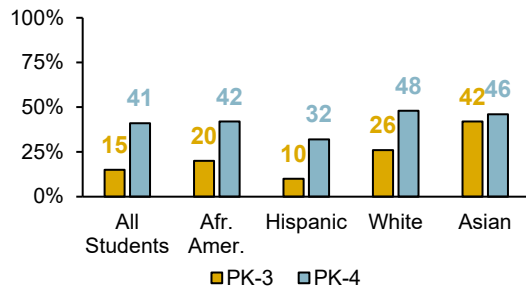


Figure 5. DIBELS/LECTURA Met Proficiency

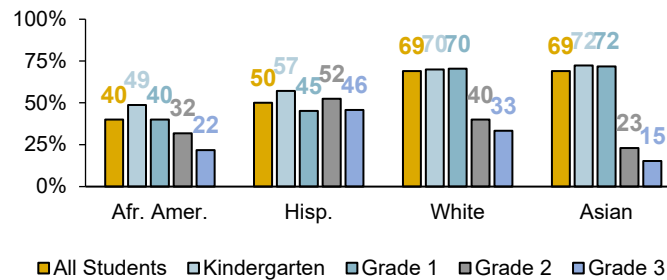
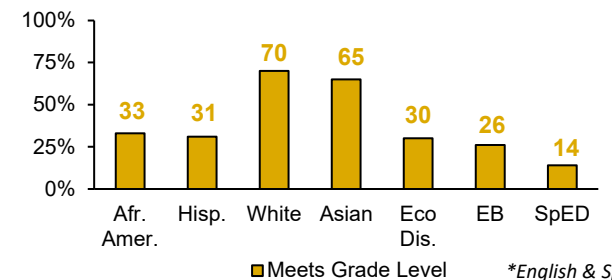


Figure 6. NWEA MAP Grades 3-8 Meets Reading



**English & Spanish Combined*

January 2024 Goal Progress Monitoring Report—GPM 1.1

Goal Progress Measure 1.1 Action Steps:

While the leadership team’s arrival in the summer did not allow time for more comprehensive changes, many steps have already been taken to improve third-grade reading. Most significantly, HISD has:

- Expanded the Amplify curriculum to the 85 NES/A schools and 108 other schools.
- Implemented an additional “Science of Reading” course in grades 2 through 6 in all elementary and middle NES/A schools.
- Began implementation of DIBELS assessments in all elementary schools.
- Focused professional development on the improvement of the quality of instruction.
- Improved the quality of instruction significantly.
- Lowered the class size in Pre-K in the NES/A schools to 15 to 1.
- Added teacher assistants to the NES/A Pre-K classrooms.
- Expanded the number of Pre-K seats by 66 since the first day of school.
- Improved processes to expand access to Pre-K seats.

For the **2024-2025** school year, HISD will:

- **Science of Reading**
 - Ensure all elementary and middle schools are using an approved “science of reading” curriculum and provide lesson-planning support.
 - Provide professional development to all elementary and middle schools to use the curriculum effectively.
 - Expand the number of NES schools and provide “science of reading” courses in those new elementary and middle schools.
 - Prepare non-NES schools for transition to science of reading curriculum in the 2025-2026 school year.
 - 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.
- **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).
 - Provide strong lesson-planning and curricular supports for all teachers across the District.
 - Create a Pre-K instructional support team to help principals improve the quality of instruction in the Pre-K classrooms of the NES schools.
- **Pre-K Access**
 - Maintain low class size (15 to 1) in the NES Pre-K classes and Early Childhood Centers.
 - Expand the number of Pre-K students by 200 by August 2024 and by another 300 by August 2025.

January 2024 Goal Progress Monitoring Report—GPM 2.1

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.

Goal Progress Measure 2.1

The percentage of all 3rd graders projected at Meets Grade Level on NWEA MAP in math will increase from 24% in September 2023 to 39% in May 2028.

BACKGROUND

Mirroring Goal 1, the district is also using NWEA MAP to progress monitor the second board goal.

According to the Beginning of Year (BOY) data, it is projected that 24% of the district’s third-grade students are at or above the Meets Grade Level standard, as defined by the state. Since this marks the first time the district has employed the NWEA MAP, the BOY data has been used to establish performance targets for the End of Year (EOY) assessments over a five-year period.

In alignment with Goal 2, the district aims to achieve a minimum growth of 15 percentage points during this time frame. This growth target is set to meet the community’s vision for Houston ISD.

Figure 7. GPM 2.1—MAP Third Grade Students Meets Grade Level in Math

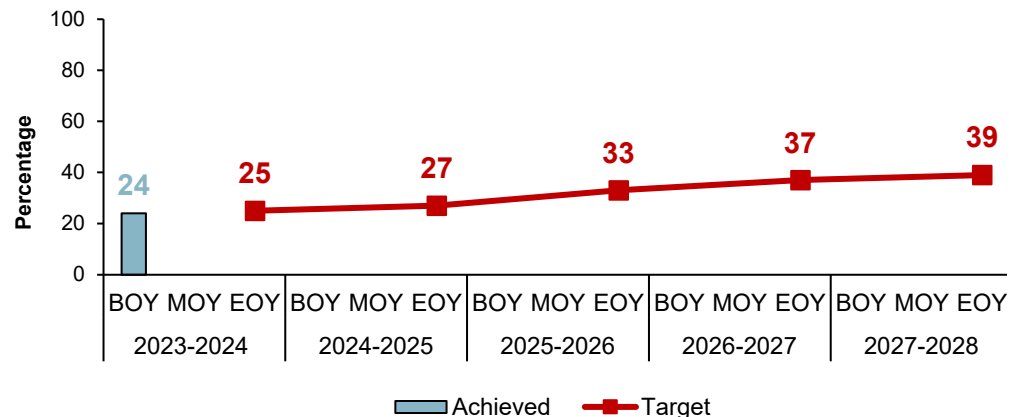
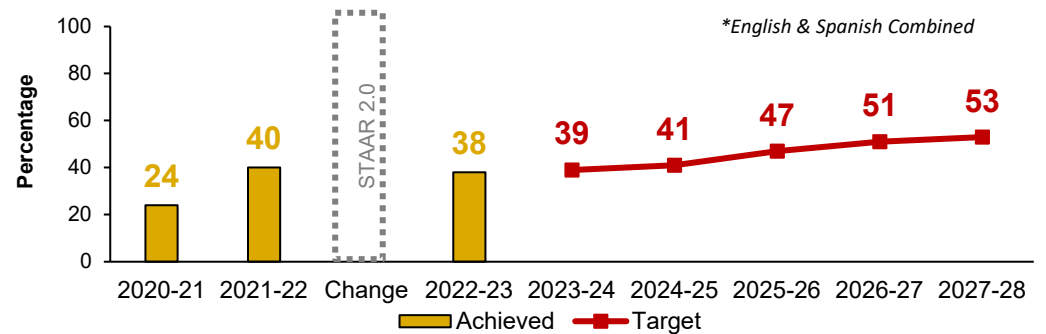


Figure 8. Overall Goal 2—Third Grade Students Meets Grade Level for Math



On Track

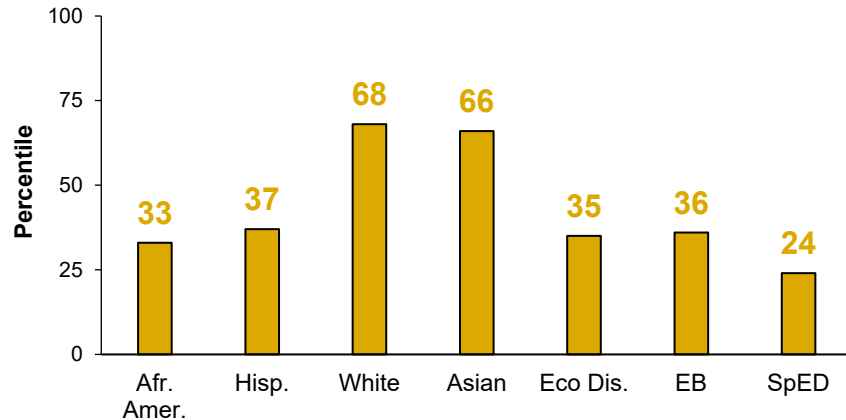
The presented data was used for goal setting

January 2024 Goal Progress Monitoring Report—GPM 2.1

Table 2. BOY NWEA MAP Target & Growth by Group

Student Group	22–23 BOY	22–23 Target	Needed Growth
All Students	24	25	1% pt.
Econ. Dis.	15	16	1% pt.
SWDs	9	10	2% pt.
EBs	17	18	1% pt.
Race/Ethn.			
Afr. Amer.	14	15	1% pt.
Hisp.	18	19	1% pt.
White	60	61	1% pt.
Amer. Ind.	41	42	1% pt.
Asian	61	62	1% pt.
Pac. Isl.	56	57	1% pt.
Two+	64	65	1% pt.

Figure 9. NWEA MAP Grade 3 Average Percentile Rank for Math



SUPERINTENDENT EVALUATION OF PERFORMANCE

- Description of Data**

Similar to the NWEA reading data, the math data reflect the low proficiency of our students in math. Both our African American students and Hispanic students score below 20% proficiency in NWEA math. Our pre-COVID math scores on STAAR were low, and we have not returned to that low level.

Again, our White and Asian students demonstrate much greater proficiency, but are only at the 60th and 61st percentile nationally (compared with their 69th and 66th ratings in reading). The achievement gap in percentile ranking is larger at 35 percentile points for our Black students and 31 percentile points for our Hispanic students.

This is the first year we have administered NWEA MAP assessments district-wide. Our first progress monitoring number will be available at the beginning of February. We will be able to establish trend data over time.

- Root Cause Analysis**

In the case of third-grade math there are two root causes for our students' low proficiency over many years:

1. High-quality instructional materials

The movement in the state and country around high-quality instructional materials is warranted. The schools in HISD have had a great deal of autonomy without accountability for raising student achievement. There are dozens of different math curricula in the District and not all of them are 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.

January 2024 Goal Progress Monitoring Report—GPM 2.1

- **Root Cause Analysis (cont.)**

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 needs significant improvement.

Supplemental Data:

The CIRCLE assessment for Pre-K3 and Pre-K4 will help inform teachers’ understanding of early math proficiency. Th data provide progress monitoring metrics that will enable teachers and schools to adjust instruction and supports to help accomplish Goal Progress Measure 2.1.

An analysis of the NWEA MAP math assessments in grades 3 through 8 will also provide information about the District’s system of supports to improve the quality of instruction and to provide high-quality instructional materials. These systems impact the two root causes for third grade NWEA math scores and thus will impact Goal Progress Measure 2.1.

Figure 10. CIRCLE Met Proficiency for Math

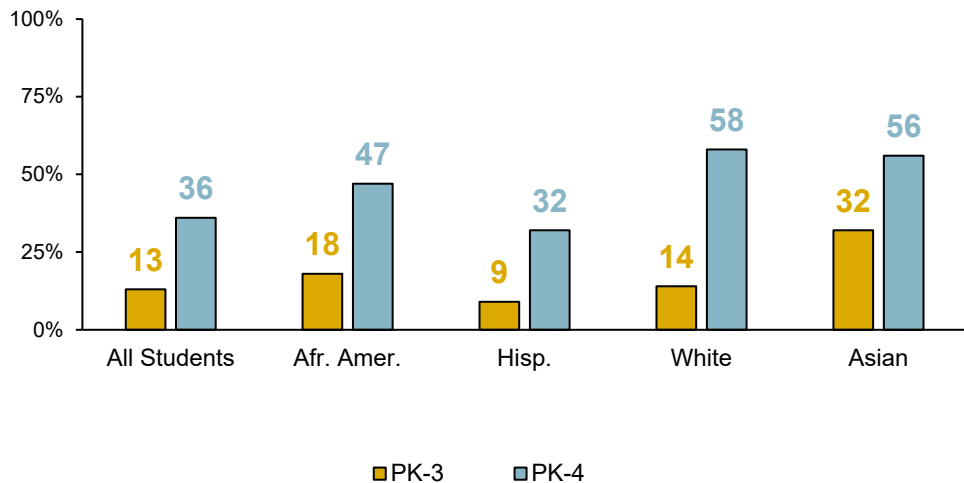
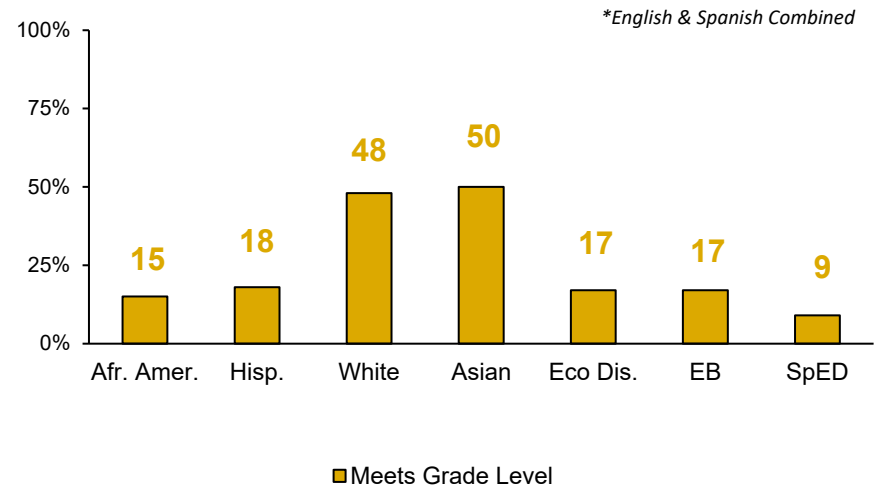


Figure 11. NWEA MAP 3-8 Met Proficiency for Math



January 2024 Goal Progress Monitoring Report—GPM 2.1

Goal Progress Measure 2.1 Action Steps:

While the leadership team's arrival in the summer did not allow time for more comprehensive changes, many steps have already been taken to improve third-grade math. Most significantly, HISD has:

- Created curriculum maps that are more tightly aligned with the Texas Essential Knowledge and Skills in math.
- Expanded the Eureka and Carnegie math curricula to the 85 NES/A schools and 117 other schools.
- Designed highly differentiated math lessons for use in the 85 NES/A schools; these lessons are also focused on math concepts, story problems, and real-world scenarios.
- Focused professional development on the improvement of the quality of instruction.
- Improved the quality of instruction significantly.

For the **2024-2025** school year, HISD will:

- **High-quality instructional materials**
 - Ensure all elementary and middle schools and NES high schools are using an approved math curriculum that qualifies as HQIM.
 - Provide professional development to all elementary and middle schools and NES high schools to use the curriculum effectively.
 - Expand the number of NES schools and provide HQIM to those new schools.
 - Prepare non-NES schools for transition to HQIM in the 2025-2026 school year.
- **Quality of Instruction**
 - Provide aligned curriculum maps to all math teachers across the District.
 - Continue to provide strong professional development around improving the quality of instruction.
 - Provide strong lesson-planning and curricular supports for all teachers across the District.
 - Support principals in improving the quality of instruction across the board and including math instruction.
 - Improve the quality of instruction significantly.