

April 2024 Goal Progress Monitoring Report—Goal Progress Measure 3.1 & 4.3

Goal 3

The percent of students graduating TSI ready and with an industry-based certification (IBC) will increase from 11% for the 2021-2022 graduates to 26% for the 2026-2027 graduates.

Goal Progress Measure 3.1

The percentage of 11th grade students meeting TSI criteria on the SAT, ACT, or TSIA in both math and reading will increase from 15% in May 2023 to 30% in May 2028.

BACKGROUND

The Texas Success Initiative (TSI), as mandated by the Texas State Legislature, evaluates students' readiness for college-level coursework in reading, writing, and mathematics. This initiative establishes cut scores for several college readiness assessments, including Scholastic Aptitude Test (SAT), American College Test (ACT), and TSIA (Texas Success Initiative Assessment). Each of these assessments are administered digitally to students both at HISD campuses and at other institutions such as universities, community colleges, and area school districts.

In order to be considered TSI-ready by the state, students must meet criteria in both reading and math. However, there are students who meet TSI criteria in only one subject, as reported in Figure 6.

Based on last year's data, it is anticipated that 16% of the district's 11th-grade students have met the state-defined criteria on the SAT, ACT, or TSIA in both math and reading by the end of their 11th grade year. Presently, Middle-of-Year (MOY) data indicates that 4% of the district's 11th-grade students are at the TSI criteria.

In alignment with Goal 3, the district aims to achieve a minimum growth of fifteen percentage points over the next five years. This growth target is set to meet the community's vision for Houston ISD.

Figure 1. 11th Grade Students Meeting TSI Criteria (GPM 3.1)

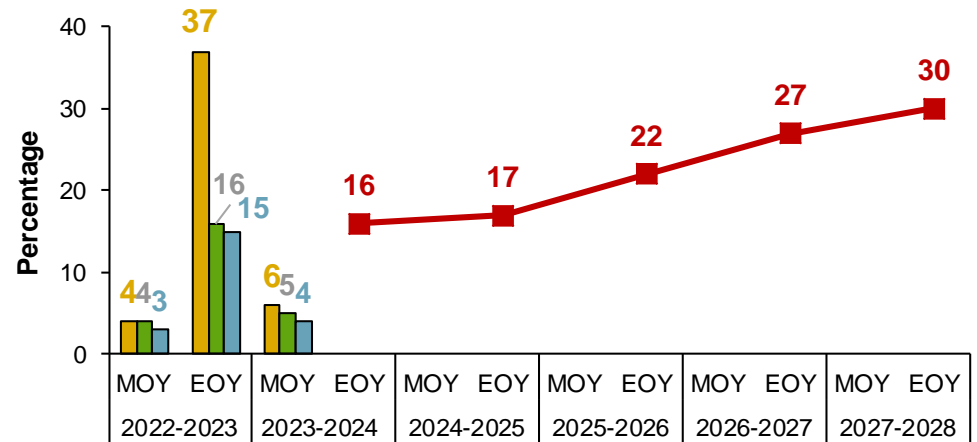
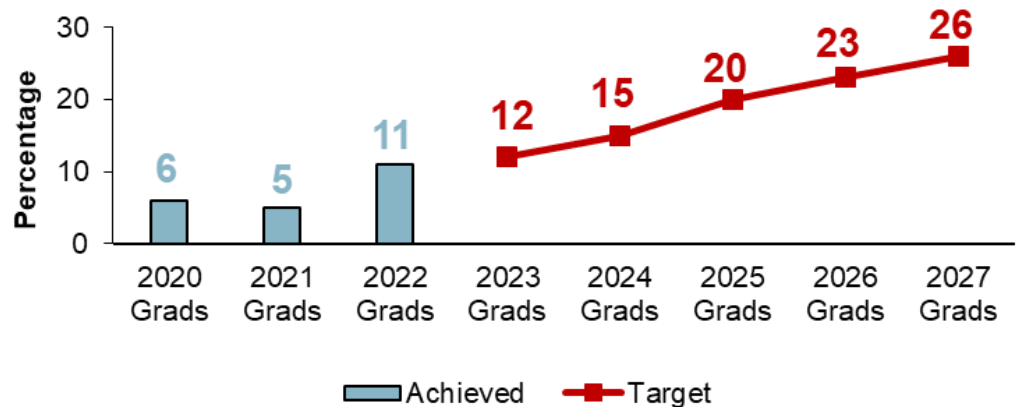


Figure 2. Graduates Earning an IBC who are also TSI Ready (Goal 3)



On Track

April 2024 Goal Progress Monitoring Report—Goal Progress Measure 3.1 & 4.3

Table 1. 11th Grade Meeting TSI Criteria Target and Growth by Group

Student Group	22-23 MOY	22-23 EOY	23-24 MOY	23-24 EOY Target
All Students	3	15	4	16
Econ. Dis.	1	9	2	10
SWDs	1	4	0	5
EBs	2	11	1	12
Afr. Amer.	1	10	1	11
Hisp.	1	11	2	12
White	5	30	9	31
Amer. Ind.	-	-	-	-
Asian	27	42	33	43
Pac. Isl.	-	-	-	-
Two+	6	31	10	32

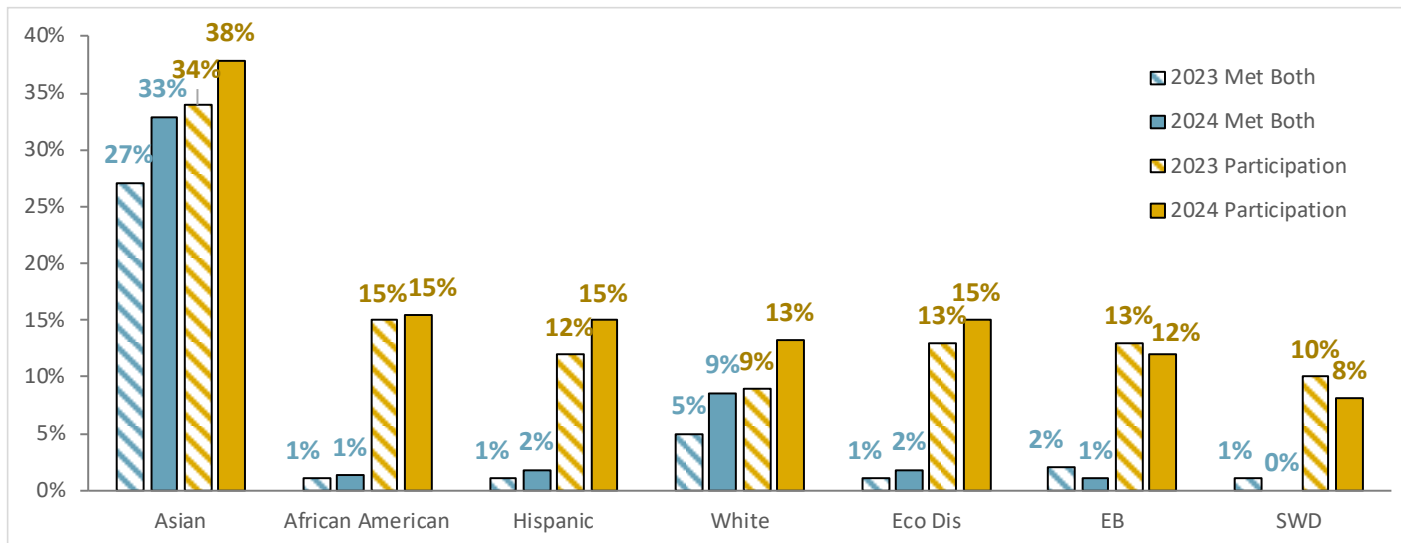
MOY results highlighted in green indicate at or above MOY in prior year while red indicate below MOY in prior year. *Some groups did not have reported data due to lack of participants.

SUPERINTENDENT EVALUATION OF PERFORMANCE

Description of Data

- Overall, all students, including Economically Disadvantaged Students and all measurable student groups except two have met or exceeded their 22-23 MOY TSI percentages and thus appear to be on track for the 23-24 target. The percentage of students participating in TSIA eligible assessments grew in all populations but two groups.
- Two student populations (SWDs and EBs) are slightly below their 22-23 MOY percentages.
- Overall, students scores in reading are increasing. Math scores are flat or decline as compared to MOY scores last year.

Figure 3. 11th Grade Meeting TSI Criteria and Participation, MOY 2023 and MOY 2024



April 2024 Goal Progress Monitoring Report—Goal Progress Measure 3.1 & 4.3

Figure 4. TSI Assessment Participation at MOY 2022-23 & MOY 2023-24, by NES/A Status

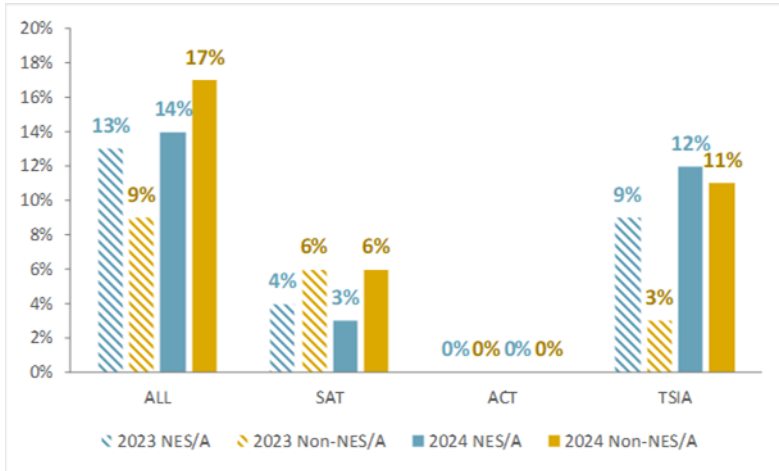
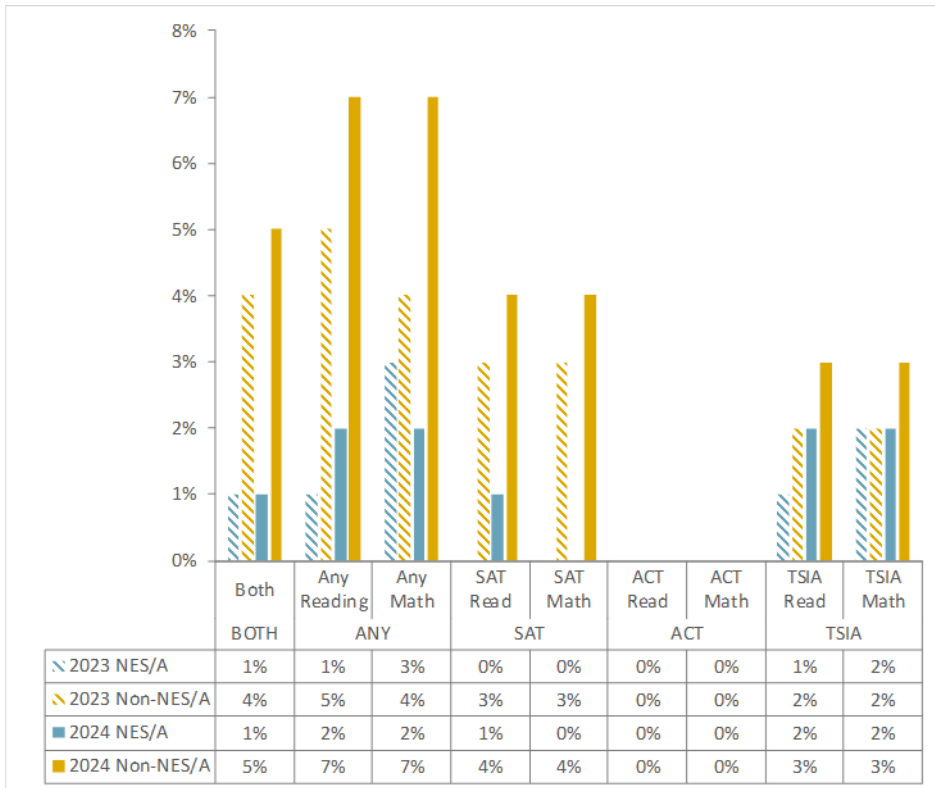


Figure 5. Met Criteria in Reading, Math, or Both, MOY 2022-23 & MOY 2023-24, by NES/A Status



Root Cause Analysis

- The MOY TSI Assessment data does not reflect the Grade 11 School Day SAT participation. Students who took an earlier administration of SAT/ACT/TSIA generally do so with an intention in mind (college acceptance or eligibility for dual credit courses).
- In Fall 2023, HISD was more proactive ensuring students were eligible to take dual credit courses and having students take the TSI assessments. The CCMR Division Teams supported campuses in the administration of the TSI Assessment ensuring different fall assessment windows. The data show an overall increase of using the TSI Assessment for students in both NES/A and Non-NES/A high schools.
- The growth in reading scores between 22-23 to 23-24 is observable in both NES/A and Non-NES/A campuses.
- NES/A Math scores are decreased by one percentage point overall. This slight decrease for the MOY might be related to Grade 11 students are primarily enrolled in Algebra II, which is tested on the SAT and TSIA. The MOY data is captured before students have completed most of Algebra II. Students who have completed Algebra II have a greater chance of success to show TSIA readiness in Math. Knowing Algebra II is critical for Math success, it is anticipated that students who took the in-school SAT in March demonstrate greater success as students would have had seven months of exposure to Algebra II concepts.

April 2024 Goal Progress Monitoring Report—Goal Progress Measure 3.1 & 4.3

Goal Progress Measure 3.1 Action Steps:

How has this data informed district decision making?

- The TSIA data is used to identify college readiness gaps in Reading and Math. All groups, except the SWDs and EBs, are on target. Knowing that these students are not meeting the thresholds at MOY indicates that more support is need for SWDs and EBs related to TSI readiness.

What have you done/will do in response to the data and root-cause analysis?

- To address gaps in TSI readiness among SWDs and EB students, plans are underway to offer additional support. The CCMR team is collaborating with Houston Community College (HCC) to raise awareness among counselors, teachers, and parents about transitional bridge programs available at HCC, with an event scheduled for April 6, 2024. Some CCMR positions will be realigned to specifically support SWDs and EB students.
- In addition, transitioning to standardized on-grade level curriculum in Reading and Math is expected to better prepare students for demonstrating TSI readiness. For the 24-25 academic year, specific high school English and Math courses, including Algebra I, Geometry, Algebra 2, English 1 (including Pre-AP and ESOL), and English 2 (including Pre-AP and ESOL), will feature standardized curriculum.
- The district’s key action to improve the quality of instruction in SPED classrooms will also support TSI readiness.
- High Schools were provided access to Khan Academy to prepare students for the SAT, which is recognized by College Board as the official SAT Prep tool. Grade 11 students will continue to utilize this resource to prepare for upcoming exam administrations, both in spring of 11th grade and fall of 12th grade.
- HISD is actively assisting Grade 12 students in preparing for the TSI exams. They utilize an internal CCMR Dashboard to pinpoint students close to meeting TSI thresholds in English and/or Math. Targeted remediation involves programs like Texas College Bridge/EdReady and TSI Bootcamps with HCC. HISD has allocated four administration windows for the TSIA 2.0 in its Assessment Calendar, allowing students to focus on content areas and build content knowledge before taking the exam. Texas College Bridge, a remediation platform, reports a 41% completion rate in Math and a 22% rate in English, with the latter hindered by essay grading requirements. Reviewing Grade 12 SAT/ACT/TSIA data from September 1, 2023, to March 18, 2024, shows a 2% increase in TSI English and a 12% increase in TSI Math among students.

Is there research behind these changes?

- Research shows college readiness bridge programs have a great impact on SWDs success when transitioning to postsecondary education (Lintangsari, Emaliana, Fatmawati, Rahajeng, 2021). The same bridge support programs, in addition to a strong English language acquisition program, also prove to better support EB students as they transition from high school to postsecondary learning (Cambridge Press, 2019).

What are the expectations if these pieces are implemented with fidelity?

- When students are taught on-grade level curriculum every day and SWDs and EBs are supported for their specific learning needs, the expectation is that all students will show increases in TSI readiness. Additionally, increasing the opportunities for bridge programs for SWDs and EBs will increase the number of students with special needs to be successful in their postsecondary learning.

April 2024 Goal Progress Monitoring Report—Goal Progress Measure 3.1 & 4.3

Goal 4

Students in grades 4 through 8 who receive special education services that achieve growth as measured by the Domain 2 Part A of the state accountability system will increase from 63% in August 2023 to 78% in August 2028.

Goal Progress Measure 4.3

The percentage of students in grades 3 through 8 who receive special education services (SWD) who are projected at Meets Grade Level in reading or math on NWEA MAP will increase from 11% in September 2023 to 26% in May 2028.

BACKGROUND

The Texas Education Agency (TEA) growth in student proficiency on STAAR to determine state accountability ratings in Domain 2A. The overall Goal 4 data reflects prior year’s growth for SWDs as 63%, meaning that those students grew in proficiency level on the STAAR test last year in reading and/or math. In the 2023-24 school year, the district implemented the NWEA MAP as an interim assessment to track student progress. This assessment provides a projected proficiency level linked to the State of Texas’ STAAR assessments, aiding teachers in better serving students.

According to Beginning-of-Year (BOY) NWEA MAP data, it is anticipated that 11% of the district’s students with disabilities (SWD) meet or exceed the grade level proficiency standard set by the state. As this is the first time the district has utilized the NWEA MAP, BOY data has been used to set performance targets for End of Year (EOY) assessments over a five-year period. Presently, Middle-of-Year data (MOY) indicates that 12% of the district’s students with disabilities (SWD) meet or exceed the grade level standard.

Aligned with Goal 4, the district strives to achieve a minimum growth of fifteen percentage points over the next five years. This target aligns with the community’s vision for Houston ISD, emphasizing academic progress and achievement for all students.

Figure 6 . NWEA MAP SWD 3rd-8th Grade Students Met Grade Level (GPM 4.3)

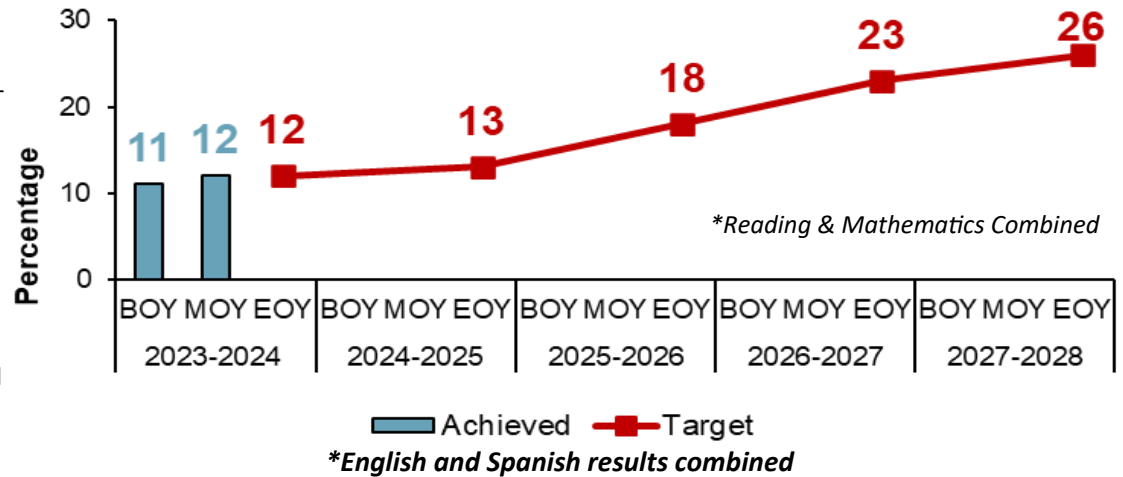
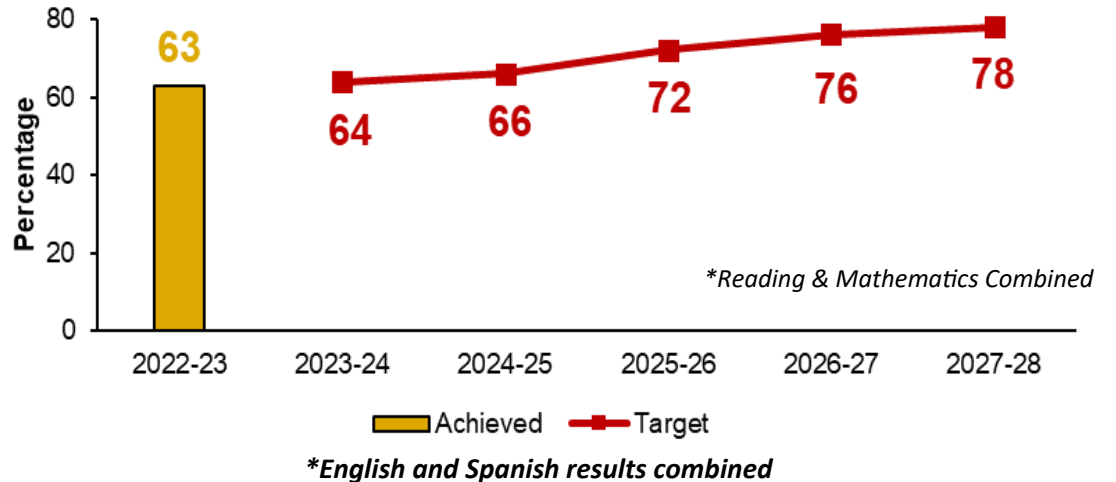


Figure 7. 4th-8th Grade SWD Achieved Growth Domain 2 Part A (Goal 4)



On Track

April 2024 Goal Progress Monitoring Report—Goal Progress Measure 3.1 & 4.3

Table 1. MOY NWEA MAP SWD 3rd-8th Grade Target & Growth by Group

Student Group	23-24 BOY	23-24 MOY	23-24 EOY Target	Needed Growth
All Students with Disabilities (SWD)	11	12	12	Met
Econ. Dis.	6	6	7	+1%
EBs	6	7	7	Met
Afr. Amer.	6	7	7	Met
Hisp.	7	9	8	Met
White	41	41	42	+1%
Amer. Ind.	-	-	-	-
Asian	43	47	44	Met
Pac. Isl.	-	-	-	-
Two+	35	39	36	Met

Results include English and Spanish tests combined. MOY results highlighted in green indicate at or above target while red indicate below target. *Some groups did not have reported data due to lack of participants.

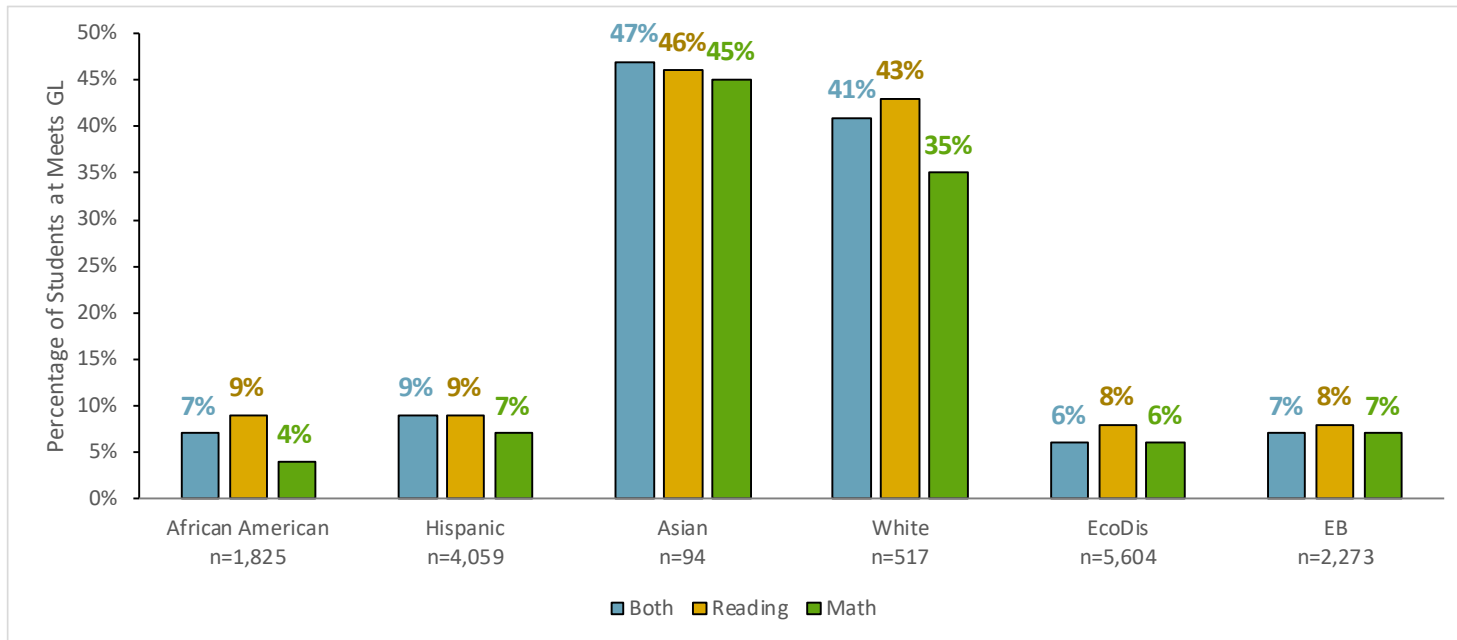
SUPERINTENDENT EVALUATION OF PERFORMANCE

Just as the Goal Progress Monitoring Report indicated in March, it's imperative to consider that this is the first instance of administering the NWEA MAP assessment district wide. The district is creating initial benchmarks and should be cautious about making significant interpretations from this initial data. After conducting the NWEA MAP assessments in May 2024, we will be able to set our end-of-year baseline. Our projection is to sustain our current progress of achievement with students from grades 3 to 8 who are in special education and who meet or exceed the grade level standard.

The middle-of-year (MOY) assessment data reveals that 12% of students with disabilities are on the path to achieving grade-level proficiency standards. This 12% represents our end-of-year (EOY) target for students who receive special education services.

Additionally, our MOY target & growth by group data indicate 6 of the 8 EOY targets have been achieved.

Figure 8. NWEA MAP SWD 3rd-8th Grade Students Meets Grade Level



**English and Spanish results combined*

April 2024 Goal Progress Monitoring Report—Goal Progress Measure 3.1 & 4.3

Students with IEPs historically have underperformed in comparison to their peers without disabilities. NWEA MAP assesses student proficiency in reading comprehension & mathematics and in many of the core TEKS (Texas Essential Knowledge and Skills). There are 3 **root causes** for our students' low proficiency in reading and mathematics.

1. Quality Instruction

Effective curriculum implementation and the delivery of high-quality instruction by teachers are paramount. Based on extensive observations conducted by school leaders this year, it's evident that there is a need for overall improvement in instructional quality across all grade levels, with particular attention required in the early years. Although progress has been made in enhancing instructional quality throughout the first semester, it remains at a 'progressing' level, underscoring the ongoing need for continued efforts towards improvement. While we are still compiling and analyzing data, it is also likely that the quality of instruction in special education classrooms needs considerable improvement.

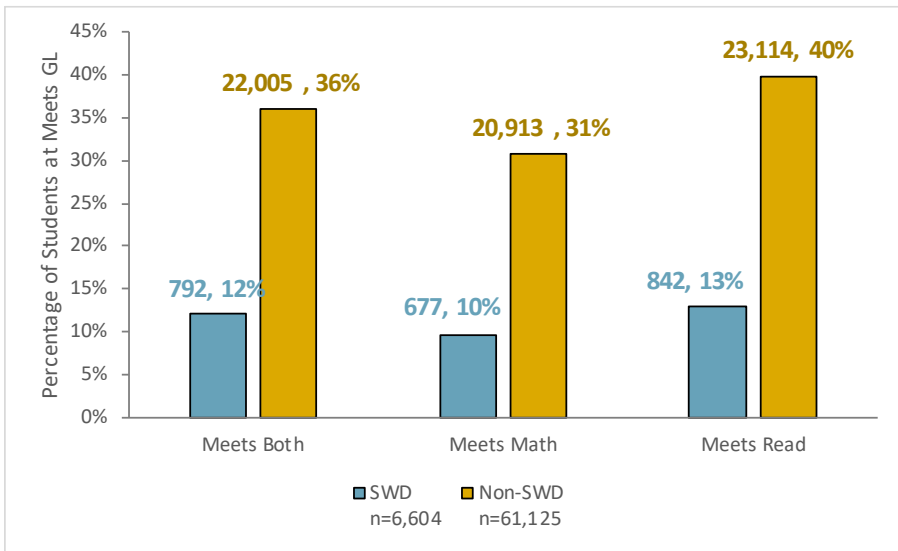
2. Science of Reading Curriculum

The research confirms the necessity for students learning to read to acquire decoding and language comprehension skills. To address this, the district embarked on an evaluation and enhancement of its reading curriculum during the 2022-2023 school year, piloting the Amplify program—a science-of-reading curriculum—in six schools. However, most schools in the district lacked intentional efforts to provide students with a comprehensive science-of-reading curriculum. While progress has been made in updating curricular materials across schools during this initial semester, there remains a key imperative to ensure consistent adoption and integration of high-quality instructional materials district-wide in the forthcoming years.

3. Specially Designed Instruction

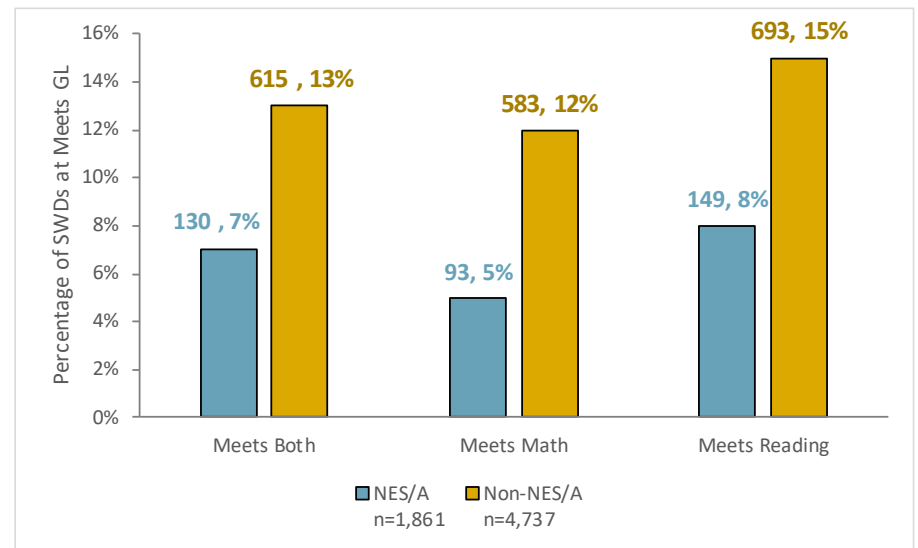
The district has made strides in training our teachers to implement targeted professional development interventions focused on Specially Designed Instruction (SDI). As a result, we are progressing toward achieving our EOY goal of 12% for the 2023-2024 school year, as indicated in Table 1. Economically disadvantaged and White student groups were only one percentage point from the EOY growth target. After comparing the data between students with disabilities and those without, it is evident that our department faces significant challenges in providing effective Specially Designed Instruction (SDI). To ensure EOY goals are met for all student groups including NES/A AND Non-NES/A, the Office of Special Education will continue monitoring MAP test scores over time to gauge the effectiveness of interventions. We will also adapt strategies as necessary, guided by ongoing data analysis and feedback. Additionally, efforts are underway to develop a district-wide support plan ensuring sustained assistance and prioritization

Figure 9. 3rd-8th Graders at Meets Grade Level, by SWD status



**English and Spanish results combined*

Figure 10. NWEA MAP SWD 3rd-8th Grade Meets Grade Level, by NES/A Status



**English and Spanish results combined*

April 2024 Goal Progress Monitoring Report—Goal Progress Measure 3.1 & 4.3

Goal Progress Measure 4.3 Action Steps:

The data has highlighted the current performance of students receiving special education services (SWD) in grades 3 through 8 in reading or math on NWEA MAP assessments. It has provided a detailed look into the gap between the current percentage of students meeting grade level expectations and the desired target of 26% by May 2028. In response to the data and analysis, several actions have been taken and will continue to be implemented. These include:

- Providing targeted professional development interventions focused on Specially Designed Instruction (SDI) for teachers.
- Monitoring MAP test scores over time to assess the impact of interventions.
- Adjusting strategies based on ongoing data analysis and feedback.
- Establishing a district-wide support plan to ensure ongoing support and prioritization of special education initiatives, including collaboration with general education teachers.
- Provide targeted instructional support in Reading and Math for students with disabilities in NES elementary and middle schools to improve instruction in the 24-25 school year.

The changes are informed by research-based practices in special education and instructional strategies tailored to meet the diverse needs of students with disabilities. If these changes are implemented with fidelity, students with disabilities demonstrate improved academic achievement in the areas of reading and mathematics.

April 2024 Goal Progress Monitoring Report—Goal Progress Measure 3.1 & 4.3

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

Goal 4

Abbreviation	Term	Definition
TEKS	Texas Essential Knowledge & Skills	Standards defining education requirements for each course
SDI	Specially Designed Instruction	Instruction tailored to meet a student's specific educational needs

GLOSSARY:

Goal 3

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
HCC	Houston Community College	
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 readi-