

## August 2024 Overall Goal Report— Overall Goal 1&2

### 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.

#### End-of-Year (EOY) Summary

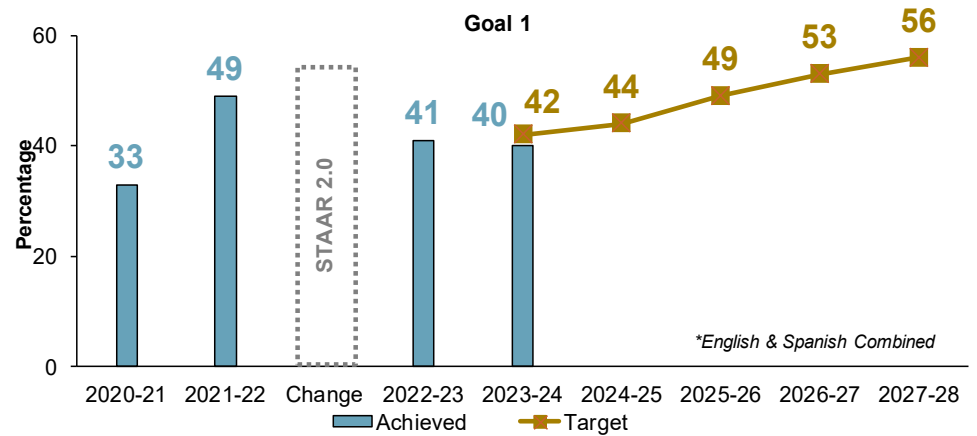
The State of Texas' STAAR assessment is based on the state's curriculum standards in core subjects including reading, mathematics, science, and social studies. The State of Texas has designed its curriculum according to the Texas Essential Knowledge and Skills (TEKS) standards. Therefore, the STAAR assessment is designed to measure what students know and can do and to determine whether students are on track to be academically successful.

Keep in mind that for the 2023-2024 STAAR exams, the state included more writing responses, requiring students to respond to more than multiple choice questions. Because of test adjustments over time, one should use caution when making year to year comparisons. Still, STAAR trend data is a reliable gauge of overall student proficiency especially if viewed in the context of State increases (or decreases) and if combined with other assessments of student proficiency.

The District's End-of-Year target for 3<sup>rd</sup>-grade reading on the STAAR assessment was 42% meeting or exceeding grade level. The District did not meet this goal, dropping one point from 41% to 40%. By comparison, the State average dropped by 2 percentage points.

Overall, the district aims to achieve a minimum growth of 15 percentage points by June 2028. HISD's goal for the end of the 2024-2025 school year remains at 44%.

**Figure 1. STAAR 3rd Grade Students Meets Grade Level in Reading**



**Table 1. STAAR 3rd Grade Students Meets Grade Level in Reading (English & Spanish Combined)**

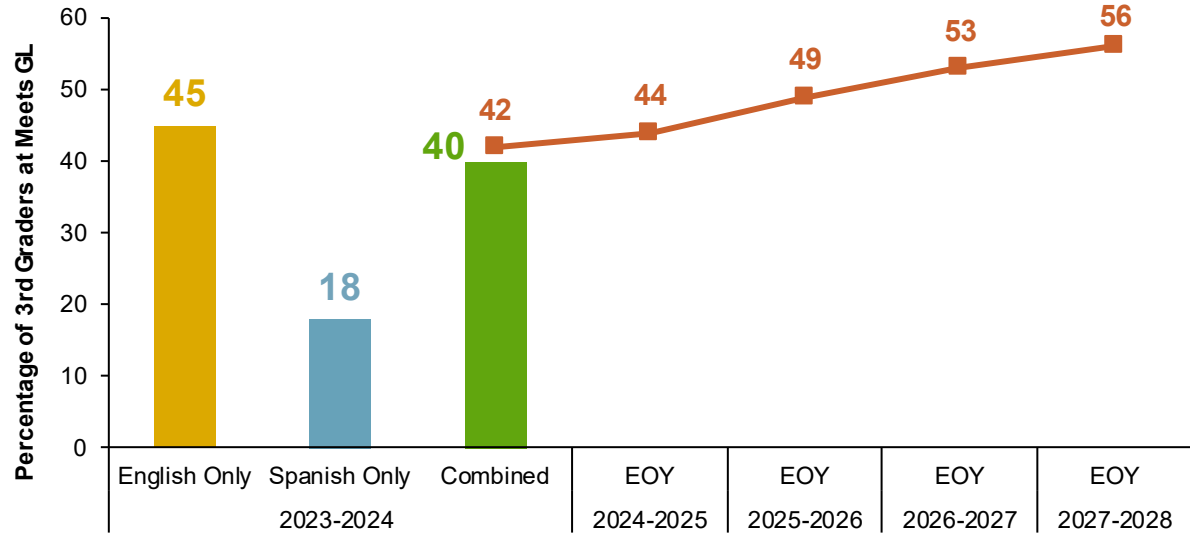
Houston ISD	All Students			NES/A		Non-NES/A	
	2022-23	2023-24	TARGET	2022-23	2023-24	2022-23	2023-24
<b>All Students</b>	41%	40%	42%	31%	34%	45%	42%
Econ. Dis.	33%	32%	34%	30%	34%	34%	32%
SWDs	19%	18%	20%	10%	13%	21%	19%
EB	32%	29%	32%	29%	29%	33%	29%
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Hispanic	35%	35%	36%	31%	36%	36%	35%
White	73%	74%	73%	27%	41%	75%	75%
Asian	69%	71%	69%	27%	32%	72%	73%

Orange indicates did not meet target, Green indicates met target. FINAL STAAR data, extracted from COGNOS 7/24/2024.

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**Figure 2.** STAAR 3rd Grade Students Meets Grade Level in Reading



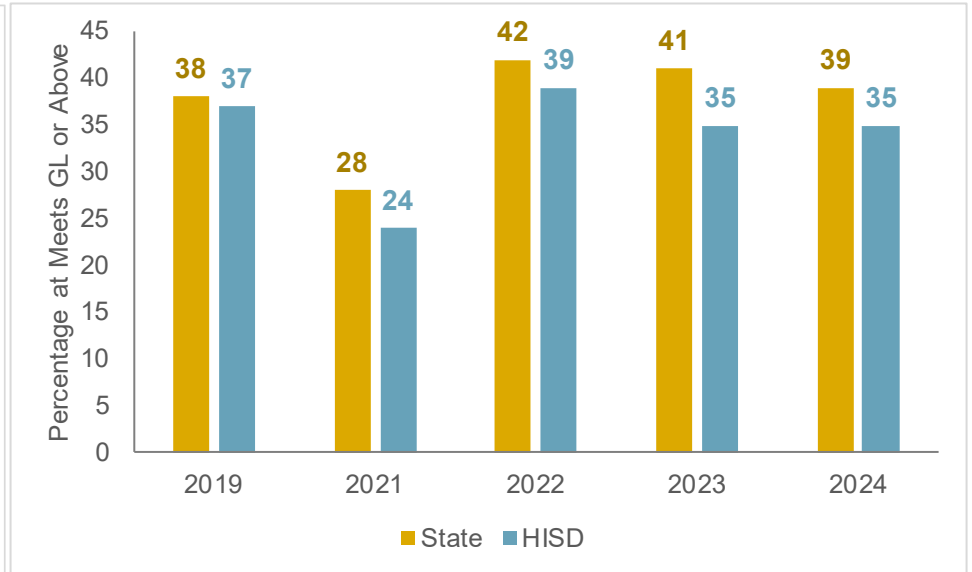
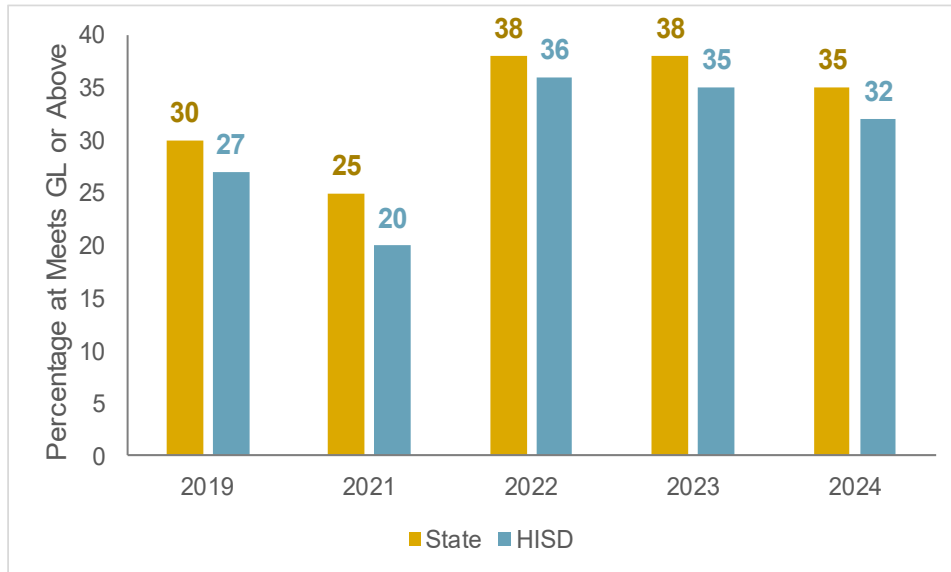
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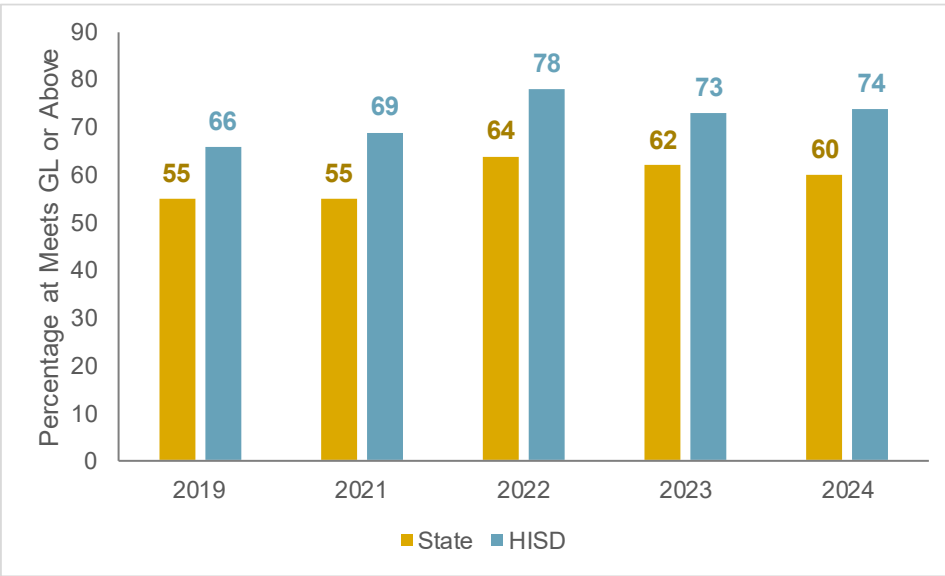
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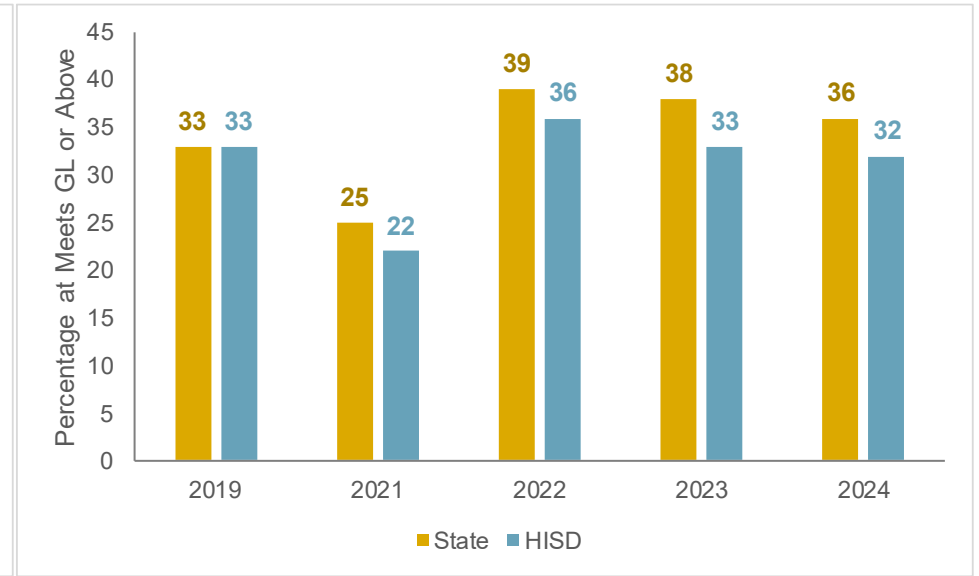


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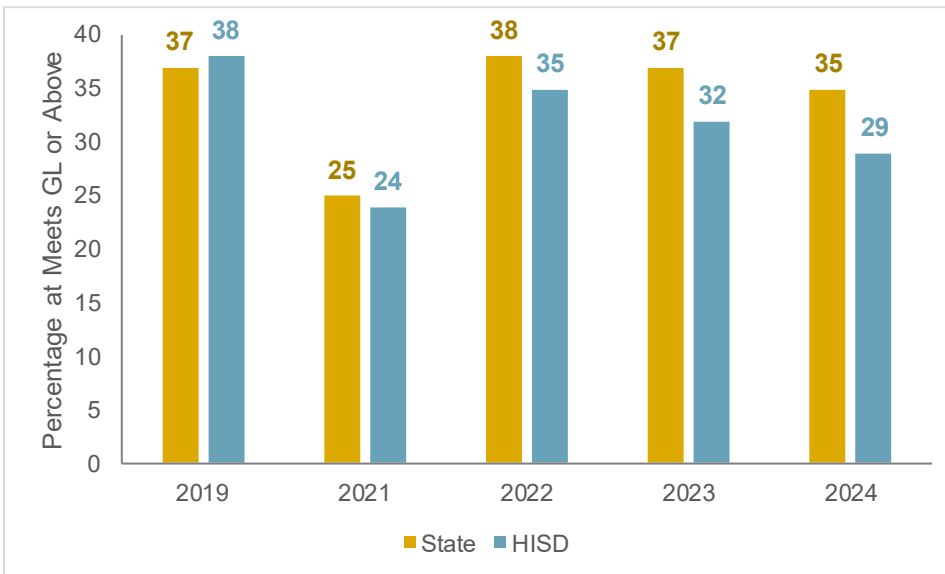
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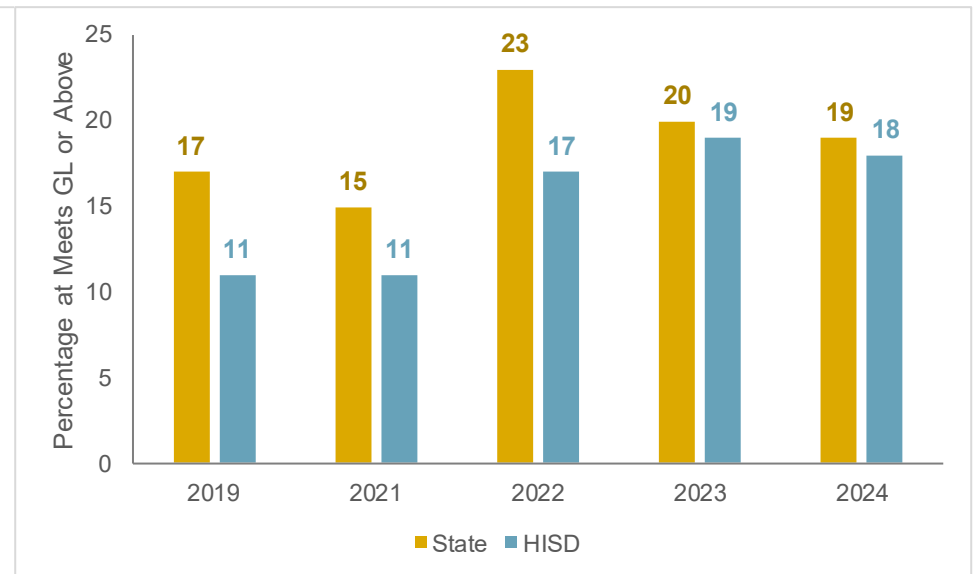
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**Figure 7.** 3rd Grade STAAR Reading, *Emergent Bilingual Students*



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## SUPERINTENDENT EVALUATION OF PERFORMANCE

The District saw overall significant improvement on the STAAR assessment overall. This improvement was achieved at the same time the State and almost all other large districts declined overall. These results during the first year of enormous transformation suggests that the instructional approach is sound and that we should stay the course. Also important to note is that the NES schools improved 3 percentage points on the third-grade STAAR reading assessment. That means the third graders in the NES schools outperformed their peers across the state by four percentage points on average – a huge increase.

Still, there is much work to be done to bring our third grade reading proficiency up the national average. Unlike the upper grades, third grade still includes “learning to read” skills as well as “reading to learn.” The foundation for reading proficiency is built over many years from PreK through third grade. Over the next several years, we will have to strengthen our early childhood literacy instruction and programming in order to ensure students leave third grade able to read at grade level.

Additionally, expanding the NES instructional model to the schools where a large percentage of the entering third graders are not reading at grade level will give those students a chance to narrow their proficiency gaps.

## ROOT-CAUSE ANALYSIS

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

### **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. 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.

### **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 in the 2023-2024 school 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 the elementary schools, more needs to be done to ensure strong implementation of high-quality instruction and strong curriculum design in grades PreK through 2.

### **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.

**GOAL PROGRESS MEASURE (GPM) 1.1 & 1.2 DATA**

For the 2023-24 school year, the district has proactively implemented measures to prepare students for the State of Texas' STAAR reading assessment. One key initiative is the use of the NWEA MAP as an interim assessment tool. This tool monitors student proficiency, performance, and growth, aligning closely with STAAR assessments. The NWEA MAP assessment helps determine each student's readiness to meet grade-level standards set by the State of Texas. As a result, three progress measures were created to monitor student performance and whether students are on-track to achieving district goals and academic success as outlined by state standards:

**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.

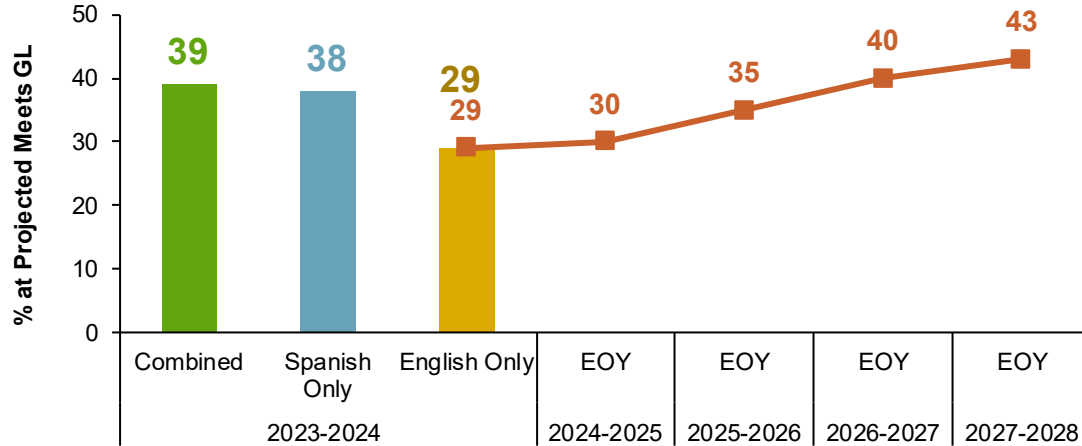
**Goal Progress Measure 1.2:** The percentage of 3rd graders attending an NES or NESA campuses projected at Meets Grade Level in reading on NWEA MAP will increase from 18% in September 2023 to 42% in May 2028.

**Note:** NWEA MAP has two reading assessment versions in English and Spanish. NWEA MAP views the Spanish reading assessment as a separate subject assessment and is not included in the overall calculation of projected proficiency. Therefore, the Spanish reading assessment was not included in the overall calculation for projected proficiency and goal baseline/trajjectory.

## August 2024 Overall Goal Report— Overall Goal 1&2

**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.

**Figure 9.** 3rd Grade NWEA MAP Reading, Projected Meets GL



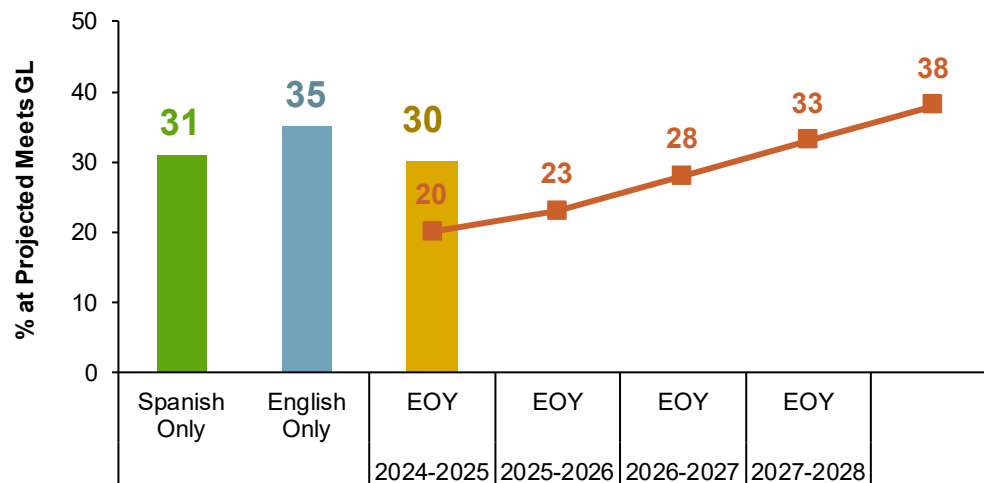
**Table 3.** End of Year NWEA MAP Reading, Projected Meets GL

	Combined	Spanish Only	English Only	TARGET
<b>All Students</b>	<b>39</b>	<b>38</b>	<b>29</b>	29
Econ. Dis.	31	37	29	20
SWDs	15	10	16	13
EB	30	38	27	14
Afr. Amer.	30	8*	31	28
Hispanic	33	38	31	19
Asian	69	**	68	64
White	70	38	72	65

*English Only = 10,714 students / Spanish Only = 2,411 students / Combined = 13,125 students*

**Goal Progress Measure 1.2:** The percentage of 3rd graders attending an NES or NES/A campuses projected at Meets Grade Level in **reading** on NWEA MAP will increase from 18% in September 2023 to 42% in May 2028.

**Figure 10.** 3rd Grade NWEA MAP Reading, Projected Meets GL, **NES/A**



**Table 4.** End of Year NWEA MAP Reading, Projected Meets GL, **NES/A**

	Combined	Spanish Only	English Only	TARGET
<b>All Students</b>	<b>31</b>	<b>35</b>	<b>30</b>	<b>20</b>
Econ. Dis.	30	34	29	20
SWDs	9	10	9	12
EB	28	35	30	7
Afr. Amer.	28	**	28	24
Hispanic	31	35	22	17
Asian	29	**	29	11
White	38	**	39	28

*English Only = 2,648 students / Spanish Only = 612 students / Combined = 3,260 students*

**Notes:** NWEA MAP English & Spanish versions assess different TEKS and should not be combined. English and Spanish calculation reports a percent of testers within test language (weighted average). \*Group has less than 25 testers, \*\* less than 5 testers—Should interpret results with caution.

### **Overall Goal 1 Action Steps:**

In the **2023-2024** school year, the District took several steps to improve third-grade reading. Most significantly, HISD has:

- Expanded the Amplify curriculum in 108 Non-NES schools and developed an Amplify-based, differentiated curriculum for 85 NES schools.
- Implemented an additional “Science of Reading” course in grades 2 through 6 in all elementary and middle NES 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.
- Added teacher assistants to the NES Pre-K classrooms.
- Expanded the number of Pre-K seats by 800 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**

- 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 in reading.
- 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.

## August 2024 Overall Goal Report— Overall Goal 1&2

### 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.

#### End-of-Year Summary

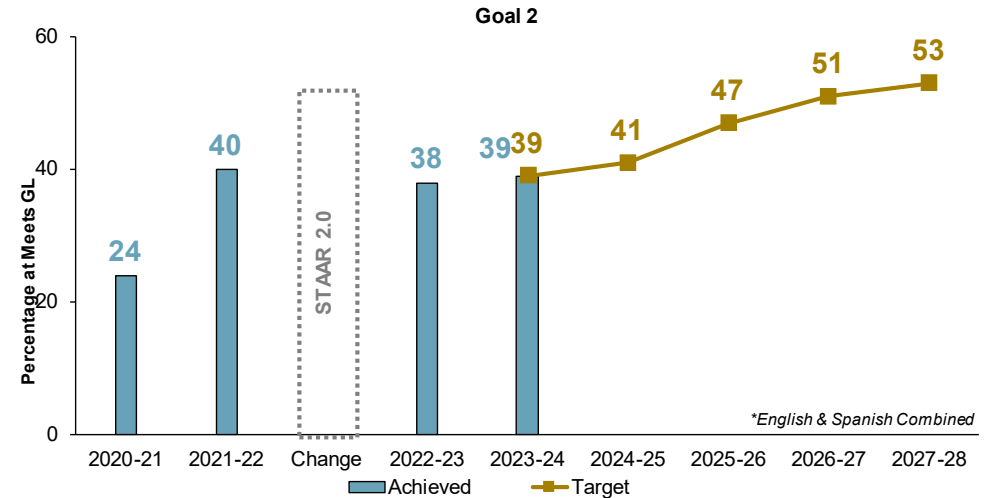
Just as the reading assessment, the State's STAAR assessment in math is tied to Texas Essential Knowledge and Skills (TEKS) standards. It is designed to measure what students know and can do in math and to determine whether students are on track to be academically successful.

Similar to the reading test redesign, in the 2023-2024 school year the STAAR 2.0 assessment introduced technology enhanced items and non-multiple-choice responses. Again, because of test adjustments over time, one should use caution when making year to year comparisons. Still, STAAR trend data is a reliable gauge of overall student proficiency especially if viewed in the context of State increases (or decreases) and if combined with other assessments of student proficiency.

The District's End-of-Year target for 3<sup>rd</sup>-grade math on the STAAR assessment was 39% meeting or exceeding grade level. The District met this goal, increasing one point from 38% to 39%. By comparison, the State average dropped 3 percentage points. Thus, HISD was able to narrow the gap with the State by 4 percentage points on average.

Overall, the district aims to achieve a minimum growth of 15 percentage points by June 2028. HISD's goal for the end of the 2024-2025 school year remains at 41%.

**Figure 11. STAAR 3rd Grade Students Meets Grade Level in Math**



**Table 5. STAAR 3rd Grade Students Meets Grade Level in Math by Group (English & Spanish Combined)**

Houston ISD	All Students			NES/A		Non-NES/A	
	2022-23	2023-24	TARGET	2022-23	2023-24	2022-23	2023-24
<b>All Students</b>	38%	39%	39%	28%	35%	42%	41%
Econ. Dis.	30%	33%	31%	28%	36%	31%	31%
SWDs	18%	20%	20%	7%	19%	21%	20%
EB	33%	34%	33%	30%	36%	34%	33%
Afr. Amer.	25%	26%	26%	21%	25%	27%	27%
Hispanic	34%	37%	35%	31%	41%	35%	35%
White	69%	70%	71%	33%	46%	71%	71%
Asian	72%	73%	73%	25%	37%	75%	75%

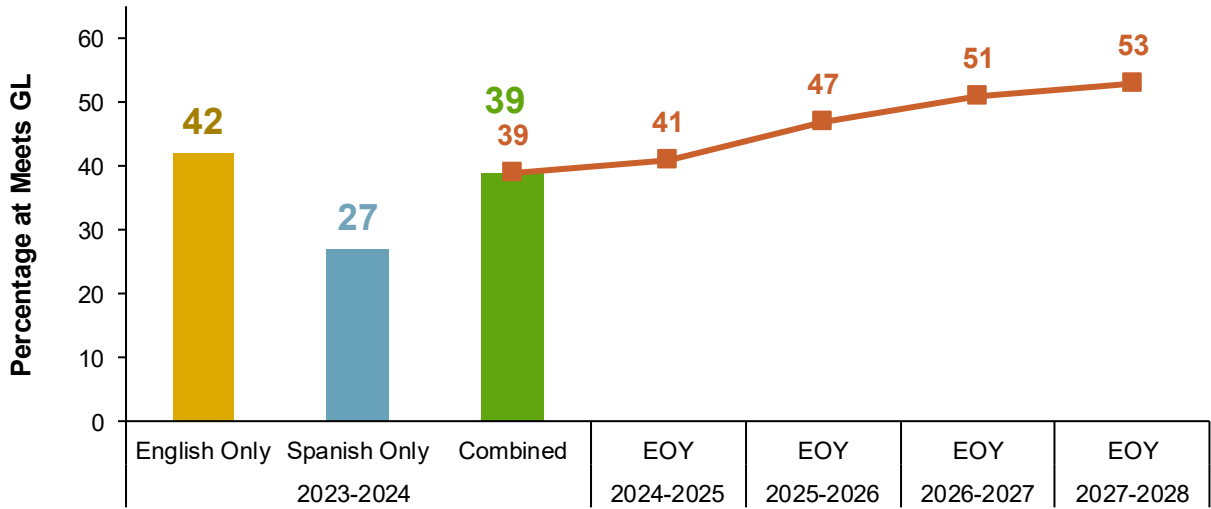
Orange indicates did not meet target, Green indicates met target. FINAL STAAR data extracted from COGNOS on 7/24/2024.



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**Figure 12 .** 3rd Grade Math, Meets GL

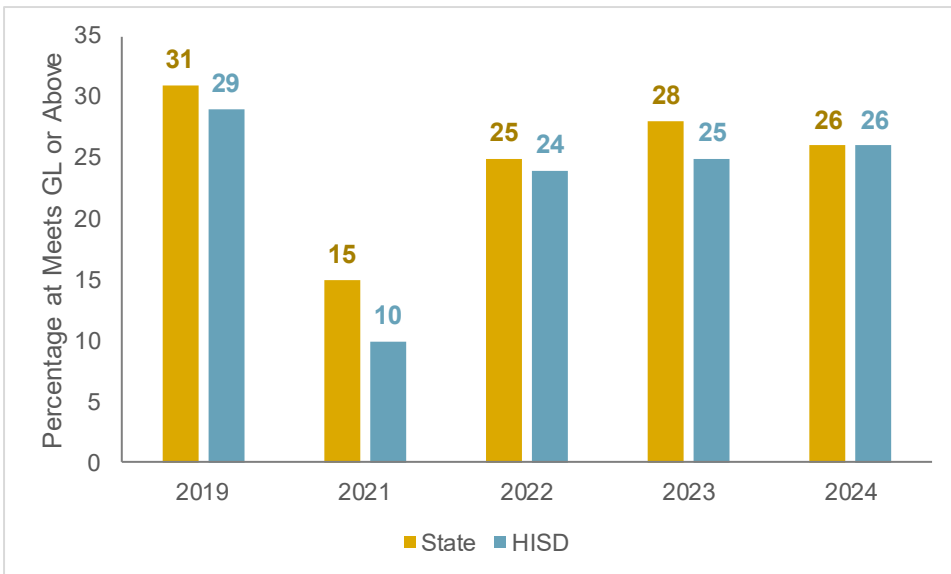


**Table 6 .** Tested Student Counts, 3rd Grade STAAR

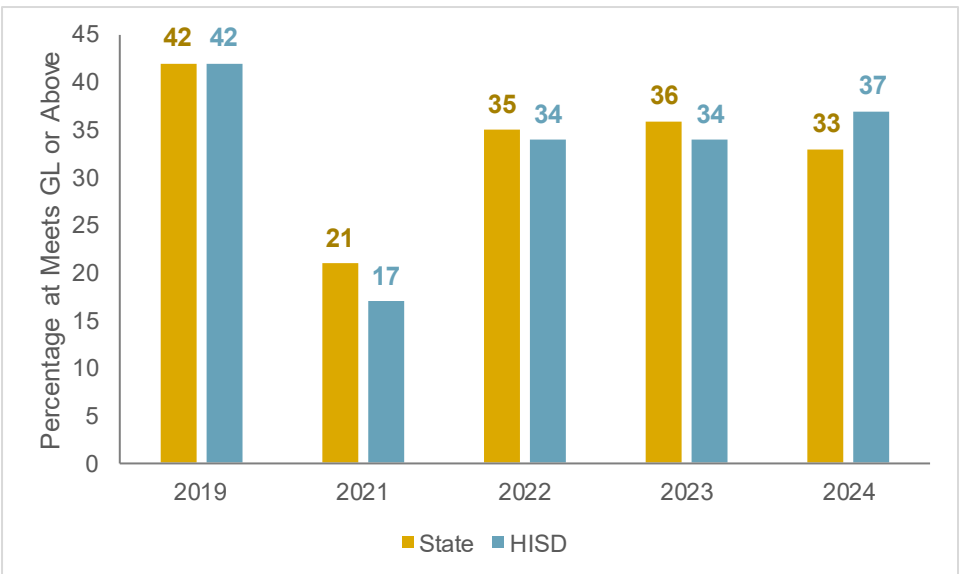
	English Testers	Spanish Testers
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**Figure 13.** 3rd Grade STAAR Math, African American Students



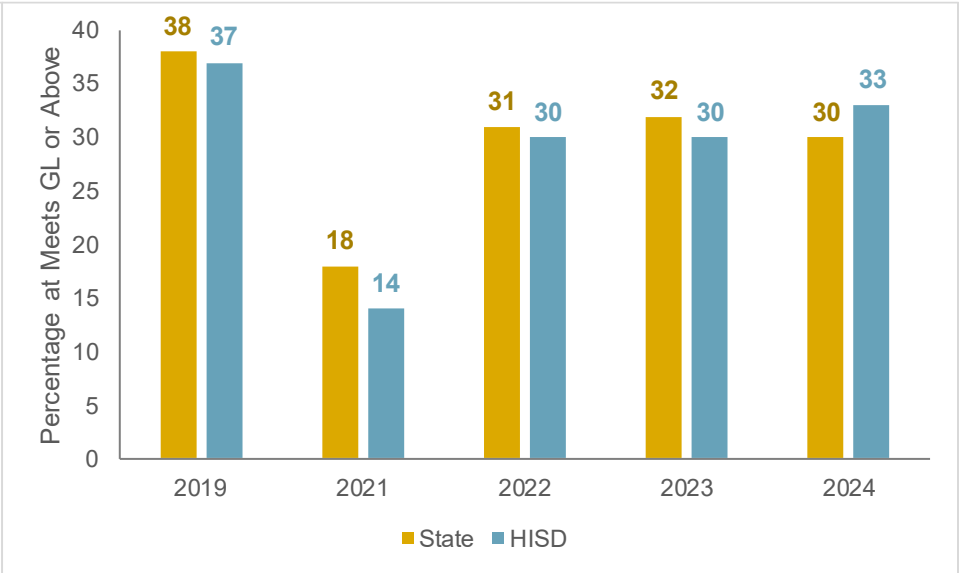
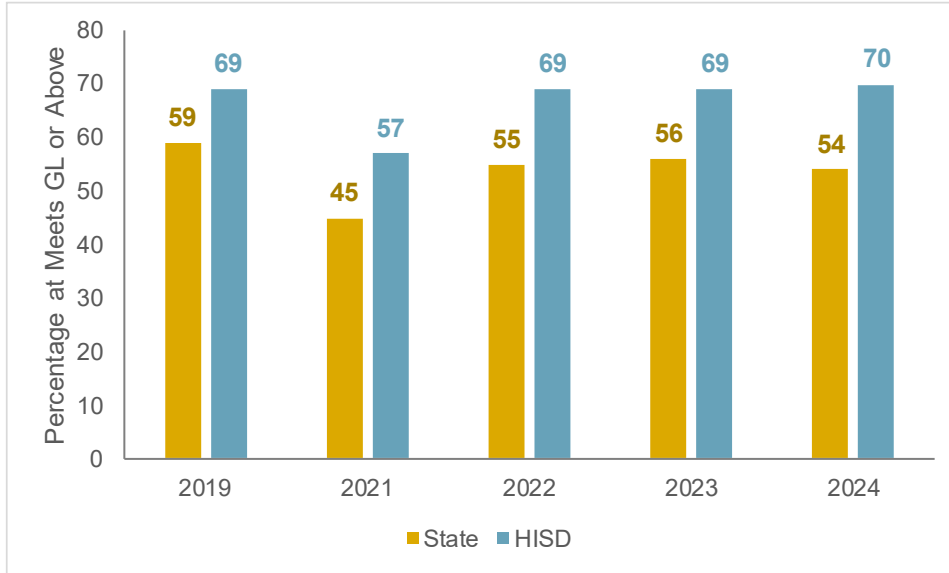
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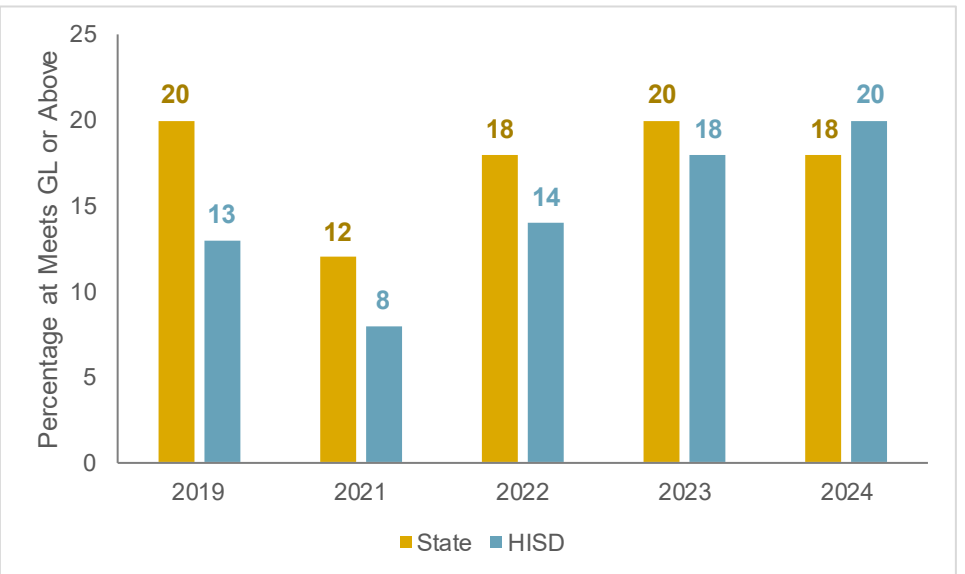
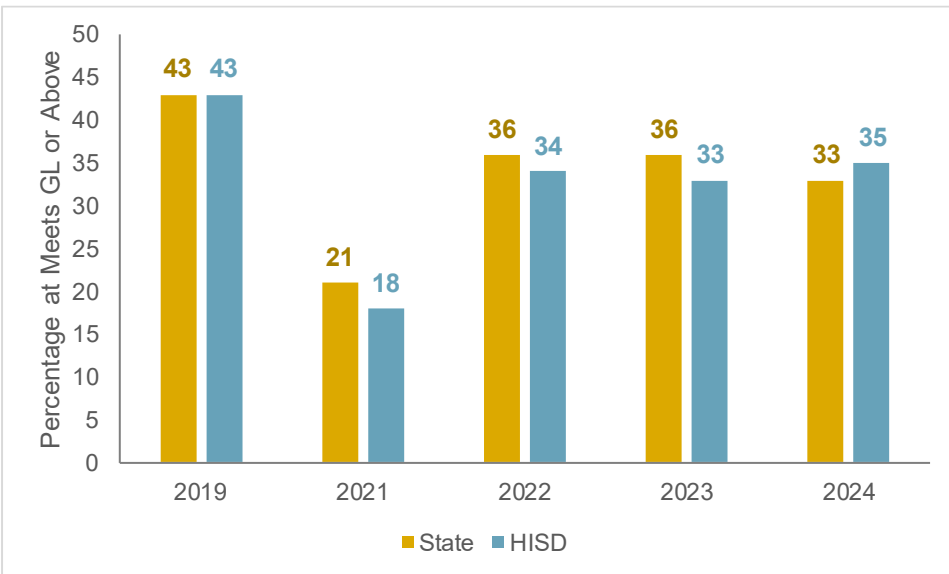
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**Figure 16.** 3rd Grade STAAR Math, *Economically Disadvantaged*



**Figure 17.** 3rd Grade STAAR Math, *Emergent Bilingual Students*

**Figure 18.** 3rd Grade STAAR Math, *Students with Disabilities*



## SUPERINTENDENT EVALUATION OF PERFORMANCE

The District saw overall significant improvement on the STAAR assessment overall. The District did particularly well in math compared with the State (and other large districts), narrowing the gap with the State by four percentage points. These results during the first year of enormous transformation suggests that the instructional approach is sound and that we should stay the course.

Also important to note is that the NES schools improved 7 percentage points on the third-grade STAAR math assessment. That means the third graders in the NES schools outperformed their peers across the state by ten percentage points on average in math – an incredible improvement.

Our end-of-year NWEA data also show that our students gained ground on achievement percentile measured against the national achievement distribution in 3rd grade math. In third grade math, our students increased from the 42nd percentile (41.6) to the 50th percentile (49.8). That is an 8 percentile (7.8) increase in one year, which is phenomenal.

We are making progress, but we have a long way to go. Only 39% of our 3rd graders are doing math at grade level. We need to continue to follow through on the action steps described in this report.

## ROOT-CAUSE ANALYSIS

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

### **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.

It is also important for high-quality instructional materials be easy to implement and that they include conceptual and/or abstract thinking, which are best assessed through story problems.

### **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 conducted in the 2023-2024 school year, our instruction in math needed significant improvement. Additionally, high quality instruction includes the use of high-quality instructional materials with fidelity and purposefulness.

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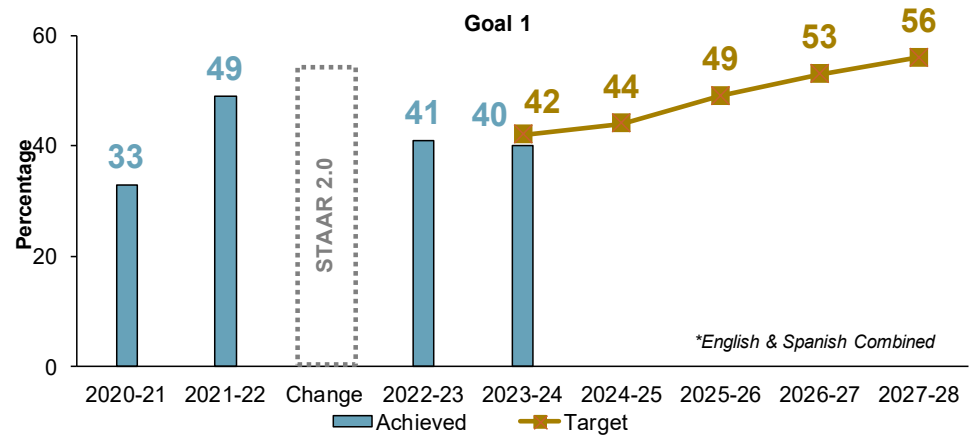
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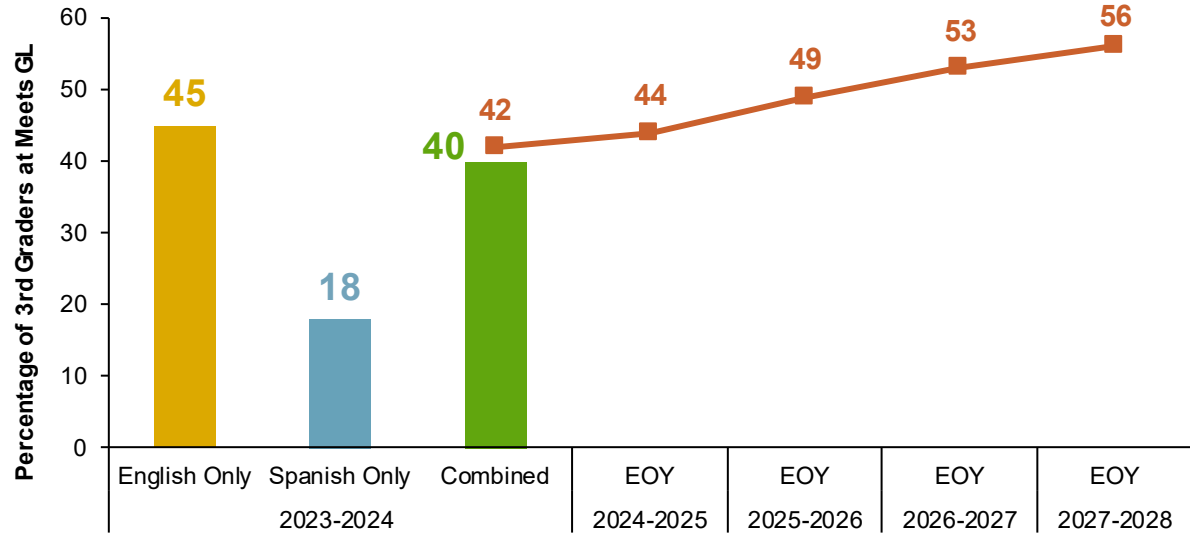
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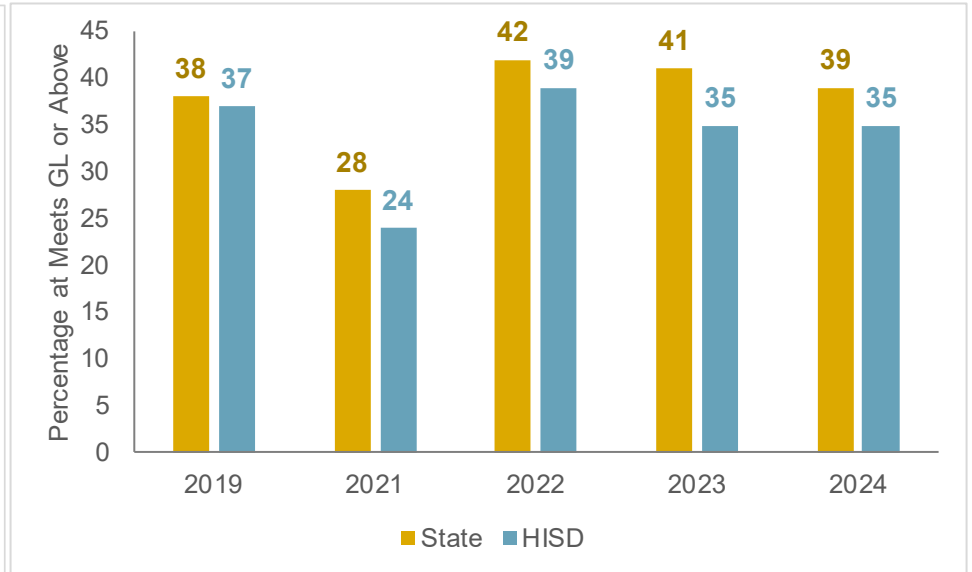
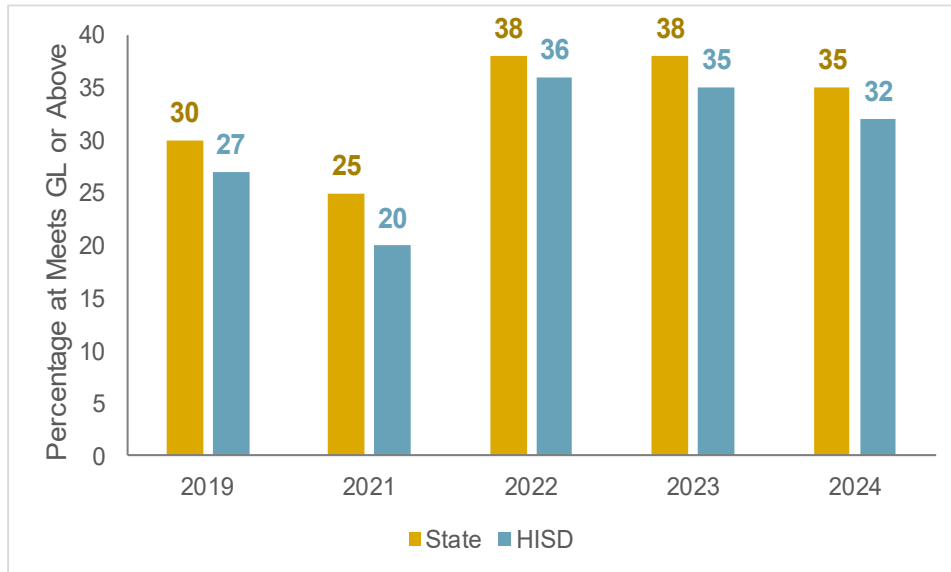
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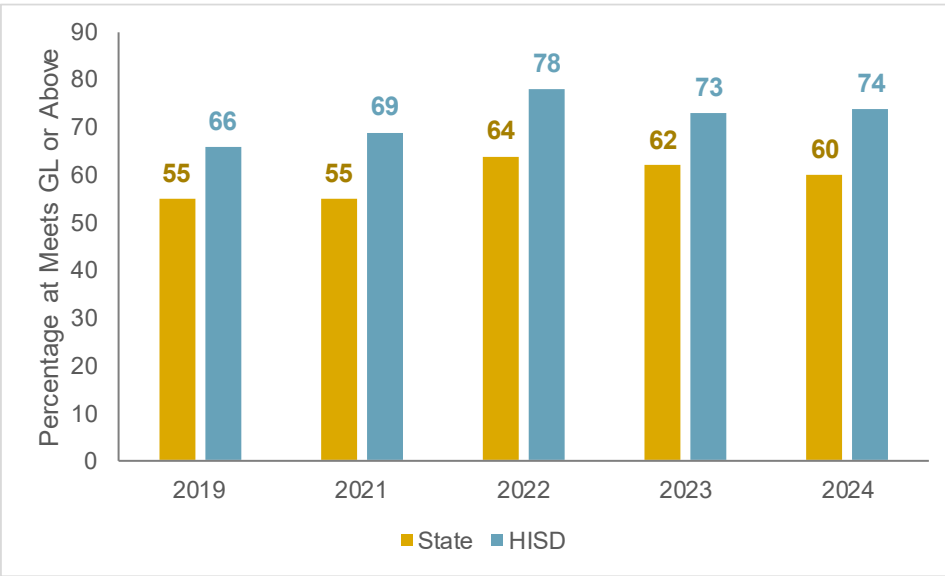
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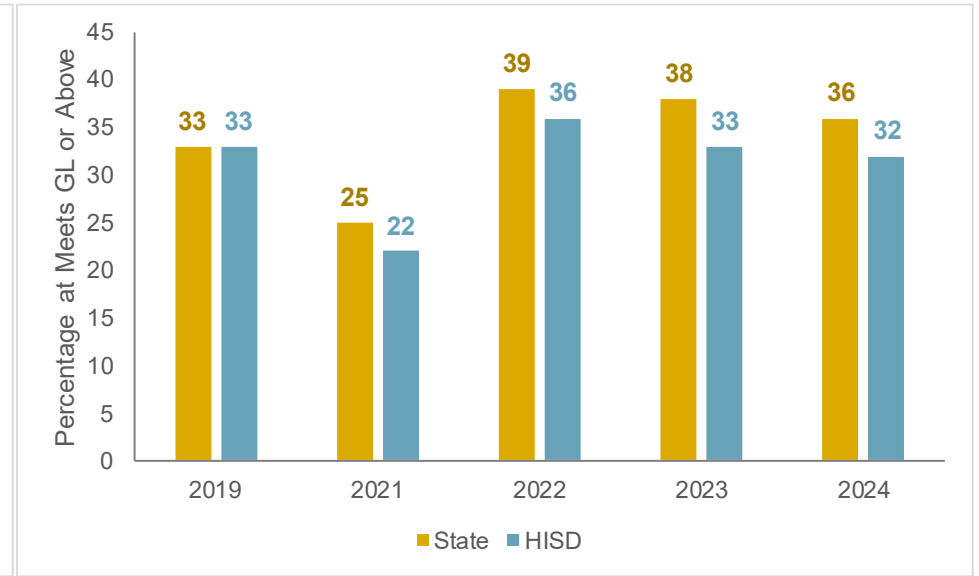


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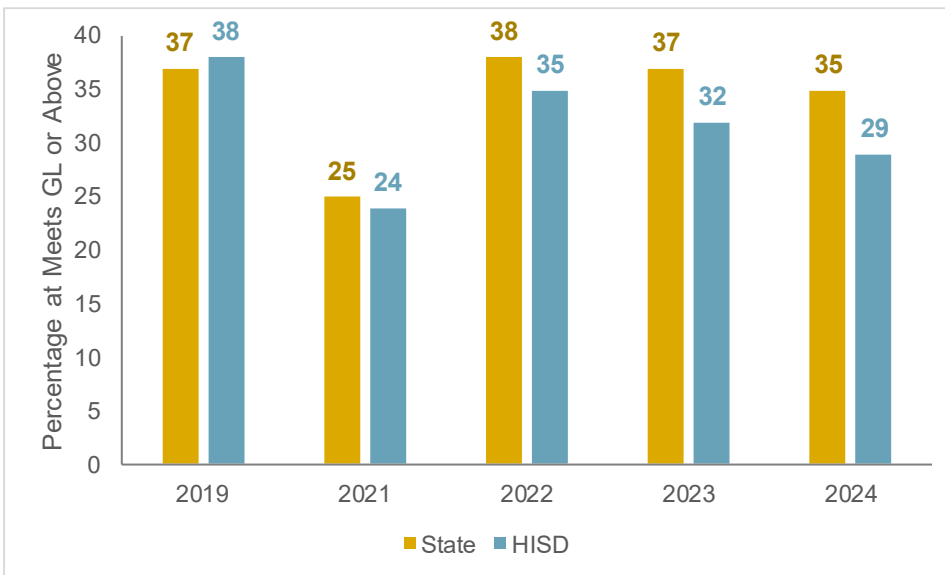
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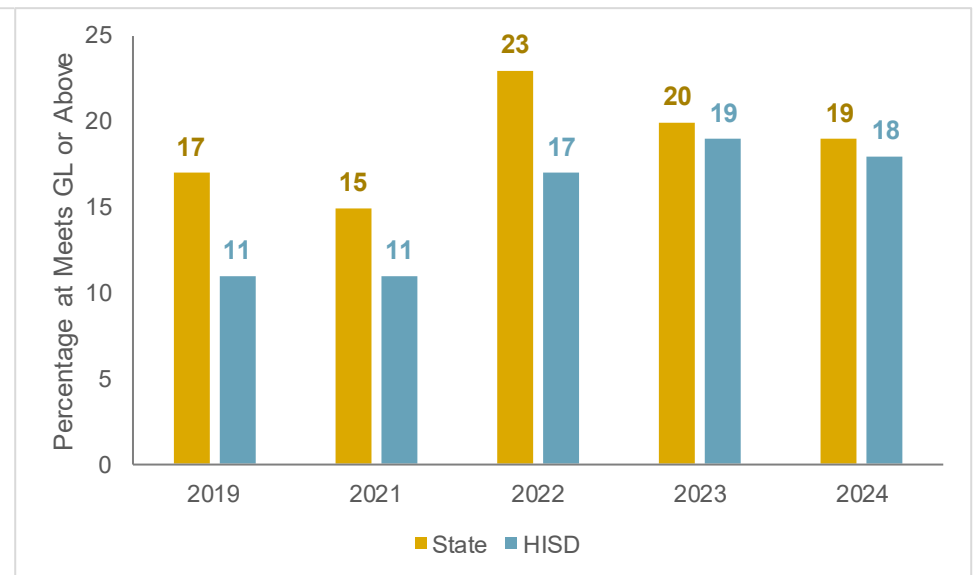
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Still, there is much work to be done to bring our third grade reading proficiency up the national average. Unlike the upper grades, third grade still includes “learning to read” skills as well as “reading to learn.” The foundation for reading proficiency is built over many years from PreK through third grade. Over the next several years, we will have to strengthen our early childhood literacy instruction and programming in order to ensure students leave third grade able to read at grade level.

Additionally, expanding the NES instructional model to the schools where a large percentage of the entering third graders are not reading at grade level will give those students a chance to narrow their proficiency gaps.

## ROOT-CAUSE ANALYSIS

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

### **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. 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.

### **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 in the 2023-2024 school 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 the elementary schools, more needs to be done to ensure strong implementation of high-quality instruction and strong curriculum design in grades PreK through 2.

### **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.

**GOAL PROGRESS MEASURE (GPM) 1.1 & 1.2 DATA**

For the 2023-24 school year, the district has proactively implemented measures to prepare students for the State of Texas' STAAR reading assessment. One key initiative is the use of the NWEA MAP as an interim assessment tool. This tool monitors student proficiency, performance, and growth, aligning closely with STAAR assessments. The NWEA MAP assessment helps determine each student's readiness to meet grade-level standards set by the State of Texas. As a result, three progress measures were created to monitor student performance and whether students are on-track to achieving district goals and academic success as outlined by state standards:

**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.

**Goal Progress Measure 1.2:** The percentage of 3rd graders attending an NES or NESA campuses projected at Meets Grade Level in reading on NWEA MAP will increase from 18% in September 2023 to 42% in May 2028.

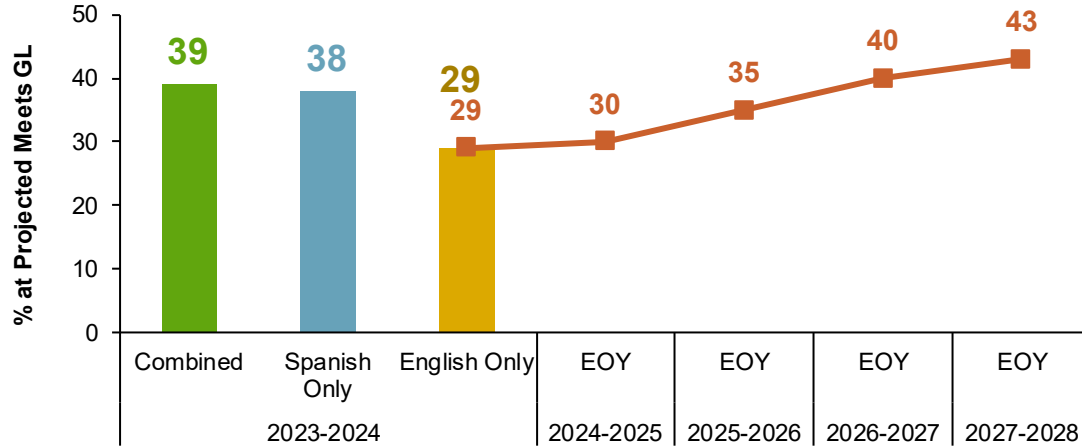
**Note:** NWEA MAP has two reading assessment versions in English and Spanish. NWEA MAP views the Spanish reading assessment as a separate subject assessment and is not included in the overall calculation of projected proficiency. Therefore, the Spanish reading assessment was not included in the overall calculation for projected proficiency and goal baseline/trajjectory.



## August 2024 Overall Goal Report— Overall Goal 1&2

**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.

**Figure 9.** 3rd Grade NWEA MAP Reading, Projected Meets GL



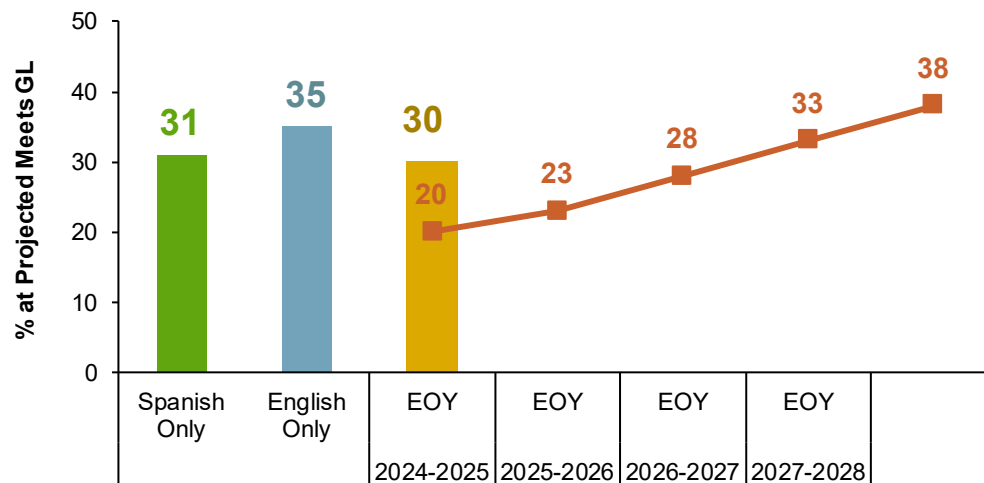
**Table 3.** End of Year NWEA MAP Reading, Projected Meets GL

	Combined	Spanish Only	English Only	TARGET
<b>All Students</b>	<b>39</b>	<b>38</b>	<b>29</b>	29
Econ. Dis.	31	37	29	20
SWDs	15	10	16	13
EB	30	38	27	14
Afr. Amer.	30	8*	31	28
Hispanic	33	38	31	19
Asian	69	**	68	64
White	70	38	72	65

*English Only = 10,714 students / Spanish Only = 2,411 students / Combined = 13,125 students*

**Goal Progress Measure 1.2:** The percentage of 3rd graders attending an NES or NES/A campuses projected at Meets Grade Level in **reading** on NWEA MAP will increase from 18% in September 2023 to 42% in May 2028.

**Figure 10.** 3rd Grade NWEA MAP Reading, Projected Meets GL, **NES/A**



**Table 4.** End of Year NWEA MAP Reading, Projected Meets GL, **NES/A**

	Combined	Spanish Only	English Only	TARGET
<b>All Students</b>	<b>31</b>	<b>35</b>	<b>30</b>	<b>20</b>
Econ. Dis.	30	34	29	20
SWDs	9	10	9	12
EB	28	35	30	7
Afr. Amer.	28	**	28	24
Hispanic	31	35	22	17
Asian	29	**	29	11
White	38	**	39	28

*English Only = 2,648 students / Spanish Only = 612 students / Combined = 3,260 students*

**Notes:** NWEA MAP English & Spanish versions assess different TEKS and should not be combined. English and Spanish calculation reports a percent of testers within test language (weighted average). \*Group has less than 25 testers, \*\* less than 5 testers—Should interpret results with caution.

### **Overall Goal 1 Action Steps:**

In the **2023-2024** school year, the District took several steps to improve third-grade reading. Most significantly, HISD has:

- Expanded the Amplify curriculum in 108 Non-NES schools and developed an Amplify-based, differentiated curriculum for 85 NES schools.
- Implemented an additional “Science of Reading” course in grades 2 through 6 in all elementary and middle NES 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.
- Added teacher assistants to the NES Pre-K classrooms.
- Expanded the number of Pre-K seats by 800 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**

- 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 in reading.
- 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.

## August 2024 Overall Goal Report— Overall Goal 1&2

### 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.

#### End-of-Year Summary

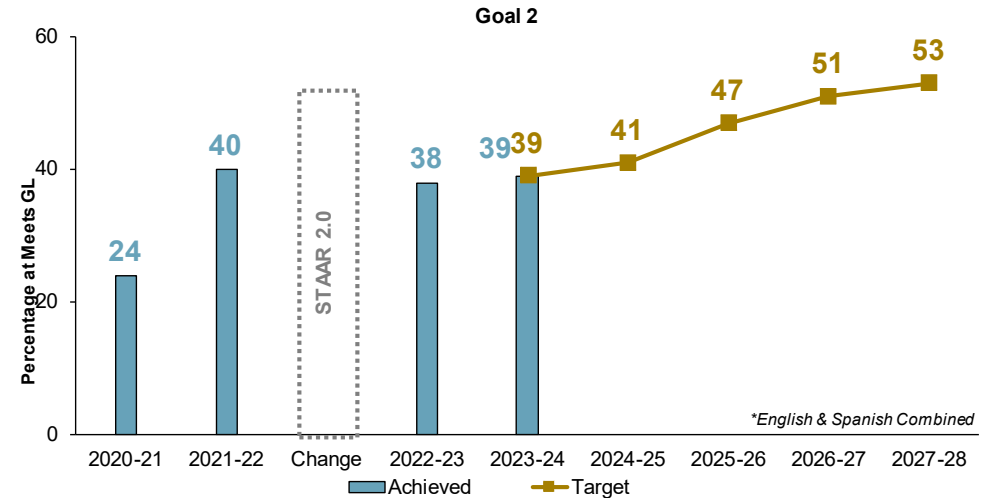
Just as the reading assessment, the State's STAAR assessment in math is tied to Texas Essential Knowledge and Skills (TEKS) standards. It is designed to measure what students know and can do in math and to determine whether students are on track to be academically successful.

Similar to the reading test redesign, in the 2023-2024 school year the STAAR 2.0 assessment introduced technology enhanced items and non-multiple-choice responses. Again, because of test adjustments over time, one should use caution when making year to year comparisons. Still, STAAR trend data is a reliable gauge of overall student proficiency especially if viewed in the context of State increases (or decreases) and if combined with other assessments of student proficiency.

The District's End-of-Year target for 3<sup>rd</sup>-grade math on the STAAR assessment was 39% meeting or exceeding grade level. The District met this goal, increasing one point from 38% to 39%. By comparison, the State average dropped 3 percentage points. Thus, HISD was able to narrow the gap with the State by 4 percentage points on average.

Overall, the district aims to achieve a minimum growth of 15 percentage points by June 2028. HISD's goal for the end of the 2024-2025 school year remains at 41%.

**Figure 11. STAAR 3rd Grade Students Meets Grade Level in Math**



**Table 5. STAAR 3rd Grade Students Meets Grade Level in Math by Group (English & Spanish Combined)**

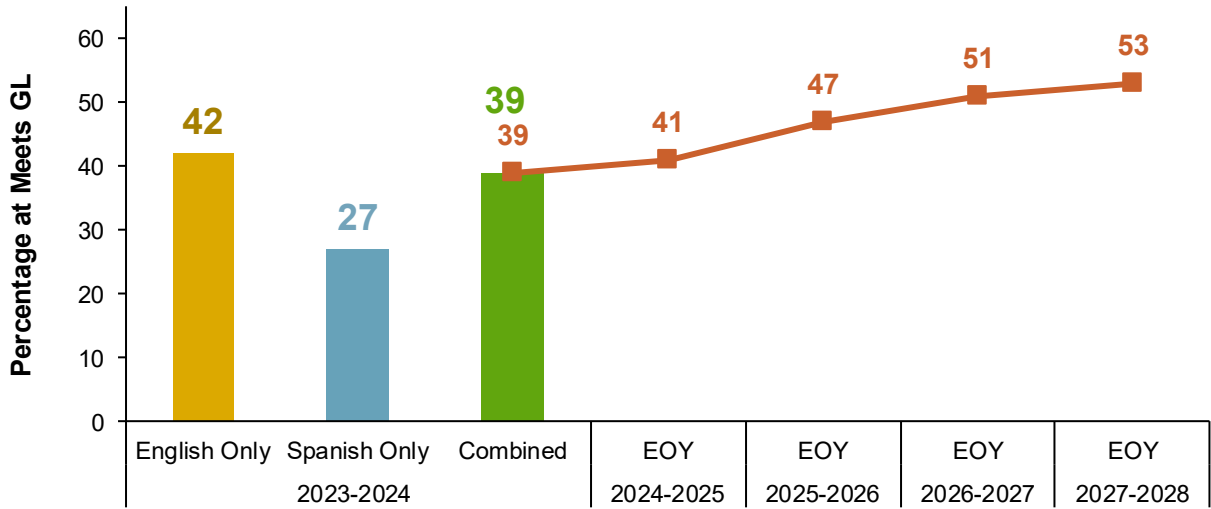
Houston ISD	All Students			NES/A		Non-NES/A	
	2022-23	2023-24	TARGET	2022-23	2023-24	2022-23	2023-24
<b>All Students</b>	38%	39%	39%	28%	35%	42%	41%
Econ. Dis.	30%	33%	31%	28%	36%	31%	31%
SWDs	18%	20%	20%	7%	19%	21%	20%
EB	33%	34%	33%	30%	36%	34%	33%
Afr. Amer.	25%	26%	26%	21%	25%	27%	27%
Hispanic	34%	37%	35%	31%	41%	35%	35%
White	69%	70%	71%	33%	46%	71%	71%
Asian	72%	73%	73%	25%	37%	75%	75%

Orange indicates did not meet target, Green indicates met target. FINAL STAAR data extracted from COGNOS on 7/24/2024.

## August 2024 Overall Goal Report— Overall Goal 1&2

**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.

**Figure 12 .** 3rd Grade Math, Meets GL

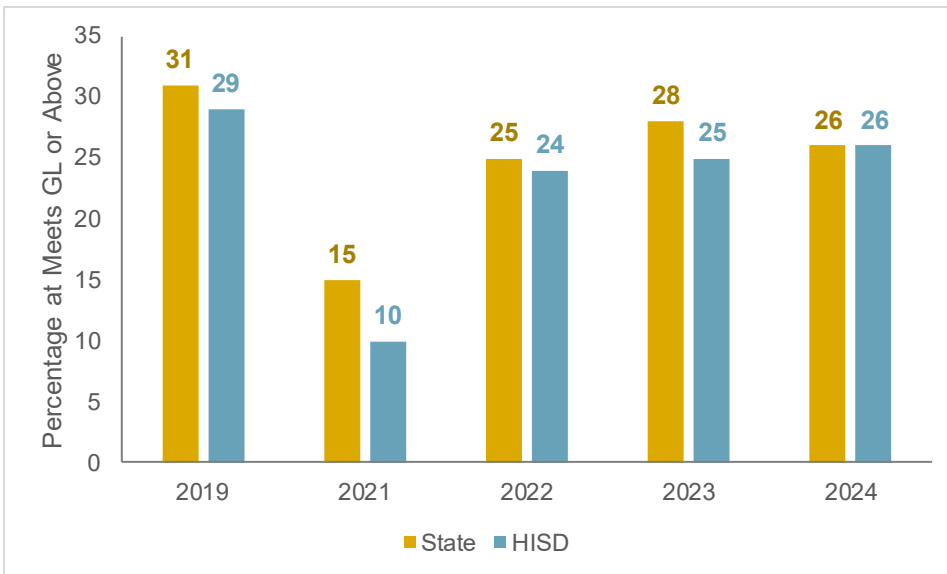


**Table 6 .** Tested Student Counts, 3rd Grade STAAR

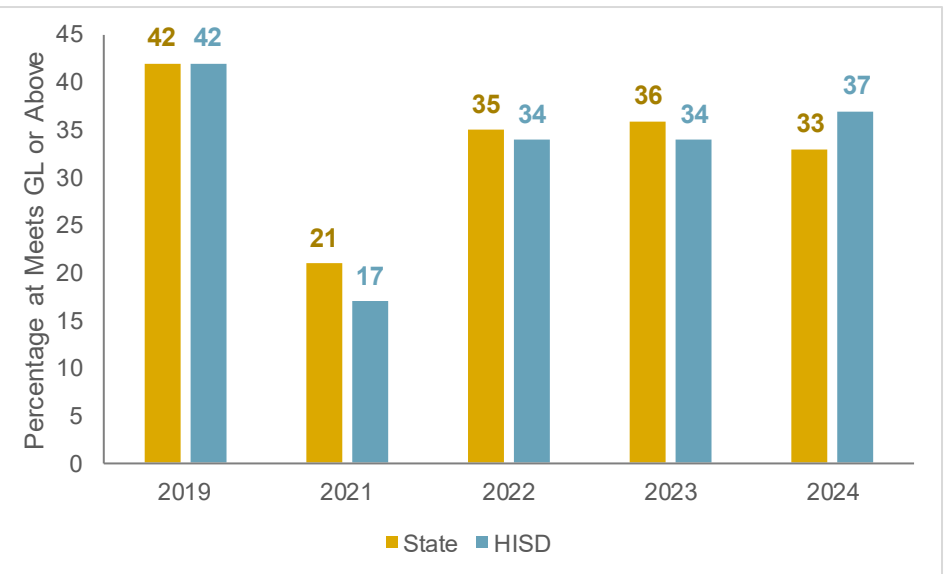
	English Testers	Spanish Testers
2023-2024	11,542	2,195

*Note: Student may only test in one language, based on LPAC decision.*

**Figure 13.** 3rd Grade STAAR Math, African American Students



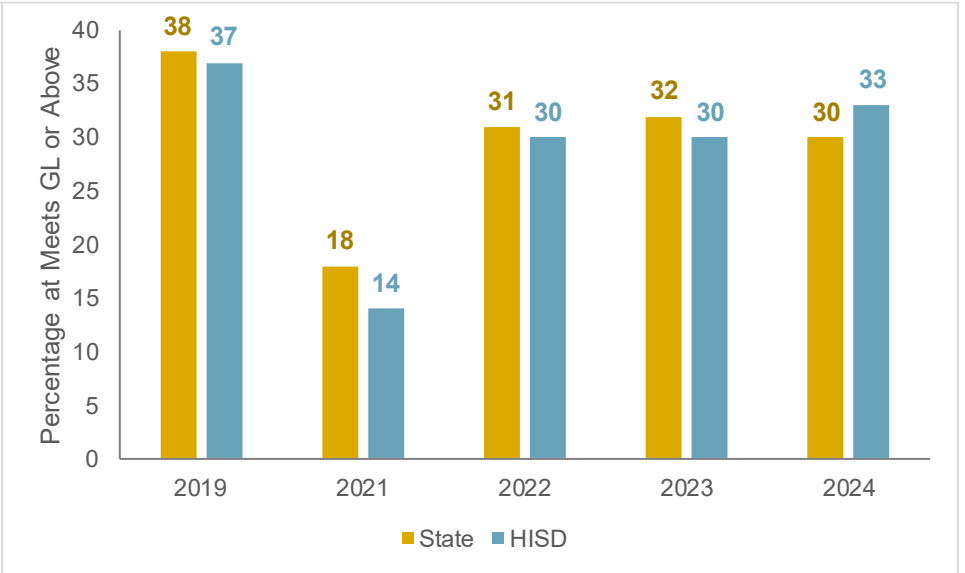
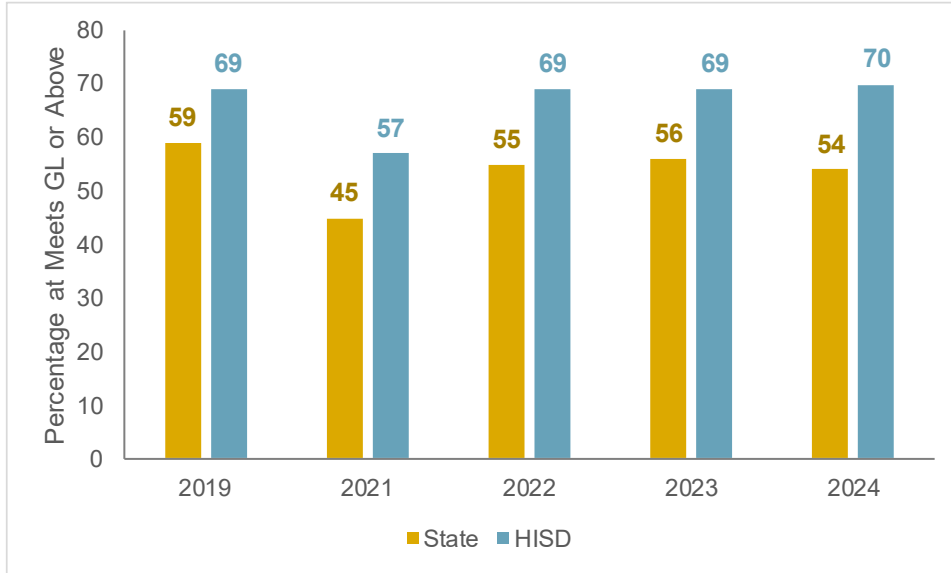
**Figure 14.** 3rd Grade STAAR Math, Hispanic Students



## August 2024 Overall Goal Report— Overall Goal 1&2

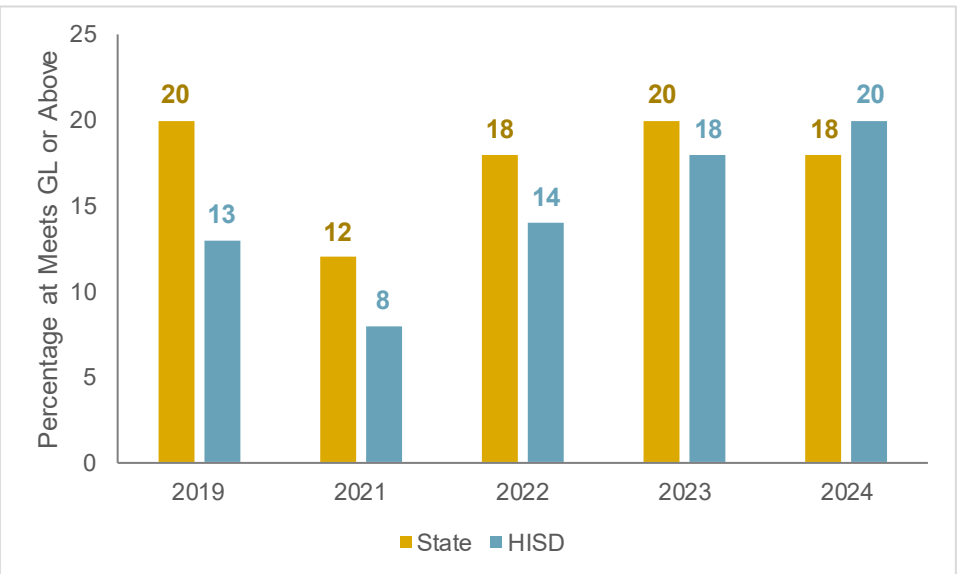
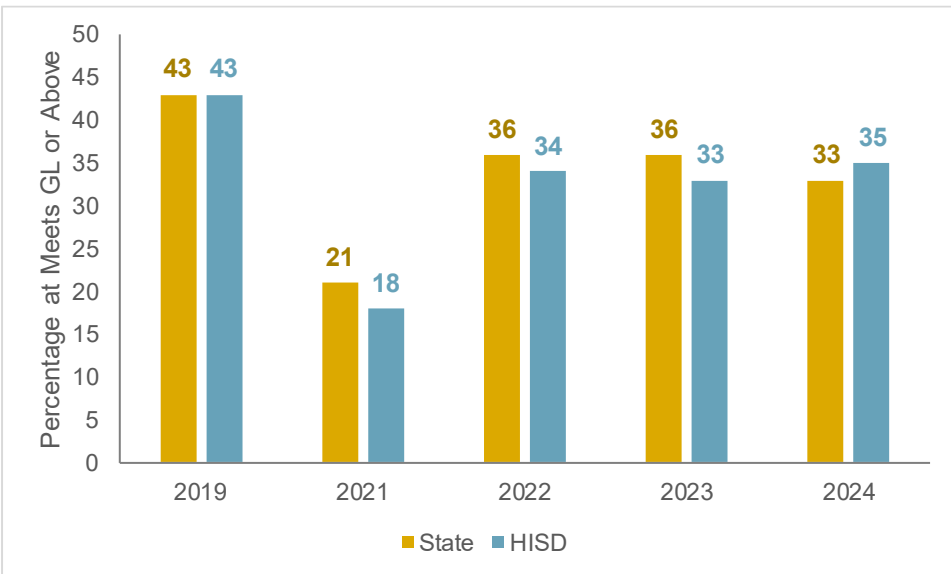
**Figure 15.** 3rd Grade STAAR Math, *White Students*

**Figure 16.** 3rd Grade STAAR Math, *Economically Disadvantaged*



**Figure 17.** 3rd Grade STAAR Math, *Emergent Bilingual Students*

**Figure 18.** 3rd Grade STAAR Math, *Students with Disabilities*



## SUPERINTENDENT EVALUATION OF PERFORMANCE

The District saw overall significant improvement on the STAAR assessment overall. The District did particularly well in math compared with the State (and other large districts), narrowing the gap with the State by four percentage points. These results during the first year of enormous transformation suggests that the instructional approach is sound and that we should stay the course.

Also important to note is that the NES schools improved 7 percentage points on the third-grade STAAR math assessment. That means the third graders in the NES schools outperformed their peers across the state by ten percentage points on average in math – an incredible improvement.

Our end-of-year NWEA data also show that our students gained ground on achievement percentile measured against the national achievement distribution in 3rd grade math. In third grade math, our students increased from the 42nd percentile (41.6) to the 50th percentile (49.8). That is an 8 percentile (7.8) increase in one year, which is phenomenal.

We are making progress, but we have a long way to go. Only 39% of our 3rd graders are doing math at grade level. We need to continue to follow through on the action steps described in this report.

## ROOT-CAUSE ANALYSIS

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

### **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.

It is also important for high-quality instructional materials be easy to implement and that they include conceptual and/or abstract thinking, which are best assessed through story problems.

### **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 conducted in the 2023-2024 school year, our instruction in math needed significant improvement. Additionally, high quality instruction includes the use of high-quality instructional materials with fidelity and purposefulness.

**GOAL PROGRESS MEASURE (GPM) 2.1 & 2.2 DATA**

As mentioned previously, the district has made strides to prepare students for the State of Texas' STAAR reading assessment. The NWEA MAP assessment helps determine each student's readiness to meet grade-level standards set by the State of Texas. As reflected for the overall Goal 1, three progress measures were created in support of student performance as a means to achieve district goals and academic success as outlined by state standards:

**Goal Progress Measure 2.1:** The percentage of 3rd grade students projected at Meets Grade Level on NWEA MAP in **math** will increase from 24% in September 2023 to 39% in May 2028.

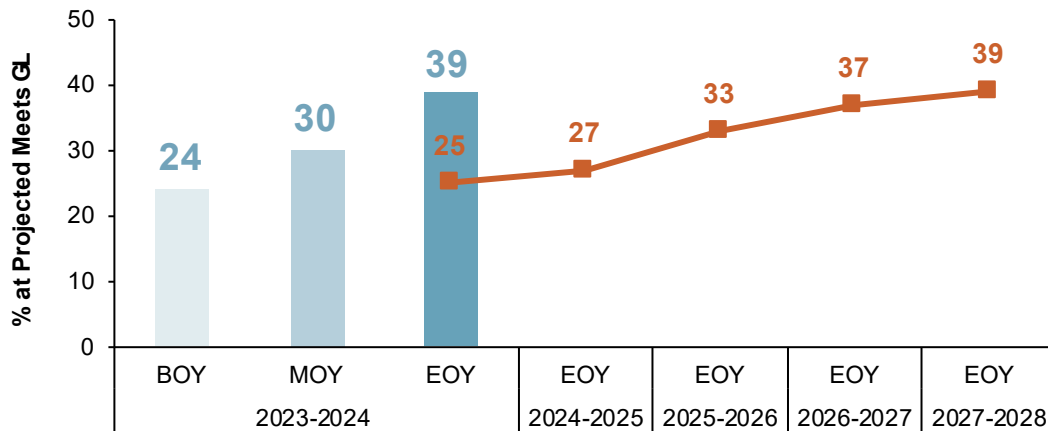
**Goal Progress Measure 2.2:** The percentage of 3rd grade students attending an NES or NESA campuses projected at Meets GL on NWEA MAP in **math** will increase from 12% in September 2023 to 41% in May 2028.

**Note:** The NWEA MAP math assessment has two versions in English and Spanish. Both math assessments can be compared and are included in the overall calculation for projected proficiency unlike the reading assessments.

## August 2024 Overall Goal Report— Overall Goal 1&2

**Goal Progress Measure 2.1:** The percentage of 3rd grade students projected at Meets Grade Level on NWEA MAP in **math** will increase from 24% in September 2023 to 39% in May 2028.

**Figure 19 & Table 7.** 3rd Grade NWEA MAP Math, Projected Meets GL

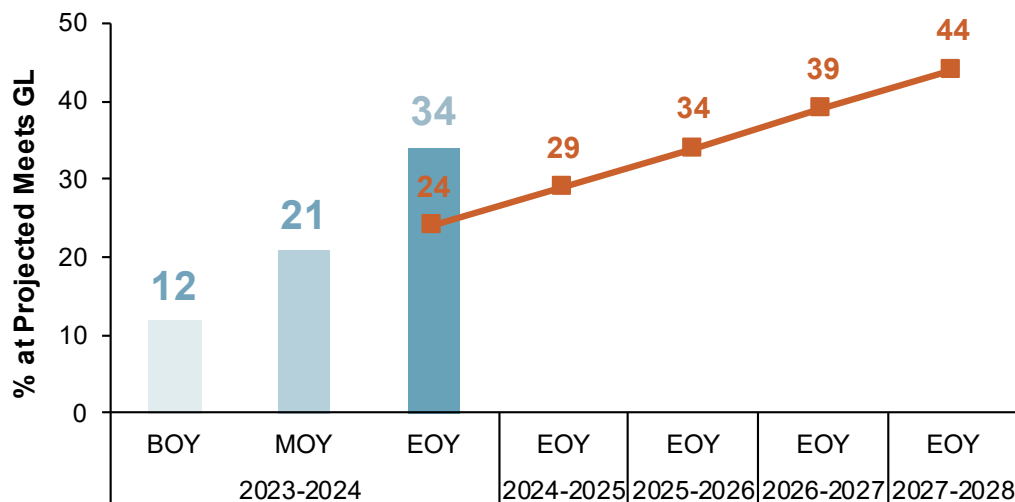


	BOY	MOY	EOY	TARGET
<b>All Students</b>	24	30	39	25
Econ. Dis.	15	22	31	16
EB	17	24	33	18
SWDs	9	12	15	10
Afr. Amer.	14	18	25	15
Hispanic	18	25	35	19
Asian	60	64	72	61
White	61	67	73	62

*Green shaded boxes indicate scores met the annual target.*

**Goal Progress Measure 2.2:** The percentage of 3rd grade students attending an NES or NES/A campuses projected at Meets GL on NWEA MAP in **math** will increase from 12% in September 2023 to 41% in May 2028.

**Figure 20 & Table 8.** 3rd Grade NWEA MAP Math, Projected Meets GL, NES/A



	BOY	MOY	EOY	TARGET
<b>All Students</b>	12	21	34	14
Econ. Dis.	12	21	33	14
EB	11	20	34	13
SWDs	4	8	11	6
Afr. Amer.	8	15	25	10
Hispanic	14	24	37	16
Asian	6	12	20	8
White	17	12	20	19

*Green shaded boxes indicate scores met the annual target.*



**Overall Goal 2 Action Steps:**

In the 2023-2024 school year, the District took several steps 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.
- Used the Eureka and Carnegie math curricula as a base for the NES math curriculum in 85 schools and expanded the Eureka and Carnegie math curricula to 117 other schools.
- Designed highly differentiated math lessons for use in the 85 NES 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 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.

## August 2024 Overall Goal Report— Overall Goal 1&2

### GLOSSARY:

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, New Education System Aligned

Abbreviation	Term	Definition
LPAC	Language Proficiency Assessment Committee	Committee consisting of administrator, parent, and other school staff that determines the student’s testing language and/or accommodations
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.

Term	Definition
Achieved Growth	This measures students' academic progress over time by comparing their current proficiency to past performance, assessed through methods like standardized tests or teacher evaluations.
Meets Grade Level/Met GL	This assesses if a student's performance matches expected knowledge and skills for their grade level. Students meeting this standard show proficiency in subjects outlined for their grade level. Assessment methods may include standard-
Met Proficiency	This assesses if students have achieved expected competency levels in specific subjects or skills, often determined by standardized tests. It indicates meeting the required knowledge and skill levels, with standards set by educational au-