

GPM 4.3

December 2024 Board Meeting



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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.

Background

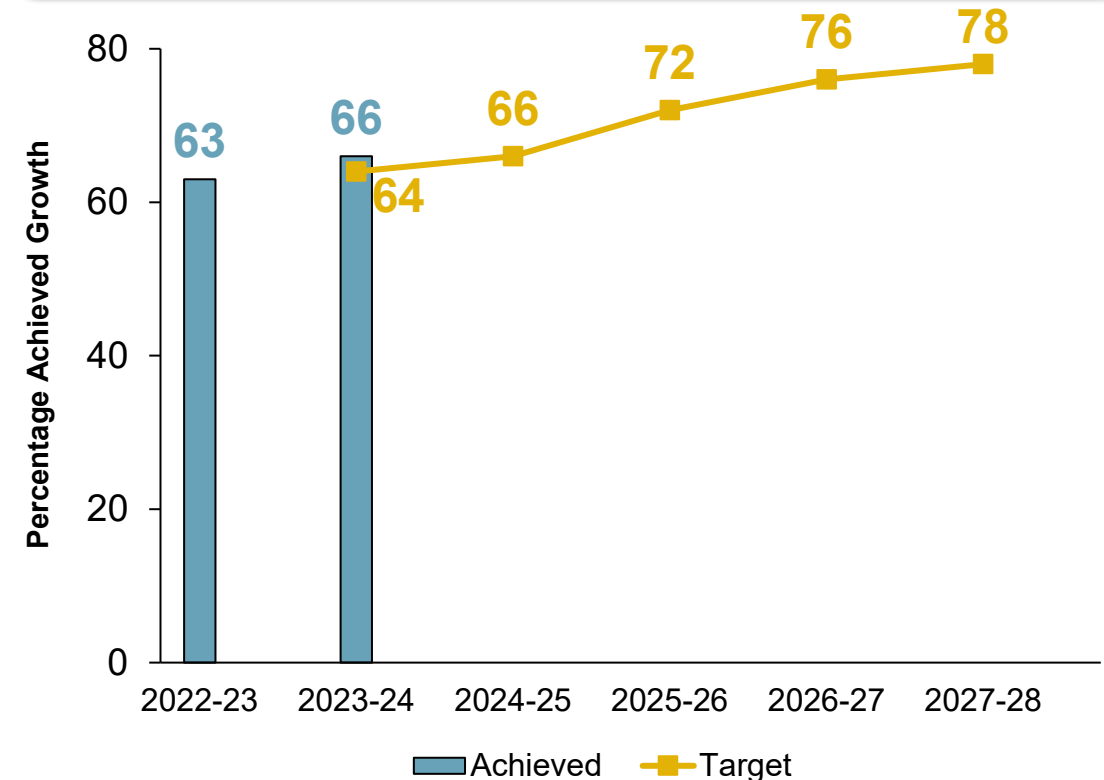
Domain 2, Part A: School Progress

Domain 2A of the state accountability system, measures the academic growth of students in Reading and Math by comparing a student's STAAR performance from the previous year to their performance in the current year.

The Texas Education Agency (TEA) defines growth as growing at least one year academically as measured by STAAR. Growth is demonstrated if a student:

- **Advances by at least one performance level** in Reading or Math from the previous year, or
- Achieves or maintains the **Meets or Masters** grade level in Reading or Math for the current year.

**Exhibit 1: Percent of SWDs Grades 4-8
Achieved Growth, Domain 2, Part A**



Note: Students must participate in the same subject test for both prior year and current year to be included in the data.

GPM 4.3: The percentage of students in grades 3 through 8 who receive special education services 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.

**On
Track**

Exhibit 2: BOY, Percent SWDs Grades 3-8 Projected at Meets Grade Level (Reading OR Math)

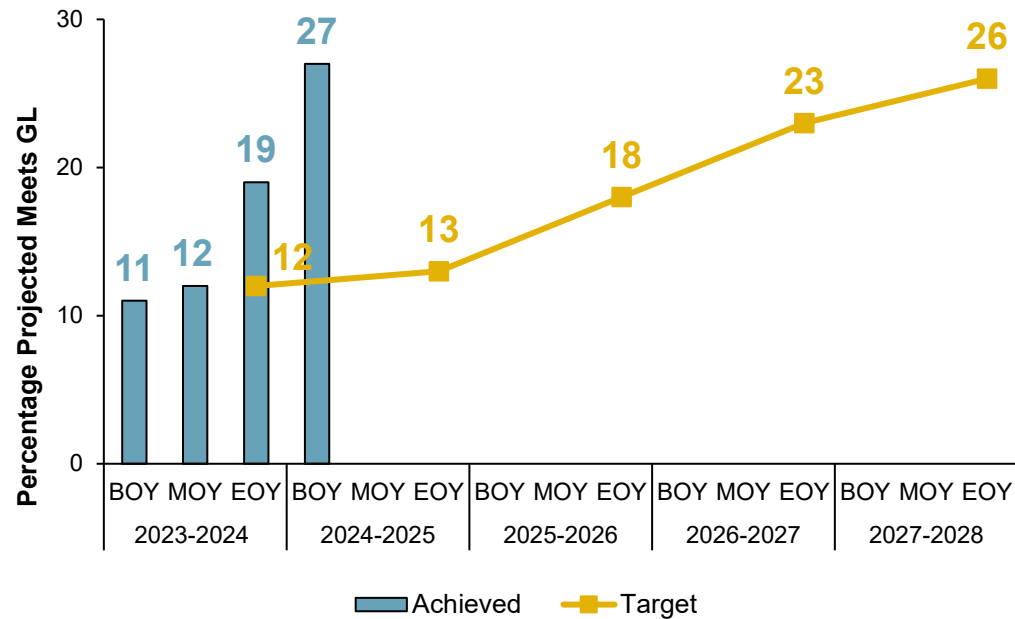
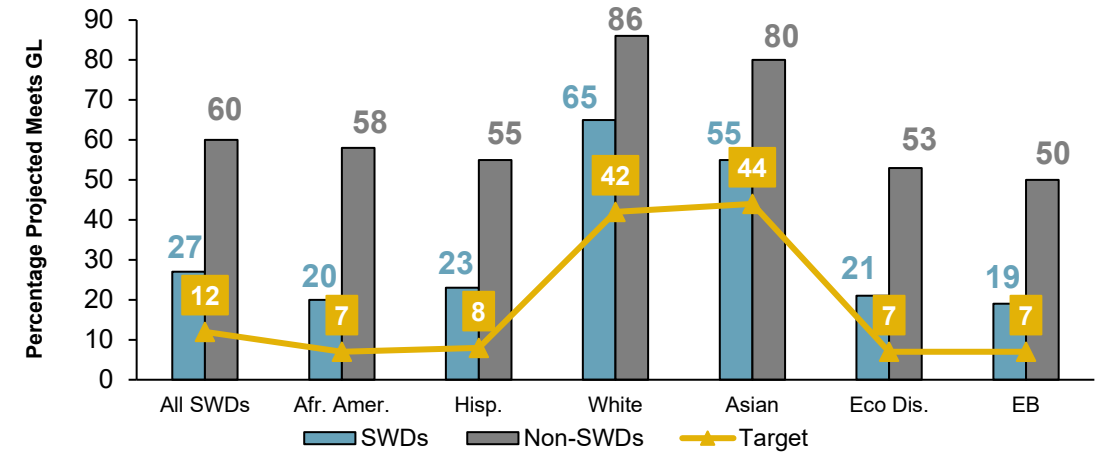


Exhibit 3: BOY, Percent of SWDs Grades 3-8 Projected at Meets Grade Level (Reading OR Math)



N Count By Group	All	AA	His.	White	Asian	EcoDis	EB
SWDs at Meets	2,107	442	1,119	405	58	1,253	513
SWDs Totals	7,842	2,177	4,786	625	105	6,062	2,634
Non-SWDs at Meets	36,854	6,771	21,146	4,972	2,826	22,987	14,492
Non-SWDs Totals	61,129	11,766	38,610	5,782	3,548	43,576	29,242

The district's BOY data shows strong progress, with 27% of SWDs in grades 3–8 projected to meet grade-level in reading or math—exceeding both the EOY 2024–2025 target of 13% and the 2028 goal of 26%. White and Asian SWDs are achieving at higher rates than other student groups, and a significant gap remains between SWDs and non-special education students.

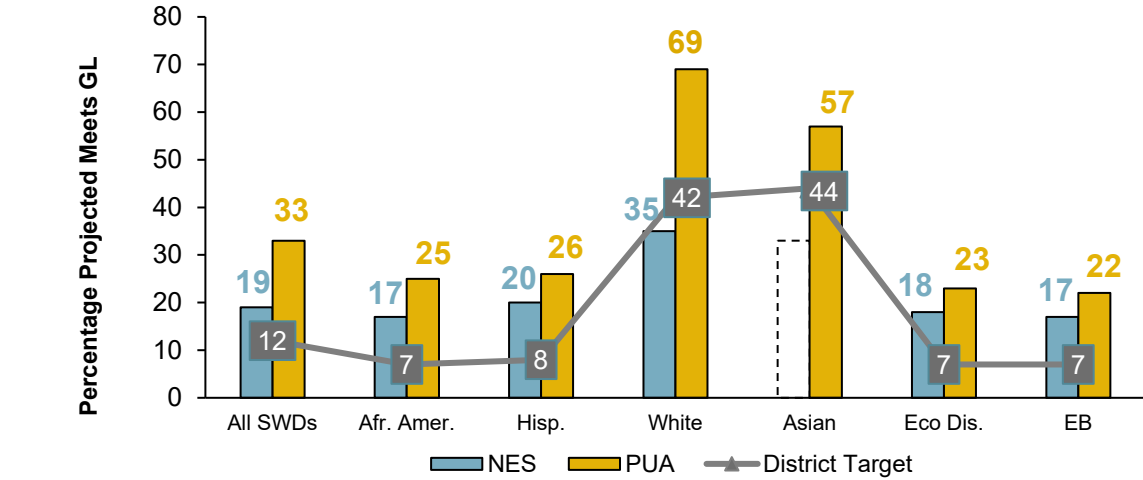
GPM 4.3: The percentage of students in grades 3 through 8 who receive special education services who are projected at Meets Grade Level in reading or math on NWEA MAP will increase from 11% in September 2023 to 26% in May 2028.

On
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Exhibit 4: BOY, Percent of SWDs Grades 3-8 Projected at Meets Grade Level (Reading OR Math)

Exhibit 5: BOY, Percent of SWDs Grades 3-8 Projected at Meets Grade Level (Reading OR Math), by NES Status

Student Group	SY 23-24			SY 24-25		
	BOY	MOY	EOY	BOY	24-25 EOY District Target	Percentage Point Δ BOY - BOY
All SWDs	11	12	19	27	12	16 pts
Afr. Amer.	6	7	13	20	7	14 pts
Hisp.	7	9	16	23	8	16 pts
White	41	41	54	65	42	24 pts
Asian	43	47	52	55	44	12 pts
Two+	35	39	50	57	36	22 pts
Econ. Dis.	6	8	14	21	7	15 pts
EBs	6	8	13	19	7	13 pts



N Counts	All	AA	His.	White	Asian	EcoDis	EB
NES at Meets	674	228	409	25	**	575	196
NES Totals	3,534	1,327	2,097	72	**	3,162	1,172
PUA at Meets	1,433	214	710	380	55	678	317
PUA Totals	4,308	850	2,689	553	96	2,900	1,462

All student groups within our student with disabilities (SWDs) population in grades 3–8 are projected to exceed their target for meeting grade level. However, disparities exist: PUA campuses outperform NES campuses, and White and Asian SWDs achieve higher rates than other groups.

** indicates less than 10 tests/students are in this student group

GPM 4.3: The percentage of students in grades 3 through 8 who receive special education services 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.

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Exhibit 6: BOY, Percent SWDs Grades 3-8 Projected at Meets Grade Level by subject

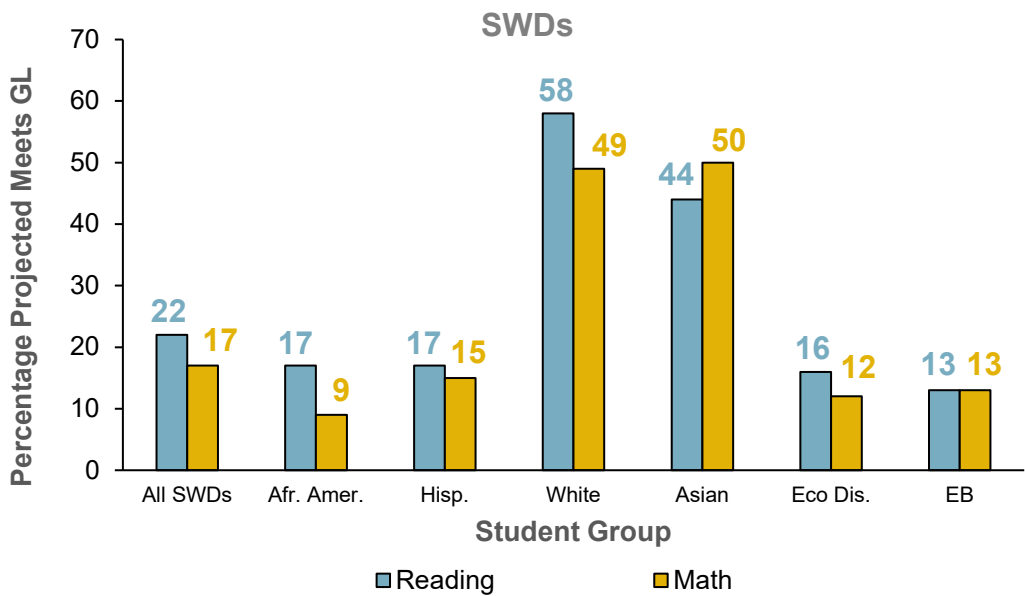
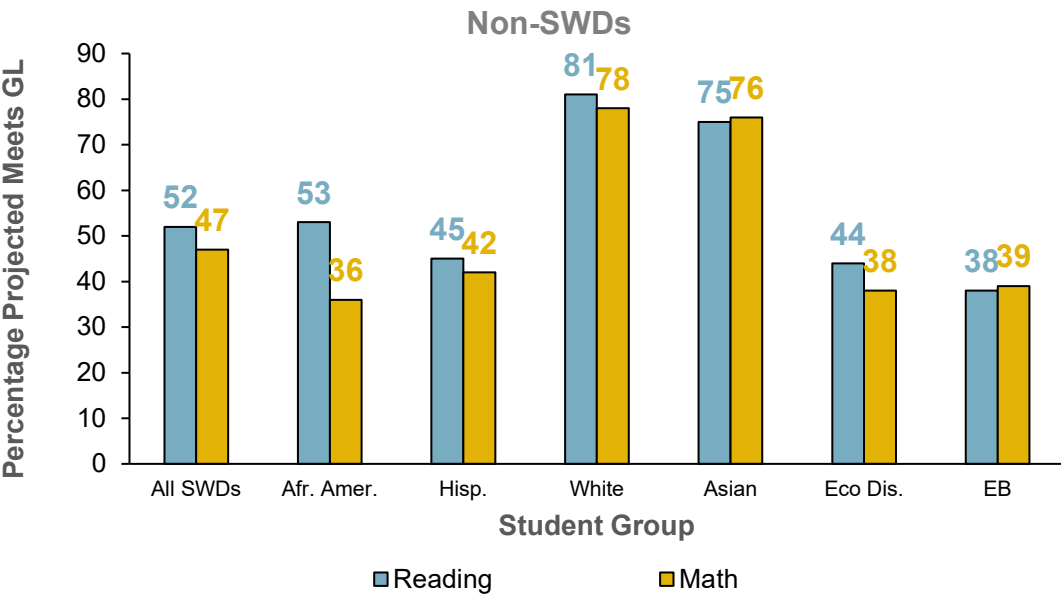


Exhibit 7: BOY, Percent non-SWDs Grades 3-8 Projected at Meets Grade Level by subject



All student groups of students with disabilities (SWDs) are projected to outperform in **Reading in comparison to Math**. This trend mirrors that of non-SWDs, where **Reading proficiency generally surpasses Math** in most student groups except for Asian and emergent bilingual students.

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Superintendent's Evaluation of Performance:

The district's MAP performance going into the 2024-25 school year demonstrates a solid foundation for achievement among students with disabilities (SWDs).

Meeting and Exceeding Growth Targets

By the end of the 2023-24 school year (EOY results), 66% of SWDs in grades 4-8 are projected to Meet grade level in reading or math, as measured by Domain 2A. This achievement surpassed the district's EOY target of 64%, reflecting the district's capacity to meet or exceed growth expectations for increasing the number of special education students performing at grade level.

Significant Achievement Gains

Early BOY MAP data for 2024-25 indicates that 27% of SWDs in grades 3-8 are projected to meet grade-level in reading or math for STAAR. It is important to note that this projection includes a new cohort of incoming 3rd graders who were not included in the 2023-24 EOY data, as they were in 2nd grade last year. This suggests that the 2024-25 school year begins with a stronger baseline than the previous year, potentially due to effective early intervention and instructional practices in lower grades.

Addressing Achievement Gaps

While the current data shows promising performance for our SWDs, achievement gaps remain between SWDs and their non-disabled peers, as well as within SWD student groups (with White and Asian SWDs outperforming Hispanic, African American, and EB SWDs). Continued focus on closing these gaps is essential to ensure equitable outcomes for all students receiving special education services.

Overall, the progress made aligns with the goal to improve outcomes for SWDs in grades 3 through 8, demonstrating strategic advances toward both short- and long-term targets. HISD must maintain momentum to close achievement gaps and achieve equitable growth for students with disabilities.

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Root-Cause Analysis and Key Actions:

Students with IEPs historically have underperformed compared to their peers without disabilities. The positive growth in STAAR performance among students with disabilities, particularly the 66% who achieved growth, can be attributed to a focus on High-Quality instruction for all students. The Beginning of Year NWEA MAP data shows a higher percentage of students SWD in grades 4-8 are projected to meet grade level performance. The data shows the strategies in place are positively impacting student performance.

The positive results contributing to the growth include the following:

- Quality Instruction- The district has an overall focus on providing quality instruction for all students which included high quality instructional materials. By providing high quality instructional materials in reading and math SWD have access to the same rigorous content as their non-disabled peers. This access is crucial for closing the achievement gap and helping students to reach their full potential.
- Focus on Reading- The district began implementing the Science of Reading curriculum. General Education Teachers and Special Education teachers are attending the Texas Education Agency Reading Academies
- Specially Designed Instruction-The district began training teachers on specially designed instruction. Specially Designed Instruction (SDI) includes methods, strategies, and supports to meet their individual needs. Teachers regularly assess the progress students are making toward their IEP goals and adjust instruction as needed.

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Key Action Steps:

Students with disabilities historically have underperformed in comparison to their peers without disabilities. In response to the data and analysis the following actions will be taken:

- HISD increased salaries for SY 24-25 special education teachers to attract and retain certified special educators to ensure
- SWD are provided services by qualified service providers.
- Continue to provide professional development on specially designed instructions (SDI) for teachers.
- Conduct classroom observations of special education teachers to improve the quality of instruction and provide actionable feedback.
- Monitor and review progress monitoring data to ensure students are progressing on IEP goals.
- Continue to monitor MAP test scores over time to assess the impact of interventions.
- Continue to adjust strategies based on ongoing data analysis and feedback.

The changes are informed by research-based practices in special education and instructional strategies tailored to meet the diverse needs of students with disabilities. Students with disabilities will continue to demonstrate improved academic achievement in the areas of reading and math.

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, New Education System Aligned

Glossary: GPM 4.3

Abbreviation	Term	Definition
CGI	Conditional Growth Index	NWEA MAP instrument used to measure student growth
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.
PUA	Per Unit Allocation	This acronym has historically been used during the budgeting process to refer to the campus whose budget is developed based on the number of students. This grouping of schools does not include NES campuses.
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 standardized tests, classroom assessments, or teacher evaluations aligned with curriculum standards.
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 authorities.

Appendix: HISD GPM 4.3

2023-2028, Goal Progress Measure 4.3 Targets

Group	2023 BOY Baseline	2024 Goal	2025 Goal	2026 Goal	2027 Goal	2028 Goal
All Students (SPED)	11	12	13	18	23	26
American Indian	-	-	-	-	-	-
Asian	43	44	45	50	55	58
African American	6	7	8	13	18	21
Hispanic	7	8	9	14	19	22
Pacific Islander	-	-	-	-	-	-
Two or More	35	36	37	42	47	50
White	41	42	43	48	53	56
Eco. Dis.	6	7	8	13	18	21
EB	6	7	8	13	18	21