

March 2024 Goal Progress Monitoring Report—Goal Progress Measure 1.2 & 2.2

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.

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 24% in May 2024 to 44% 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 offers a projected proficiency level tied to the State of Texas’ STAAR assessments. Its purpose is to assist teachers in better serving our students.

Since this marks the first time the district has employed the NWEA MAP, the Beginning-of-Year (BOY) data, with a baseline of 18%, has been used to establish performance targets for the End-of-Year (EOY) assessments over a five-year period. Currently, Middle-of-Year (MOY) data projected that 22% of the district’s third-grade students at NES/A schools are at or above the Meets Grade Level standard, as defined by the state. The district estimates that 24% of 3rd grade students at NES/A schools will score at or above meets grade level standard at End-of-Year (EOY), 2023-2024.

In alignment with Goal 1, the district aims to achieve a minimum growth of 20 percentage points during this time frame. This growth target is set to meet the community’s vision for Houston ISD.

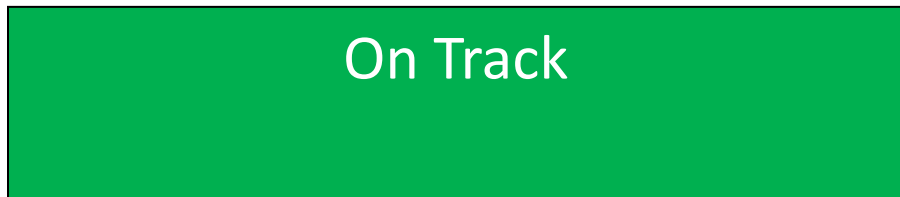


Figure 1. NWEA MAP 3rd Grade NES/A Students Meets Grade Level in Reading (GPM 1.2)

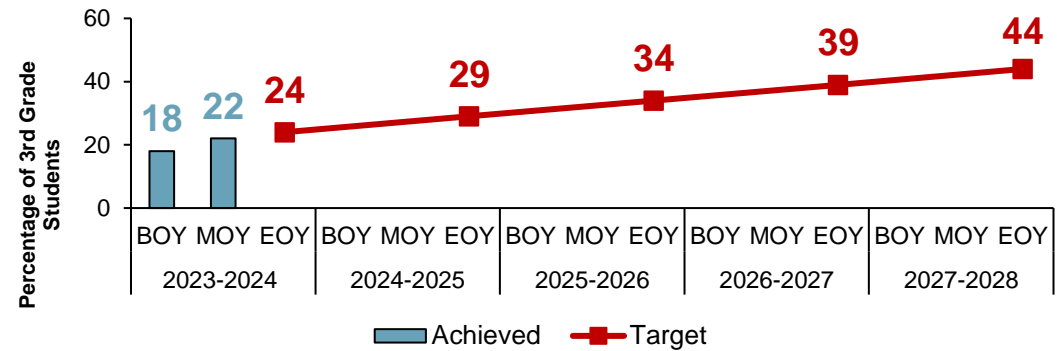
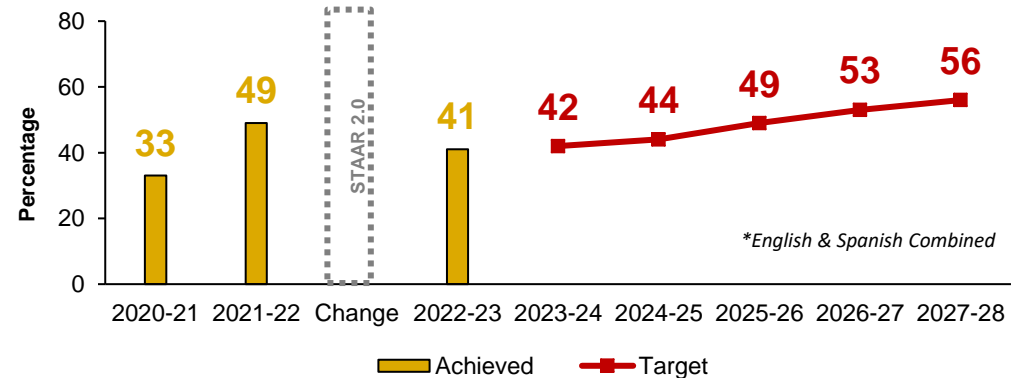


Figure 2. 3rd Grade Students Meets Grade Level in STAAR Reading (Goal 1)



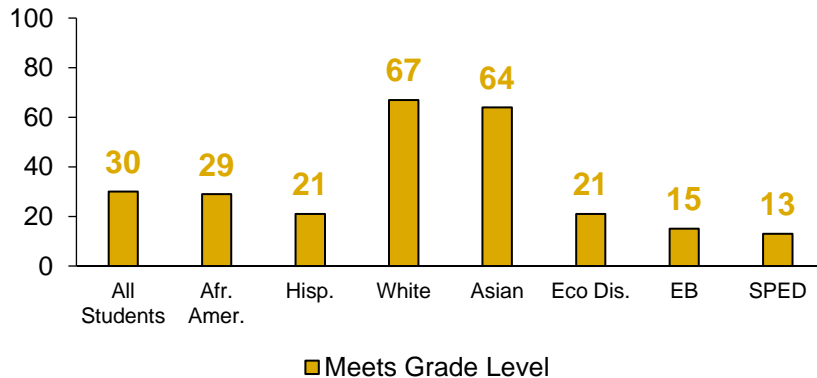
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Table 1. NWEA MAP Reading 3rd Grade Target & Growth by Group
(NES/A Campuses)

Student Group	22-23 BOY	22-23 MOY	23-24 EOY Target	Needed Growth
All Students	18	22	24	+2% pt.
Econ. Dis.	18	22	24	+2% pt.
SWDs	5	9	11	+2% pt.
EBs	10	13	15	+2% pt.
Afr. Amer.	22	27	29	+2% pt.
Hisp.	15	20	22	+2% pt.
White	26	31	33	+2% pt.
Amer. Ind.	-	-	-	-
Asian	9	12	14	+2% pt.
Pac. Isl.	-	-	-	-
Two+	40	40	42	+2% pt.

Notes: Green shaded cells indicate “on-track” to meet goal targets.
Dash indicates data is masked due to small numbers (<5).

Figure 3. MOY NWEA MAP Reading 3rd Grade Meets Grade Level
All Campuses



*English & Spanish Combined

SUPERINTENDENT EVALUATION OF PERFORMANCE

- It is first important to note that this year marks the first time the District has administered the NWEA MAP assessments district-wide. The District is establishing baseline data and one is cautioned against drawing too many conclusions based on this first year. Once we take the NWEA MAP assessments in May 2024, we will be able to establish our EOY baseline for reading. Right now we estimate that it will be 24%. It is difficult, too, to correlate STAAR reading proficiency with NWEA MAP scores until we have more district-wide NWEA MAP assessment data over at least a couple of years.
- Overall, the NWEA MAP data is positive, but one data set does not represent a trend. Additionally, the entire system is learning how to administer the assessment and to analyze its results for schools and teachers. As the District administers the NWEA MAP assessments over time, it will be able to draw more conclusions around teacher performance and student proficiency.
- Still, a review of the mid-year NWEA MAP data suggests that our students had better than average growth relative to other students who take the NWEA MAP assessment, but that our reading proficiency is lower. In that regard, these data are not surprising as we know from the STAAR exams that our reading proficiency is low.
- Because our starting point – students meeting grade level for reading – is so low, the data also suggest that we lose ground over the summer and as the District’s 3rd-graders have still not recovered from the COVID learning loss, the lost learning is compounded. The positive news though is that every subgroup saw growth in the middle-of-year 3rd-grade reading assessment.

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Root Cause Analysis

In third grade reading, NWEA MAP assesses a student’s proficiency in reading comprehension and in many of the core TEKS (Texas Essential Knowledge and Skills). As the assessment reveals our overall low proficiency in reading, the root causes are similar to those outlined in the first progress monitoring report when we reported on the Beginning-of-Year (BOY) NWEA MAP data.

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. While we have improved curricular materials in our schools this first semester, we still need to ensure the use and internalization of high-quality instructional materials throughout the District and over the next several years.

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. We have seen a continual improvement in the quality of instruction over the first semester, but it is still at a “progressing” level.

There may be one other root cause: access to high-quality Pre-K. Our students’ ability to read at grade level on the NWEA 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)

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Supplemental Data:

While increasing overall reading proficiency is the goal, our students' growth in proficiency is a leading indicator and provides evidence of improvements in the quality of instruction and the efficacy of our strategies to improve reading. If our elementary students grow more than average year after year, they will also improve their overall proficiency relative to students in other districts.

We provide the following supplemental data:

- 3rd grade reading Met Expected Growth by student group (NWEA MAP)
- 3rd grade reading Met Expected Growth by NES, NES-A, and Non-NES (NWEA MAP)
- Elementary reading Met Expected Growth by student group (NWEA MAP)
- Elementary reading Met Expected Growth by NES, NES-A, and Non-NES (NWEA MAP)
- 3rd–8th grade reading Meets Grade Level for NES/A (NWEA MAP)
- 3rd–8th grade reading Meets Grade Level for all campuses (NWEA MAP)
- 3rd grade reading Meets Grade Level by NES, NES-A, and Non-NES (NWEA MAP)
- Circle Met Proficiency for Reading
- DIBELS/Lectura Met Proficiency
- PowerPoint of NWEA MOY Results

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Figure 4. 3rd Grade Reading Met Expected Growth by Student Group (NWEA MAP)

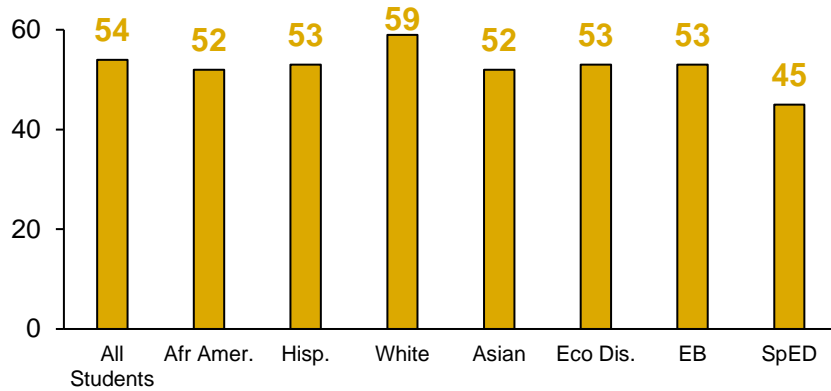


Figure 5. 3rd Grade Reading Met Expected Growth by NES Status (NWEA MAP)

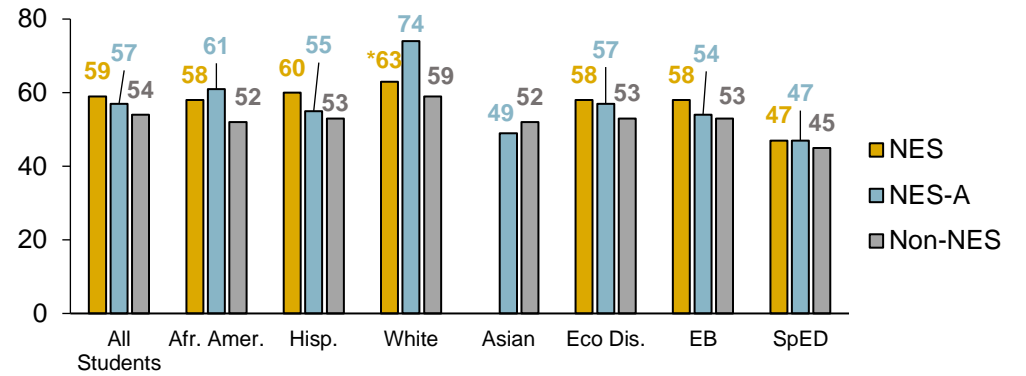


Figure 6. Elementary Reading Met Expected Growth by Student Group (NWEA MAP)

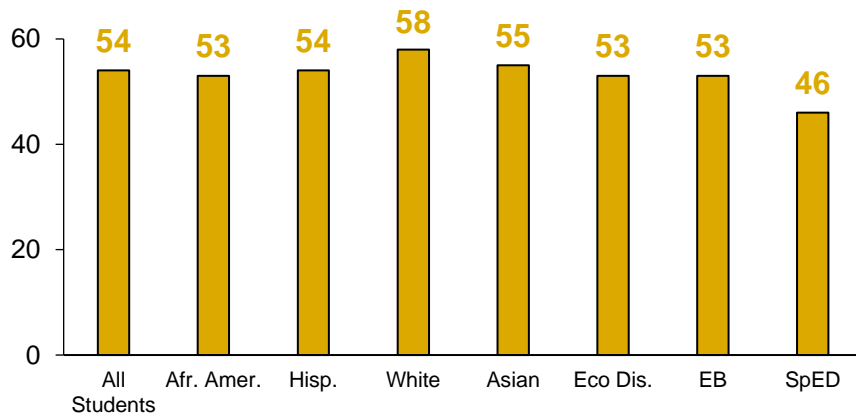
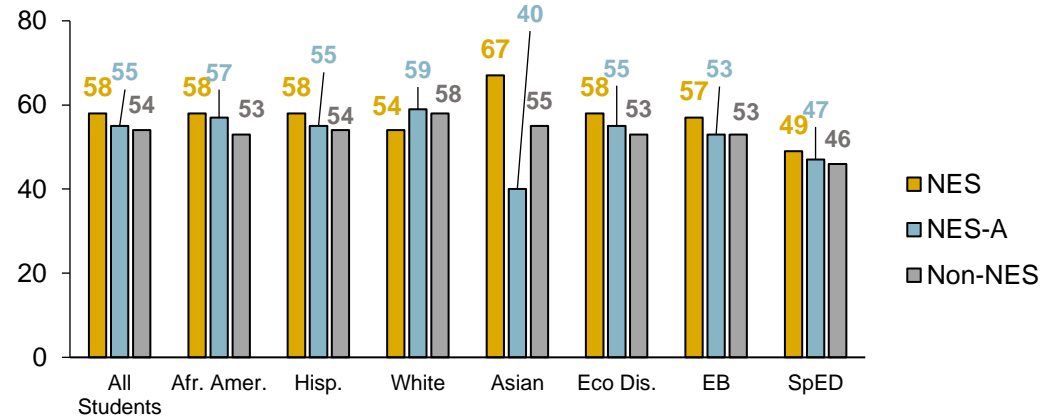


Figure 7. Elementary Reading Met Expected Growth by NES Status (NWEA MAP)



Note: Elementary for Reading includes grades 2-5; Fall-to-Winter Met Expected Growth

* Student groups contain <25 students

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Figure 8. 3rd–8th grade Reading Meets Grade Level for NES/A (NWEA MAP)

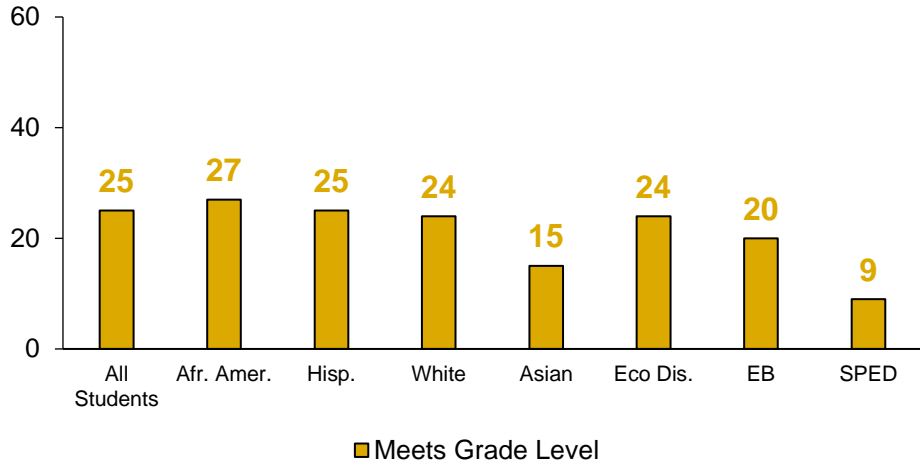


Figure 9. 3rd–8th grade Reading Meets Grade Level All Campuses (NWEA MAP)

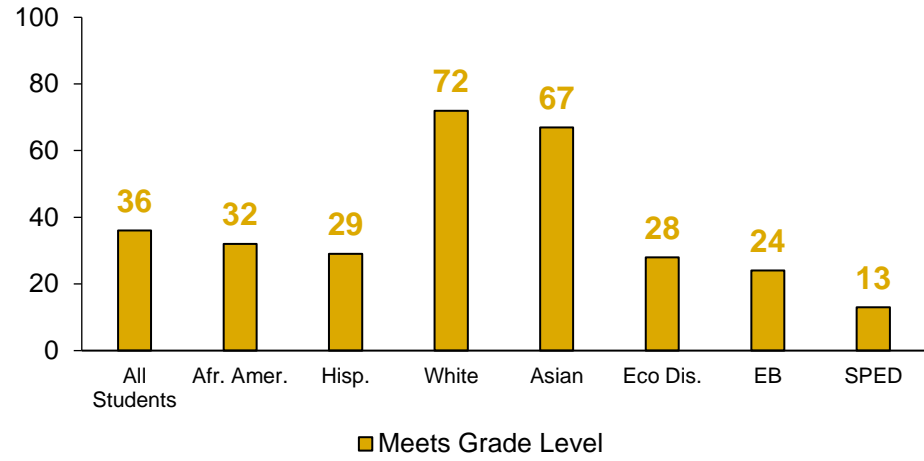


Figure 10. NWEA MAP 3rd Grade Meets Grade Level by NES Status

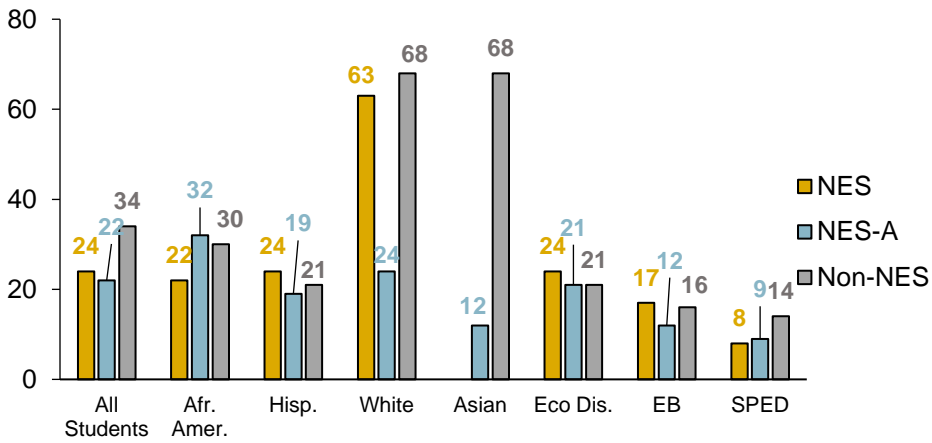
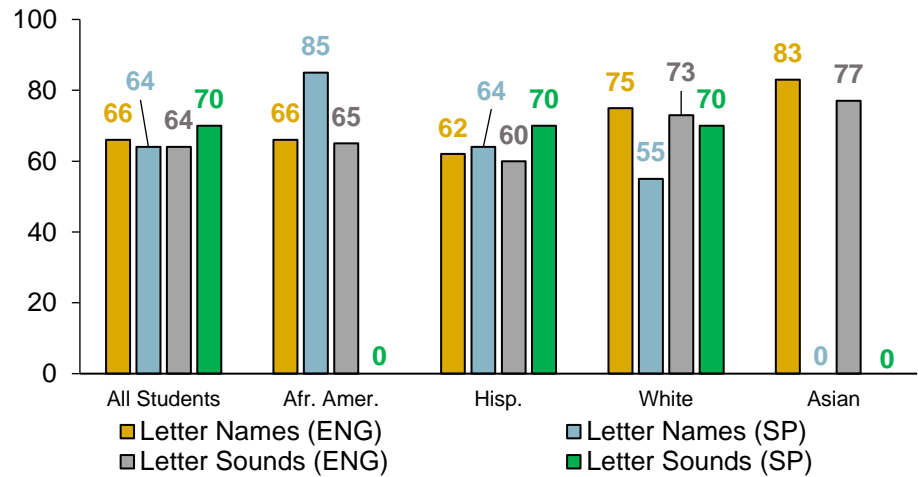
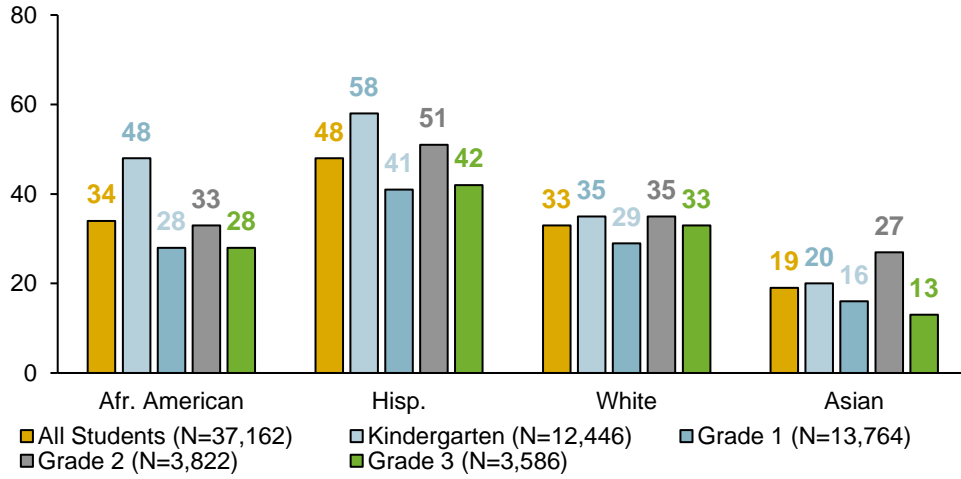


Figure 11. CIRCLE PK-3 & PK-4 Met Proficiency for Reading, MOY



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Figure 12. DIBELS/LECTURA Met Proficiency, MOY



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Goal Progress Measure 1.2 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 790 since the beginning of the year.
- 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 that have a C, D, or F rating 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 student to adult ratio in the NES Pre-K classes and Early Childhood Centers by adding more teacher assistants.
 - Expand the number of Pre-K students by 500 by August 2024 and by another 300 by August 2025.

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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 2.2

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 24% in May 2024 to 44% in May 2028.

BACKGROUND

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

According to the Beginning-of-Year (BOY) data, it is projected that 12% of the district’s third-grade students are at or above the Meets Grade Level standard at NES/A campuses, as defined by the state. Currently, Middle-of-Year (MOY) data projected that 21% of the district’s third-grade students at NES/A campuses are at or above the Meets Grade Level standard, as defined by the state. The district estimates that 24% of 3rd grade students at NES/A schools will score at or above meets grade level standard at End-of-Year (EOY), 2023-2024.

In alignment with Goal 2, the district aims to achieve a minimum growth of 20 percentage points during this time frame. This growth target is set to meet the community’s vision for Houston ISD.

On Track

Figure 13. NWEA MAP 3rd Grade NES/A Students Meets Grade Level in Math (GPM 2.2)

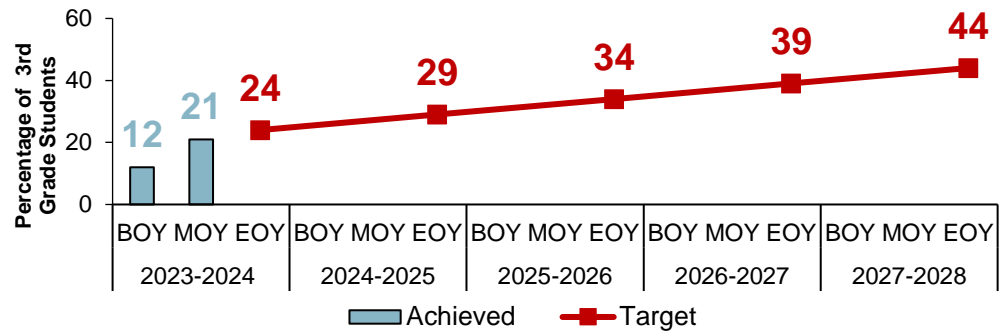
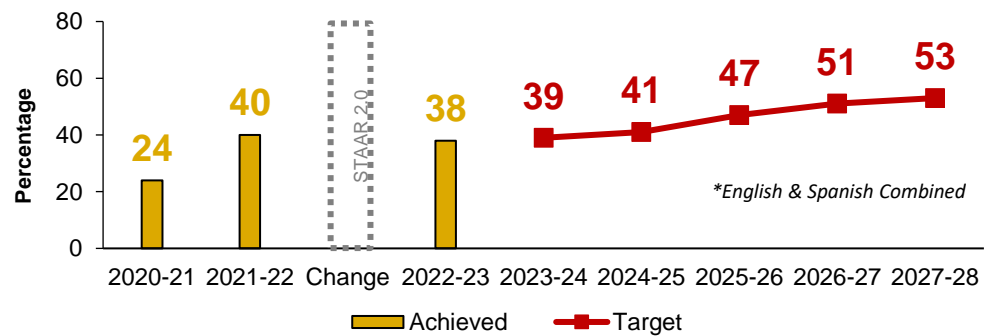


Figure 14. 3rd Grade Students Meets Grade Level in STAAR Math (Goal 2)



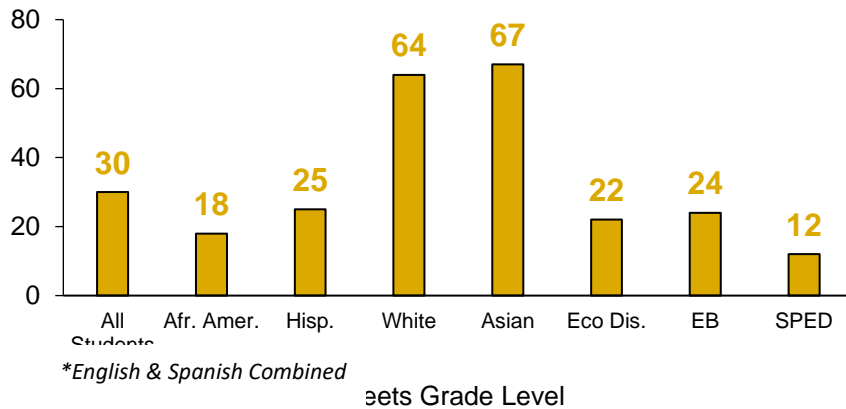
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Table 2. NWEA MAP Math 3rd Grade Target & Growth by Group (NES/A Campuses)

Student Group	22-23 BOY	22-23 MOY	23-24 EOY Target	Needed Growth
All Students	12	21	24	+3% pt.
Econ. Dis.	12	21	24	+3% pt.
SWDs	4	8	11	+3% pt.
EBs	11	20	23	+3% pt.
Afr. Amer.	8	15	18	+3% pt.
Hisp.	14	24	27	+3% pt.
White	17	26	29	+3% pt.
Amer. Ind.	-	-	-	-
Asian	6	12	15	+3% pt.
Pac. Isl.	-	-	-	-
Two+	4	15	18	+3% pt.

Notes: Green shaded cells indicate “on-track” to meet goal targets.
Dash indicates data is masked due to small numbers (<5).

Figure 15. MOY NWEA MAP Math 3rd Grade Meets Grade Level All Campuses



SUPERINTENDENT EVALUATION OF PERFORMANCE

- Description of Data**

Similar to the NWEA MAP reading data, the math data reflect the low proficiency of our students in math. The Middle-of-Year (MOY) elementary math data shows only 21% of the students being on-track to meet proficiency targets. Our pre-COVID math scores on STAAR were low, and we have not returned to that low level. [Keep in mind the earlier admonition to use comparison data with caution until we have a couple of years of data.]

The data for *Third Grade Meets Grade Level in Math* also shows a large achievement gap between our Black and White students (18% meets grade level for Black students and 64% meets grade level for White students). A similar gap in math proficiency exists between Black students in the NES/A schools (15%) and their White peers in Non-NES schools (66%). Similar gaps exist between Hispanic students (25%) and White students (64%) and between Hispanic students in NES/A schools (24%) and White students in Non-NES schools (66%).

These data confirm that the District needed to apply more resources to the NES/A schools and use an instructional model geared toward helping students narrow achievement gaps.

And again, some positive news from the NWEA MOY assessments is that there was significant growth from the beginning of the year in the percentage of students meeting grade level.

- Root Cause Analysis**

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

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- **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.

- **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. The data provide progress monitoring metrics that will enable teachers and schools to adjust instruction and supports to help accomplish Goal Progress Measure 2.2. 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 2.2.

We provide the following supplemental data:

- 3rd grade math Met Expected Growth by student group (NWEA MAP)
- 3rd grade math Met Expected Growth by NES, NES-A, and Non-NES (NWEA MAP)
- Elementary math Met Expected Growth by student group (NWEA MAP)
- Elementary math Met Expected Growth by NES, NES-A, and Non-NES (NWEA MAP)
- 2nd Math Met Expected Growth, NES/A (NWEA MAP)
- Grades 3-8 Meets Math for NES/A (English and Spanish combined)(NWEA MAP)
- Grades 3-8 Meets Math for all campuses (English and Spanish combined)(NWEA MAP)
- 3rd grade Meets Grade Level Math by NES, NES-A, and Non-NES (NWEA MAP)
- Circle Met Proficiency for Math
- PowerPoint of NWEA MOY Results

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Figure 16. 3rd Grade Math Met Expected Growth by Student Group (NWEA MAP)

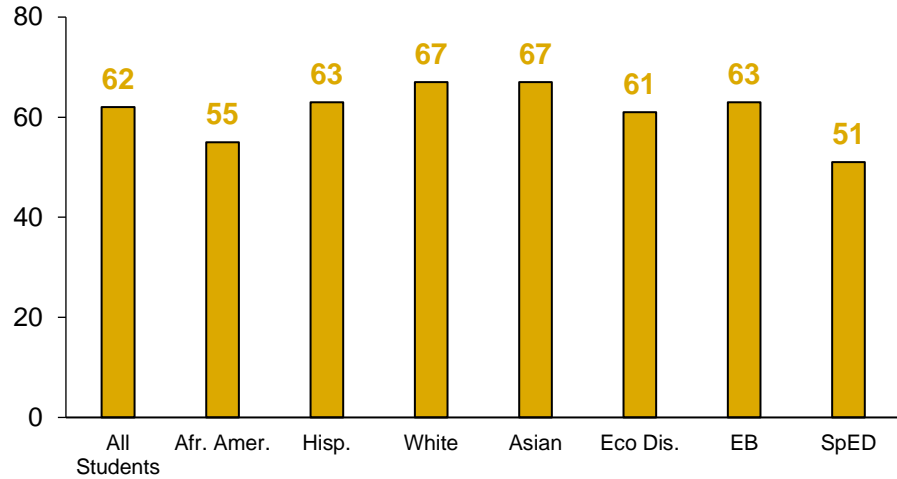


Figure 17. 3rd Grade Math Met Expected Growth by Student Group (NWEA MAP)

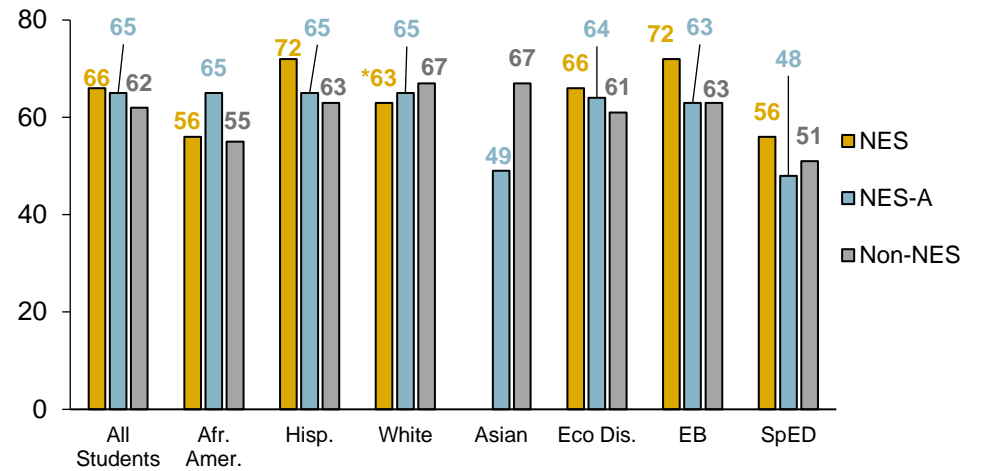


Figure 18. Elementary Math Met Expected Growth by Student Group (NWEA MAP)

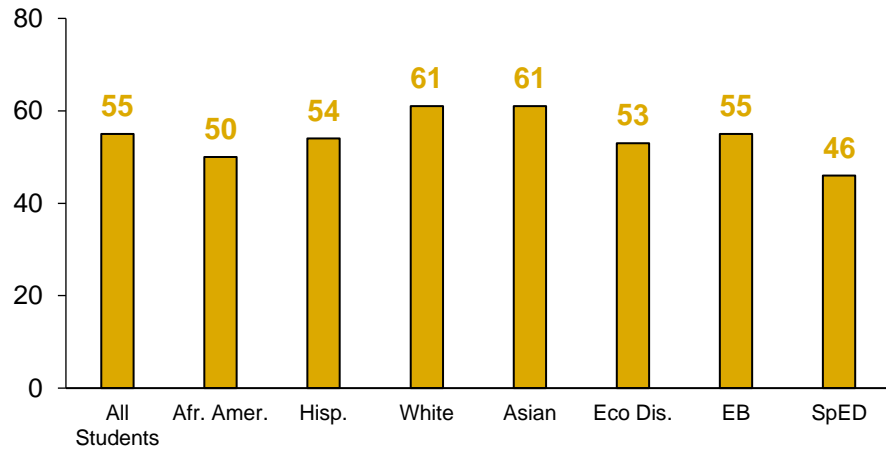
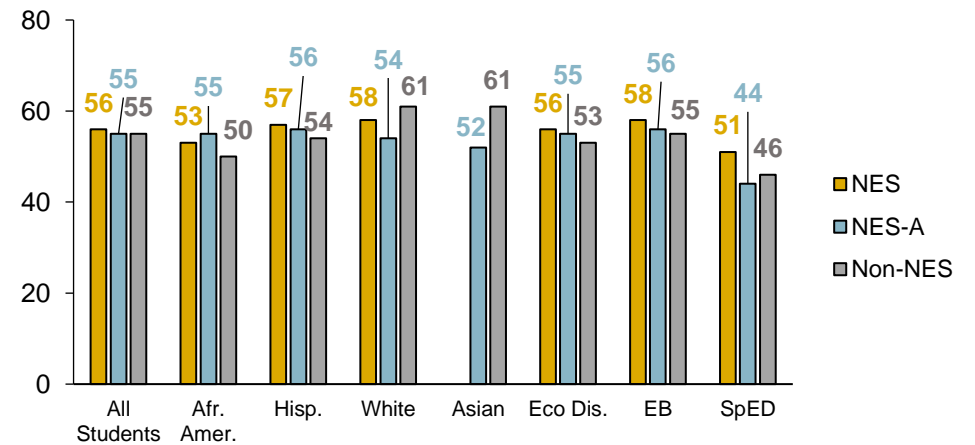


Figure 19. Elementary Math Met Expected Growth by NES Status (NWEA MAP)



* Student groups contain <25 students

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Figure 20. NWEA MAP Math Met Expected Growth MOY, Grade 2 (NES/A)

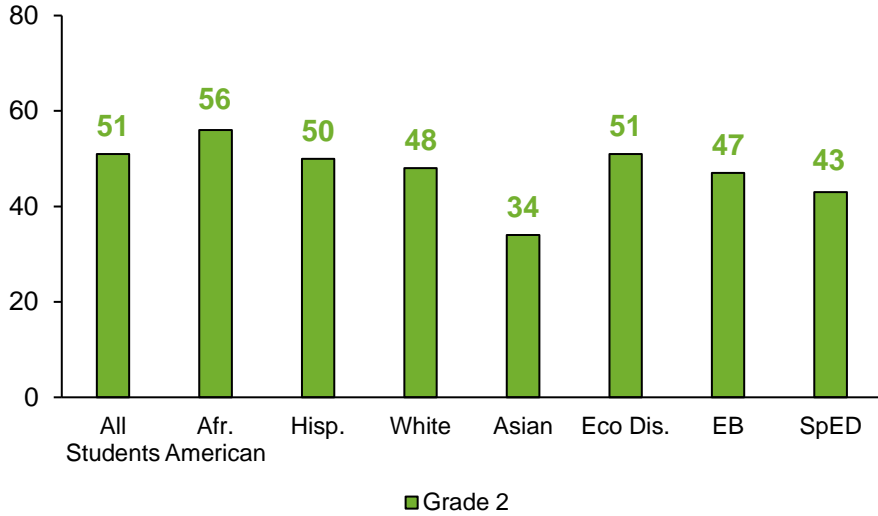


Figure 21. NWEA MAP Math Meets Grade Level Grades 3-8, MOY (NES/A)

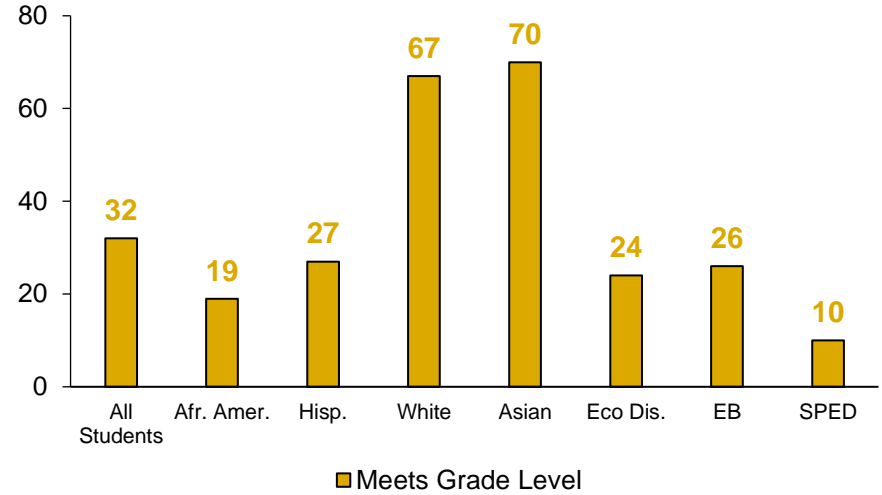


Figure 22. NWEA MAP Math Meets GL Grades 3-8, MOY (NES/A)

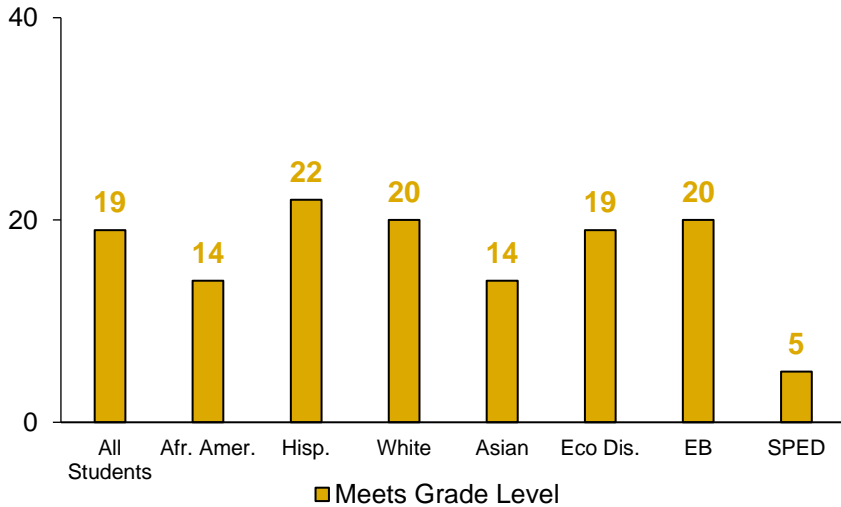
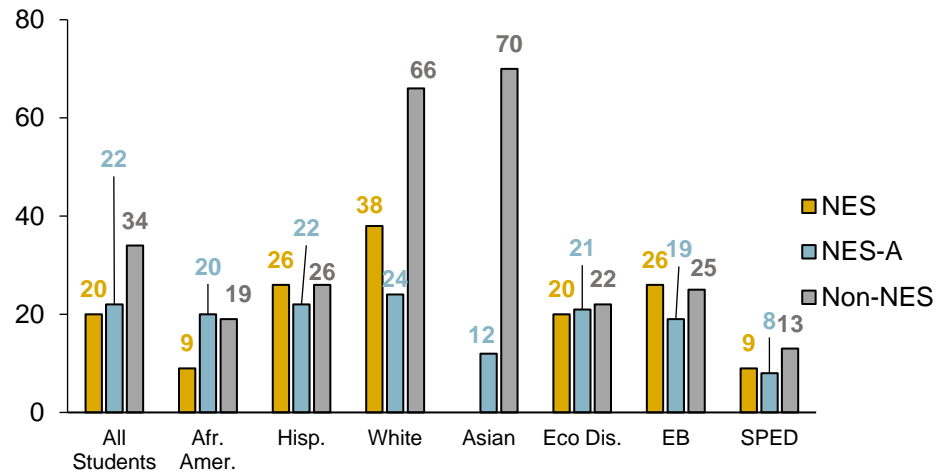
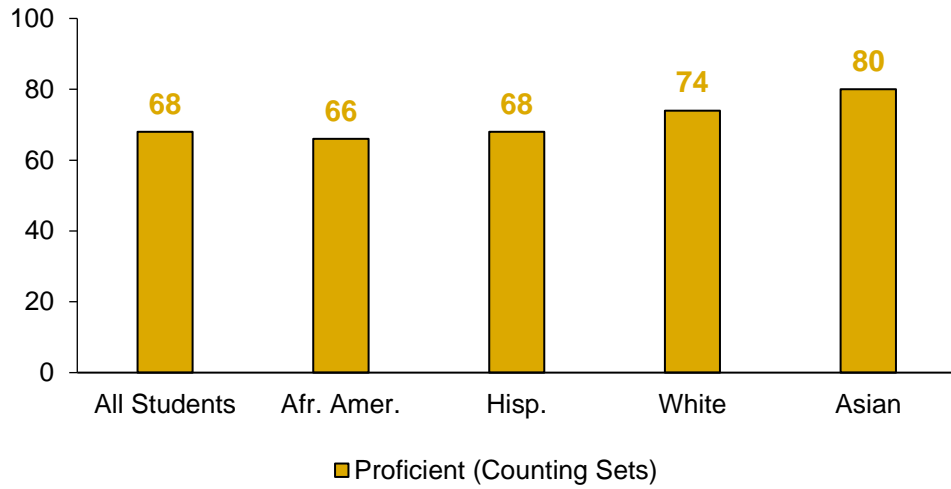


Figure 23. NWEA MAP 3rd Grade Students Meets Grade Level by NES Status



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Figure 24. CIRCLE PK-3 & PK-4 Met Proficiency for Math, MOY



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Goal Progress Measure 2.2 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 F, D, and C-rated campuses are using an approved math curriculum that qualifies as HQIM.
 - Provide professional development to all F, D, and C-rated campuses 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.