

Goal 3

GPMs 3.1 & 3.3

September 12, 2024

GPM 3.2 data available after 9/19



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.

Met

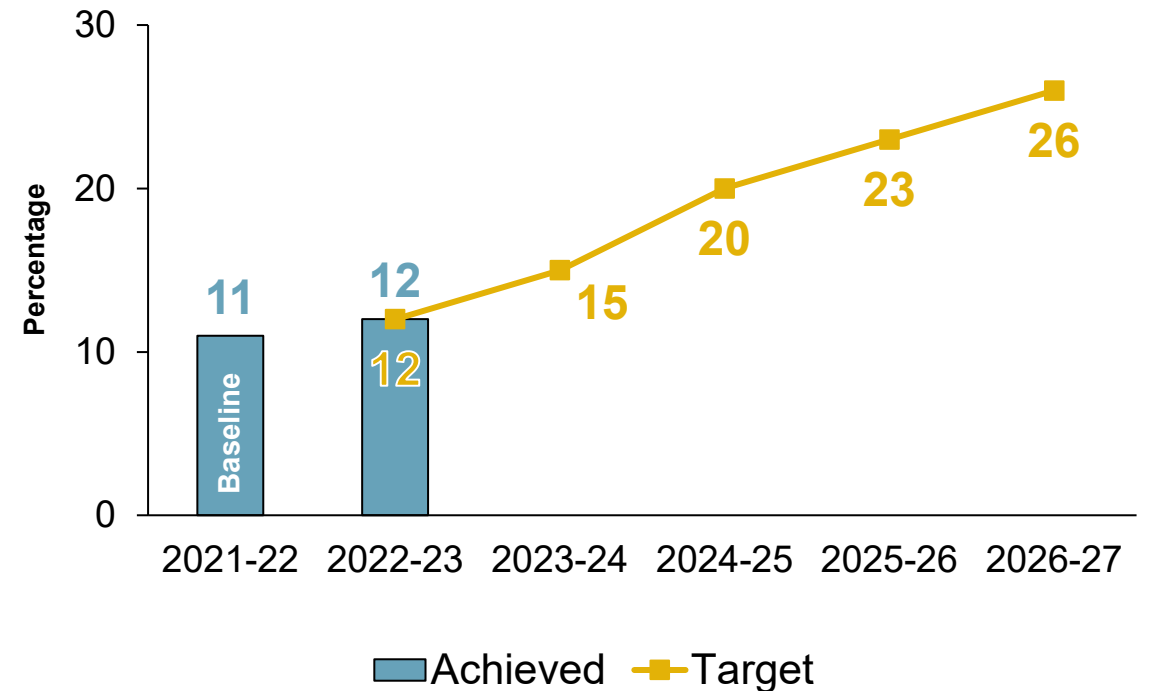
Background

College, Career, and Military Readiness (CCMR) is a component used to measure graduates' preparedness for college, the workforce, or the military. The Texas Success Initiative (TSI) captures post-secondary readiness on assessments including SAT, ACT, and the TSIA (Texas Success Initiative Assessment). Additionally, students can demonstrate post-secondary readiness and career readiness through the earning of an Industry-based certification. Goal 3 reports the students who have demonstrated success through TSI and also earned an IBC.

Because these indicators are tied to graduating students, the reporting is lagged by one year. Therefore, this school year's data reports students who graduated in school year 2022-23.

Twelve percent of students graduating in 2023 earned both an IBC and met the TSI readiness threshold. This meets the goal of 12 percent set by the district for this school year.

Figure 1: Percent of HISD Graduates TSI Ready with an IBC



Note: CCMR is a lagging indicator and does not look at current graduates due to data timeline submissions. In this case, the above data point reflects the class of 2023 graduates. Data for the class of 2024 graduates is currently unavailable.

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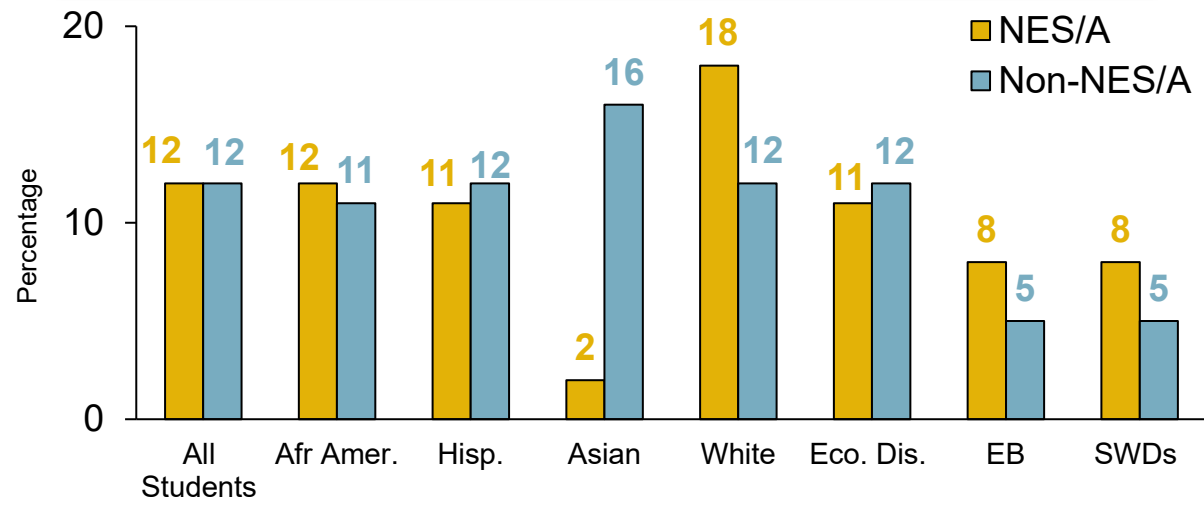
Met

Table 1: Percent of HISD 2023 Graduates TSI Ready with an IBC

Student Group	2022 Grads.	2023 Grads.	Target	Needed Growth
ALL Students	11	12	12	Met
Afr. Amer.	9	11	10	Met
Hispanic	10	12	11	Met
White	13	12	14	2% pts.
Asian	14	15	16	1% pts.
Two +	9	16	10	Met
Eco Dis	10	12	11	Met
EB	5	6	6	Met
SWDs	4	6	5	Met

Orange indicates did not meet target; green indicates met target.

Figure 2: Percent of HISD 2023 Graduates TSI Ready with an IBC, NES/A Status



2023 Grads. (n-counts)	NES/A	Non-NES/A
All Students	3,188	8,650
Afr. Amer.	1,157	1,501
Hispanic	1,914	5,276
Asian	46	456
White	54	1,240
Eco. Dis.	2,986	5,856
EB	1,003	1,762
SWDs	362	679

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.

Met

Figure 3: Percent of HISD 2023 Graduates TSI Ready

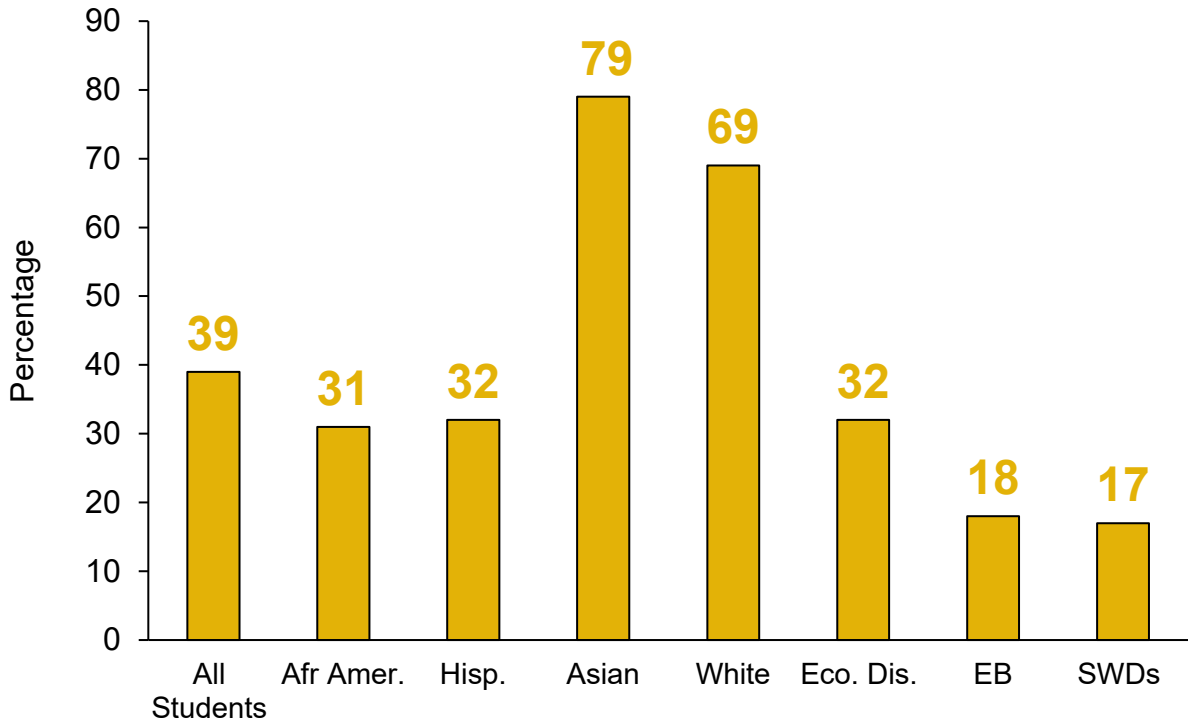
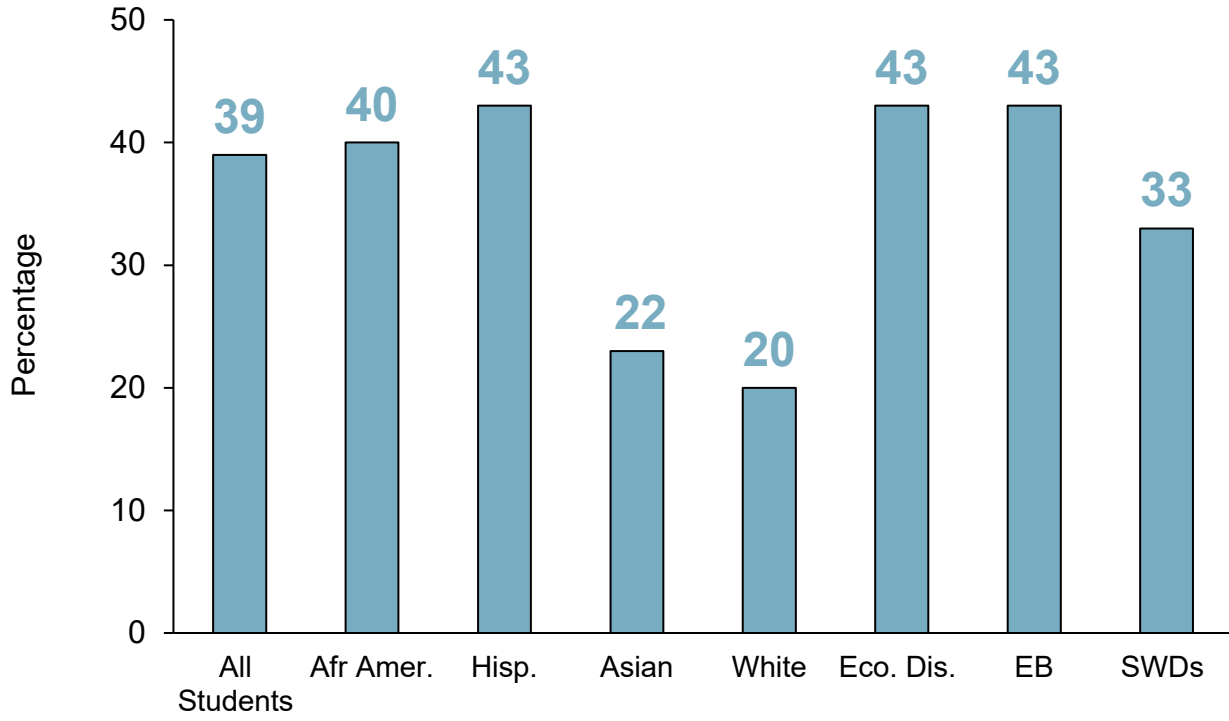


Figure 4: Percent of HISD 2023 Graduates Earning an IBC



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.

Met

Figure 5: Percent of HISD Graduates TSI Ready

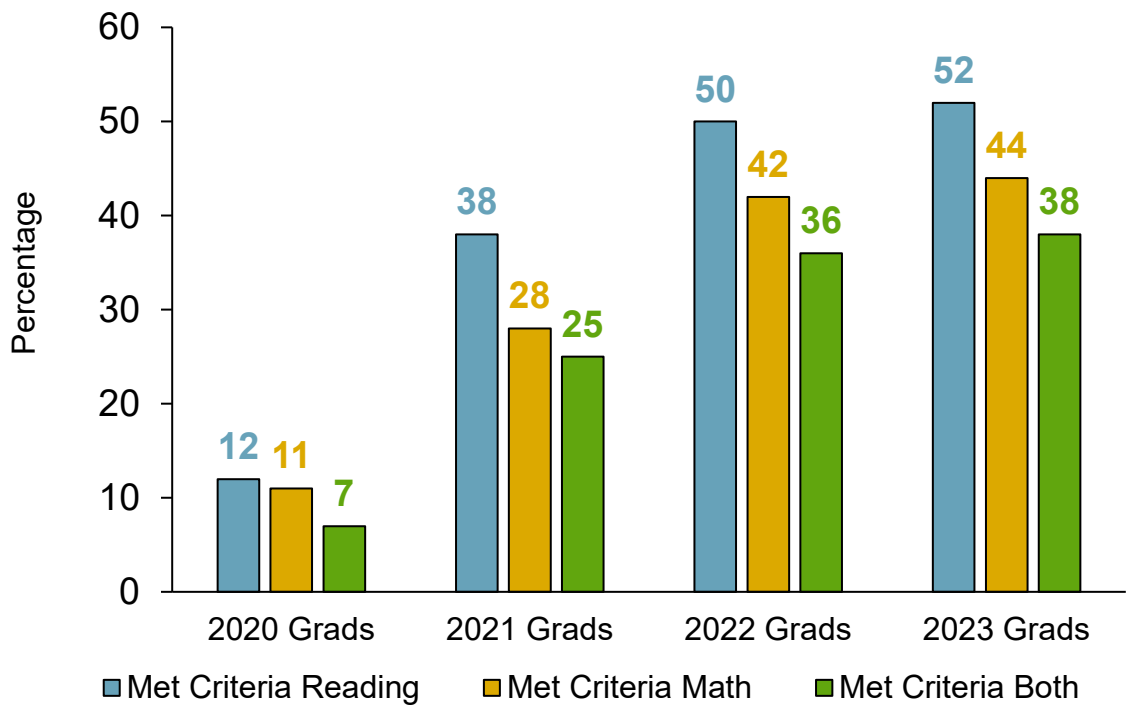
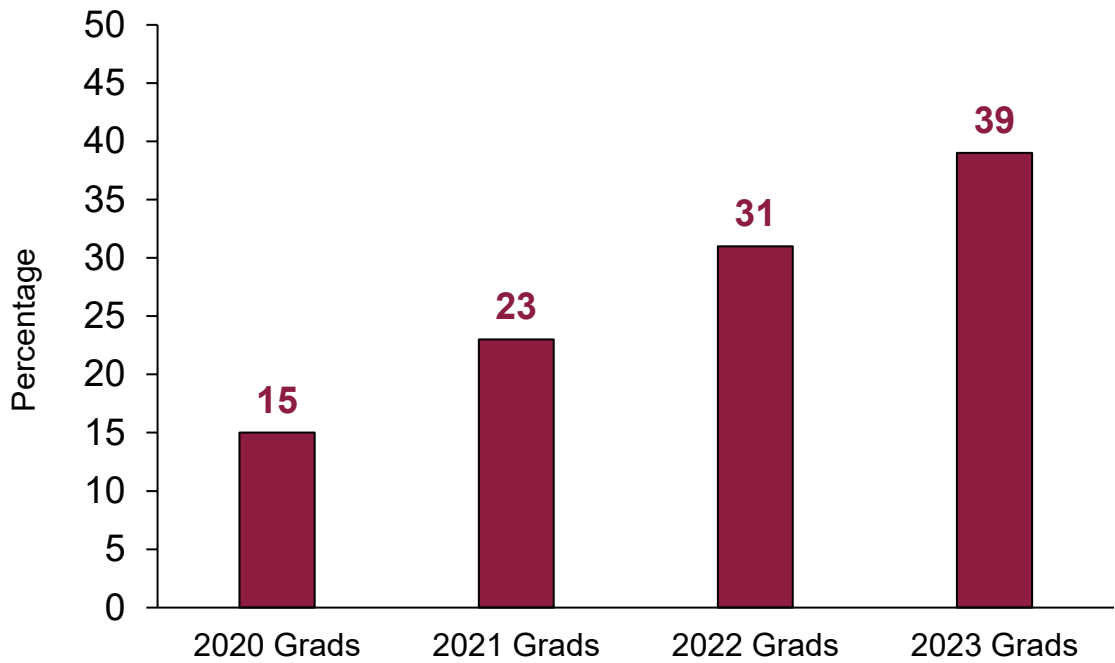


Figure 6: Percent of HISD Graduates Earning an IBC



GPM 3.1: The percent of **11th graders** meeting TSI criteria on SAT, ACT, or TSIA in both math and reading will increase from 15% in May 2023 to 30% in May 2028.

Met

Figure 7: Percent of 11th Grade Students TSI Ready

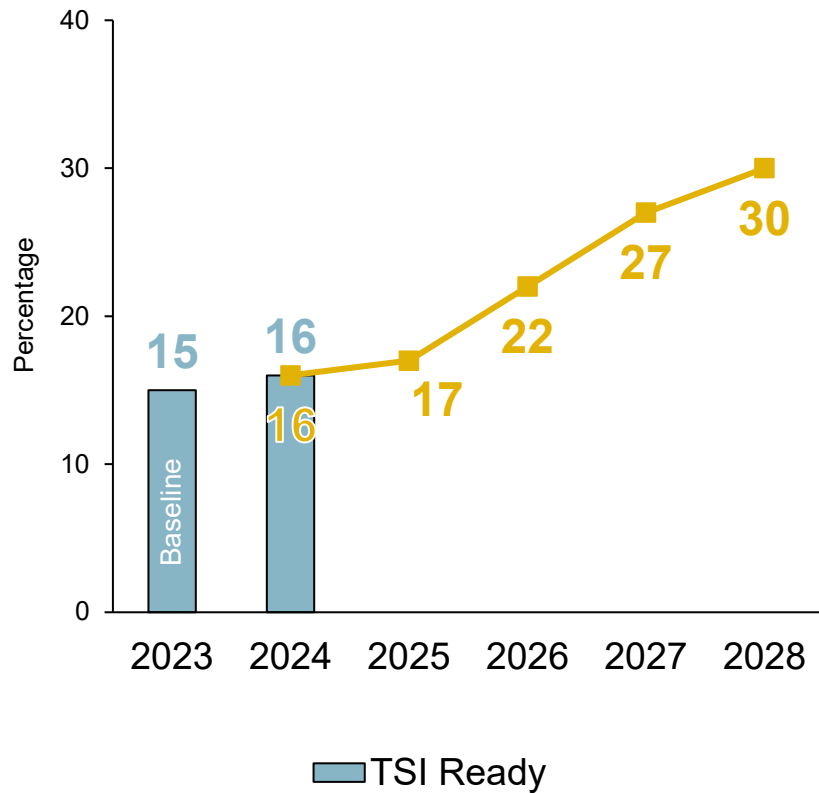


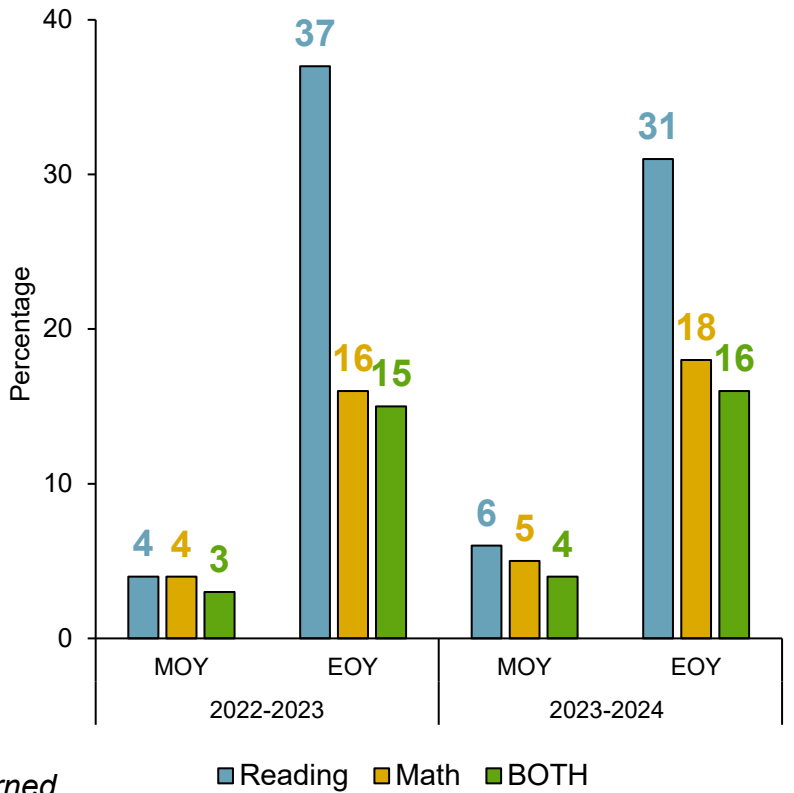
Table 2: Percent of 11th Grade Students TSI Ready

Student Group	2023	2024	Target	Needed Growth
ALL Students	15	16	16	Met
Eco Dis	9	9	10	1% pts.
SWDs	4	3	5	2% pts.
EB	11	6	12	9% pts.
Afr. Amer.	10	9	11	2% pts.
Hispanic	11	13	12	Met
White	30	30	31	1% pts.
Asian	42	46	43	Met
Two+	31	33	32	Met

Orange indicates did not meet target; green indicates met target.

Note: HS grade level is determined by number of credits earned, not year entered 9th grade, also known as "Class of".

Figure 8: Percent of 11th Grade Students TSI Ready, Reading and Math



GPM 3.3: The percent of **11th graders** who qualify for college credit will increase from 33% in May 2023 to 48% in May 2028.

Met

Figure 9: Percent of 11th Grade Students Qualified for College Credit

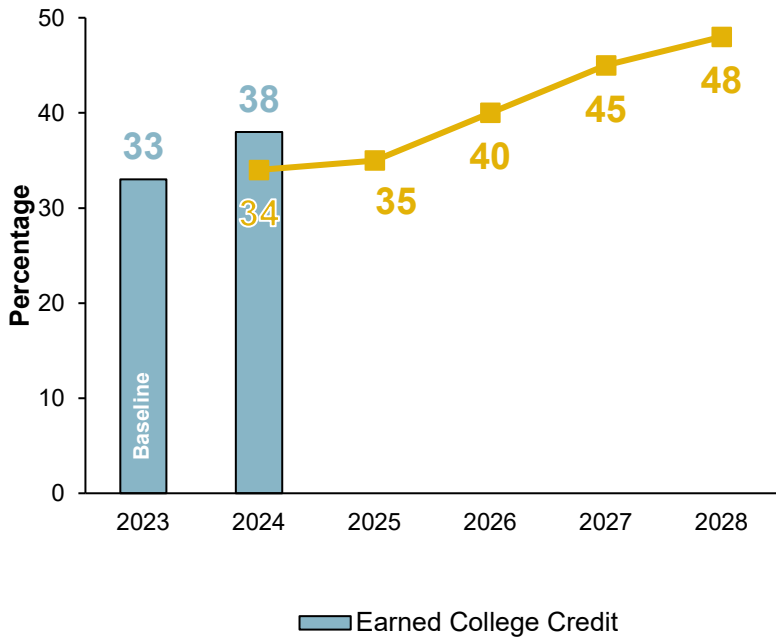


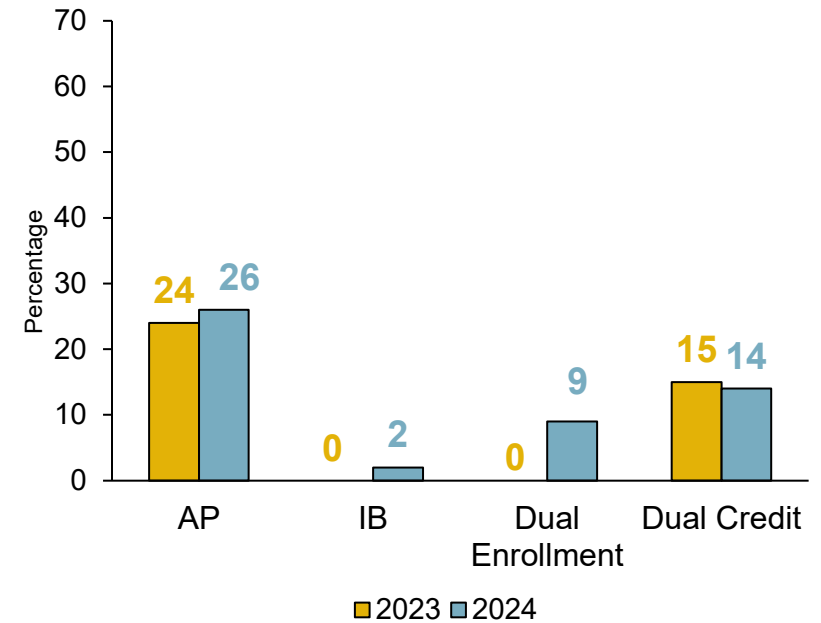
Table 3: Percent of 11th Grade Students Qualified for College Credit

Student Group	2023	2024	Target	Needed Growth
ALL Students	33	38	34	Met
Afr. Amer.	22	24	23	Met
Hispanic	33	38	34	Met
White	38	44	39	Met
Asian	71	71	72	1% pts.
Two +	45	47	46	Met
Eco Dis	28	30	29	Met
EB	37	32	38	6% pts.
SWDs	9	10	10	Met

Orange indicates did not meet target; green indicates met target.

2023 data reflects tests scored through November 1, 2023.
2024 data reflects tests scored through August 1, 2024.

Figure 10: Percent of 11th Grade Students Qualified for College Credit, by type



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.

Met

Superintendent's Evaluation of Performance:

Description of Data: Goal 3

- **Figure 1:** HISD's Class of 2023 met the Goal 3 target of 12% of graduates earning an IBC and being TSI ready in math and reading.
- **Table 1:** All student groups met the target except for White and Asian students that need an additional 2% and 1% of growth respectively.
- **Figure 2:** The NES/A model did not exist for 2023 graduates, but the schools that became NES/A in SY23-24 had been graduating lower percentage of TSI Ready students with an IBC across student groups except for White students.
- **Figure 3 & Figure 4:** White and Asian students demonstrated the highest percentage of TSI Readiness, yet these student groups also had the lowest percent of students obtaining an IBC. This indicates White and Asian TSI ready students may not be exposed to or participating in career readiness courses. All other student groups obtained IBCs at a percentage significantly above target.
- **Figure 5:** Higher percentages of HISD students are meeting TSI readiness in reading compared to math, and this trend has been consistent over time. The Class of 2023 graduates who are TSI-ready in both English and Math increased by 32% since 2020. TSI Readiness in English has increased to over 50%, with a 40% increase since 2020. TSI Readiness in math is 44% but has increased by 33% since 2020.
- **Figure 6:** The NES/A model did not exist for 2023 graduates, but the schools that became NES/A in SY23-24 have been increasing the percentage of students with IBCs. This data does not differentiate between IBCs that are being sunset by TEA. It also does not take into consideration aligned Program of Study coursework.

Description of Data: Goal 3.1

- **Figure 7:** HISD's 11th grade students in SY22-23 met the target for TSI Readiness.
- **Table 2:** Only the Hispanic, Asian and Two+ sub-groups in 11th grade in SY22-23 exceeded target for TSI Readiness.
- **Table 8:** Students who only met the TSI criteria in reading decreased by 6 percentage points from 2022-2023 to 2023-2024. However, the percentage of students who met the TSI criteria in both subjects increased by 1 point, and those who met the criteria in reading increased by 2 points from 2022-2023 to 2023-2024.

Description of Data: Goal 3.3

- **Figure 9:** HISD's 11th grade students in SY22-23 met the target for percent of students that qualified for college credit.
- **Table 3:** All student groups except Asian and Emergent Bilingual in 11th grade in SY22-23 met the target for percent of students qualified for college credit.
- **Figure 10:** A higher percent of HISD's 11th graders in SY22-23 qualified for credit in AP, IB and UT OnRamps, while the percentage of dual credit earned declined.

What information is still needed?

- This data demonstrates results of students prior to this Administration. To this end, we have limited historical context on what Program of Study decisions were made and why. Additionally, most decisions were decentralized so there is limited central office available data.

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.

Met

Root Cause Analysis: IBCs

- **Limited CTE Access Across the District** - CTE Programs have not been offered to students equitably across the districts. Some students may have access to over a dozen programs while others may have only a couple.
- **Limited District-wide Strategy** - There is limited evidence of a district-wide strategy outlining what Programs of Study are offered at what schools and why. Additionally, there was no quality control for changing or sunseting programs to ensure decisions didn't negatively impact student's ability to get an IBC.
- **Limited CTE Student Exposure** – On some campuses across the district, there is a mindset that Career courses are not for everyone and are only for lower performing students. Many higher performing students are not exposed to the programs and the benefits they may bring related to post-secondary. This is likely why low percentages of White and Asian students earned an IBC.
- **Lower Rigor IBCs** - While IBCs were increasing overtime, there is evidence the district was increasing the number of students taking lower rigor IBCs. TEA has made decisions to sunset many of these IBCs which will cause our IBC totals to drop significantly if the Administration does nothing.
- **Disruption of Student Course Sequences** – It is critical students develop a deeper level of skill in a Program of Study to prepare them for high-wage, high-demand jobs. To do this, students should become CTE Concentrators and/or Completers by taking a coherent sequence of courses in one focused career program. However, many students started a CTE Program of Study did not enroll in the next level course.
- **IBC Implementation Errors:** High schools should understand that the IBC vendor list is approved and provided by TEA. Some high schools administer IBCs using unapproved IBC vendors, which does not guarantee the student is prepared for career. These results will also not count toward the board goal or CCMR accountability.
- **Post-secondary Goals:** Some high school students might not enroll in coherent CTE pathways because of Postsecondary goals. For example, students whose goals include admission to a highly competitive university will often take additional advanced academic courses rather than complete a CTE pathway leading to IBC certification.

Root Cause Analysis: TSI Readiness

- **Lack of High-Quality Curriculum** – Prior to this administration, there was limited access to high quality, grade-level RLA and Math high quality curriculum. This is critical as the SAT expects students to know many of the RLA and Math standards included in core coursework. The district has recently purchased Carnegie Learning, TEA's approved product, but there is limited evidence it was implemented with fidelity across high schools.
- **Low Quality of Instruction** – Students must receive high quality instruction every day to ensure their learning is progressing in these critical, core areas.

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Met

Addressing Root Cause Issues: IBCs

- **Implement Foundational Programs of Study (FPOS)** - Beginning in SY 24-25, HISD launched CTE's Foundational Programs of Study across 26 comprehensive campuses, which include Entrepreneurship, Networking Systems, Health Informatics, and Distribution, Logistics, & Warehousing. These programs were selected based on a thorough data analysis completed to identify which programs aligned to high-wage, high-skilled jobs in the Houston region. FPOS will increase student access to high quality CTE programs in the district.
- **Quality Control for Adding/Removing Programs of Study**– HISD is implementing a district-wide process to ensure all campuses complete an analysis of programs of study before adding or sunsetting a program. This analysis looks at multiple data points including alignment with the future of work, teacher availability, financial cost, infrastructure implications, student enrollment and community input.
- **Career Exposure Course:** HISD is developing a middle school curriculum that will be used in all NES schools focused on exposure to college and career pathways. This curriculum will strategically align with high-wage, high-skill career opportunities. Non-NES schools will have free access to this curriculum. Additionally, resources are being created for students and families to increase exposure to and understanding of the benefits CTE programs provide to students.
- **Increase Rigor of CTE Programs** – HISD is aligning IBCs to high quality CTE course sequences to increase the rigor for students. This aligns with the shift in TEA's accountability system that requires students to be CTE Concentrators and obtain the aligned IBC. This will allow HISD to monitor quality of programs across schools and ensure students have the support needed to be ready for the workplace.
- **Professional Development for CTE staff and teachers** - The CTE department will offer standardized professional development throughout the school year for FPOS teachers and CTE administrators.
- **Strategic Scheduling:** CTE is working with campuses to standardize Programs of Study, aiming to have more students become Completers. As a part of the scheduling process, HISD is monitoring the percent of students that continue their course sequence to ensure campuses and students have the information and support needed to make educated decisions.
- **Integrating Post-secondary Opportunities into CTE Programs** – HISD is proactively working with higher education partners to increase dual credit offerings in CTE Programs of Study and aligned pathways into college upon graduation.
- **Create Freely Available, High-Quality Curriculum** - Beginning in SY 24-25, HISD Curriculum is writing Algebra 2 and English 3 curricula to support TSI readiness for all students. HISD is also developing the first-level course curricula for the Foundational Programs of Study to standardize curricula across the district for these FPOS.
- **CTE Budget:** The CTE budget is being aligned with priority items to ensure students obtain Completer status.

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Met

Addressing Root Cause Issues: TSI Readiness

- **Create Freely Available High-Quality Curriculum** - Beginning in SY 24-25, HISD Curriculum is writing Algebra 2 and English 3 curricula to integrate TSI readiness skills into the courses. This integration allows teachers to concentrate on the essential English and math skills required for student success on the SAT, ACT, and TSIA 2.0 assessments. HISD is also developing the first-level course curricula for the Foundational Programs of Study to standardize curricula across the district for these FPOS.
- **High Quality Instruction** – HISD is committed to ensuring high quality instruction is happening in all classrooms. Campus and division leaders support teachers with embedded on-the-job coaching throughout the year to help improve a teacher’s ability to help students master the content. Advanced coursework teachers also receive ongoing professional development aligned to their content area.
- **Alternative TSI Readiness Option through Texas College Bridge Course (TBC)** – Texas College Bridge is a course that students can take as an alternative to achieving TSI readiness through an assessment. The Class of 2023's use of Texas College Bridge course as a TSI-readiness strategy was limited. Anticipated increases for Class of 2024 graduates are expected. Going forward, this strategy will be limited to 12th grade students in alignment with updates to TEA’s accountability system. Students achieving TSI Readiness through the course alone are not eligible for CCMR Outcomes Bonus Funding and therefore excluded from TSI reporting.
- **Opt-out Scheduling Policy** - An opt-out process for advanced coursework was developed and implemented. Using student assessment data (i.e., ACT, SAT, TSIA 2.0, PSAT, STAAR EOC, and Grade 8 NWEA MAP), students who are at grade level or higher will be automatically enrolled in advanced courses. Parents will be able to opt students out of the required advanced courses after a counselor conference and learning about the advantages of advanced courses.
- **Khan Academy SAT Prep Implementation** – HISD has adopted Khan Academy as the official digital SAT prep tool. In partnership with the College Board, students who complete 20+ hours using Khan Academy's tool have shown a significant improvement, with an average 115-point increase in their SAT scores. HISD provides Khan Academy SAT prep starting in September for all Grade 11 students to prepare them for the in-school SAT in March 2024.
- **Advanced Course Scheduling Tool** – HISD has developed and implemented an advanced course scheduling tool for the 2024-25 school year. This tool is used by high school campus counselors to identify students who should be placed in advanced courses based on student assessment data. Additionally, in alignment with TEA guidelines, this data-driven approach is being extended to middle school scheduling. For instance, Grade 6 students who meet specific thresholds on the Grade 5 Math STAAR will be automatically scheduled into advanced math courses.

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 3: Glossary

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
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 readiness.

Goal 4

GPMs 4.1, 4.2, 4.3

September 12, 2024



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.

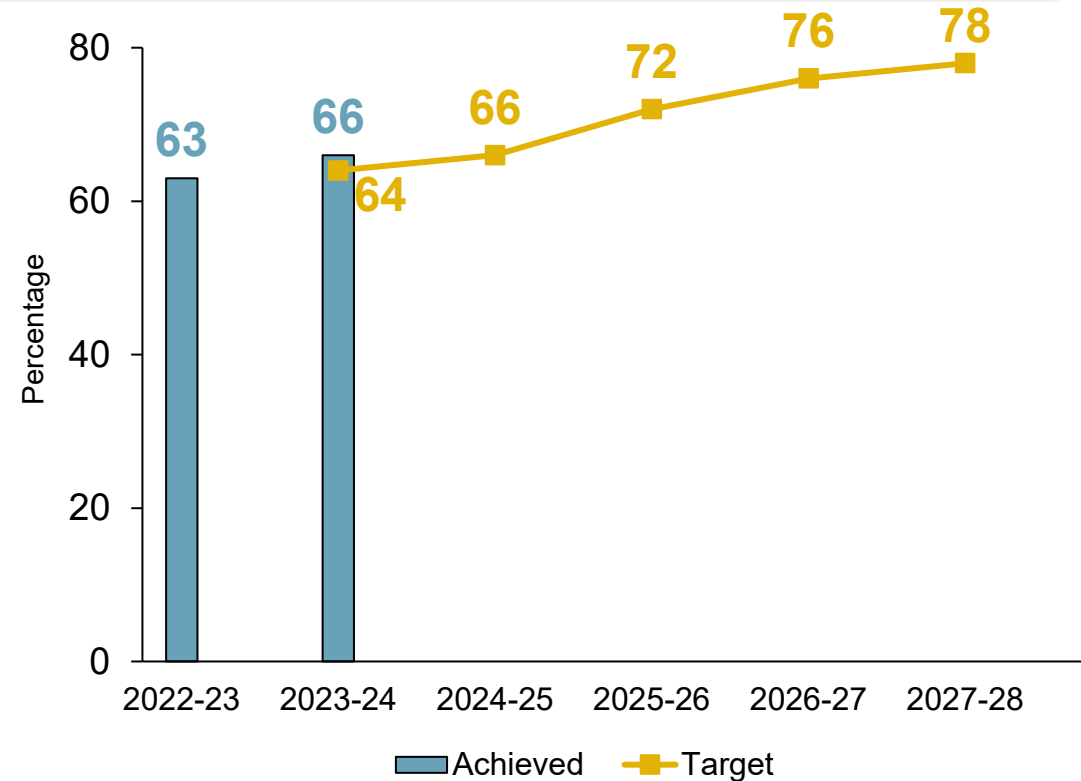
Met

Background

At the End-of-Year (EOY), **66%** of the district's students with disabilities (SWDs) in grades 4 through 8 have achieved growth as measured by the Domain 2, Part A of the state accountability system. A growth point is awarded by comparing the student's STAAR performance in the previous year to their performance in the current year. If their performance level in the current year improves from prior year, or if current year scores Meets or Masters Grade Level, the student earns a point. For example, if a student scored at the "Approaches Grade Level" standard on the STAAR reading test in the previous year and progresses to the "Meets Grade Level" standard in the current year, this earns the student a growth point. Students are counted in this report if they earn a point in **either** reading or math.

As a result, the district has met growth expectations by exceeding the End-of-Year target by two percentage points. This accounts for 3 points out of the 15 total points of growth over the next 5 years.

Figure 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.

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.

Met

Table 1: Percent SWDs Grades 4-8 Achieved Growth, Domain 2, Part A

Student Group	22-23 EOY	23-24 EOY	Target	Needed Growth
All SWDs	63	66	64	Met
Afr. Amer.	62	65	63	Met
Hisp.	61	65	62	Met
White	72	74	73	Met
Asian	82	81	83	2% pts.
Two+	70	64	71	7% pts.
Eco. Dis.	62	65	63	Met
EBs	59	66	60	Met

Orange indicates did not meet target; green indicates met target.

Table 2: Counts of Students in Grades 4-8, by SWD status

SWDs Status (n-counts)	SWDs	Non-SWDs
All Students	6,174	48,812
Afr. Amer.	1,678	9,490
Hispanic	3,718	30,390
White	562	5,165
Asian	112	2,674
Two +	90	981
Eco. Dis.	5,186	37,180
EB	2,029	22,380

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

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.

Met

Figure 2: Percent of SWDs vs. Non-SWDs Grades 4-8 Achieved Growth, Domain 2, Part A

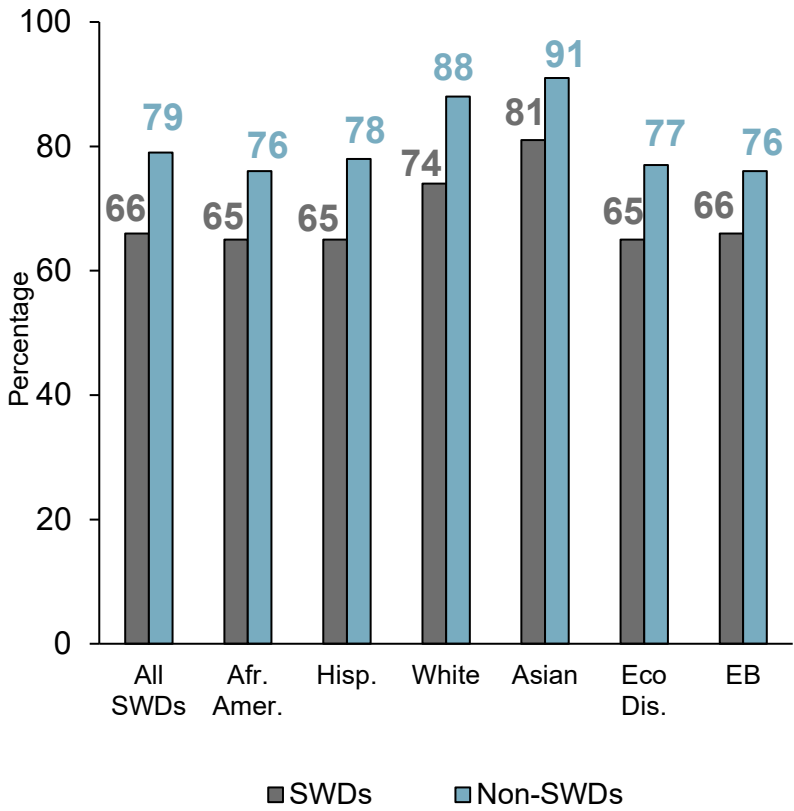


Figure 3: Percent of SWDs Grades 4-8 Achieved Growth, Domain 2, Part A

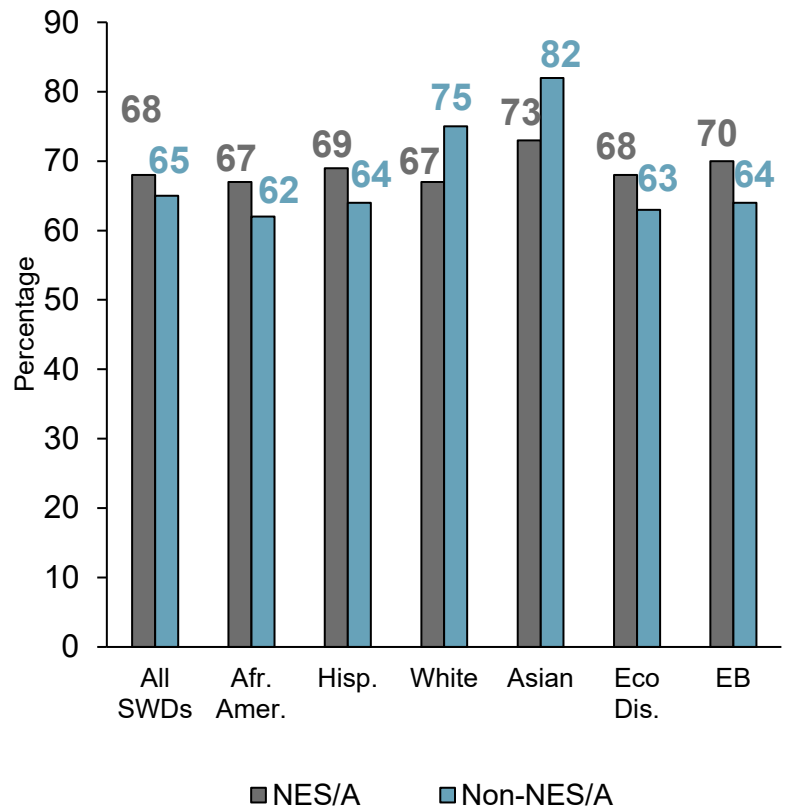
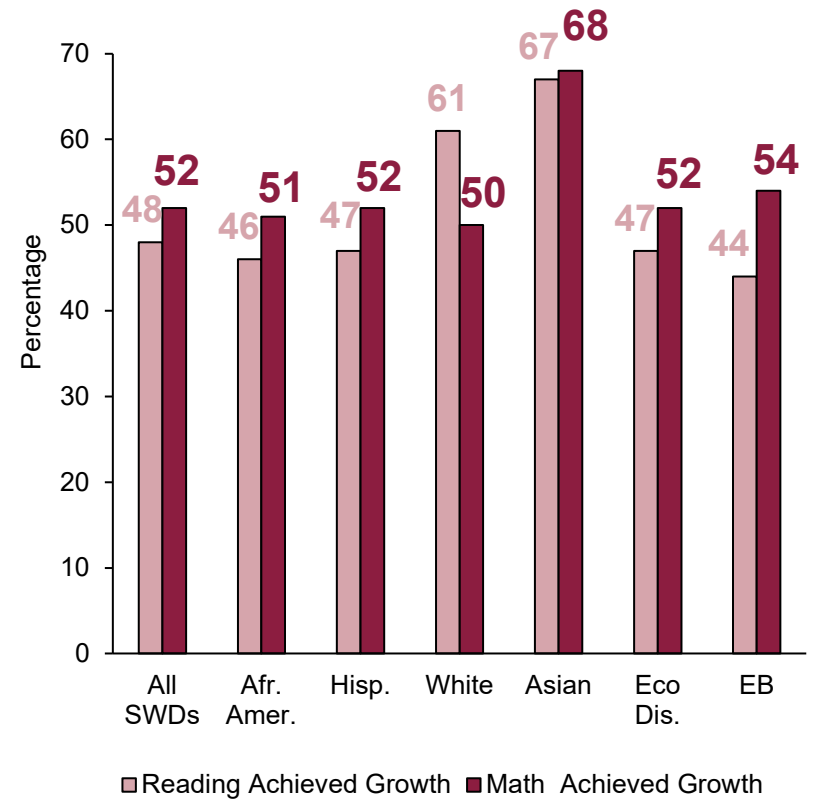


Figure 4: Percent of SWDs Grades 4-8 Achieved Growth, Domain II Part A



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.

Met

Superintendent's Evaluation of Performance:

- Significant progress for SWDs with 66% achieving growth on the STAAR exam for grades 4-8, as indicated in **Figure 1**.
- SWDs improved by 3 percentage points over last year, which exceeded the district's 2023-2024 target of 64%.
- **Table 1** reveals that African American, Hispanic, White, Economically Disadvantaged, and Emergent Bilingual students with disabilities met their growth targets, highlighting success across diverse student groups.
- However, while the overall progress is promising, there are areas that require further attention. The disparity in growth between students with disabilities at NES/A campuses and those at Non-NES/A campuses, as shown in **Figure 3**, suggests that more investigation is needed to understand and address the factors contributing to this difference.

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.

Met

Root-Cause Analysis: 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 fact that students with disabilities exceeded the target for the 2023-2024 school year and 5 out of 7 student groups met their growth targets suggests that the district's initiatives are having a widespread impact across diverse student groups. The positive results contributing to the growth include the following:

- **Quality Instruction-** The district had an overall focus on providing quality instruction for all students which included high-quality instructional materials.
- **Science of Reading-** The district began implementing the Science of Reading curriculum and adopted high quality instructional materials districtwide.
- **Specially Designed Instruction-**The district began training teachers on specially designed instruction and how specially designed instruction is implemented in the classroom.

The lack of consistent growth across student groups highlights the need for targeted support for campuses.

Additional Information : Description of Conditional Growth Index

Description of Data:

The CGI expresses student growth in standard deviation units above or below the growth norms. A CGI score of zero indicates a student showed the same amount of growth as the growth norms. Positive CGI scores indicate that a student's growth exceeded the growth norms, whereas negative CGI scores indicate that a student's growth was less than the growth norms. A CGI score of 1.0 means a student's growth is one standard deviation above the growth norm; conversely, a CGI score of -1.0 means a student's growth is one standard deviation below the growth norm. The CGI allows for growth comparisons to be made between students of differing achievement levels, and across different grades and subject areas. HISD's choice of a CGI score of 0.6 is well above the median, and as such represents high expectations for student growth over time.

The CGI is intended to be calculated at the end of each year. The spring 2024 CGI would thus be the District's baseline data. For example, based on Middle-of-Year (MOY) data, which provides some information on which to base a projection, the District projected that 32% of the district's students with disabilities in grades 4-8 would achieve a Conditional Growth Index (CGI) of 0.6 or higher in reading, as measured from Beginning-of-Year (BOY) to End-of-Year (EOY). These students did not achieve 32%, but whatever they did achieve (28%) would be the District's baseline. The District neither met nor did not meet this expectation. [In the Board monitoring report from January 2024, the District stated the following: “. . . readers should keep in mind that this is the first year HISD is requiring the NWEA assessments district wide. We will establish a baseline and then be able to analyze trend data over time.”]

GPM 4.1: The percentage of students in grades 4 through 8 who receive special education services that have a Conditional Growth Index (CGI) of 0.6 or higher on NWEA MAP in reading will increase from 32% in January 2024 to 47% in May 2028.

NA this year

Figure 5: EOY, Percent of SWDs Grades 4-8 Met CGI (Reading)

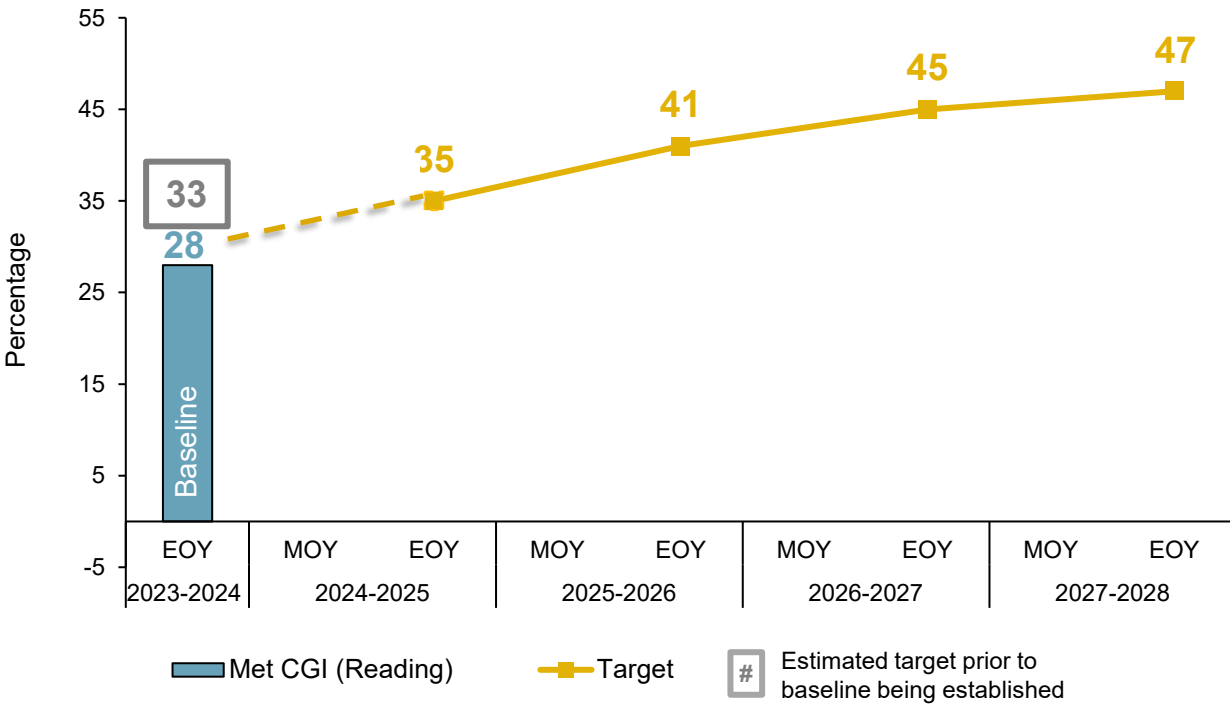
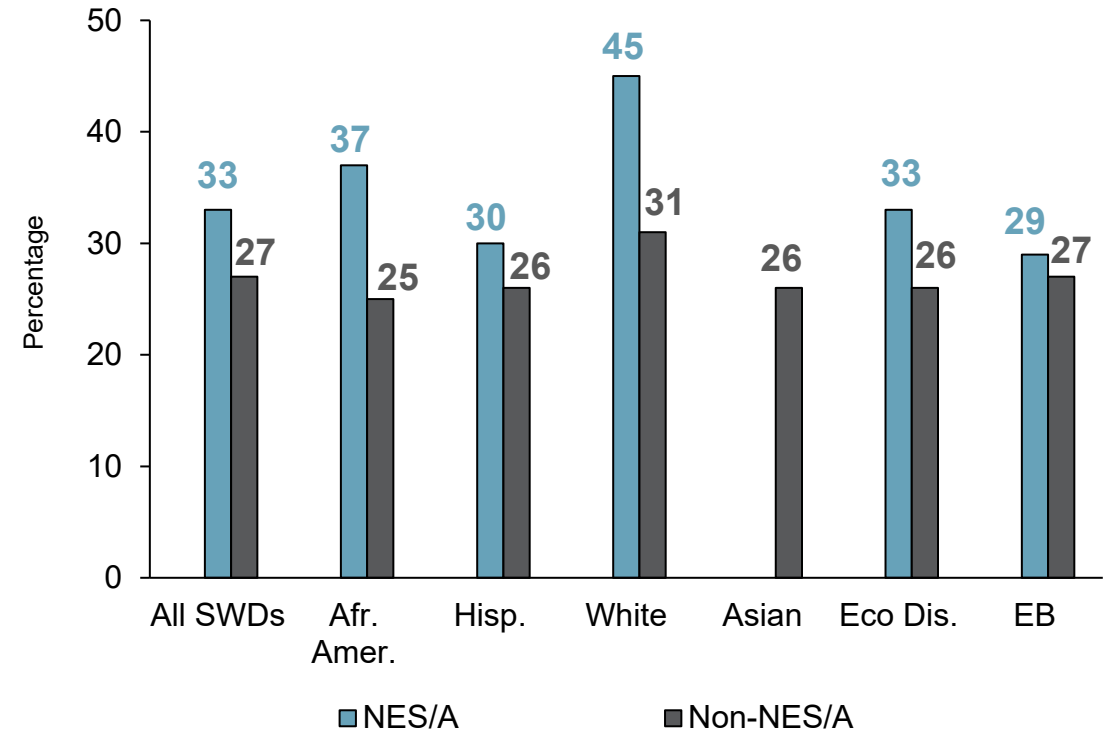


Figure 6: EOY, Percent of SWDs Grades 4-8 Met CGI by NES/A Status (Reading)



Note: Students must have tested Beginning-of-Year (BOY) & End-of-Year (EOY) to be included in the overall count.
 * The CGI is intended to be calculated at the end of each year. The spring 2024 CGI would thus be the District's baseline data.

GPM 4.1: The percentage of students in grades 4 through 8 who receive special education services that have a Conditional Growth Index (CGI) of 0.6 or higher on NWEA MAP in reading will increase from 32% in January 2024 to 47% in May 2028.

NA this year

Table 3: EOY, Percent of SWDs Grades 4-8 Met CGI (Reading)

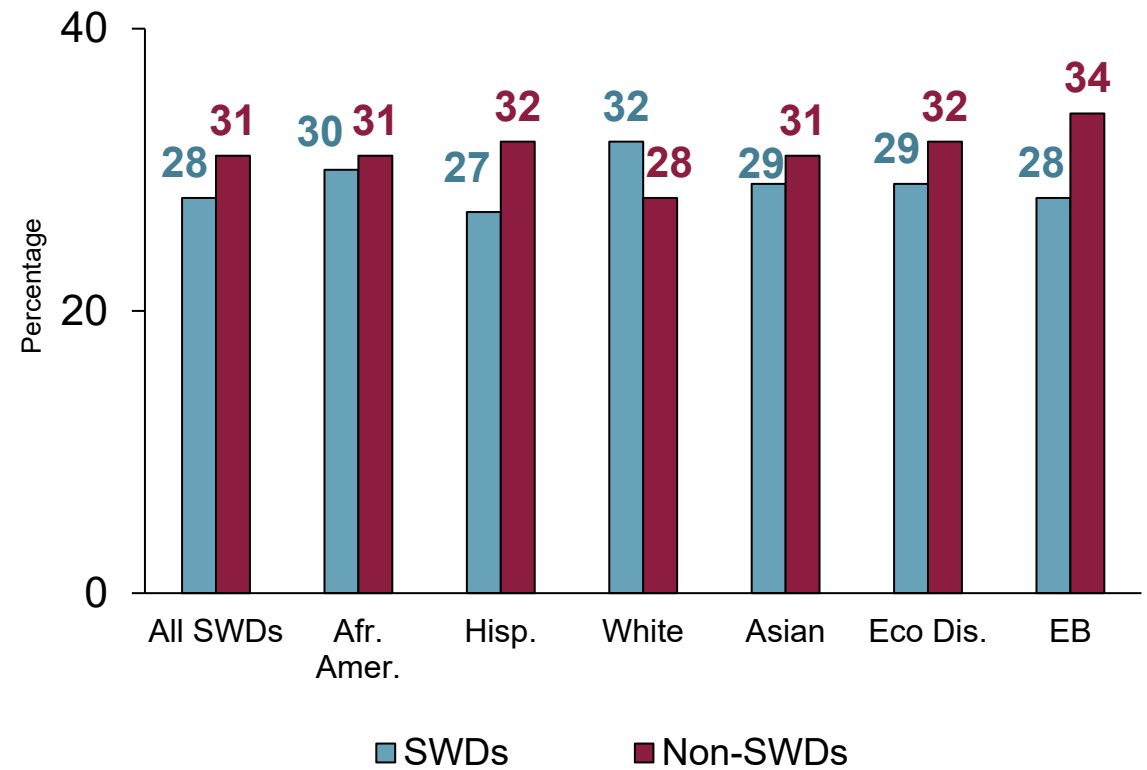
Student Group	23-24 MOY	23-24 EOY	Target	Needed Growth
All SWDs	33	28	33	5%pts.
Afr. Amer.	35	30	36	6% pts.
Hisp.	31	27	32	5% pts.
White	37	32	37	5% pts.
Asian	30	29	31	2% pts.
Two+	32	34	33	Met
Eco. Dis.	33	29	33	4%pts.
EB	31	28	32	4% pts.

Orange indicates did not meet target; green indicates met target.

Note: Students must have tested Beginning-of-Year (BOY) & End-of-Year (EOY) to be included in the overall count.

* The CGI is intended to be calculated at the end of each year. The spring 2024 CGI would thus be the District's baseline data.

Figure 7: EOY, Percent of SWDs vs. Non-SWDs Grades 4-8 Met CGI (Reading)



GPM 4.2: The percentage of students in grades 4 through 8 who receive special education services that have a Conditional Growth Index (CGI) of 0.6 or higher on NWEA MAP in math will increase from 30% in January 2024 to 45% in May 2028.

NA this year

Figure 8: EOY, Percent SWDs Grades 4-8 Met CGI (Math)

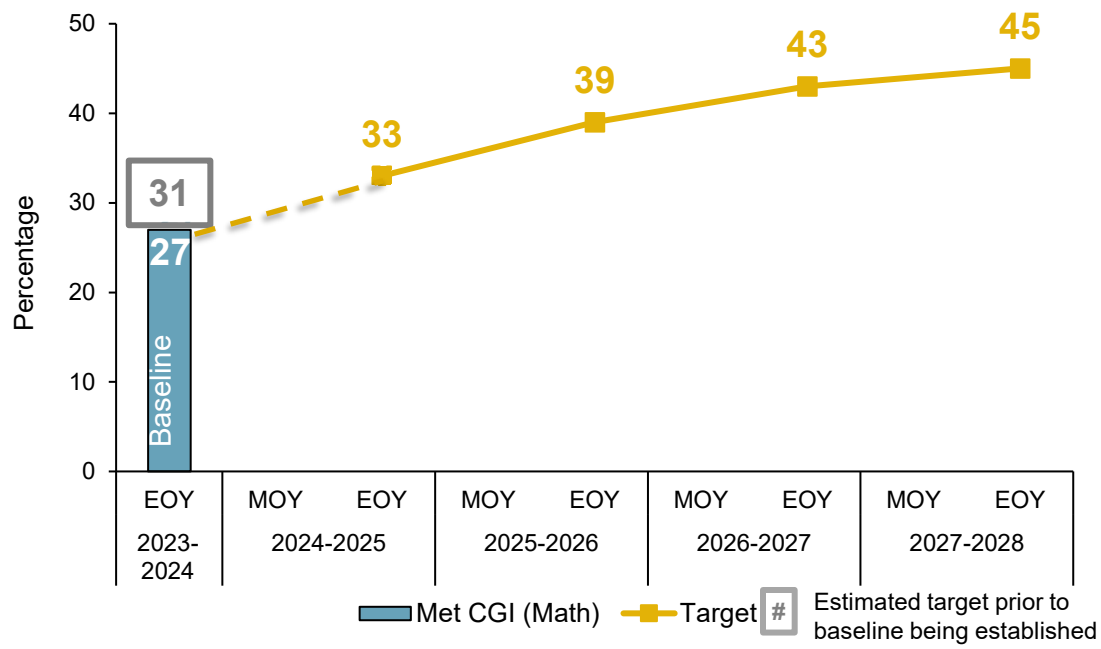
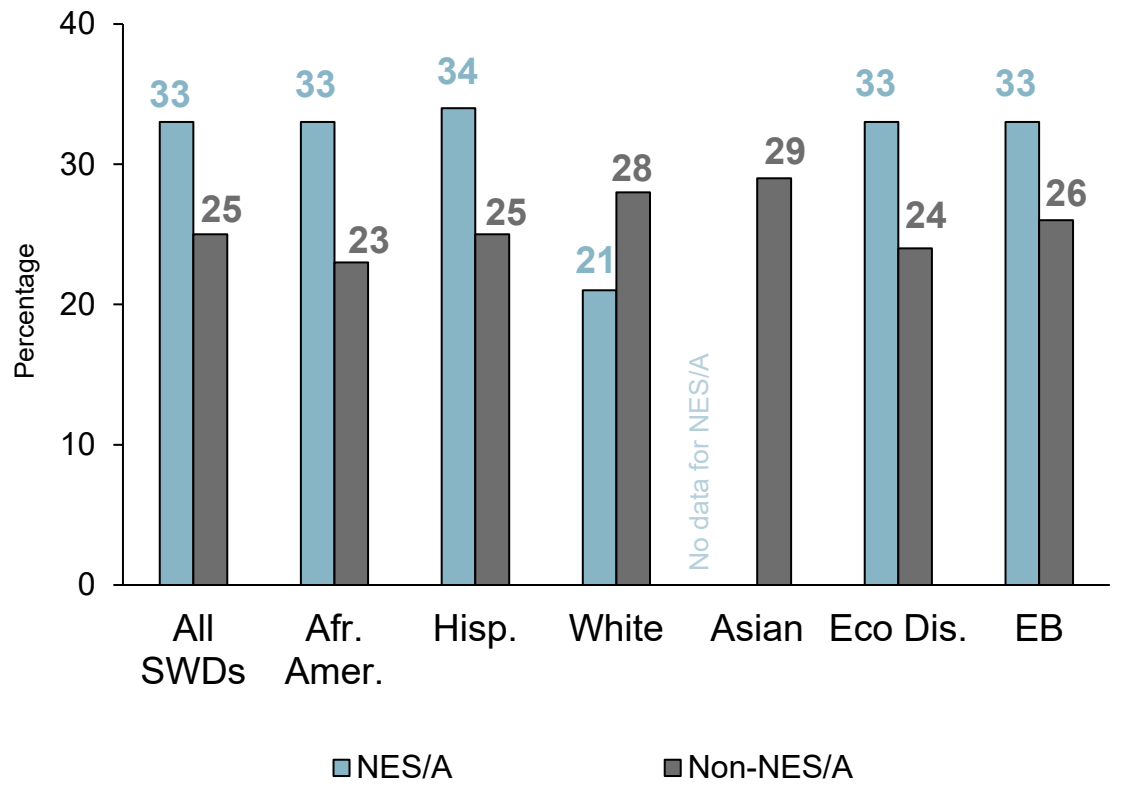


Figure 9: EOY, Percent of SWDs Grades 4-8 Met CGI by NES/A Status (Math)



*Note: Students must have tested Beginning-of-Year (BOY) & End-of-Year (EOY) to be included in the overall count.
 * The CGI is intended to be calculated at the end of each year. The spring 2024 CGI would thus be the District's baseline data.*

GPM 4.2: The percentage of students in grades 4 through 8 who receive special education services that have a Conditional Growth Index (CGI) of 0.6 or higher on NWEA MAP in math will increase from 30% in January 2024 to 45% in May 2028.

NA this year

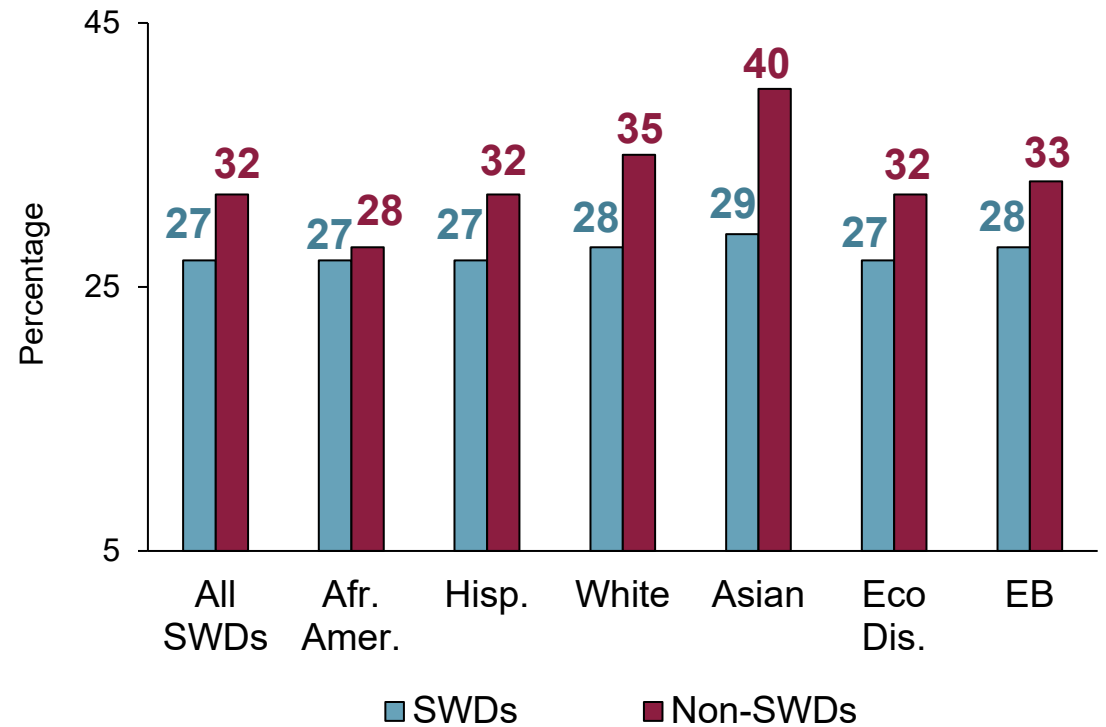
Table 4: EOY, Percent of SWDs Grades 4-8 Met CGI (Math)

Student Group	23-24 MOY	23-24 EOY	Target	Needed Growth
All SWDs	30	27	31	4% pts.
Afr. Amer.	29	27	31	4% pts.
Hisp.	29	27	30	3% pts.
White	34	28	36	8% pts.
Asian	36	29	37	8% pts.
Two+	35	35	36	1% pts.
Eco. Dis.	29	27	30	3% pts.
EB	30	28	31	3% pts.

Orange indicates did not meet target; green indicates met target.

Note: Students must have tested Beginning-of-Year (BOY) & End-of-Year (EOY) to be included in the overall count.
 * The CGI is intended to be calculated at the end of each year. The spring 2024 CGI would thus be the District's baseline data.

Figure 10: EOY, Percent of SWDs vs. Non-SWDs Grades 4-8 Met CGI (Math)



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.

Met

Figure 11: EOY, Percent SWDs Grades 3-8 Meets Grade Level (Reading OR Math)

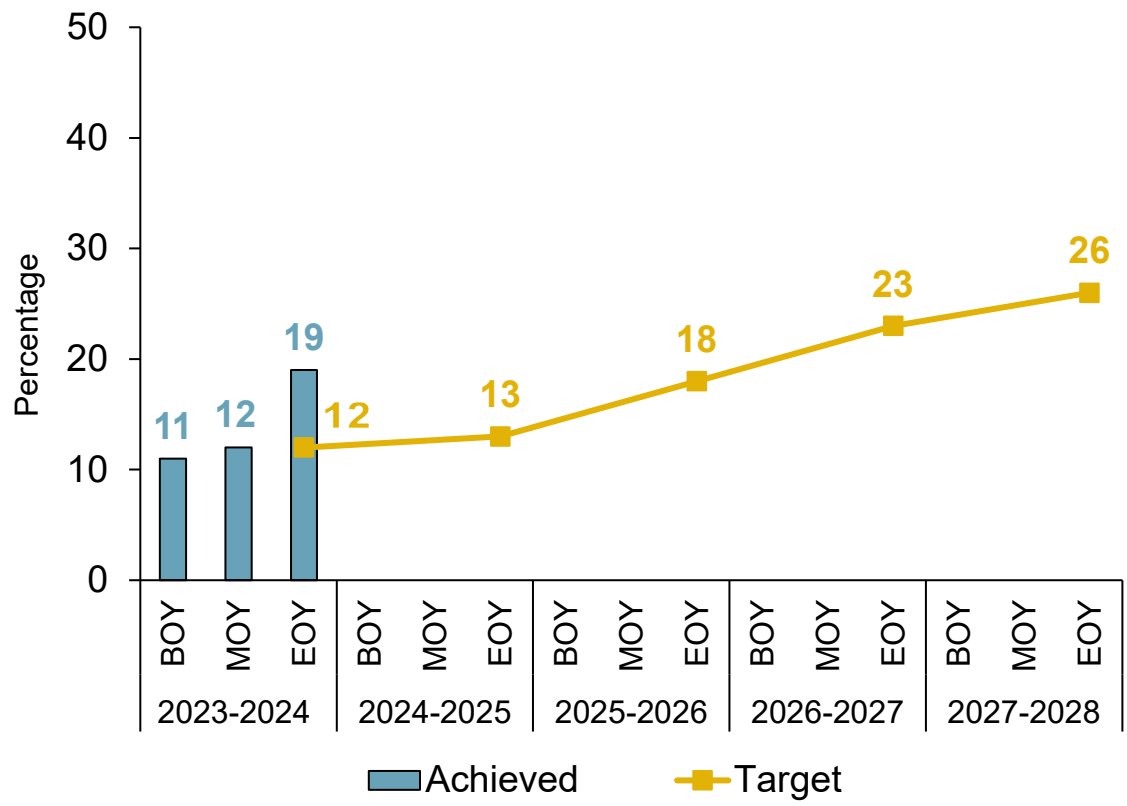
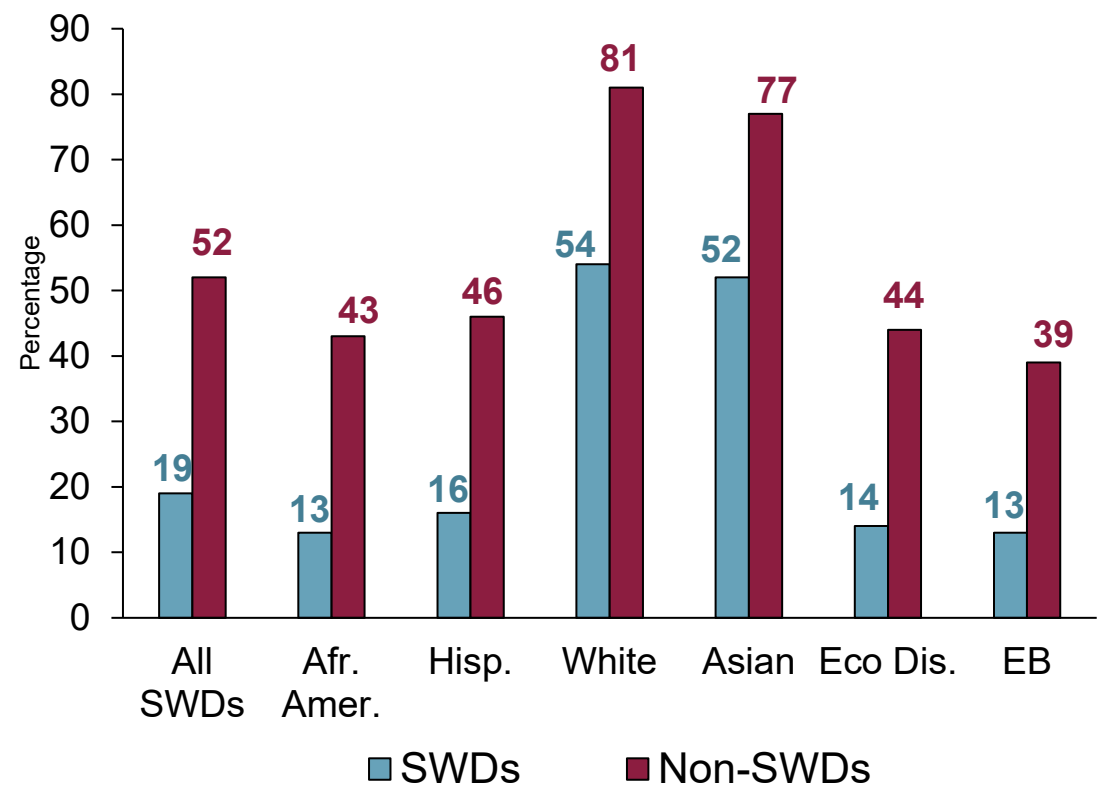


Figure 12: EOY, Percent of SWDs Grades 3-8 Meets Grade Level (Reading OR Math)



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.

Met

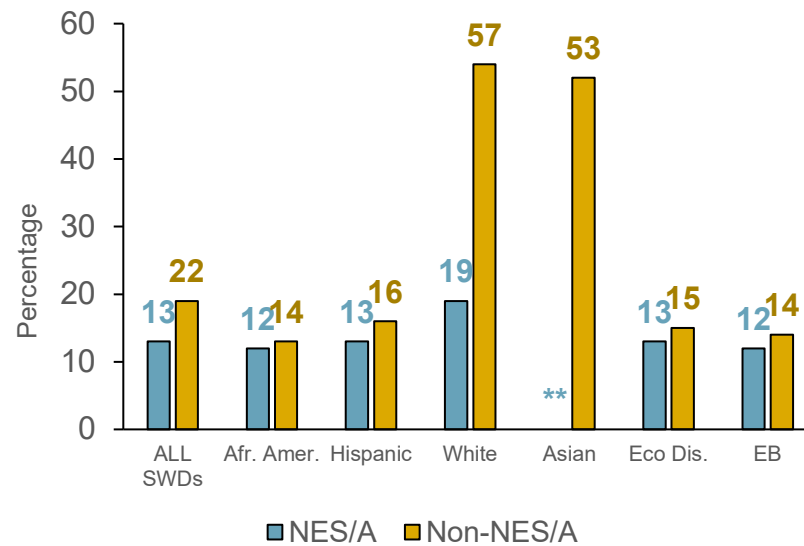
Table 5: EOY, Percent of SWDs Grades 3-8 Meets Grade Level (Reading OR Math)

Student Group	2023 BOY	2024 MOY	23-24 EOY	Target	Needed Growth
All SWDs	11	12	19	12	Met
Afr. Amer.	6	7	13	7	Met
Hisp.	7	9	16	8	Met
White	41	41	54	42	Met
Asian	43	47	52	44	Met
Two+	35	39	50	36	Met
Eco. Dis.	6	8	14	7	Met
EBs	6	8	13	7	Met

Orange indicates did not meet target; green indicates met target.

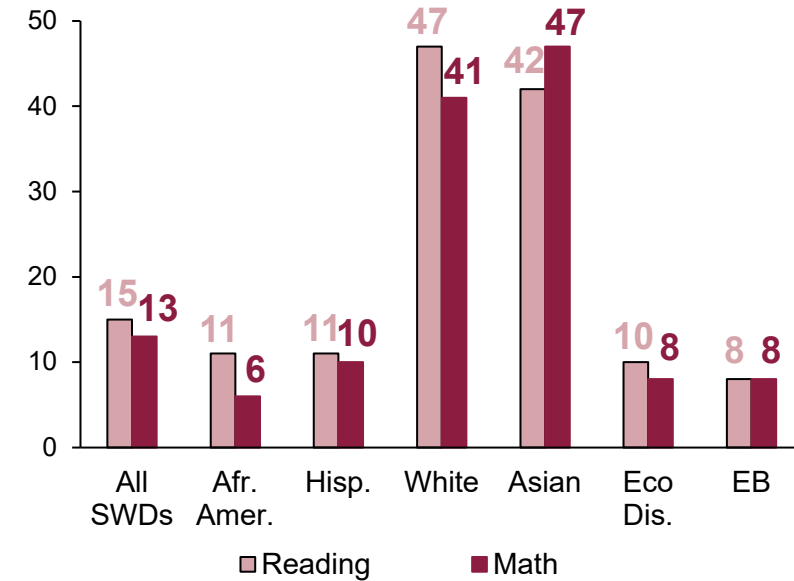
**Masked due to less than 5 students within group overall.

Figure 13: Percent of SWDs Grades 3-8 Meets Grade Level (Reading OR Math), by NES/A status



SWDs Status (n-counts)	NES/A	Non-NES/A
All SWDs	2,149	5,573
Afr. Amer.	851	1,379
Hispanic	1,232	3,352
White	43	632
Asian	**	92
Eco. Dis.	2,070	4,420
EB	708	1,807

Figure 14: EOY, Percent SWDs Grades 3-8 Meets Grade Level, by Subject



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.

Met

Goal 4 Action Steps: Students with disabilities historically have underperformed in comparison to their peers without disabilities. Since the district has established procedures to address compliance timelines there will be more of a focus on monitoring progress and improving instruction. OSES has reviewed the data and although SWD's achieved the growth metric on the state exam SWD did not demonstrate growth on the NWEA MAP exam at the same rate. 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.

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 and New Education System Aligned

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