

HOUSTON INDEPENDENT SCHOOL DISTRICT

GPM 1.1 & 2.1

November 2024 Board Meeting



Table of Contents: GPM 1.1 and GPM 1.2

Overview of Data	Exhibit(s)	Page
Background: Goal 1 and Goal 2	Exhibit 1	3
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.	Exhibit 2 – 3	4
GPM 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.	Exhibit 4 – 9	5 – 9
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.	Exhibit 10 – 11	10
GPM 2.1: The percentage of all 3rd graders projected at Meets Grade Level on NWEA MAP in math will increase from 24% in September 2023 to 39% in May 2028.	Exhibit 11 – 17	11 – 15
General Terms, Glossary and Targets for GPM 1.1 & 1.2	NA	16 – 18

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 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.

Background 1.1 and 2.1

NWEA MAP projections are a key tool for tracking progress toward the district’s goal of increasing the percentage of 3rd grade students achieving Meets Grade Level on the STAAR Reading and STAAR Math assessments by 15 percentage points from 2023 to 2028.

Research shows that NWEA MAP scores are highly predictive of STAAR performance, with studies demonstrating strong correlations ranging from 0.70 to 0.80 between MAP projections and actual STAAR results. This correlation highlights MAP’s ability to provide an early and accurate indication of whether students are on track to achieve Meets Grade Level on the assessments.

For the school year 2023-2024, internal research was conducted on the association between of end of year (EOY) MAP performance level predictions and student performance on the STAAR assessments (see Table 1).

Exhibit 1: Association between NWEA MAP EOY projections and actual STAAR performance

STAAR Actual Performance Level	MAP Projected Performance Level	
	Did Not Meet	Meets+
Did Not Meet	83,997 (52%)	9,985 (6%)
Meets+	16,809 (10%)	50,555 (31%)

EOY MAP performance levels **accurately matched 84% of students** observed STAAR performance levels.

Additionally, MAP overpredicted performance for **only 6% of students** (e.g., predicted meets+ on MAP when the student did not meet on STAAR).

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.

Exhibit 2: Percentage of HISD Students Met Grade Level in STAAR Reading (Goal 1)

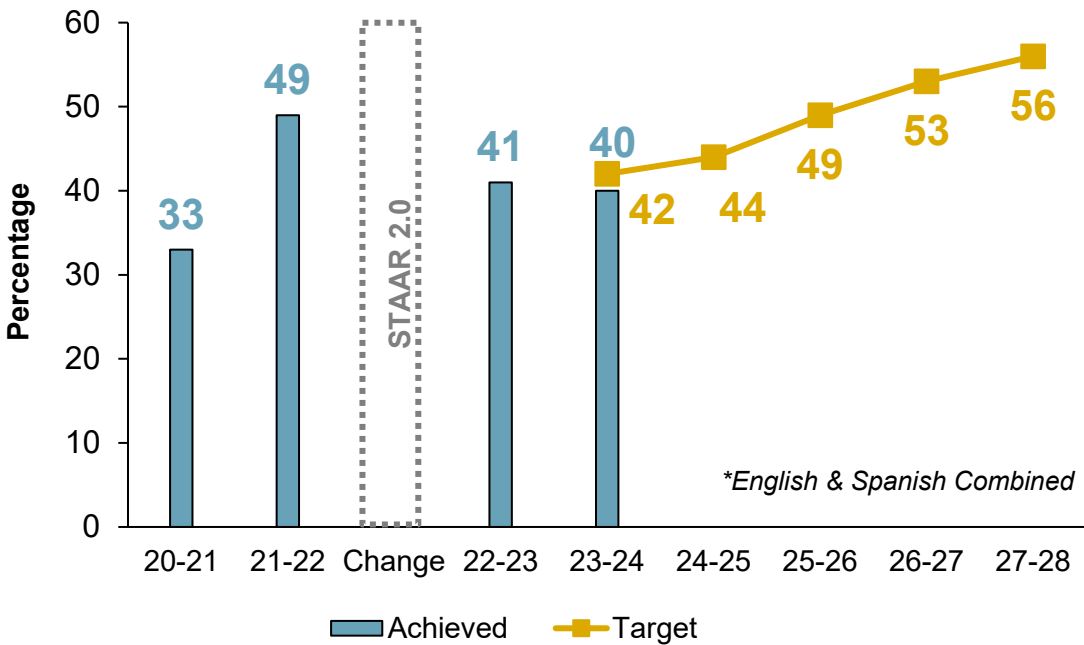


Exhibit 3: Percentage of HISD Students Met Grade Level in STAAR Reading (Goal 1)

Houston ISD	School Year		Targets	NES/A		PUA	
	2022-23	2023-24		2022-23	2023-24	2022-23	2023-24
All Students	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	30	32	29	30	33	30
Afr. Amer.	35	33	36	29	32	38	33
Hispanic	35	35	36	31	36	36	35
White	73	74	73	27	41	75	75
Asian	69	71	69	28	32	72	73
Two +	71	74	72	35	57	74	74

At the end of last year, while HISD saw significant growth across most grades and content areas, the district was below target for Goal 1. When looking at NES schools specifically, HISD increased students meeting grade level expectation by 3%, while results decreased for the PUA campuses. HISD must grow three percentage points this year to achieve its target, increasing importance of progress monitoring the district’s interim assessments.

GPM 1.1: The percent 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.

On
Track

Exhibit 4: Percentage of 3rd Grade Students Projected at Meets Grade Level in Reading

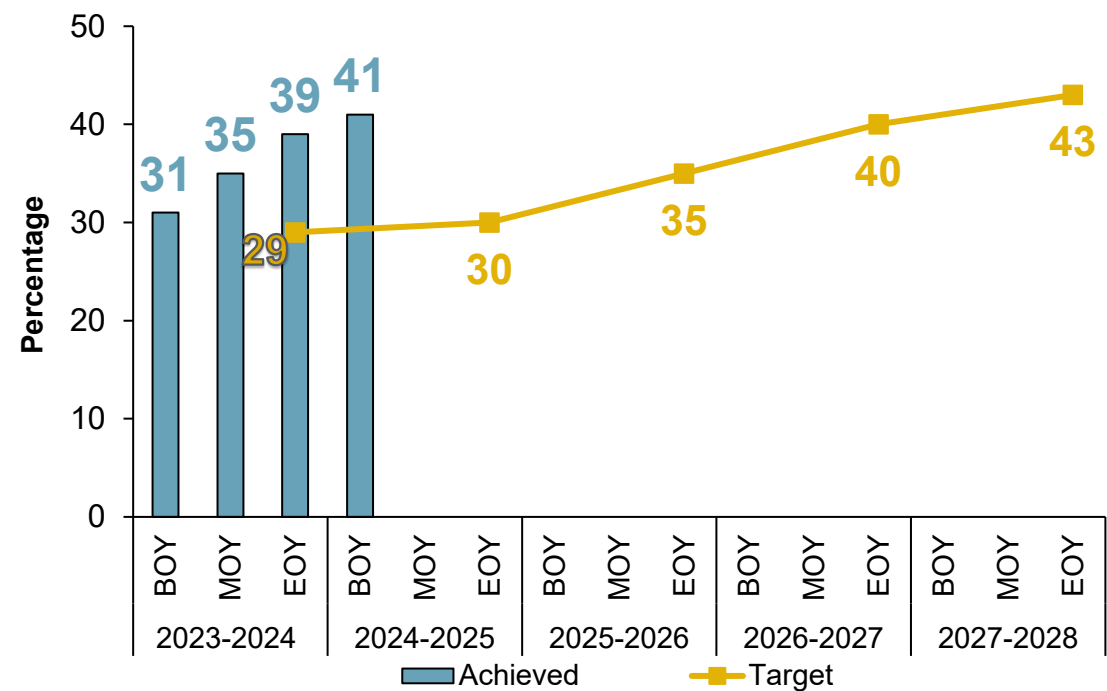


Exhibit 5: Percentage of 3rd Grade Students Projected at Meets Grade Level in Reading by Subgroup

Student Group	23-24 BOY	24-25 BOY	BOY to BOY % Point Change	24-25 EOY Target
All Students	31	41	+10 pts	30
Eco. Dis.	30	32	+2 pts	21
SWDs	14	19	+5 pts	14
EB	22	28	+6 pts	15
Afr. Amer.	29	41	+12 pts	29
Hispanic	28	32	+14 pts	20
White	68	75	+7 pts	66
Asian	65	74	+9 pts	65
Two +	70	71	+1 pts	72

HISD BOY results are on track at 41%, already exceeding the 30% end of year target for all students and the targets of all subgroups. Additionally, the BOY results this year are considerably higher than BOY results last year. This would be driven by high levels of growth in second graders last year.

Data Source: COGNOS data as of October 10,2024;
Note: The baseline for this metric was originally set at 28% using the English only MAP test. However, the district tests EB students in English and Spanish. To increase reporting accuracy, HISD selects the Spanish or English MAP score for each individual student that has the lowest standard error and therefore results in the highest accuracy level. For comparison purposes, the baseline using this updated approach is listed at 31% for all students.

GPM 1.1: The percent 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.

On
Tack

Exhibit 6: SY23-24 to SY24-25 BOY Comparison
Percent of 3rd Grade Students Projected at Meets Grade Level in Reading by NES Status by Ethnicity

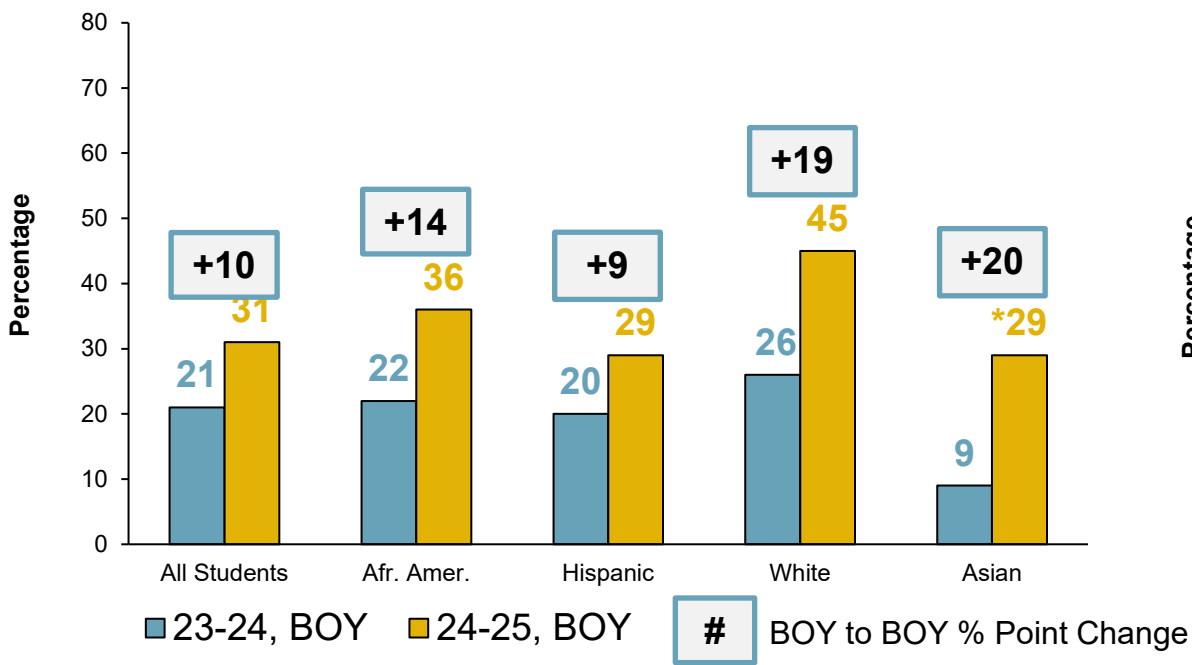
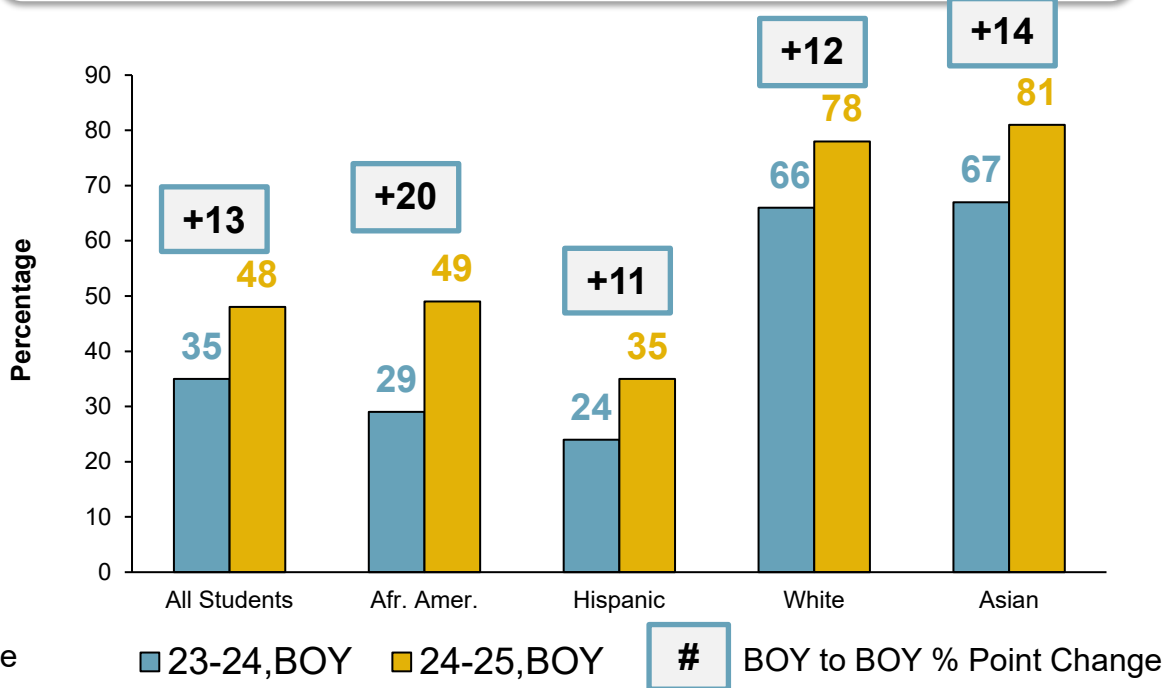


Exhibit 7: SY23-24 to SY24-25 BOY Comparison
Percent of 3rd Grade Students Projected at Meets Grade Level in Reading by PUA Status by Ethnicity



PUA campuses show a higher percentage of students projected at meets grade level for all ethnicities in both SY23-24 and SY24-25 BOY results. However, NES and PUA campuses both show considerable increases in BOY to BOY results. Additionally, African American and Hispanic students at both NES and PUA campuses are seeing large discrepancies in predicted STAAR proficiency compared to their White counterparts in all campuses.

GPM 1.1: The percent 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.

On
Tack

Exhibit 8: SY23-24 to SY24-25 BOY Comparison
Percent of 3rd Grade Students Projected at Meets Grade Level in Reading by NES Status by Student Group

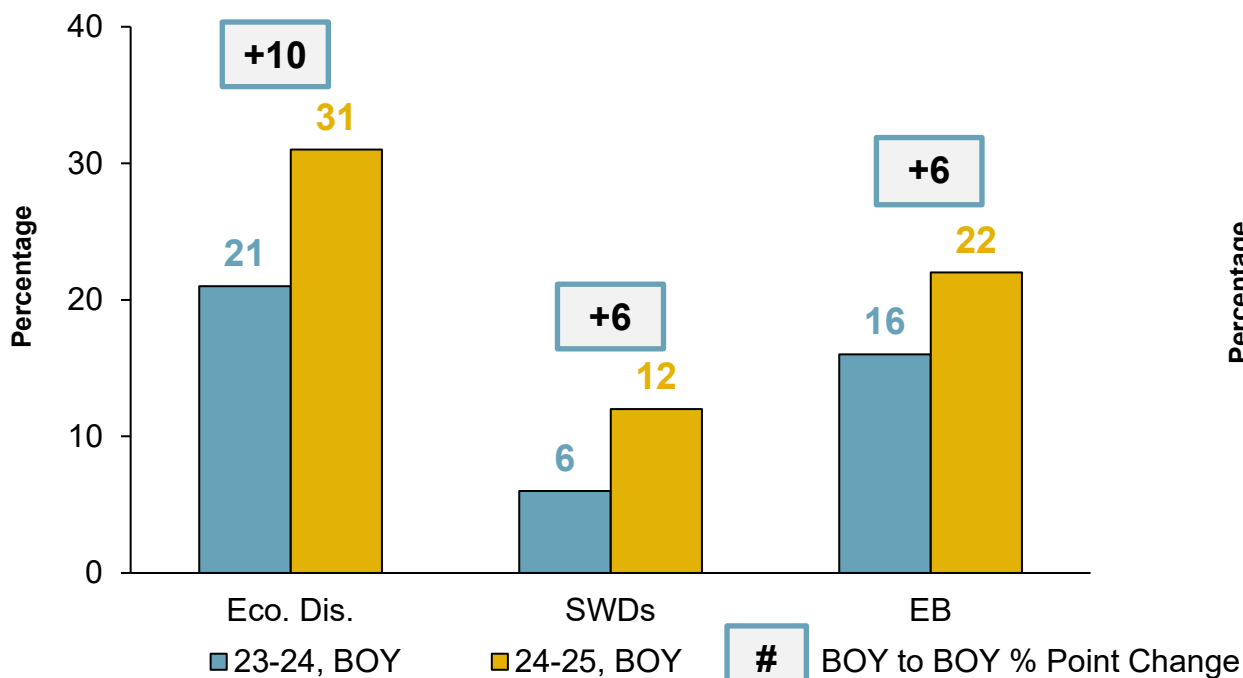
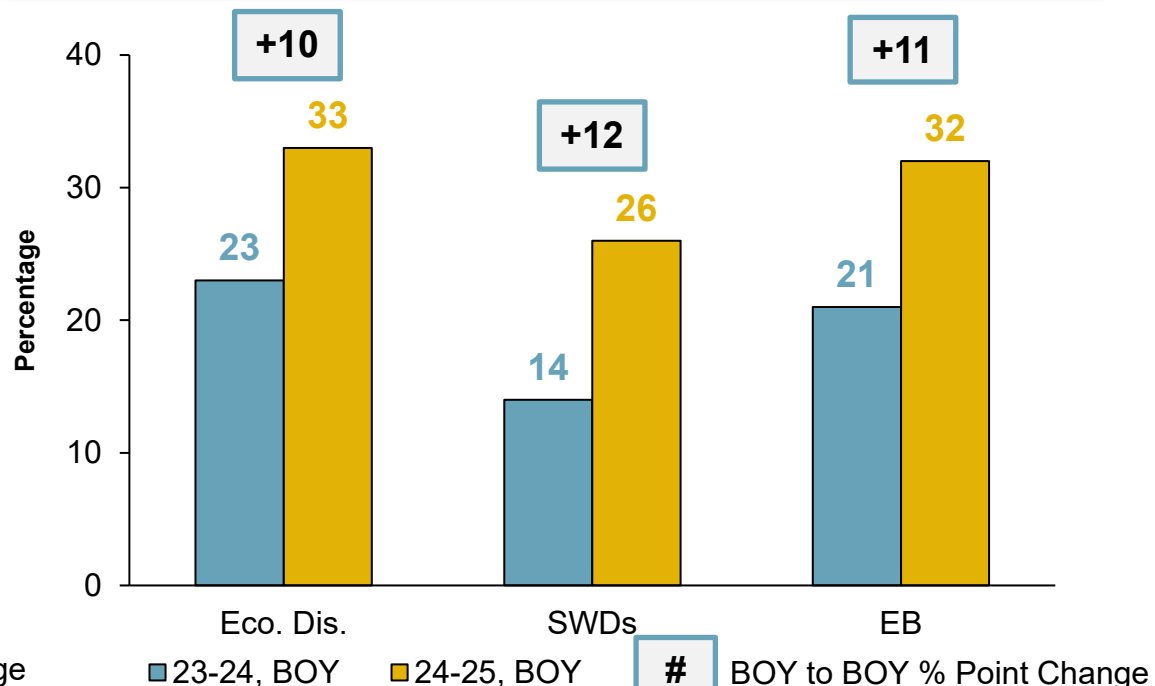


Exhibit 9: SY23-24 to SY24-25 BOY Comparison
Percent of 3rd Grade Students Projected at Meets Grade Level in Reading by PUA Status by Student Group



The results indicate that PUA campuses have a higher percentage of students projected to meet grade level in the SY23-24 and SY24-25 beginning-of-year (BOY) assessments, similar to trends observed with ethnicity. Additionally, both NES and PUA campuses demonstrate significant increases in BOY to BOY results.

GPM 1.1: The percent 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.

**On
Track**

Superintendent's Evaluation of Performance:

HISD BOY results are on track at 41%, already exceeding the SY24-25 end of year target of 30%. The district's BOY result by each sub-population have also exceeded the EOY targets. Additionally, the BOY results this year are considerably higher than BOY results last year across all ethnicities and student groups, indicating high levels of growth in second graders last year.

However, there are still performance gaps among different student groups, specifically Students with Disabilities and Emergent Bilingual students have lower percentages of meeting grade level standards in reading at 19% and 28%, respectively. African American and Hispanic students are also showing lower performance compared to their peers.

GPM 1.1: The percent 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.

**On
Track**

Root-Cause Analysis and Key Actions:

Science of Reading - Research strongly supports that students learning to read must receive explicit (direct), systematic phonics instruction as outlined in HB3. This includes developing decoding skills along with language comprehension. The district's elementary reading curriculum includes explicit Science of Reading phonics instruction. This year the curriculum team has significantly enhanced the curriculum to also include scaffolds to support different sub-populations of learners. Additionally, NES campuses have dedicated Science of Reading blocks, ensuring that the five pillars of reading—phonemic awareness, phonics, fluency, vocabulary, and comprehension—are systematically addressed. Finally, all K-3 teachers are required to obtain certification in TEA's Reading Academics course by the end of their second year of teaching in these grades.

Expansion of Dual Language Model – HISD implemented the dual language bilingual model in NES schools starting in K-2 and has added a grade level each year to expand the model. Dual language programs support students in becoming biliterate with the primary goal of becoming proficient in English quickly and a secondary goal of helping students develop and maintain their native language. To support this model, curriculum is provided for the English and Spanish courses and is designed strategically to help students make cross-linguistic connections.

Quality of Instruction – To support the robust curriculum, effective implementation and high-quality instruction by teachers are crucial. Campus and district leaders are actively supporting teachers through SPOT observations and Independent Review Team (IRT) visits. These classroom visits provide valuable insights into daily instruction and create opportunities for feedback and coaching, aimed at enhancing instructional practices for both teachers and campus leaders. Finally, monthly professional development sessions focused on the quality of instruction are provided for both teachers and leaders.

NES + Focus 25 + New Principal Supports – Similar to last year, the district provides robust supports to NES schools including the differentiated model of instruction, learning coaches, teacher apprentices and additional PD. HISD has also identified 25 PUA campuses that received a C, D or F SY23-24 accountability ratings for additional support. These campuses receive extra professional development, support and monitoring. Finally, all new principals in HISD receive onboarding professional development to successfully prepare them to lead a campus.

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.

Exhibit 10: Percentage of HISD Students Met Grade Level in STAAR Math (Goal 2)

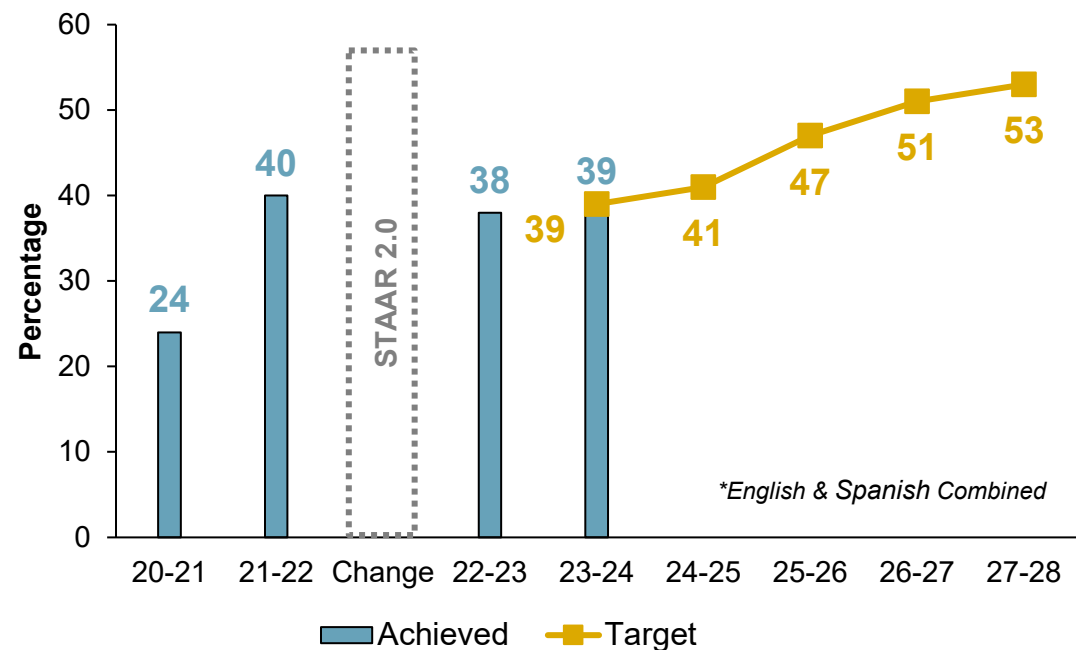


Exhibit 11: Percentage of HISD Students Met Grade Level in STAAR Math (Goal 2)

Houston ISD	School Year		Targets	NES/A		PUA	
	2022–23	2023–24		2022–23	2023–24	2022–23	2023–24
All Students	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	35	33	30	36	34	34
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
Two +	62	67	66	33	39	64	69

At the end of last year, the district met target for Goal 2. When looking at NES schools specifically, HISD increased students meeting grade level expectation by 7%, while results decreased slightly for the PUA campuses. HISD must grow two percentage points this year to achieve its target, increasing importance of progress monitoring the district’s interim assessments.

GPM 2.1: The percentage of all **3rd graders** projected at Meets Grade Level on NWEA MAP in **math** will increase from 24% in September 2023 to 39% in May 2028.

On
Track

Exhibit 12: Percentage of 3rd Grade Students Projected at Meets Grade Level in Math

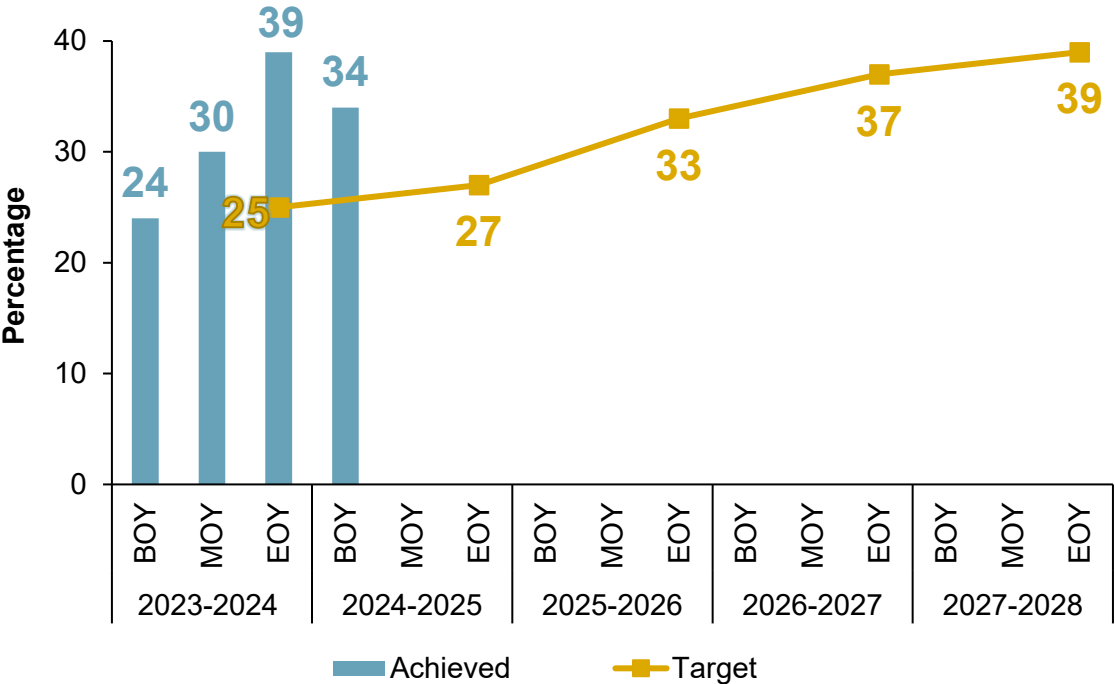


Exhibit 13: Percentage of 3rd Grade Students Projected at Meets Grade Level in Math by Subgroup

Student Group	23-24 BOY	24-25 BOY	BOY to BOY % Change	24-25 EOY Target
All Students	24	34	+10 pts	27
Eco. Dis.	15	25	+10 pts	18
SWDs	9	14	+5 pts	12
EB	17	28	+11 pts	20
Afr. Amer.	14	24	+10 pts	17
Hispanic	18	28	+10 pts	21
White	60	67	+7 pts	63
Asian	61	73	+12 pts	64
Two +	64	61	+3 pts	77

HISD BOY results are on track at 34%, already exceeding the 27% end of year target for all students and the targets of all but one subgroup. Additionally, the BOY results this year are considerably higher than BOY results last year. This would be driven by high levels of growth in second graders last year.

GPM 2.1: The percentage of all 3rd graders projected at Meets Grade Level on NWEA MAP in math will increase from 24% in September 2023 to 39% in May 2028.

**On
Track**

Exhibit 14: : SY23-24 to SY24-25 BOY Comparison
Percent of 3rd Grade Students Projected at Meets Grade Level in
Math by NES Status by Ethnicity

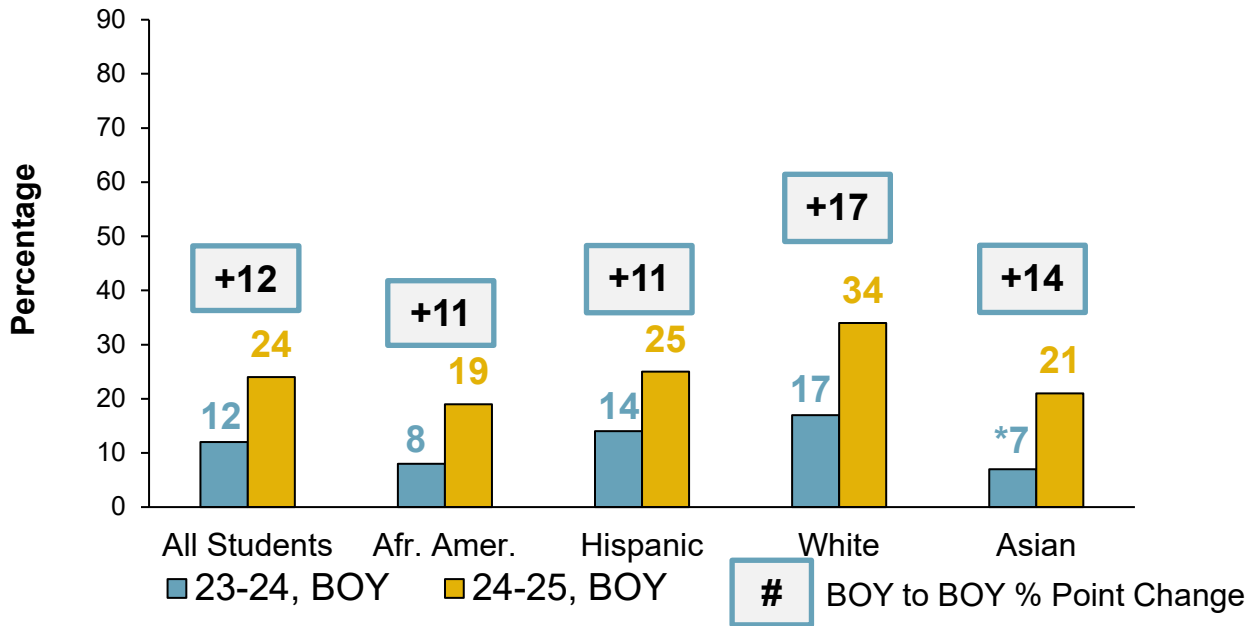
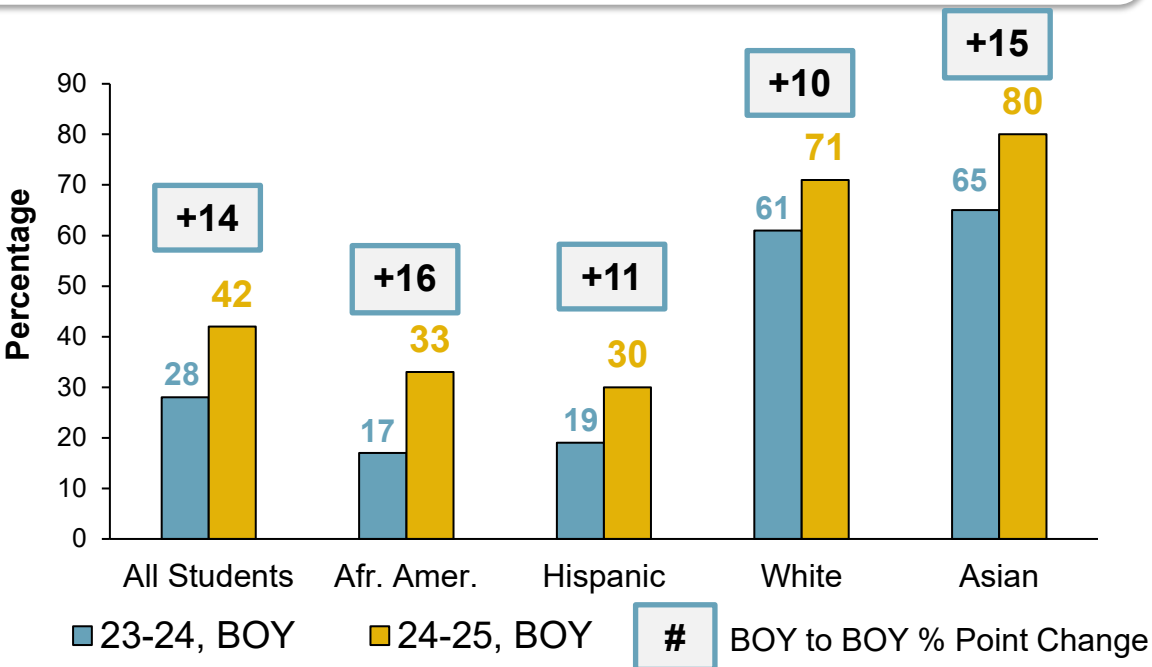


Exhibit 15: SY23-24 to SY24-25 BOY Comparison
Percent of 3rd Grade Students Projected at Meets Grade Level in
Math by PUA Status by Ethnicity



PUA campuses show a higher percentage of students projected at meets grade level for all ethnicities in both SY23-24 and SY24-25 BOY results. However, NES and PUA campuses both show considerable increases in BOY to BOY results. Compared to their White peers at NES and PUA campuses, African American and Hispanic students are seeing substantial gaps in math projections at meets grade level.

GPM 2.1: The percentage of all **3rd graders** projected at Meets Grade Level on NWEA MAP in **math** will increase from 24% in September 2023 to 39% in May 2028.

**On
Track**

Figure 16: SY23-24 to SY24-25 BOY Comparison
Percent of 3rd Grade Students Projected at Meets Grade Level in
Math by NES Status by Student Group

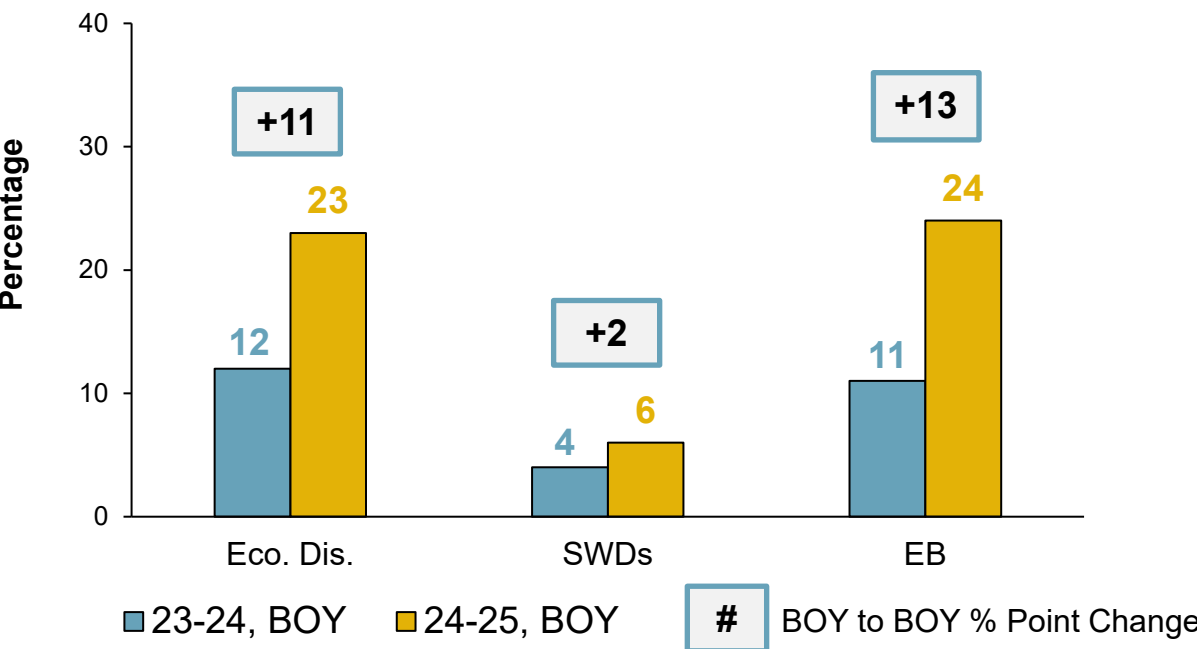
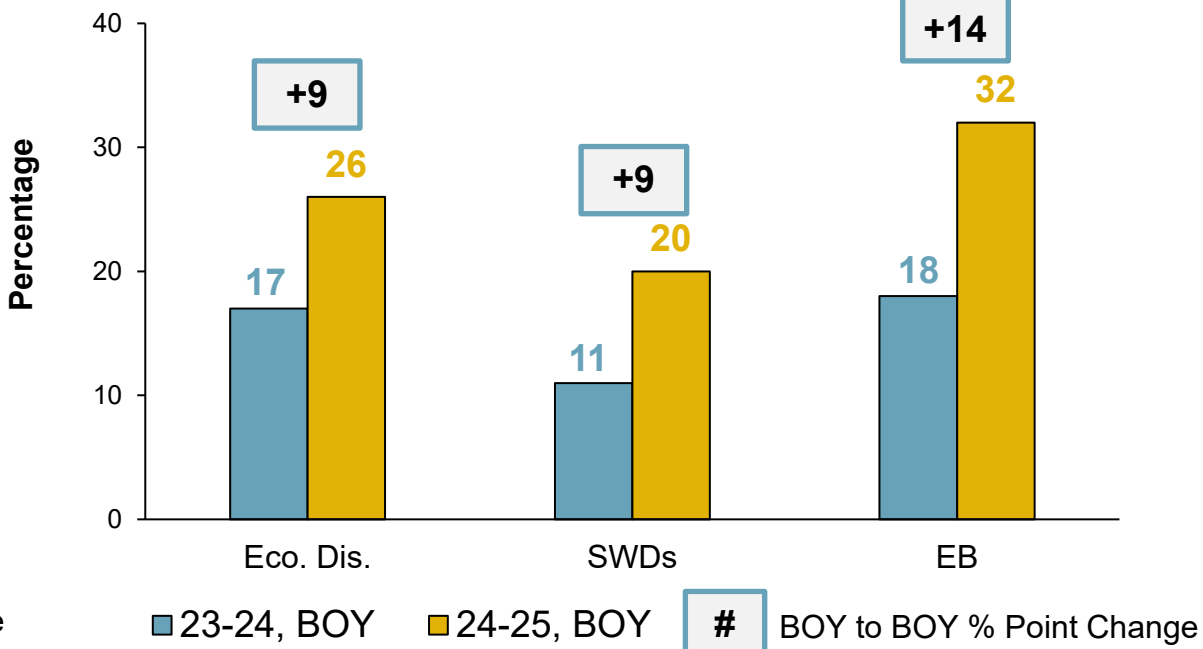


Figure 17: SY23-24 to SY24-25 BOY Comparison
Percent of 3rd Grade Students Projected at Meets Grade Level in
Math by PUA Status by Student Group



The results by student groups are similar to ethnicity. PUA campuses show a higher percentage of students projected at meets grade level in SY23-24 and SY24-25 BOY results. However, NES and PUA campuses both show increases in BOY to BOY results.

GPM 2.1: The percentage of all 3rd graders projected at Meets Grade Level on NWEA MAP in math will increase from 24% in September 2023 to 39% in May 2028.

**On
Track**

Superintendent's Evaluation of Performance:

The percentage of 3rd grade students meeting the grade level in math has shown improvement. The Beginning-of-Year (BOY) data for the 2024-2025 school year indicates that 34% of students are predicted to be at or above the Meets Grade Level standard in math, which already exceeds the end of year target for all students and for all but one subgroup.

However, there are still performance gaps among different student groups, specifically Students with Disabilities and Economically Disadvantaged students have lower percentages of meeting grade level standards in math at 14% and 25%, respectively. As in Reading, African American and Hispanic students are also showing lower performance compared to their peers.

GPM 2.1: The percentage of all 3rd graders projected at Meets Grade Level on NWEA MAP in math will increase from 24% in September 2023 to 39% in May 2028.

**On
Track**

Root-Cause Analysis and Key Actions:

High Quality Instructional Materials – HISD has focused on providing high quality, grade-level rigorous Math curriculum for both NES and PUA campuses. The curriculum is developed in alignment with research-based strategies that include helping students build both a conceptual and procedural understanding of mathematics. This year the curriculum team has significantly enhanced the curriculum to also include scaffolds to support different sub-populations of learners. Finally, HISD is also piloting full school advanced math pathways in middle school designed to enable students to enroll in Algebra I in eighth grade. This pilot includes curriculum designed to help students learn grade 6 – 8 TEKS on an accelerated, two-year timeline.

Adaptive Digital Resource Use - Additionally, HISD provides all K – 8 students with access to adaptive math digital resources that research shows improve STAAR outcomes if used with fidelity. The academics team, divisions and principals actively monitor use to ensure the resource will benefit all students.

Quality of Instruction – To support the robust curriculum, effective implementation and high-quality instruction by teachers are crucial. Campus and district leaders are actively supporting teachers through SPOT observations and Independent Review Team (IRT) visits. These classroom visits provide valuable insights into daily instruction and create opportunities for feedback and coaching, aimed at enhancing instructional practices for both teachers and campus leaders. Finally, monthly professional development sessions focused on the quality of instruction are provided for both teachers and leaders.

NES + Focus 25 + New Principal Supports – Similar to last year, the district provides robust supports to NES schools including the differentiated model of instruction, learning coaches, teacher apprentices and additional PD. HISD has also identified 25 PUA campuses that received a C, D or F SY23-24 accountability ratings for additional support. These campuses receive extra professional development, support and monitoring. Finally, all new principals in HISD receive onboarding professional development to successfully prepare them to lead a campus.

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 1.1 & 1.2

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 1.1 & 1.2

2023-2028, Goal Progress Measure 1.1 Targets

Student Group	2023 BOY Baseline	2024 Goal	2025 Goal	2026 Goal	2027 Goal	2028 Goal
All Students	28	29	30	35	40	43
Eco. Dis.	19	20	21	26	31	34
SWDs	12	13	14	19	24	27
EB	13	14	15	20	25	28
Afr. Amer.	27	28	29	34	39	42
Hispanic	18	19	20	25	30	33
White	64	65	66	71	76	79
Asian	63	64	65	70	75	78
Two +	70	71	72	77	82	85

2023-2028, Goal Progress Measure 2.1 Targets

Student Group	2023 BOY Baseline	2024 Goal	2025 Goal	2026 Goal	2027 Goal	2028 Goal
All Students	24	25	27	33	37	39
Eco. Dis.	15	16	18	24	28	30
SWDs	9	10	12	18	22	24
EB	17	18	20	26	30	32
Afr. Amer.	14	15	17	23	27	29
Hispanic	18	19	21	27	31	33
White	60	61	63	69	73	75
Asian	61	62	64	70	74	76
Two +	64	65	67	73	77	79