

2026 Progress Monitoring Report

Goal 3

GPMs 3.4 and 3.5

Goal 4

GPMs 4.1 and 4.2

April 2026 Board Meeting



Goal 3 Overview

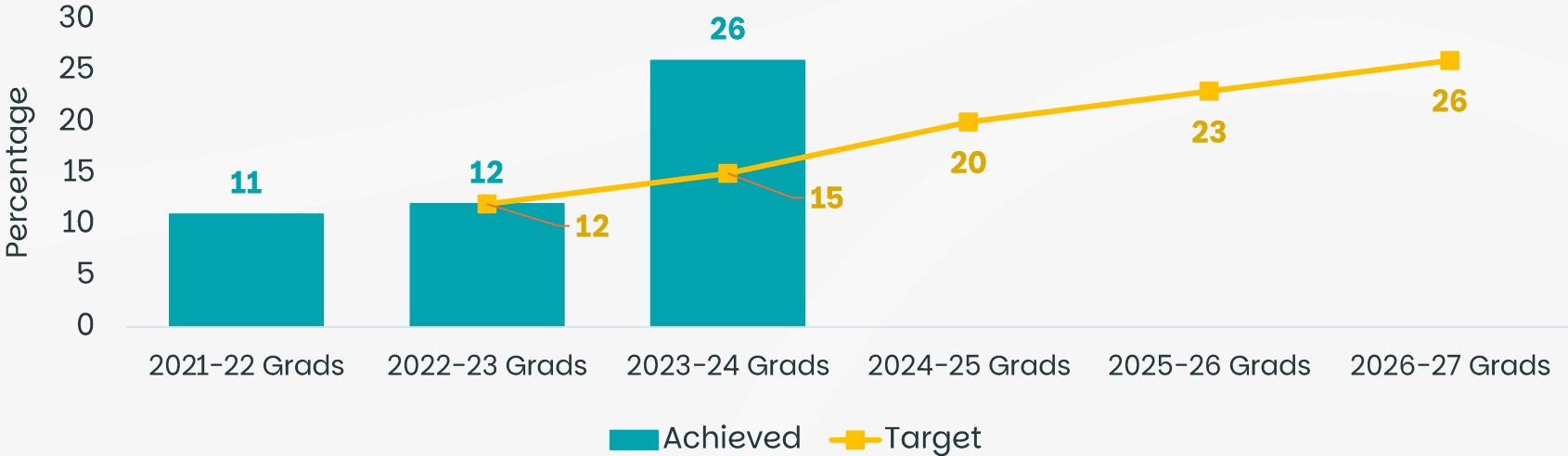
Goal #	Metric	Reference Slide
Goal 3	The percent students graduating TSI ready and with an industry-based certification (IBC) will increase from 11% for the 2021-2022 graduates to 26% for the 2026-2027 graduates.	3
GPM 3.4	The percentage of students in grades 4 through 8 who are meeting or exceeding expected growth in reading on NWEA MAP will reach 55% by May 2026.	4
GPM 3.5	The percentage of students in grades 4 through 8 who are meeting or exceeding expected growth in math on NWEA MAP will reach 55% by May 2026.	7

Note: GPMs 3.4 and 3.5 revised at November 2025 board meeting.

Goal 3: The percent 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.

23-24 Status	MET
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Figure 1: Percentage of HISD graduates who are TSI Ready with an IBC (Goal 1)



Key Takeaway

Houston ISD students met the 23-24 annual target, with 26% of 2023-2024 graduates TSI ready with an IBC.

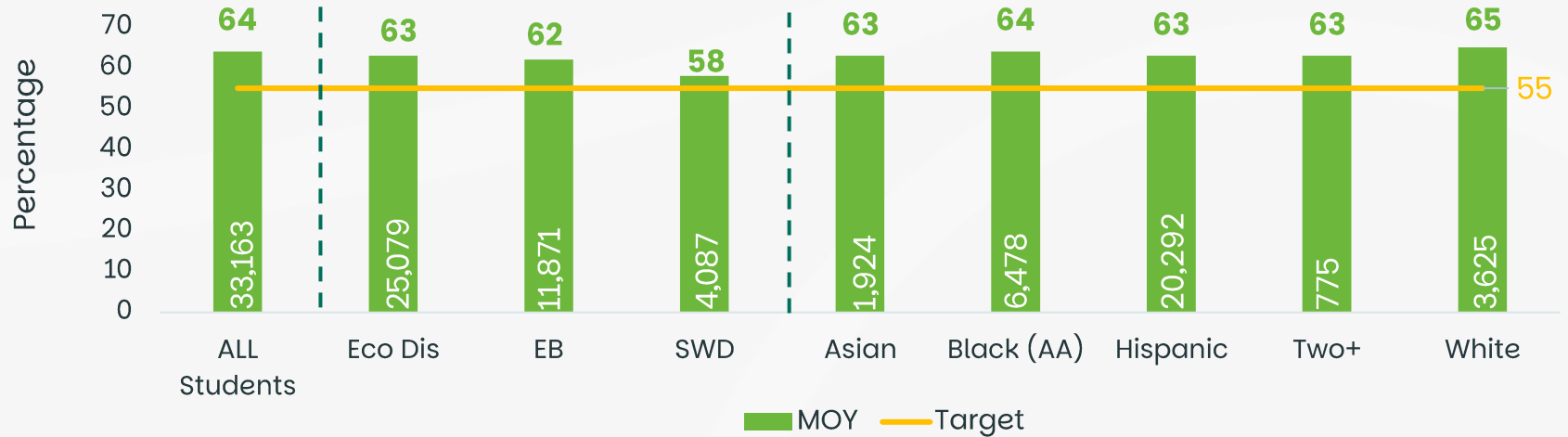
*Data Source: District CCMR Verifier

*Note: Goal 3 is reviewed annually and was most recently reviewed on September 11, 2025. CCMR and Graduation are lagging indicators, therefore Goal 3 involves 2023-24 graduates

GPM 3.4: The percentage of students in grades 4 through 8 who are meeting or exceeding expected growth in reading on NWEA MAP will reach 55% by May 2026.

Current Status	On Track
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Figure 2: Percentage of HISD 4th to 8th Grade Students who Met Expected Growth, Reading (English Only), by Program & Race/Ethnicity

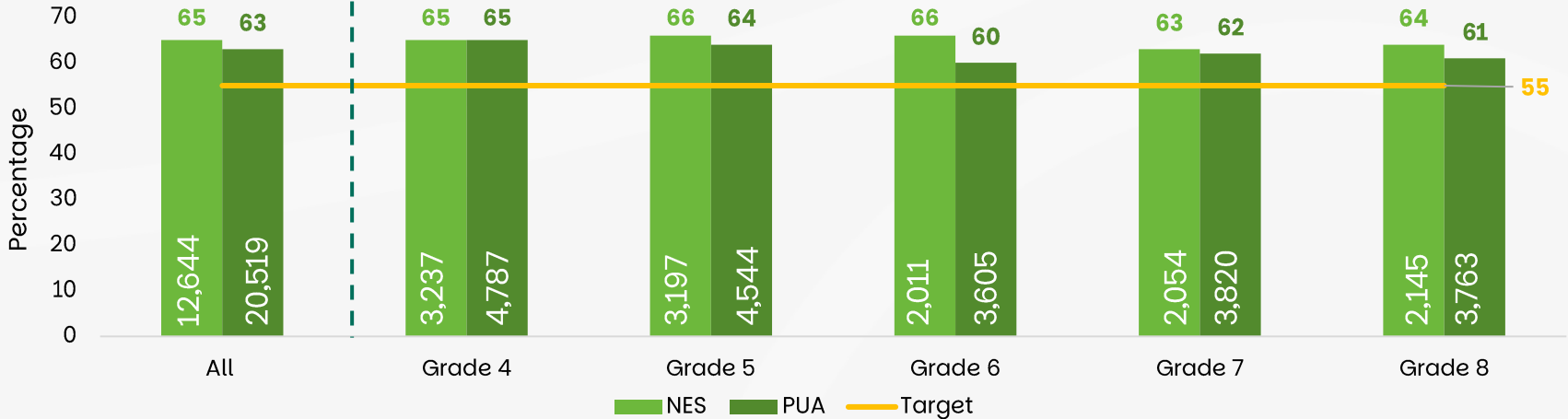


TOTAL COUNTS	ALL	Program			Race/Ethnicity				
4 th to 8 th Graders	ALL	Eco Dis	EB	SWD	Asian	Black (AA)	Hispanic	Two+	White
2025-26 MOY	52,103	39,575	19,085	6,998	3,033	10,077	32,104	1,236	5,540

GPM 3.4: The percentage of students in grades 4 through 8 who are meeting or exceeding expected growth in reading on NWEA MAP will reach 55% by May 2026.

Current Status	On Track
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Figure 3: Percentage of HISD 4th to 8th Grade Students who Met Expected Growth, Reading (English Only), by Grade Level and Program – NES & PUA

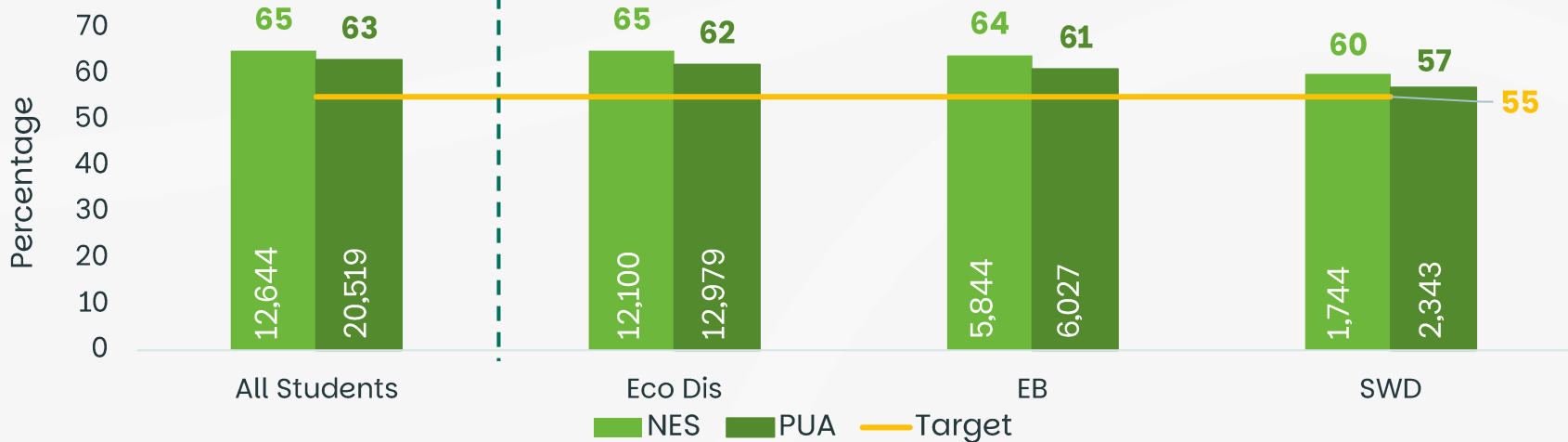


TOTAL COUNTS	ALL		Grade 4		Grade 5		Grade 6		Grade 7		Grade 8	
	NES	PUA	NES	PUA	NES	PUA	NES	PUA	NES	PUA	NES	PUA
2025-26 MOY	19,469	32,634	4,987	7,341	4,840	7,053	3,060	5,960	3,242	6,150	3,340	6,130

GPM 3.4: The percentage of students in grades 4 through 8 who are meeting or exceeding expected growth in reading on NWEA MAP will reach 55% by May 2026.

Current Status On Track

Figure 4: HISD 4th to 8th Grade Students who Met Expected Growth, Reading (English Only), by Program – NES & PUA

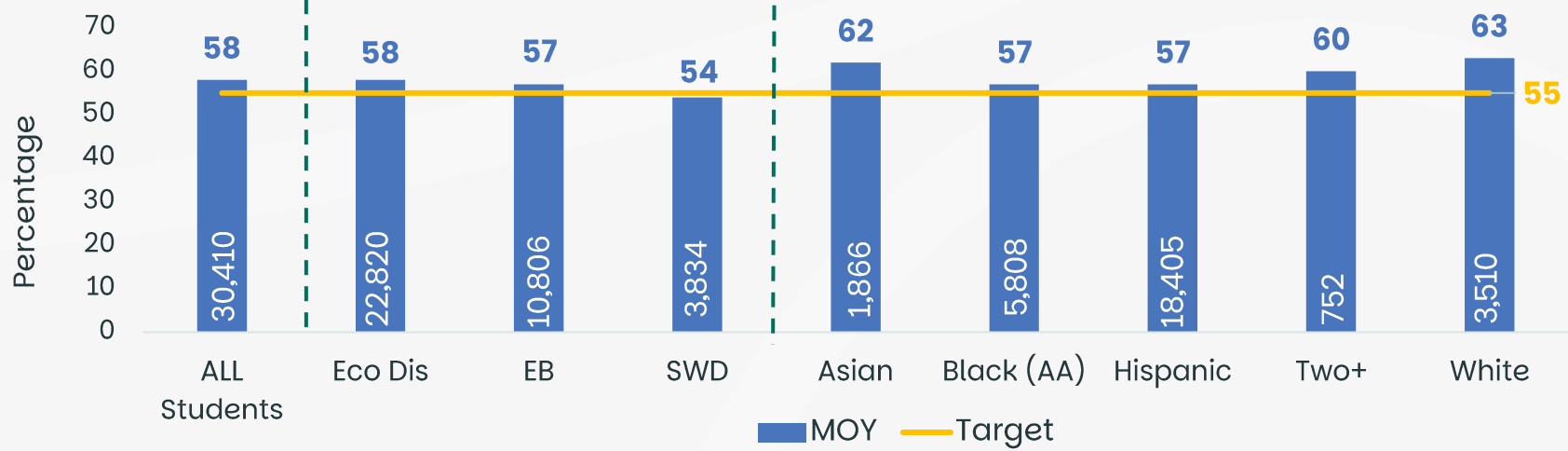


TOTAL COUNTS	All Students		Eco Dis		EB		SWD	
4 th to 8 th Graders	NES	PUA	NES	PUA	NES	PUA	NES	PUA
2025-26 MOY	19,469	32,634	18,657	20,918	9,200	9,885	2,910	4,088

GPM 3.5: The percentage of students in grades 4 through 8 who are meeting or exceeding expected growth in math on NWEA MAP will reach 55% by May 2026.

Current Status	On Track
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Figure 5: Percentage of HISD 4th to 8th Grade Students who Met Expected Growth, Math, by Program & Race/Ethnicity

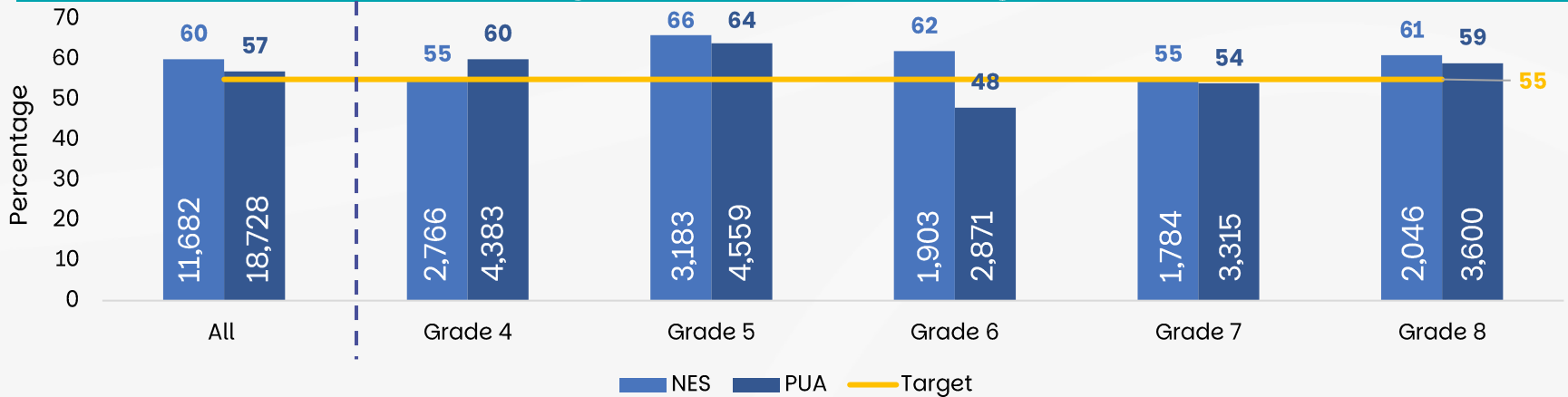


TOTAL COUNTS	ALL	Program			Race/Ethnicity				
4 th to 8 th Graders	ALL	Eco Dis	EB	SWD	Asian	Black (AA)	Hispanic	Two+	White
2025-26 MOY	52,199	39,673	19,104	7,041	3,032	10,113	32,135	1,246	5,559

GPM 3.5: The percentage of students in grades 4 through 8 who are meeting or exceeding expected growth in math on NWEA MAP will reach 55% by May 2026.

Current Status	On Track
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Figure 6: Percentage of HISD 4th to 8th Grade Students who Met Expected Growth, Math, by Grade Level and Program – NES & PUA

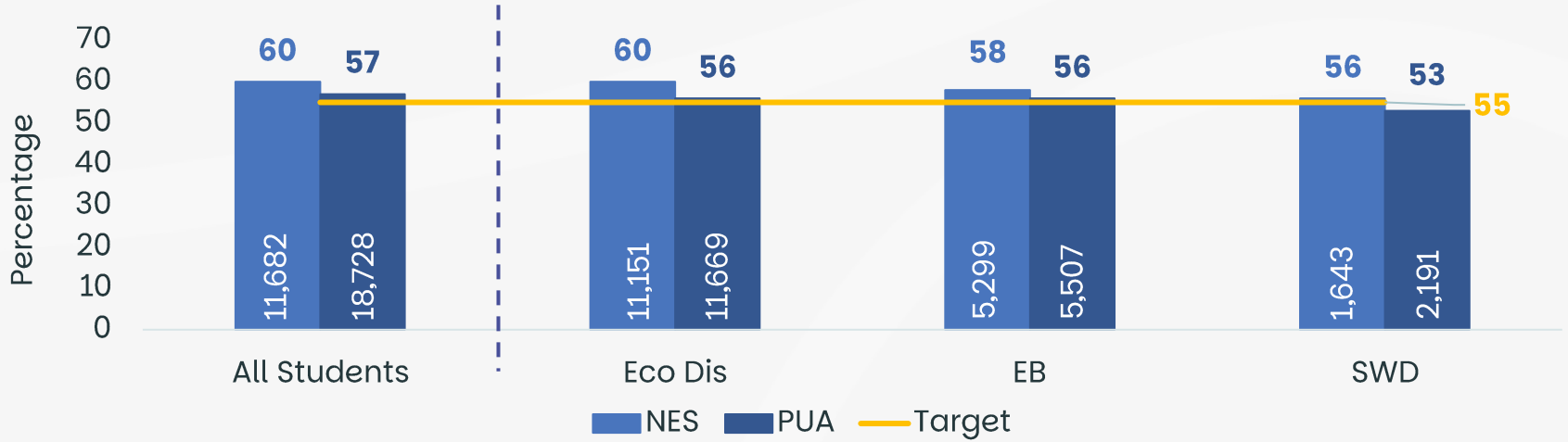


TOTAL COUNTS	ALL		Grade 4		Grade 5		Grade 6		Grade 7		Grade 8	
	NES	PUA	NES	PUA	NES	PUA	NES	PUA	NES	PUA	NES	PUA
2025-26 MOY	19,509	32,690	4,994	7,363	4,843	7,089	3,068	5,981	3,239	6,168	3,365	6,089

GPM 3.5: The percentage of students in grades 4 through 8 who are meeting or exceeding expected growth in math on NWEA MAP will reach 55% by May 2026.

Current Status	On Track
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Figure 7: Percentage of HISD 4th to 8th Grade Students who Met Expected Growth, Math, by Program – NES & PUA



TOTAL COUNTS	All Students		Eco Dis		EB		SWD	
4 th to 8 th Graders	NES	PUA	NES	PUA	NES	PUA	NES	PUA
2025-26 MOY	19,509	32,690	18,696	20,977	9,209	9,895	2,936	4,105

Goal Progress Measures 3.4 and 3.5 (4th–8th grade Reading and Math)

Previously Communicated Improvement Strategies:

- High Quality Instructional Materials
- Accelerated Middle School Math
- Adaptive Digital Resource Use
- Quality of Instruction
- NES + Focus25 + New Principal Supports

Improvement Strategy Next Steps:

RLA

- **Adding Foundational Literacy Intervention in Secondary:** Provide structured literacy support for secondary students who have not yet mastered foundational reading skills to improve access to grade-level texts
- **Adding Pre-teach:** Build student readiness for grade-level instruction by introducing key vocabulary and concepts in advance of core lessons

Math

- **Expand Accelerated Math:** Increase access to advanced coursework for all 6th and 7th graders by expanding accelerated pathways so more students are prepared for higher-level math in middle school

Both

- **Content-focused Teacher & Leader Training:** Strengthen instructional quality through unit-based professional learning focused on internalization, delivery, and monitoring of high-quality Tier 1 instruction
- **Special Education Co-teach:** Improve access to grade-level content for students with disabilities through strengthened co-teaching models and inclusive instructional practices

Goal 4 Overview

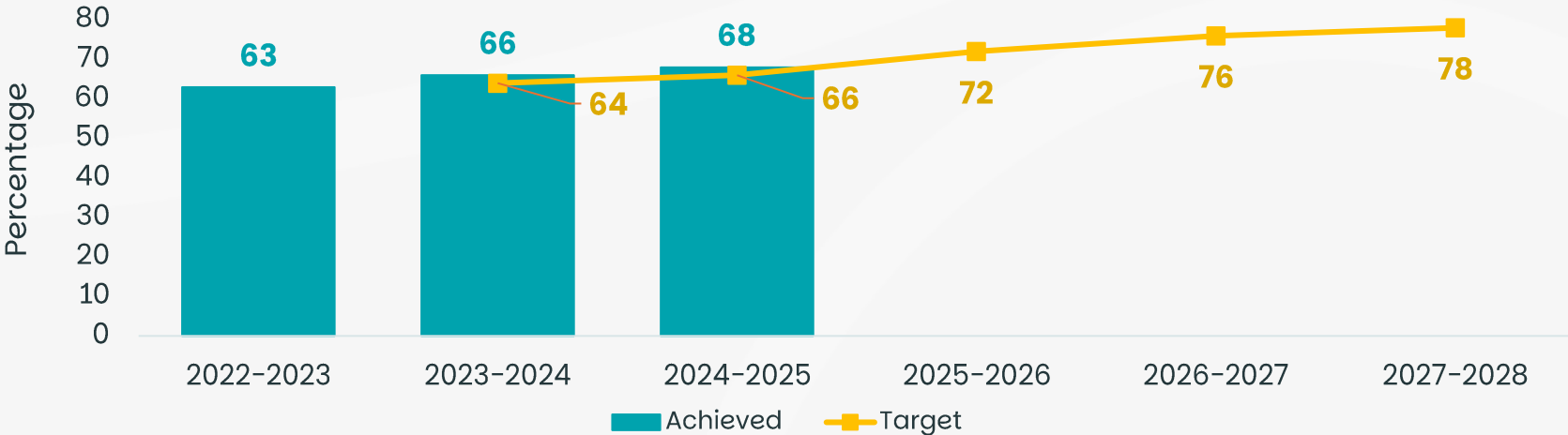
Goal #	Metric	Reference Slide
Goal 4	Students in grades 4 through 8 who receive special education services that achieve growth as measured by the Domain 2 Part A of the state accountability system will increase from 63% in August 2023 to 78% in August 2028.	12
GPM 4.1	The percentage of 4th–8th students with disabilities who have met expected growth from BOY to EOY on NWEA MAP in reading will increase from 48% in June 2024 to 55% in June 2028.	13
GPM 4.2	The percentage of 4th–8th students with disabilities who have met expected growth from BOY to EOY on NWEA MAP in math will increase from 46% in June 2024 to 58% in June 2028.	16

Note: Not all students with disabilities participate in NWEA MAP testing. Individual Education Plans (IEPs) guide decision making about test participation.

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.

24-25 Status **MET**

Figure 8: Percentage of HISD 4th – 8th Grade Students Receiving Special Education Services who Achieved Growth



Key Takeaway

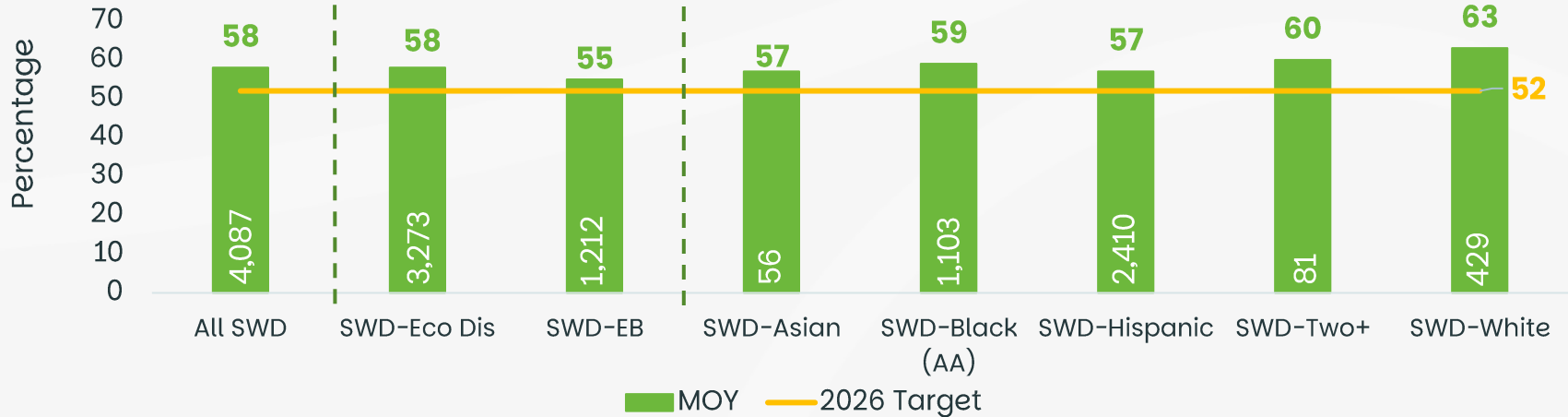
Houston ISD students met the 24-25 annual target, with 68% of 4th to 8th grade students receiving Special Education services achieving growth.

*Data Source: 2024-2025 STAAR 3-8 data files, including Alt2; PEIMS Fall Resubmission file.
*Note: Goal 4 is reviewed annually each September and was most recently reviewed on September 11, 2025.

GPM 4.1: The percentage of 4th–8th grade students with disabilities who have met expected growth from BOY to EOY on NWEA MAP in reading will increase from 48% in June 2024 to 55% in June 2028.

Current Status On Track

Figure 9: Percentage of HISD 4th to 8th Grade Students with Disabilities who Met Expected Growth, Reading (English only), by Program & Race/Ethnicity



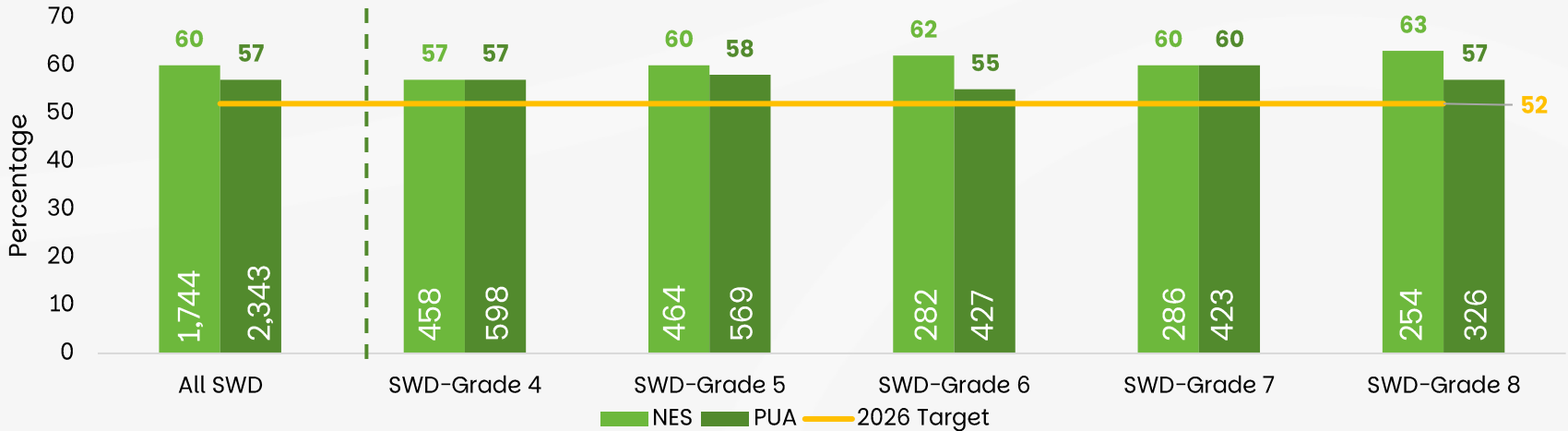
TOTAL COUNTS	All	Program			Race/Ethnicity			
	All SWD	SWD-Eco Dis	SWD-EB	SWD-Asian	SWD-Black (AA)	SWD-Hispanic	SWD-Two+	SWD-White
2025–26 MOY	6,998	5,657	2,193	98	1,856	4,216	134	682

Houston Independent School District **Notes:** Not all race/ethnicities presented, counts may not add to total group. Duplicated counts within program groups, given that some students belong to multiple programs. 13

GPM 4.1: The percentage of 4th–8th grade students with disabilities who have Met Expected Growth from BOY to EOY on NWEA MAP in Reading will increase from 48% in June 2024 to 55% in June 2028.

Current Status On Track

Figure 10: Percentage of HISD 4th to 8th Grade Students with Disabilities who Met Expected Growth, Reading (English only), by Grade Level and NES-PUA

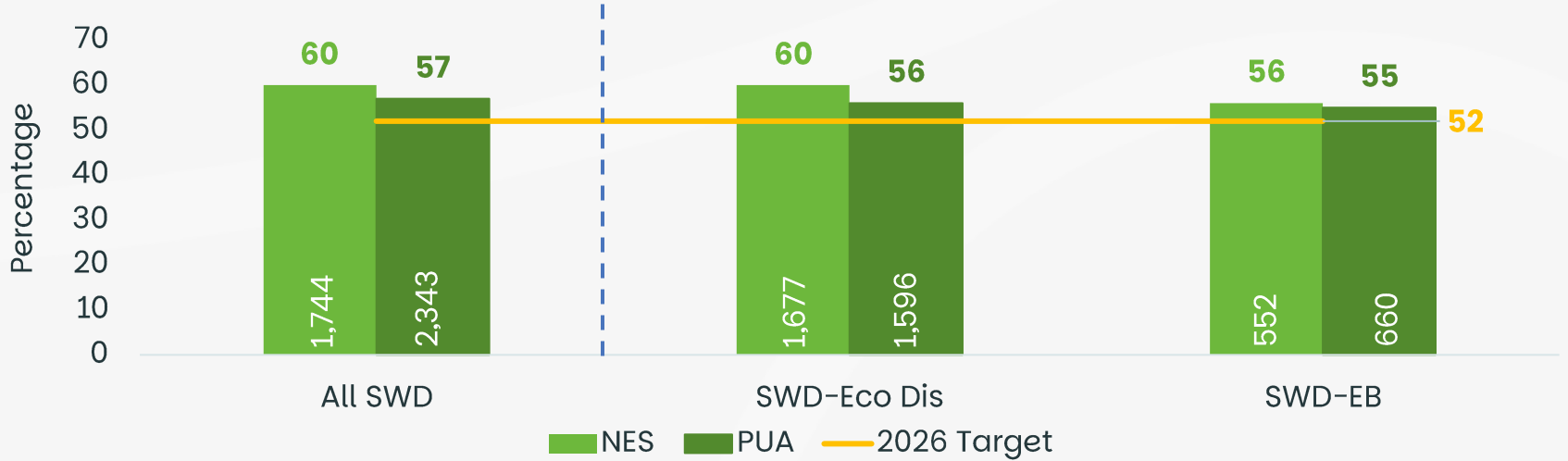


TOTAL COUNTS	ALL SWD		SWD-Grade 4		SWD-Grade 5		SWD-Grade 6		SWD-Grade 7		SWD-Grade 8	
	NES	PUA	NES	PUA	NES	PUA	NES	PUA	NES	PUA	NES	PUA
2025-26 MOY	2,910	4,088	806	1,046	774	985	454	774	474	709	402	574

GPM 4.1: The percentage of 4th–8th grade students with disabilities who have Met Expected Growth from BOY to EOY on NWEA MAP in Reading will increase from 48% in June 2024 to 55% in June 2028.

Current Status On Track

Figure 11: Percentage of HISD 4th to 8th Grade Students with Disabilities who Met Expected Growth, Reading (English only), by Program – NES & PUA

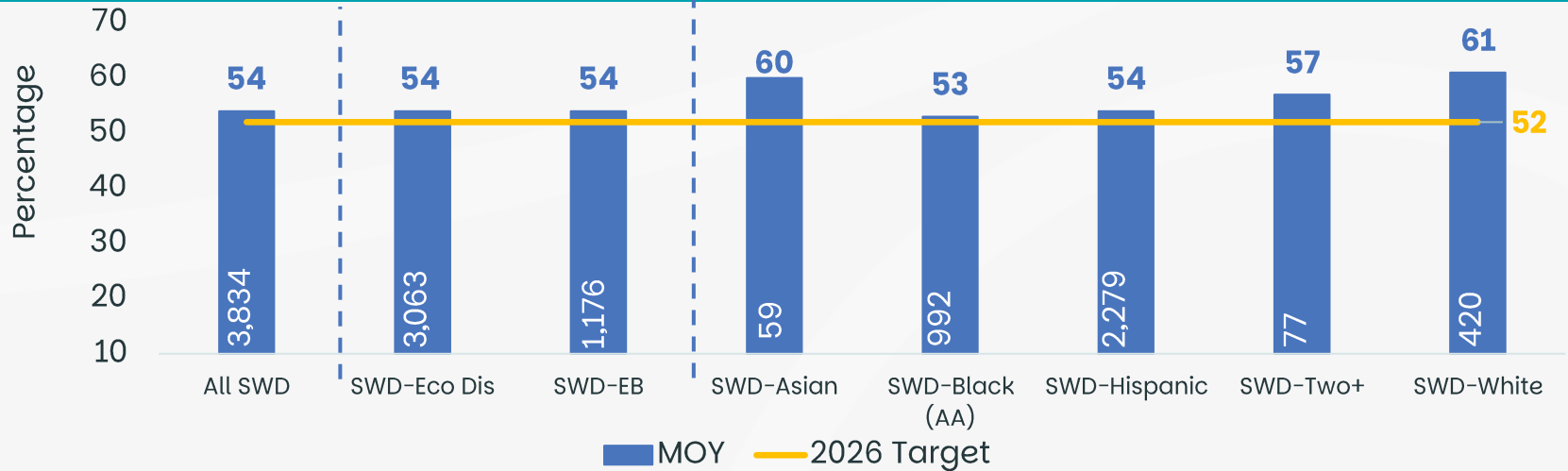


TOTAL COUNTS	All SWD		SWD-Eco Dis		SWD-EB	
	NES	PUA	NES	PUA	NES	PUA
2025–26 MOY	2,910	4,088	2,791	2,866	982	1,211

GPM 4.2: The percentage of 4th–8th grade students with disabilities who have met expected growth from BOY to EOY on NWEA MAP in math will increase from 46% in June 2024 to 58% in June 2028.

Current Status	On Track
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Figure 12: Percentage of HISD 4th to 8th Grade Students with Disabilities who Met Expected Growth, Math, by Program & Race/Ethnicity



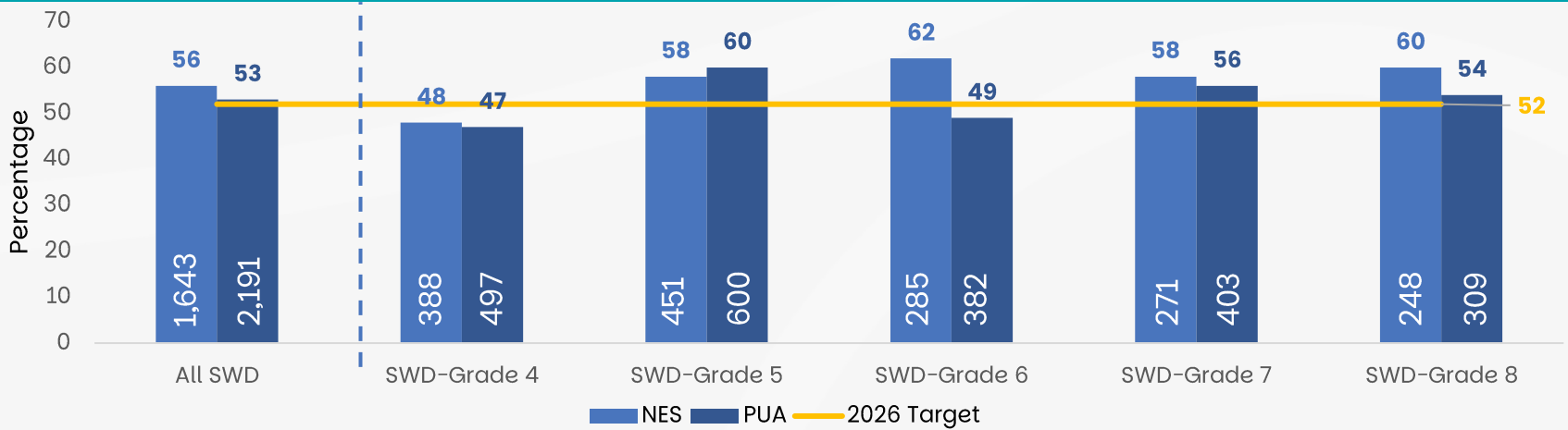
	ALL	Program		Race/Ethnicity				
	All SWD	SWD-Eco Dis	SWD-EB	SWD-Asian	SWD-Black (AA)	SWD-Hispanic	SWD-Two+	SWD-White
2025–26 MOY	7,041	5,699	2,191	98	1,878	4,230	134	691

Notes: Not all race/ethnicities presented, counts may not add to total group. Duplicated counts within program groups, given that some students belong to multiple programs. Data reflects math tests taken in both English and Spanish, as students only test in one language.

GPM 4.2: The percentage of 4th–8th grade students with disabilities who have met expected growth from BOY to EOY on NWEA MAP in math will increase from 48% in June 2024 to 55% in June 2028.

Current Status	On Track
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Figure 13: Percentage of HISD 4th to 8th Grade Students with Disabilities who Met Expected Growth, Math, by Grade Level and NES-PUA

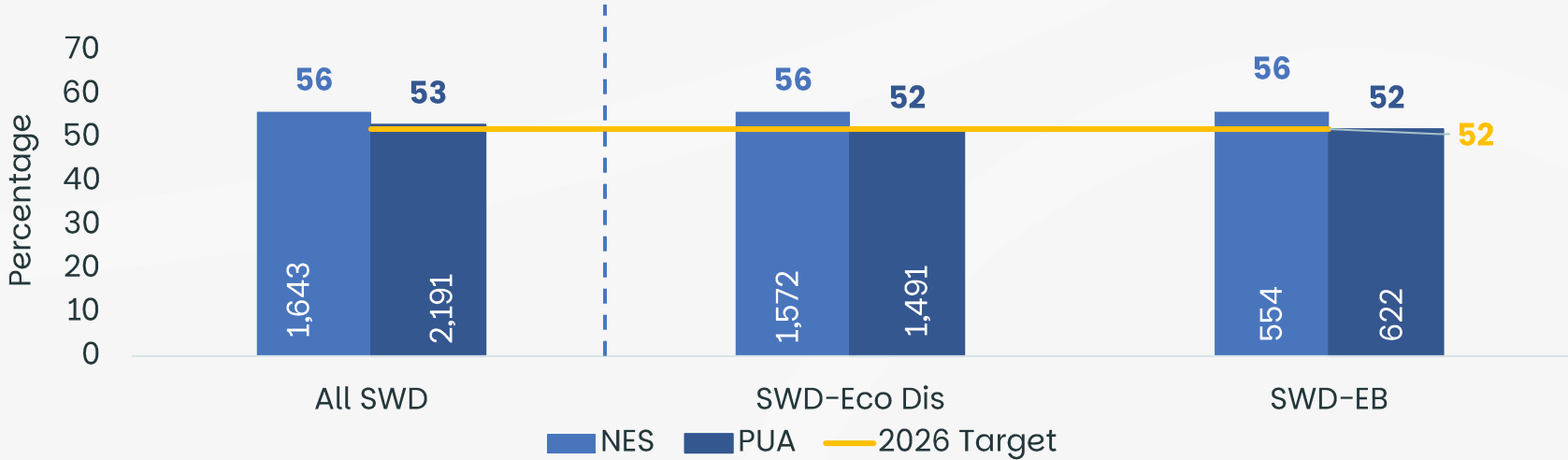


TOTAL COUNTS	SWD-ALL		SWD-Grade 4		SWD-Grade 5		SWD-Grade 6		SWD-Grade 7		SWD-Grade 8	
	NES	PUA	NES	PUA	NES	PUA	NES	PUA	NES	PUA	NES	PUA
2025–26 MOY	2,936	4,105	813	1,047	777	998	459	772	471	716	416	572

GPM 4.2: The percentage of 4th–8th grade students with disabilities who have met expected growth from BOY to EOY on NWEA MAP in math will increase from 46% in June 2024 to 58% in June 2028.

Current Status	On Track
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Figure 14: Percentage of HISD 4th to 8th Grade Students with Disabilities who Met Expected Growth, Math, by Program – NES & PUA



TOTAL COUNTS	All SWD		SWD-Eco Dis		SWD-EB	
	NES	PUA	NES	PUA	NES	PUA
2025-26 MOY	2,936	4,105	2,818	2,881	986	1,205

Notes: Duplicated counts within program groups, given that some students belong to multiple programs. Data reflects math tests taken in both English and Spanish, as students only test in one language.

Goal Progress Measures 4.1 and 4.2 (Grades 4–8 SWD Reading & Math):

Previously Communicated Improvement Strategies:

- Provide ongoing professional development on specially designed instruction (SDI) for teachers.
- Conduct classroom observations of special education teachers to enhance instructional quality and deliver actionable feedback.
- Evaluate progress monitoring data to track student advancement on IEP goals.
- Monitor MAP test scores over time to measure the effectiveness of interventions.
- Adjust strategies based on continuous data analysis and feedback.

Improvement Strategy Next Steps:

- **Pilot and expand co-teach in General Ed:** Increase access to grade-level instruction for students with disabilities through expanded co-teaching models in general education classrooms
- **Improve QoI in Self Contained:** Strengthen the quality and rigor of instruction in self-contained settings to better align with grade-level standards and student goals
- **Add resources for Self Contained:** Provide additional instructional materials and supports to improve curriculum access and instructional delivery in self-contained classrooms
- **Launch Pre-teach courses:** Build student readiness for grade-level content by introducing key concepts and vocabulary prior to core instruction
- **Improve quality of IEPs – Placement & Least Restrictive Environment (LRE):** Strengthen IEP development and review processes to ensure appropriate placement decisions and increased access to the least restrictive environment

Thank You