

May 2024 Goal Progress Monitoring Report—Goal Progress Measure 4.1 & 4.2

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.

Goal Progress Measure 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.

BACKGROUND

The Texas Education Agency (TEA) utilizes student proficiency growth to assess state accountability ratings in Domain 2 Part A. During the 2023-24 academic year, the district introduced the NWEA MAP as an interim assessment tool to monitor student growth. This assessment provides a cut score for comparison across test administrations and grade levels, allowing for the assessment of student growth over time.

At the Middle-of-Year (MOY) mark for reading, it is estimated that **32%** of the district's students with disabilities (SWDs) have achieved a conditional growth index (CGI) of 0.6 or higher in Reading. Considering NWEA MAP is an assessment new to HISD this school year, student growth could not be measured until middle-of-year (MOY). The district has established performance targets for middle-of-year (MOY) to End-of-Year (EOY) growth, aiming for 33% of SWDs to attain a CGI of 0.6 or higher. The district is on track to meet end-of-year (EOY) growth expectations.

Aligned with Goal 4, the district aims to achieve a minimum growth of 15 percentage points over the next five years. This objective reflects the community's vision for Houston ISD, emphasizing academic progress and achievement for all students.

On Track

Figure 1 . GPM 4.1: Met CGI in Reading

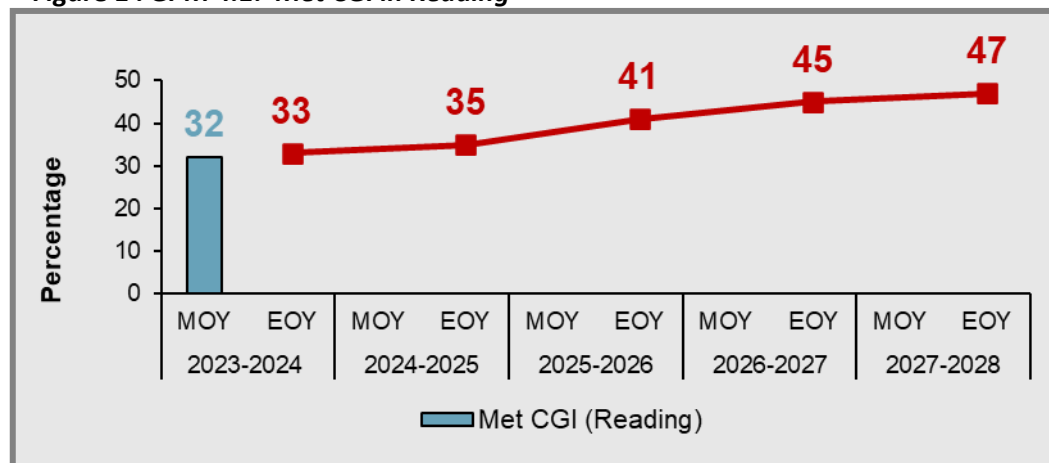


Figure 2. Goal 4: Met Growth in Domain 2A

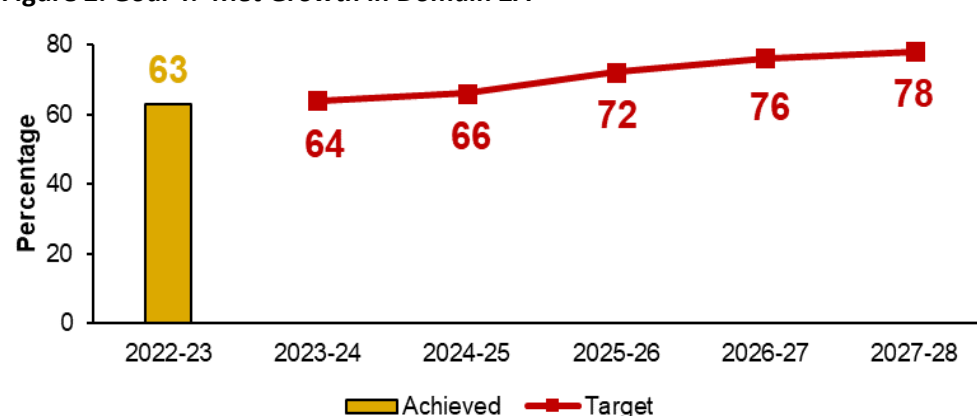


Figure 1: NWEA MAP Reading, SWDs only, Grades 4-8, English & Spanish combined, program information sourced from Fall PEIMS | Figure 2: STAAR Reading, SWDs only, Grades 4-8, English & Spanish combined

May 2024 Goal Progress Monitoring Report—Goal Progress Measure 4.1 & 4.2

Table 1 . Met CGI in Reading, MOY

| Student Group | 23-24 MOY | 23-24 EOY Target |
|-------------------------|-----------|------------------|
| | (%) | (%) |
| ALL SWDs | 32 | 33 |
| Eco Dis | 32 | 33 |
| EB | 31 | 32 |
| African American | 35 | 36 |
| Hispanic | 31 | 32 |
| White | 36 | 37 |
| Asian | 30 | 31 |
| Two + | 32 | 33 |

Figure 3. Met CGI in Reading, MOY

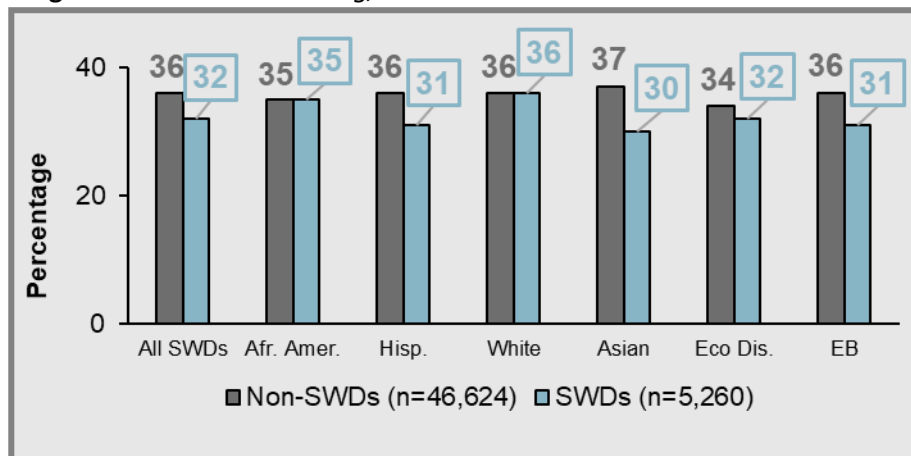


Table 1 & Figure 3: NWEA MAP Reading, SWDs only, Grades 4-8, English & Spanish results combined, program information sourced from Fall PEIMS.

Note: MOY results in **bold blue** indicate **on-track** to meet target.

SUPERINTENDENT EVALUATION OF PERFORMANCE

Just as the Goal Progress Monitoring Report indicated in March, it's imperative to consider that this is the first instance of administering the NWEA MAP assessment district wide. The district is creating initial benchmarks and should be cautious about making significant interpretations from this initial data. After conducting the NWEA MAP assessments in May 2024, we will be able to set our end-of-year baseline.

Our projection is to sustain our current progress of achievement with students from grades 4 to 8 who are receive special education services and who achieve growth. The middle-of-year (MOY) assessment data reveals that 32% of the district's students with disabilities (SWDs) have achieved a conditional growth index (CGI) of 0.6 or higher in reading. Additionally, our MOY growth and target by group data indicate 8 of the 8 student groups are on track to meet target.

Figure 3 provides a comparison of students with disabilities and their non-disabled peers. African American SWD conditional growth index is in alignment with their nondisabled peers. White SWD exceeded their non-disabled peers by 1%. All other groups were within 7% from their non-disabled peers.

Root-Cause Analysis:

Students with IEPs historically have underperformed in comparison to their peers without disabilities. NWEA MAP assesses student proficiency in reading comprehension & mathematics and in many of the core TEKS (Texas Essential Knowledge and Skills).

There are 3 root causes for our students' low proficiency in reading.

1. Quality Instruction

Effective curriculum implementation and the delivery of high-quality instruction by teachers are paramount. Based on extensive observations conducted by school leaders this year, it's evident that there is a need for overall improvement in instructional quality across all grade levels, with particular attention required in the early years. Although progress has been made in enhancing instructional quality throughout the first semester, it remains at a 'progressing' level, underscoring the ongoing need for continued efforts towards improvement.

2. Science of Reading Curriculum

The research confirms the necessity for students learning to read to acquire decoding and language comprehension skills. To address this, the district embarked on an evaluation and enhancement of its reading curriculum during the 2022-2023 school year, piloting the Amplify program—a science-of-reading curriculum—in six schools. However, many schools in the district lacked intentional efforts to provide students with a comprehensive science-of-reading curriculum. While progress has been made in updating curricular materials across schools during this initial semester, there remains a key imperative to ensure consistent adoption and integration of high-quality instructional materials district-wide in the forthcoming years.

3. Specially Designed Instruction

The district has made strides in training our teachers to implement targeted professional development interventions focused on Specially Designed Instruction (SDI). As a result, we are progressing toward achieving our EOY goal of 33% for the 2023-2024 school year, as indicated in Table 1. After comparing the data between students with disabilities and those without, it is evident that our department must focus on providing effective Specially Designed Instruction (SDI).

To ensure EOY goals are met for all student groups including NES AND Non-NES, the Office of Special Education will continue monitoring MAP test scores over time to gauge the effectiveness of interventions. We will also adapt strategies as necessary, guided by ongoing data analysis and feedback. Additionally, efforts are underway to develop a district-wide support plan ensuring sustained assistance and prioritization of special education initiatives, including collaboration with general education teachers.

Supplemental Data:

Figure 4 compares SWD conditional growth with meets grade level. **Figure 5** illustrates SWD at NES schools demonstrated a higher conditional growth than Non-NES/A. **Figure 6** compares PK-3 and PK-4 SWD with their non-disabled peers. Based on the CIRCLE results at MOY, we see that our SWD are struggling with letter sounds. This data will inform our professional development plan as we train our staff to create and implement IEP goals which address letter sounds. **Figure 7** compares K-3 SWD with their nondisabled peers. The population of SWD in the earlier grades is smaller, however the district utilizes DIBELS as one source of data when identifying students who may have a disability. The data from the DIBELS provides specific information in which IEPs can address.

May 2024 Goal Progress Monitoring Report—Goal Progress Measure 4.1 & 4.2

Figure 4. GPM 4.1 Met CGI & Meets Grade Level in Reading at MOY

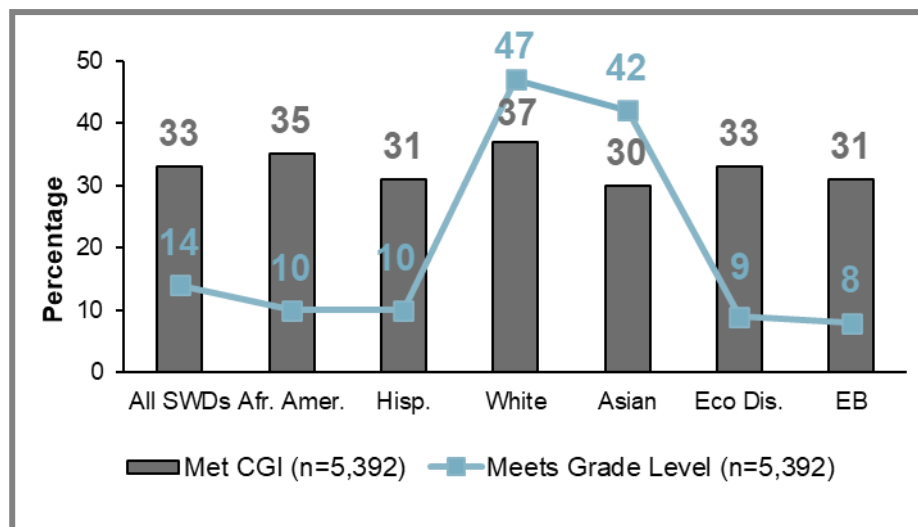
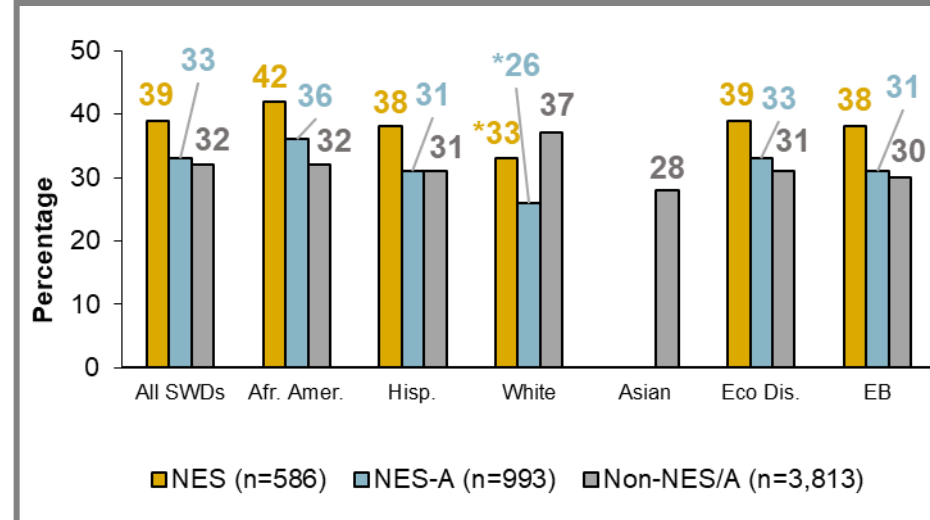


Figure 5. GPM 4.1—MOY Met CGI in Reading



Figures 4 & 5: NWEA MAP Reading, SWDs Grades 4-8, English & Spanish Combined; Metrics align with latest data pull from SIS as of 01/29/24.

*Some groups for NES/NES-A campuses were less than 25 students. Groups less than 5 students were masked (not reported).

Figure 6. PK-3 & PK-4 CIRCLE SWDs & Non-SWDs: Met Proficiency in Reading, MOY

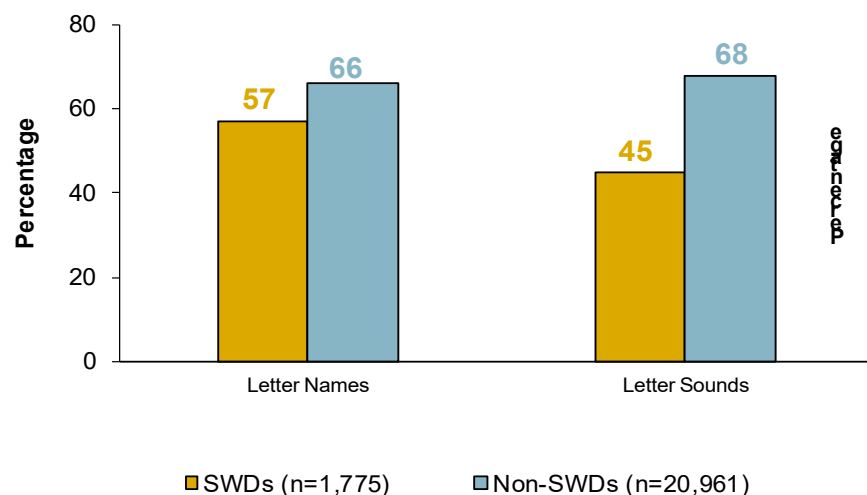
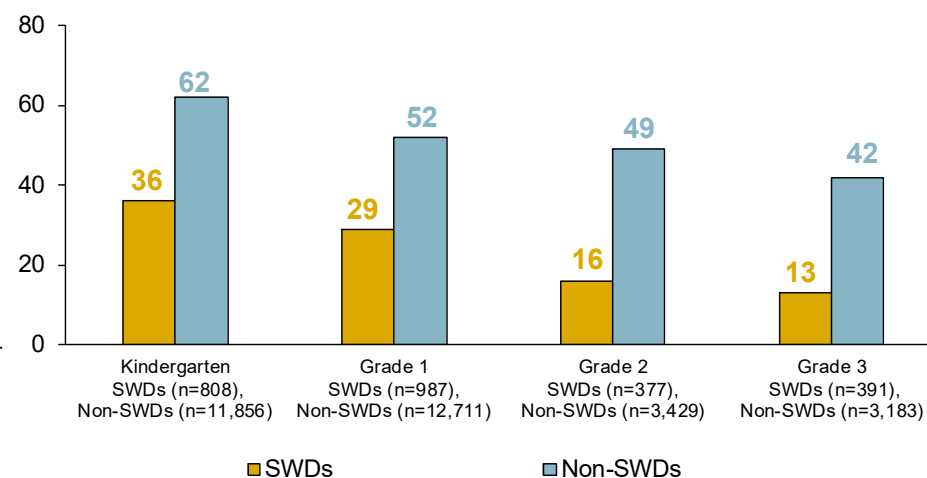


Figure 7. DIBELS/LECTURA SWDs & Non-SWDs: Met Proficiency (Grades K-3), MOY



Figures 6 & 7: various data sets, English & Spanish Combined; Metrics align with latest data pull from SIS as of 01/29/24. Students at NES/A participate in DIBELS/Lectura in grades K—4; Non-NES/A participate only in grades K-1.

Goal Progress Measure 4.1 Action Steps:

The data has highlighted the current performance of students receiving special education services (SWD) in grades 4 through 8 on NWEA MAP assessments. It has provided a detailed look into the growth of our students with IEPs. In response to the data and analysis, several actions have been taken and will continue to be implemented. These include:

- Developed Special Education Unit teams to bring support closer to campuses.
- Included special education compliance and instruction as part of the principal evaluation.
- Providing targeted professional development interventions focused on Specially Designed Instruction (SDI) for teachers.
- Monitoring MAP test scores over time to assess the impact of interventions.
- Adjusting strategies based on ongoing data analysis and feedback.
- Establishing a district-wide support plan to ensure ongoing support and prioritization of special education initiatives, including collaboration with general education teachers.
- Increased salaries of special education teachers to attract quality teachers.

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

May 2024 Goal Progress Monitoring Report—Goal Progress Measure 4.1 & 4.2

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.

Goal Progress Measure 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.

BACKGROUND

In reflection of Goal Progress Measure (GPM) 4.1, the district utilized the NWEA MAP Conditional Growth Index of 0.6 or higher as an interim indicator tool to monitor student growth overtime. As previously mentioned, the NWEA MAP assessment provided a cut score to compare across test administrations and grade levels to predict student proficiency growth as defined by the Texas Education Agency (TEA) to assess state accountability ratings in Domain 2 Part A.

Currently, Middle-of-Year (MOY) for math is projected at **30%** of the district's students with disabilities (SWDs) meeting a Conditional Growth Index (CGI) of 0.6 or higher in Math. Considering NWEA MAP is an assessment new to HISD this school year, student growth could not be measured until middle-of-year (MOY). The district has established performance targets for middle-of-year (MOY) to End-of-Year (EOY) growth, aiming for 31% of SWDs to attain a CGI of 0.6 or higher. The district is on track to meet end-of-year (EOY) growth expectations.

In alignment with Goal 4, the district aims for a minimum growth of 15 percentage points over a five-year period. This objective resonates with the community's vision for Houston ISD, emphasizing academic progress and achievement for all students.

On Track

Figure 8. GPM 4.2: Met CGI in Math

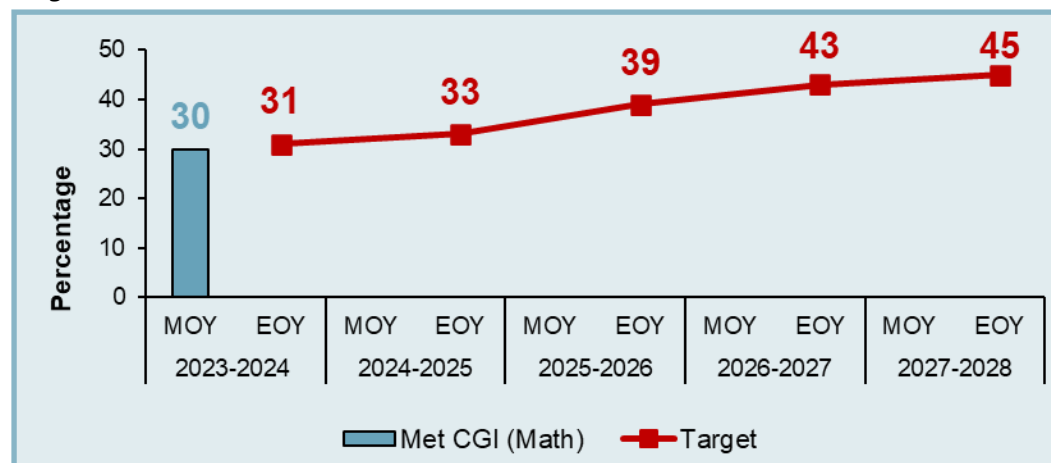


Figure 9. Goal 4: Met Growth in Domain 2A

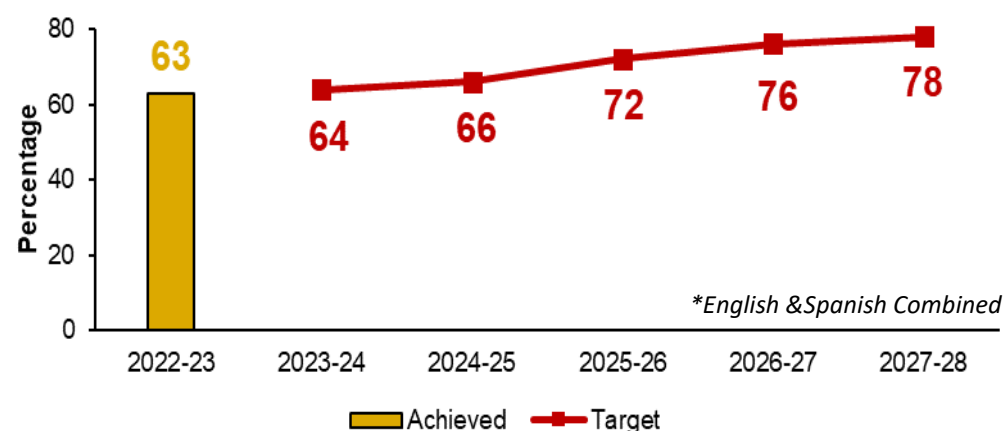


Figure 1: NWEA MAP Math, SWDs only, Grades 4-8, English & Spanish combined, program information sourced from Fall PEIMS | Figure 2: STAAR Math, SWDs only, Grades 4-8, English & Spanish combined

May 2024 Goal Progress Monitoring Report—Goal Progress Measure 4.1 & 4.2

Table 2 . GPM 4.2—Met CGI in Math

| Student Group | 23-24 MOY (%) | 23-24 EOY Target (%) |
|------------------|------------------|-------------------------|
| ALL SWDs | 30 | 31 |
| Eco Dis | 29 | 30 |
| EB | 30 | 31 |
| African American | 29 | 31 |
| Hispanic | 29 | 30 |
| White | 35 | 36 |
| Asian | 36 | 37 |
| Two + | 35 | 36 |

SUPERINTENDENT EVALUATION OF PERFORMANCE

Just as the Goal Progress Monitoring Report indicated in March, it's imperative to consider that this is the first instance of administering the NWEA MAP assessment district wide. The district is creating initial benchmarks and should be cautious about making significant interpretations from this initial data. After conducting the NWEA MAP assessments in May 2024, we will be able to set our end-of-year baseline. Our projection is to sustain our current progress of achievement with students from grades 4 to 8 who are in special education and who achieve growth.

The middle-of-year (MOY) assessment data reveals that **30%** of the district's students with disabilities (SWDs) have achieved a conditional growth index (CGI) of 0.6 or higher in math.

Additionally, our MOY growth and target by group data indicate 8 of the 8 student groups are on track to meet target. **Figure 10** compares SWD conditional growth with their non-disabled peers. All groups were within 6% from their non-disabled peers. Our African American SWD showed a 3% difference in growth compared to African American non-disabled peers.

Figure 10. GPM 4.2—Met CGI in Math

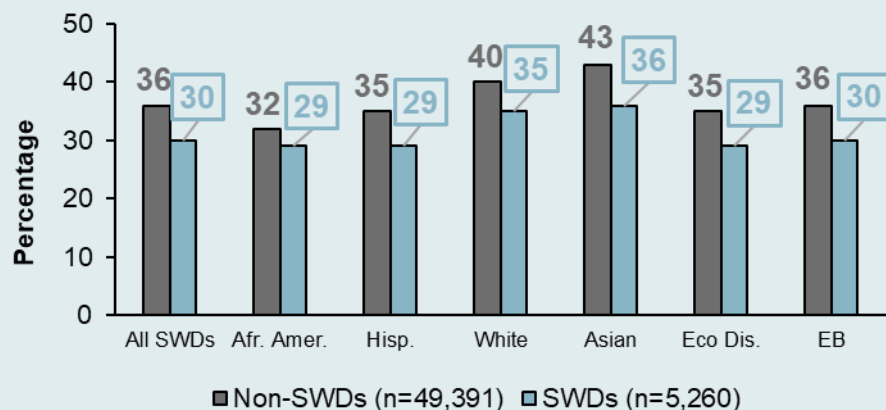


Table 2 & Figure 10: NWEA MAP Reading, SWDs only, Grades 4-8, English & Spanish results combined, Program information sourced from Fall PEIMS

Note: MOY results in **bold blue** indicate **on-track** to meet target.

Root-Cause Analysis:

Students with IEPs historically have underperformed in comparison to their peers without disabilities. NWEA MAP assesses student proficiency in reading comprehension & mathematics and in many of the core TEKS (Texas Essential Knowledge and Skills).

There are 3 root causes for our students' low proficiency in mathematics.

1. Quality Instruction

Effective curriculum implementation and the delivery of high-quality instruction by teachers are paramount. Based on extensive observations conducted by school leaders this year, it's evident that there is a need for overall improvement in instructional quality across all grade levels, with particular attention required in the early years. Although progress has been made in enhancing instructional quality throughout the first semester, it remains at a 'progressing' level, underscoring the ongoing need for continued efforts towards improvement.

2. Science of Reading Curriculum

As the district continues to focus on expanding and implementing Science of Reading curriculum, students will develop skills that will allow them to better access word problems in math curriculum and assessments.

3. Specially Designed Instruction

The district has made strides in training our teachers to implement targeted professional development interventions focused on Specially Designed Instruction (SDI). As a result, we are progressing toward achieving our EOY goal of 31% for the 2023-2024 school year, as indicated in Table 2. After comparing the data between students with disabilities and those without, it is evident that our department must focus on providing effective Specially Designed Instruction (SDI).

To ensure EOY goals are met for all student groups including NES AND Non-NES, the Office of Special Education will continue monitoring MAP test scores over time to gauge the effectiveness of interventions. We will also adapt strategies as necessary, guided by ongoing data analysis and feedback. Additionally, efforts are underway to develop a district-wide support plan ensuring sustained assistance and prioritization of special education initiatives, including collaboration with general education teachers.

Supplemental Data:

Figure 11 compares SWD conditional growth with meets grade level. SWD are showing growth in math; however, SWD continue to be achieving below grade level. **Figure 12** illustrates that SWD at NES & NES A schools demonstrated a higher conditional growth than students at Non-NES/A campuses. In **Figure 13**, CIRCLE data compares PK-3 and PK-4 SWD with non-disabled peers. Based on the CIRCLE results at MOY, we see that SWD are struggling with counting sets. This data will inform our professional development plan as we train our staff to create and implement IEP goals which address counting sets. In **Figure 14**, NWEA MAP Math compares K-3 SWD with their non-disabled peers. Across each of the early grades, the data shows a smaller gap between SWD and their non-disabled peers in the area of math when compared to early reading in **Figure 7**.

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Figure 11. GPM 4.2—Met CGI and Meets Grade Level in Math at MOY

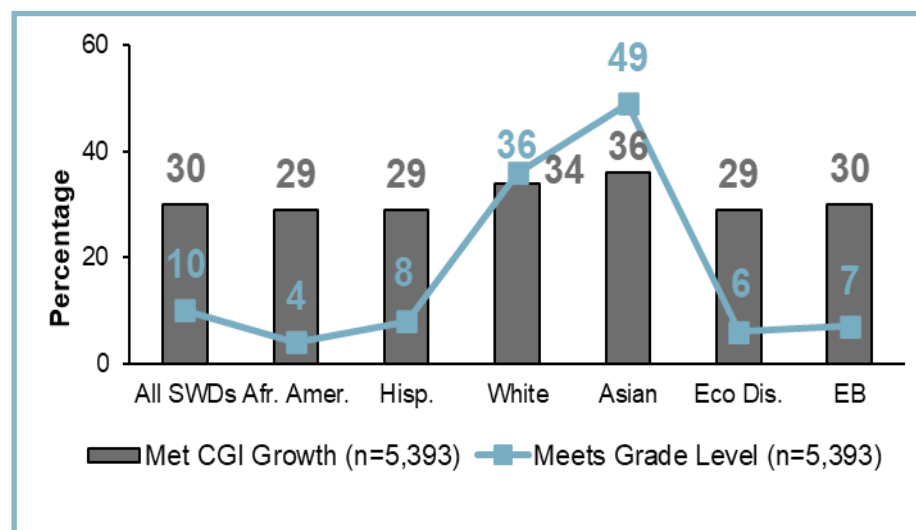
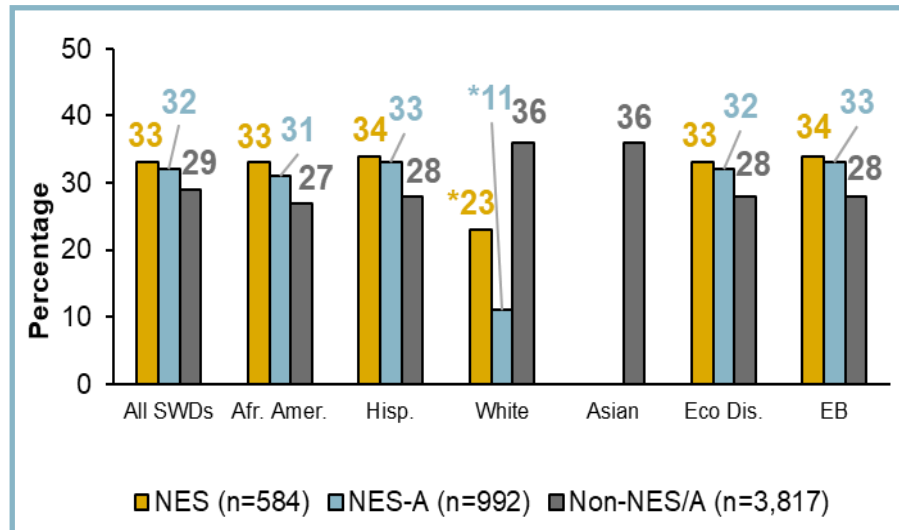


Figure 12. GPM 4.2—Met CGI in Math at MOY



Figures 11 & 12: NWEA MAP Reading, SWDs Grades 4-8, English & Spanish Combined; Metrics align with latest data pull from SIS as of 01/29/24.

*Some groups for NES/NES-A campuses were less than 25 students. Groups less than 5 students were masked (not reported).

Figure 13. PK-3 & PK-4 CIRCLE SWDs & Non-SWDs: Met Proficiency in Math, MOY

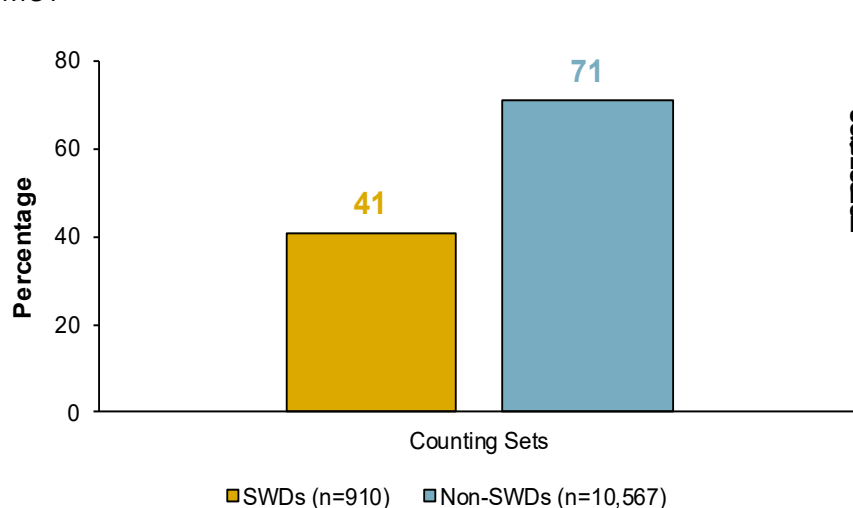
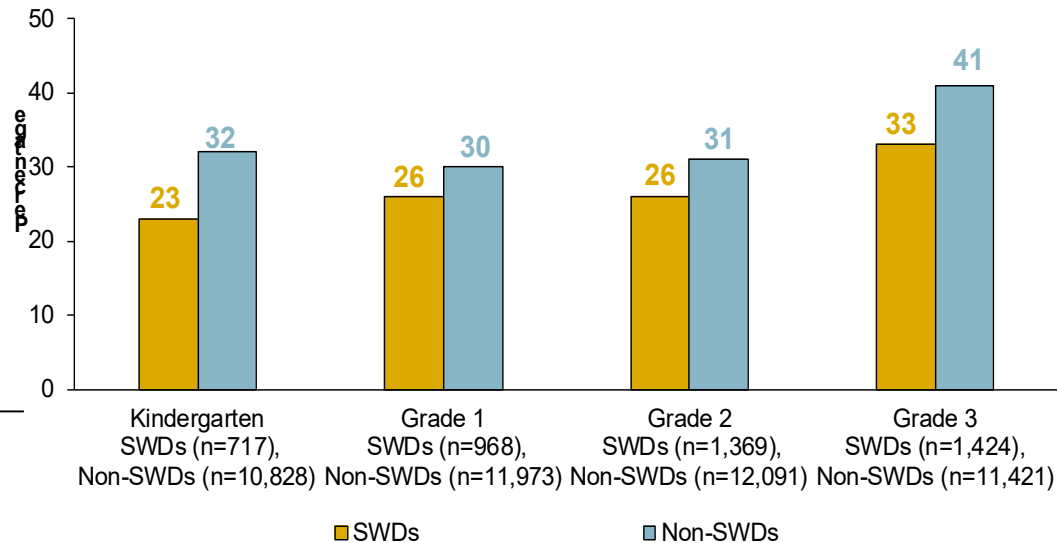


Figure 14. NWEA MAP SWDs & Non-SWDs K-3 Grade: Met CGI in Math,



Figures 13 & 14: various data sets, English & Spanish Combined; Metrics align with latest data pull from SIS as of 01/29/24.

Goal Progress Measure 4.2 Action Steps:

The data has highlighted the current performance of students receiving special education services (SWD) in grades 4 through 8 on NWEA MAP assessments. It has provided a detailed look into the growth of our students with IEPs. In response to the data and analysis, several actions have been taken and will continue to be implemented. These include:

- Developed Special Education Unit teams to bring support closer to campuses.
- Included special education compliance and instruction as part of the principal evaluation.
- Providing targeted professional development interventions focused on Specially Designed Instruction (SDI) for teachers.
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The changes are informed by research-based practices in special education and instructional strategies tailored to meet the diverse needs of students with disabilities. When implemented with fidelity, students with disabilities demonstrate improved academic achievement in the areas of reading.

May 2024 Goal Progress Monitoring Report—Goal Progress Measure 4.1 & 4.2

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, New Education System Aligned |

| 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 |
| IEP | Individualized Education Plan | Plan developed collaboratively with parent and school to set individual goals for students receiving special education services |

| 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. |