# Board Reporting Updates

November 13, 2025

















## Measuring Achievement: Goals

Current overall goals are focused on achievement (STAAR & CCMR)

Goal 1: 3<sup>rd</sup> Grade Reading STAAR Proficiency

Goal 2: 3<sup>rd</sup> Grade Math STAAR Proficiency Goal 3: Graduates TSI Ready with Industry-Based Certification

Goal 4: Special Education 4<sup>th</sup> – 8<sup>th</sup> Graders Growing on STAAR

• The long-term goals have not changed, but we can only measure them once a year, so it is critical to find alternative methods to measure progress along the way.

## Measuring Progress: GPMs

- Goal Progress Measures (GPMs) measure progress towards goals to ensure we are on track to meet our goals.
- NWEA MAP is an assessment given three times a year that provides the district with student growth data and proficiency projections.
- Given data is available 3x per year, the majority of current board GPMs are written using MAP.

## Routine MAP Assessment Updates

- MAP routinely updates reporting every 5 years to ensure data is accurate and relevant.
- The following updates occurred in in June 2025 that make year over year data not comparable.

New National Norms

New Study to Link MAP to STAAR New Testing
Algorithm to
Improve Grade
Level Alignment

## Proposed Solution

For this year only, focus on MAP metrics not impacted by updates. After one year of baseline data is collected, HISD may transition back to current GPMs.

Current MAP GPM

Metric:
% of students projected
to meet STAAR



Proposed Updated

Metric:
% of students meeting expected growth target

After one year of baseline data is collected, this metric may be used for year over year comparison.

This metric looks at growth during the year it is not impacted by MAP changes. Additionally, it is widely used by the district and principals.

## Proposed Target = 55%

Example: GPM 1.1 - The percentage of 3rd grade students meeting or exceeding expected growth on NWEA MAP in reading will reach 55% by May 2026.

#### NWEA MAP Guidance

- Nationally, about 50% of students meet expected growth.
- HISD is setting target at 55% to maintain ambitious expectations.
- Using national growth expectations allows comparison while baseline data is collected.

## Teacher Incentive Allotment (TIA) Guidance

- Texas uses 55% student growth as the benchmark for recognizing effective teachers.
- Aligning our district target ensures consistency between student outcomes and teacher recognition standards.

## Revision Impact to GPMs

Shift current Goal Progress Measures (GPMs) that measure proficiency to instead measure growth for the 2025–26 school year <u>only</u>.

Goal 1	Goal 2	Goal 3	Goal 4
GPM 1.1	GPM 2.1	GPM 3.1	GPM 4.1
GPM 1.2	GPM 2.2	GPM 3.2	GPM 4.2
GPM 1.3	GPM 2.3	GPM 3.3	GPM 4.3
		GPM 3.4	
		GPM 3.5	

Items in red are MAP proficiency metrics and must be revised for the 2025-26 school year.

Items in yellow are not MAP metrics but must be revised due to surpassing existing targets. Revision will be addressed later in the presentation.

## Goal 1: GPM Revision Proposal

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.

GPM	Approved GPM Language (May 2025)	Proposed GPM Language (November 2025)	Proposed Target (2026)
1.1	The percentage of 3rd grade students projected at Meets Grade Level on NWEA MAP in reading will increase from 47% in May 2024 to 56% in May 2028.	The percentage of 3rd grade students meeting or exceeding expected growth on NWEA MAP in reading will reach 55% by May 2026.	55%
1.2	The percentage of grade 3 students attending a New Education System (NES) campus projected at Meets Grade Level in reading on NWEA MAP will increase from 40% in May 2024 to 49% in May 2028.	The percentage of grade 3 students attending a New Education System (NES) campus meeting or exceeding expected growth on NWEA MAP in reading will reach 55% by May 2026.	55%
1.3	The percentage of 2nd grade students who grow one or more proficiency levels or maintain Meets or Masters from BOY to EOY on NWEA MAP in Reading will increase from 43% in May 2028.	meeting or exceeding expected growth on	55%

## Goal 2: GPM Revision Proposal

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.

GPM	Approved GPM Language (May 2025)	Proposed GPM Language (November 2025)	Proposed Target (2026)
2.1	The percentage of all 3rd graders projected at Meets Grade Level on NWEA MAP in math will increase from 44% in May 2024 to 53% in May 2028	The percentage of all 3rd graders meeting or exceeding expected growth on NWEA MAP in math will reach 55% by May 2026.	55%
2.2	The percentage of 3rd grade students attending NES campuses projected at Meets GL on NWEA MAP in math will increase from 38% in May 2024 to 47% in May 2028	The percentage of 3rd grade students attending NES campuses meeting or exceeding expected growth on NWEA MAP in math will reach 55% by May 2026.	55%
2.3		The percentage of 2nd grade students meeting or exceeding expected growth on NWEA MAP in math	55%

## Goal 3: GPM Revision Proposal

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.

GPM	Approved GPM Language (May 2025)	Proposed GPM Language (November 2025)	Proposed Target (2026)
3.4	The percentage of students in grades 4 through 8 who are projected at Meets Grade Level in reading on NWEA MAP will increase from 51% in May 2024 to 59% in May 2028.	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.	55%
3.5	The percentage of students in grades 4 through 8 who are projected at Meets Grade Level in math on NWEA MAP will increase from 41% May 2024 to 49% in May 2028.	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.	55%

## Goal 4: GPM Revision Proposal

Goal 4: Students in grades 4 through 8 who receive special education services that achieve growth as measured by Domain 2 Part A of the state accountability system will increase from 63 percent in August 2023 to 78 percent in August 2028.

GPM	Approved GPM Language (May 2025)	Proposed GPM Language (November 2025)	Proposed Target (2026)
4.1	The percentage of 4th-8th students with disabilities 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.	No Change	52% (No Change)
4.2	The percentage of 4th-8th students with disabilities 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.	No Change	52% (No Change)
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 27% in May 2024 to 35% in May 2028.	Recommend temporary removal, due to GPMs 4.1 and 4.2 already measuring growth.	N/A

### Proposed 2025-26 Calendar

- Pause official reporting in December given SPED proficiency data not available; Provide a Special Education update with alternative data
- No reports are currently scheduled in January
- Regular reporting as scheduled in February 2026 with updated MAP GPMs starting in March 2026

		` '	NES)							
December 2025	No report given MOY data not yet available									
January 2026			No report given MOY	data not yet available						
February 2026	GPM 3.3	CCMR	College Credit	11th	College Board, HCC					
	Goal 1- ALL GPMs	OOA (Reading)	Met Expected Growth	3rd	NOWEA MAD					
March 2026	GOGIT- ALL GPMS	OOA (Redding)	wet expected Growth	2nd	NWEA MAP					
March 2020	Goal 2- ALL GPMs	OOA (Math)	Met Expected Growth	3rd	NWEA MAP					
	GOOT 2 ALL GIVIS	OOA (Matri)	wet Expedied drowth	2nd						

## Next Steps:

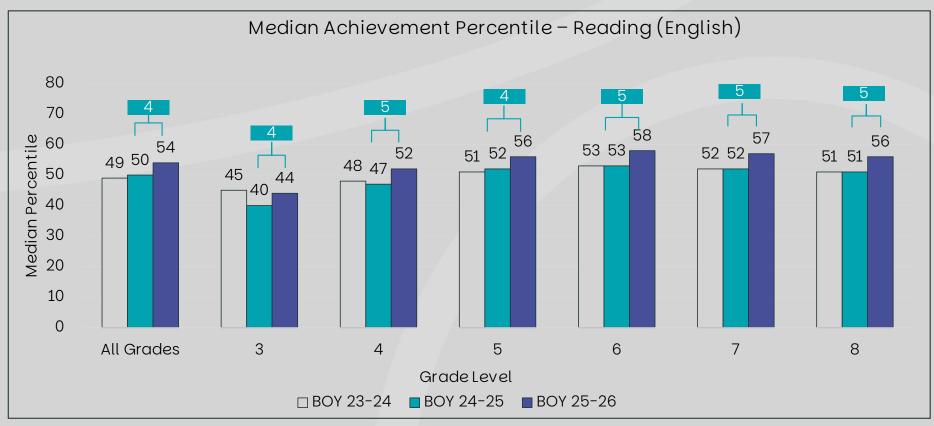
- Board to determine if they approve alternative MAP metrics for SY25-26.
- If changes are approved, the next board monitoring report will be on Met Expected Growth progress in March 2026.
- At the end of SY25-26, HISD will review all MAP results to set the baseline for measuring progress in the 2026–27 school year.
- Revisit the board's desire to continue with proficiency or met expected growth in August 2026.

Even with new MAP norms and question patterns, HISD students continue to demonstrate steady progress aligned with national expectations.



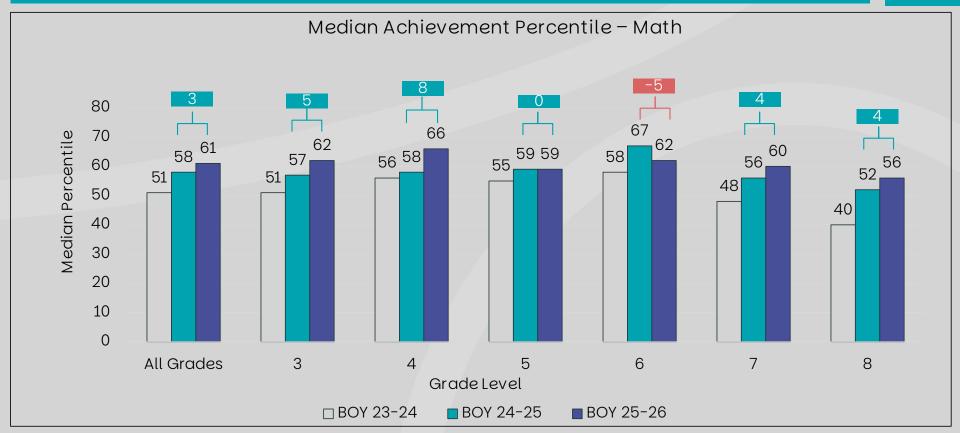
#### Figure 5: NWEA MAP Reading (English) Median Achievement Percentile, BOY Change from 2023-2024 through 2025-2026

BOY Status



# Figure 6: NWEA MAP Math K-12 Median Achievement Percentile, BOY Change from 2023-2024 through 2025-2026

BOY Status

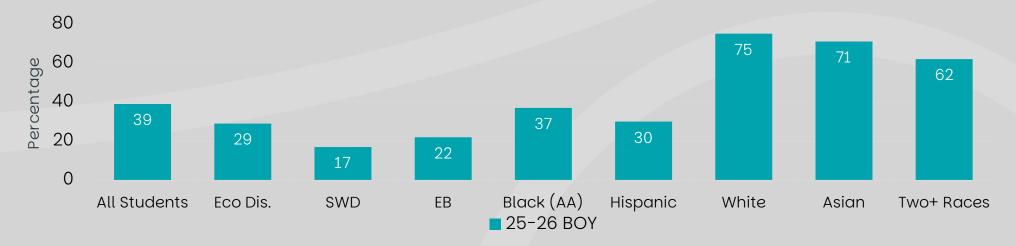


## THANK YOU

GPM 1.1: The percentage of 3rd grade students projected at Meets Grade Level on NWEA MAP in reading will increase from XX% in May 2026 to YY% in May 2028.

BOY Status Pending New Baseline

Figure 1: Percentage of 3<sup>rd</sup> Grade Students Projected at Meets Grade Level on NWEA MAP in Reading (English), BOY 25-26 by Student Groups



	All Students	Program Group			Ethnicity Group					
	All students	Eco Dis.	SWD	EB	Black (AA)	Hispanic	White	Asian	Two+ Races	
N count Meets+	4,820	2,376	274	1,187	873	2,256	972	506	196	
N count Total	12,221	8,123	1,614	5,377	2,387	7,470	1,296	715	315	

GPM 1.2: The percentage of grade 3 students attending a New Education System (NES) campus projected at Meets Grade Level in reading on NWEA MAP will increase from XX% in May 2026 to YY% in May 2028.

BOY Status Pending New Baseline

Figure 2: Percentage of Grade 3 Students Attending an NES Campus Projected at Meets Grade Level on NWEA MAP in Reading (English), BOY 25-26 by Student Groups

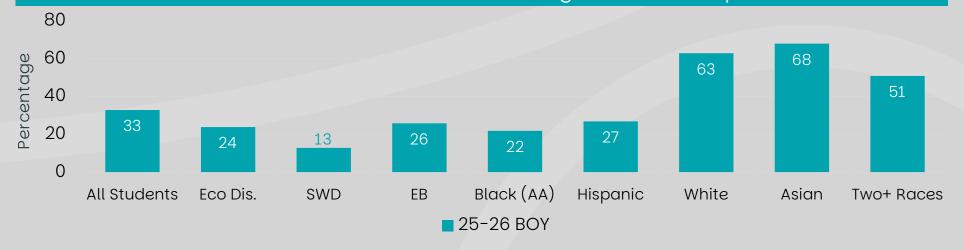


	All Students	Program Group			Ethnicity Group					
	All students	Eco Dis.	SWD	EB	Black (AA)	Hispanic	White	Asian	Two+ Races	
N count Meets+	1,351	1,118	65	428	416	853	30	27	22	
N count Total	4,989	4,219	683	2,420	1,390	3,344	84	89	71	

GPM 2.1: The percentage of 3rd grade students projected at Meets Grade Level on NWEA MAP in math will increase from XX% in May 2026 to YY% in May 2028.

BOY Status Pending New Baseline

Figure 3: Percentage of 3<sup>rd</sup> Grade Students Projected at Meets Grade Level on NWEA MAP in Math, BOY 25-26 by Student Groups

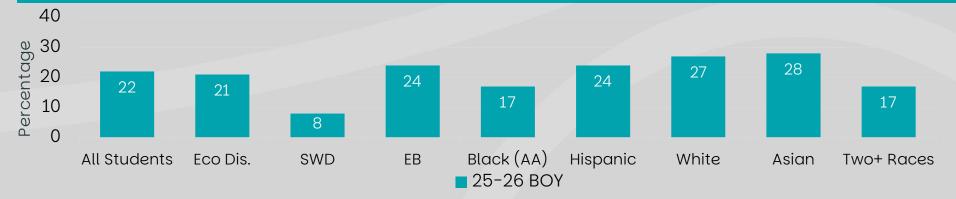


	All Students	Program Group			Ethnicity Group					
	All students	Eco Dis.	SWD	EB	Black (AA)	Hispanic	White	Asian	Two+ Races	
N count Meets+	4,009	1,942	213	1,422	521	1,999	825	489	162	
N count Total	12,232	8,135	1,615	5,377	2,397	7,468	1,300	716	315	

GPM 2.2: The percentage of grade 3 students attending New Education System (NES) campuses projected at Meets Grade Level on NWEA MAP in math will increase from XX% in May 2026 to YY% in May 2028.

BOY Status Pending New Baseline

Figure 4 : Percentage of Grade 3 Students Attending NES Campuses Projected at Meets Grade Level on NWEA MAP in Math, BOY 25-26 by Student Groups



	All Students	Program Group			Ethnicity Group					
	All students	Eco Dis.	SWD	EB	Black (AA)	Hispanic	White	Asian	Two+ Races	
N count Meets+	1,114	904	53	584	233	819	23	25	12	
N count Total	4,993	4,225	684	2,420	1,393	3,345	85	89	71	

#### **ADDITIONAL INFORMATION**

# Board Reporting Updates

November 10, 2025

















#### Overview

Slide Number

NWEA MAP Updates: Norms, Linking Study, and EISA

4-20

Proposed Solution: MAP GPM Metrics & Target Reset

21-30

2025-26 Temporary Calendar Proposal

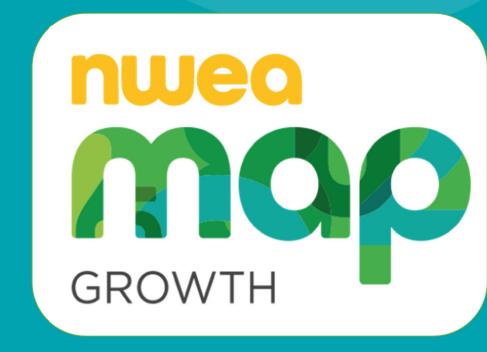
31-33

Supplemental Data: MAP BOY 2025-26

34-39

## NWEA MAP Updates

Impact on Board GPMs 2025-26





In June of 2025, NWEA MAP made three substantial updates that will impact Board reporting.



## There are 3 key changes to MAP:

New National
Norms

 Used more recent national student data to update norms to more accurately predict proficiency and growth Updated Linking
Study

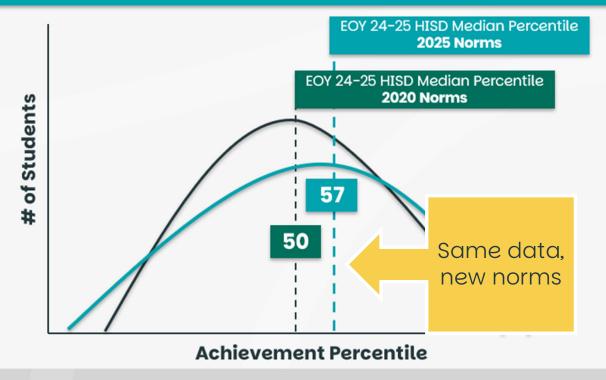
Reconnects
 MAP scores to
 the STAAR test
 to better align
 predictions

New Testing
Algorithm

 Changed the questions students see to better align to grade level

- Under the new norms, the same score now earns a higher percentile.
- This indicates HISD students are achieving higher than new national averages.





## What Changed: Growth Expectations

- In Reading, students are expected to grow less in one year in nearly all grade levels and across percentiles.
- In Math, some students are expected to grow more and some less depending on achievement percentile.

#### Fall-to-Spring Growth

,		Reading	<u> </u>	Math			
Grade	25th	50th	75th	25th 50th		75th	
K	-5	-3	0	-2	-1	1	
1st	-5	-3	0	-1	-1	0	
2nd	-3	-2	-1	-1	0	1	
3rd	-2	-1	0	1	2	4	
4th	-3	-2	-1	1	2	3	
5th	-3	-2	-1	-1	0	1	
6th	-3	-2	-1	1	2	3	
7th	-3	-2	-1	-1	0	2	
8th	-3	-2	0	0	1	3	

Note. Columns show the difference in growth in RIT points at each percentile rank under the 2025 norms compared to the 2020 norms.

New <u>national norms</u> reset where HISD achievement falls among national peers. It also reset expectations for how much students are expected grow in one year.

HISD

# This norms reset impacts the STAAR linking study.



## What is a STAAR Linking Study?

- NWEA uses historic data to match student scores on MAP to scores on STAAR.
- Using this data, NWEA MAP sets cut scores of where students score at each window in order to be Projected Meets on STAAR.
- These cut points do not represent actual STAAR achievement, but rather a forecast that assumes typical growth.

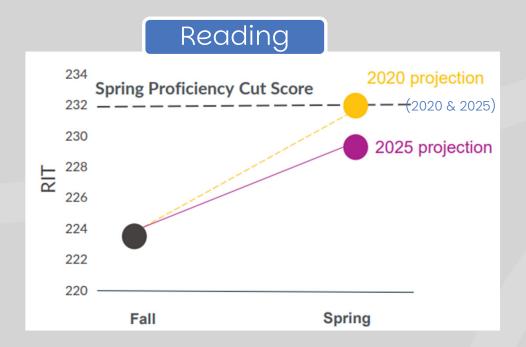
#### STAAR Projected Meets RIT Score Cut Points

	Fall	Winter	Spring
3 <sup>rd</sup> Grade Reading	188 - 201	192 - 206	197 - 208
3 <sup>rd</sup> Grade Math	194 - 205	203 - 214	209 - 219

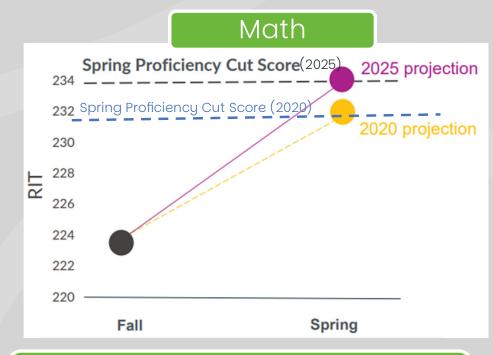
## What Changed: Updated Linking Study

- In response to post-COVID learning shifts, the new linking study in some cases assumes lower national growth expectations. This means MAP expects students to grow less across the year and thus assume they are less likely to meet thresholds for projected meets.
- Given this new assumption, some students who looked 'on track' using the previous study, will now show as 'off track,' even if they are scoring at the same level.
- Additionally, the Projected Meets cut point remained the same in Reading and was increased in Math.
- This linking study affects the Projected Meets metric, which is only a forecast from MAP. This does not mean that HISD students will not meet grade level expectations at EOY, but rather, less students are projected to meet based on national norms.

## Projected Proficiency Impact by Subject



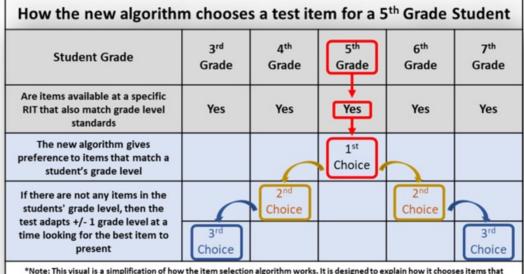
Same cut point, lower growth: Fewer students may be projected proficient.



Projected Meets cut point shifted upward, which offsets changes in growth norms.

These updated growth expectations impact the MAP-STAAR linking study. Fewer students will appear "on track" because national expectations for student growth have decreased and cut points have increased. HISD What Changed: Enhanced Item Selection Algorithm (EISA)

- MAP now gives more grade-level questions earlier in the year.
- Students may start lower in fall because the content has not been taught but grow faster by spring.
- The order and type of questions students see during testing differ from prior years.



\*Note: This visual is a simplification of how the item selection algorithm works. It is designed to explain how it chooses items that better match the grade level of a student but does not explain a number of other important factors that go into the final selection of an item. This visual is for communication purposes only.

This change is the main reason results are not comparable year over year. HISD cannot recalculate historical testing data given the algorithm did not previously exist.

## Legacy MAP v. EISA

#### Legacy MAP



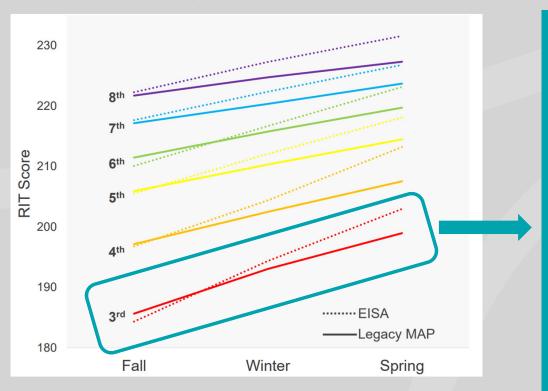
- Random Item Selection: Questions picked based on what student knew, but not whether they matched the grade level being taught
- Variable Alignment: May not consistently align with grade-level content standards
- Mixed Instructional Relevance:
   Some items may fall outside gradelevel expectations

# New Algorithm (EISA)

- Grade Level Prioritization: Questions are carefully picked to match exactly what students should be learning at their grade level
- Enhanced Alignment: Dynamically adjusts question distribution by state standards
- Instructionally Relevant: Items closely match what students are learning in class

**Houston Independent School District** 

#### EISA Implementation Impact - Math



When compared to results under the Legacy MAP framework, students may score lower in the Fall (BOY) due to the Enhanced Instructional Sensitivity Algorithm (EISA), which increases grade-level rigor earlier in the school year.

However, after students are now exposed to more grade-level content throughout the year, they tend to demonstrate steeper growth by Spring (EOY).

MAP has a <u>new question</u> algorithm and now front-loads grade-level questions. This means, students may score lower in fall but show steeper growth by spring.



#### Putting it all together: Student Example

SY25-26 4<sup>th</sup> grade Math Score: BOY = 204

#### **New National Norms**

- Achievement Percentile
  - 62<sup>nd</sup> (2020)
  - 73<sup>rd</sup> (2025)
- Expected Growth
  - Mean 11 pts (2020)
  - Mean 13 pts (2025)

#### **Updated Linking Study**

- Projected Meets cut point BOY = 204 (2024)
- Projected Meets cut point BOY = 207 (2025)

#### New Testing Algorithm

- This score may be lower than what this student could have scored last year at BOY due to prioritization of new grade level content.
- EISA impacts are strongest in math.

These three changes may feel like they contradict each other, or have opposite effects. Because they are all happening concurrently, it is impossible to know how HISD data will behave. HISD

Because the new MAP norms and linking study adjusts projections and the new MAP algorithm changes test question patterns, last year's results can't be reasonably compared to this year's.



To maintain focus on student outcomes, HISD will use a one-year growth metric instead of proficiency projections that compare year over year data.

## Proposed Solution

For this year only, update GPMs to MAP metrics that appropriately measure student growth in a way that is **not impacted by either the new linking student or test algorithm**. After one year of baseline data is collected, HISD may transition back to current GPMs.

Current MAP GPM Metric: % of students projected to meet STAAR



Proposed Updated GPM MAP Metric for SY 2025-26: % of students meeting expected growth target

After one year of baseline data is collected, this metric may be used for year over year comparison.

This metric looks at growth from BOY to MOY and EOY so not impacted by MAP algorithm changes. Additionally, it is already widely used by the district and principals.

## Proposed Target = 55%

#### NWEA MAP Guidance

- NWEA MAP publishes that 50% of students are anticipated to meet expected growth. HISD remains committed to maintaining focus on higher-than-average expectations for all students.
- National growth expectations are being used because the impact of MAP changes on HISD data cannot be known at this time.

#### Teacher Incentive Allotment (TIA) Guidance

- TIA is built by TEA for Texas school districts to designate and reward top-performing teachers.
- Districts can identify and designate outstanding teachers based on student growth and classroom observation
- To be a Recognized teacher through TIA, 55% of students in the teacher's class must meet expected growth.

## Revision Impact to GPMs

Shift current Goal Progress Measures (GPMs) that measure proficiency to instead measure growth for the 2025–26 school year <u>only</u>.

Goal 1	Goal 2	Goal 3	Goal 4
GPM 1.1	GPM 2.1	GPM 3.1	GPM 4.1
GPM 1.2	GPM 2.2	GPM 3.2	GPM 4.2
GPM 1.3	GPM 2.3	GPM 3.3	GPM 4.3
		GPM 3.4	
		GPM 3.5	

Items in red are MAP proficiency metrics and must be revised for the 2025-26 school year.

Items in yellow are not MAP metrics but must be revised due to surpassing existing targets. Revision will be addressed later in the presentation.

### Goal 1: GPM Revision Proposal

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.

GPM	Approved GPM Language (May 2025)	Proposed GPM Language (November 2025)	Proposed Target (2026)
1.1	The percentage of 3rd grade students projected at Meets Grade Level on NWEA MAP in reading will increase from 47% in May 2024 to 56% in May 2028.	The percentage of 3rd grade students meeting or exceeding expected growth on NWEA MAP in reading will reach 55% by May 2026.	55%
1.2	The percentage of grade 3 students attending a New Education System (NES) campus projected at Meets Grade Level in reading on NWEA MAP will increase from 40% in May 2024 to 49% in May 2028.	The percentage of grade 3 students attending a New Education System (NES) campus meeting or exceeding expected growth on NWEA MAP in reading will reach 55% by May 2026.	55%
1.3	The percentage of 2nd grade students who grow one or more proficiency levels or maintain Meets or Masters from BOY to EOY on NWEA MAP in Reading will increase from 43% in May 2028.	meeting or exceeding expected growth on	55%

## Goal 2: GPM Revision Proposal

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.

GPM	Approved GPM Language (May 2025)	Proposed GPM Language (November 2025)	Proposed Target (2026)
2.1	The percentage of all 3rd graders projected at Meets Grade Level on NWEA MAP in math will increase from 44% in May 2024 to 53% in May 2028	The percentage of all 3rd graders meeting or exceeding expected growth on NWEA MAP in math will reach 55% by May 2026.	55%
2.2	The percentage of 3rd grade students attending NES campuses projected at Meets GL on NWEA MAP in math will increase from 38% in May 2024 to 47% in May 2028	The percentage of 3rd grade students attending NES campuses meeting or exceeding expected growth on NWEA MAP in math will reach 55% by May 2026.	55%
2.3		The percentage of 2nd grade students meeting or exceeding expected growth on NWEA MAP in math	55%

## Goal 3: GPM Revision Proposal

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.

GPM	Approved GPM Language (May 2025)	Proposed GPM Language (November 2025)	Proposed Target (2026)
3.4	The percentage of students in grades 4 through 8 who are projected at Meets Grade Level in reading on NWEA MAP will increase from 51% in May 2024 to 59% in May 2028.	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.	55%
3.5	The percentage of students in grades 4 through 8 who are projected at Meets Grade Level in math on NWEA MAP will increase from 41% May 2024 to 49% in May 2028.	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.	55%

## Goal 4: GPM Revision Proposal

Goal 4: Students in grades 4 through 8 who receive special education services that achieve growth as measured by Domain 2 Part A of the state accountability system will increase from 63 percent in August 2023 to 78 percent in August 2028.

GPM	Approved GPM Language (May 2025)	Proposed GPM Language (November 2025)	Proposed Target (2026)
4.1	The percentage of 4th-8th students with disabilities 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.	No Change	52% (No Change)
4.2	The percentage of 4th-8th students with disabilities 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.	No Change	52% (No Change)
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 27% in May 2024 to 35% in May 2028.	Recommend temporary removal, due to GPMs 4.1 and 4.2 already measuring growth.	N/A

This is a one-year reset to establish a clean, comparable baseline moving forward.



#### Proposed 2025-26 Calendar

- Pause official reporting in December
  - Scheduled to review SPED MAP Proficiency Data
- No reports are currently scheduled in January
- Regular reporting as scheduled in February 2026
- Resume MAP reporting in March 2026

		` '	NES)						
December 2025	No report given MOY data not yet available								
January 2026	No report given MOY data not yet available								
February 2026	GPM 3.3	CCMR	College Credit	11th	College Board, HCC				
	Goal 1- ALL GPMs	OOA (Reading)	Met Expected Growth	3rd	ADMEA MAD				
March 2026	GOGIT- ALL GPMS	OOA (Redding)	Met Expected Growth	2nd	NWEA MAP				
Midi Cii 2020	Goal 2- ALL GPMs	OOA (Math)	Met Expected Growth	3rd	NWEA MAP				
	COMI 2 ALL GITMS	OOA (Math)		2nd					

## Proposed 2025-26 Calendar

**TEMPORARY: 2025-26** 

		<del>-</del>					
Month	Goal/GPM	Program / Department	Description	Grade Level	Data Source	Reporting Period	
October 2025	GPM 3.2	CCMR	CTE Completer Status	10th - 12th	Summer PEIMS	EOY/BOY	
November 2025	GPM 1.1 & 1.2	OOA (Reading)	Projected Meets+ GL (All, NES)	3rd	NWEA MAP	ВОҮ	
November 2025	GPM 2.1 & 2.2	OOA (Math)	Projected Meets+ GL (All, NES)	3rd	NWEA MAP	ВОҮ	
December 2025			No report given MOY do	<mark>rta not yet available</mark>			
January 2026			No report given MOY do	rta not yet available			
February 2026	GPM 3.3	CCMR	College Credit	11th	College Board, HCC	MOY	
March 2026	Goal 1- ALL GPMs	OOA (Reading)	Met Expected Growth	3rd 2nd	NWEA MAP	MOY	
Widi di 12020	Goal 2- ALL GPMs	OOA (Math)	Met Expected Growth	3rd 2nd	NWEA MAP	<mark>MOY</mark>	
	GPM 4.1 & 4.2	SPED	SWD Met Expected Growth (Reading, Math)	4th - 8th	NWEA MAP	MOY	
April 2026	GPM 3.4 & 3.5	CCMR	Met Expected Growth	4th - 8th	NWEA MAP	<mark>MOY</mark>	
	Constraint 1	Accountability	Campus Ratings (D/F)		Prior Year Accountability		
May 2026			No rep		,		
June 2026	GPM 3.1	CCMR	TSI Success	11th	College Board	MOY / EOY	
June 2020	Constraint 3.1	OOA	Specialized Programming		OOA	EOY	
July 2026			No Mee	ting			
	Goal 1	STAAR	STAAR - Meets GL Reading (plus all GPMs)	3rd	STAAR		
August 2026	Goal 2	STAAR	STAAR - Meets GL Math (plus all GPMs)	3rd	STAAR	EOY	
	Constraint 1	Accountability	Campus Ratings (D/F)		Accountability		
Contambor 2026	Goal 4	STAAR (SPED)	STAAR Growth (D2A) - SPED (plus all GPMs)	4111 - 6111	STAAR Accountability	FOV	
September 2026	Goal 3	CCMR	Accountability	12th (Graduates)	Accountability	EOY	
	Constraint 2.1 & 2.2	SPED	SPED Compliance		SPED Audits		

#### 2026-2028 Calendar

#### Houston ISD TEA Lone Star Governance Monitoring Calendar 2026-2028

Month	Goal/ GPM	Program / Department	Description	Grade Level	Data Source	Reporting Period	
October	GPM 3.2	CCMR	CTE Completer Status	10th - 12th	Summer PEIMS	EOY/BOY	
November	GPM 1.1 & 1.2	OOA (Reading)	Projected Meets+ GL (All, NES)	3rd	NWEA MAP	BOY	
November	GPM 2.1 & 2.2	OOA (Math)	Projected Meets+ GL (All, NES)	3rd	NWEA MAP	BOY	
December	GPM 4.3	SPED	SWD Projected Meets+ GL, Reading or Math	3rd - 8th	NWEA MAP	ВОУ	
January			No report given MOY data not ye	et available			
February	GPM 3.3	CCMR	College Credit	11th	College Board, HCC	MOY	
March	Goal 1- ALL GPMs	OOA (Reading)	Projected Meets+ GL (All, NES) Projected Proficiency Growth	3rd 2nd	NWEA MAP	MOY	
Widicii	Goal 2- ALL GPMs  OOA (Math)  Projected Meets+ GL (All, NES)  Projected Proficiency Growth  2nd		NWEA MAP	MOY			
April	GPM 4.1 & 4.2	SPED	SWD Met Expected Growth (Reading, Math) 4th - 8th		NWEA MAP	MOY	
	GPM 3.4 & 3.5	CCMR	Projected Meets+ GL (Reading, Math)	4th - 8th	NWEA MAP	MOY	
	Constraint 1	Accountability	Campus Ratings (D/F)		Prior Year Accountability		
May			No report				
June	GPM 4.3 SPED		SWD Projected Meets+ GL, Reading or Math	3rd - 8th	NWEA MAP	MOY	
June	GPM 3.1	CCMR	TSI Success	11th	College Board	MOY / EOY	
	Constraint 3.1	OOA	Specialized Programming		OOA	EOY	
July			NoMeeting				
	Goal 1	STAAR	STAAR - Meets GL Reading (plus all GPMs)	3rd	STAAR		
August	Goal 2	STAAR	STAAR - Meets GL Math (plus all GPMs)	3rd	STAAR	EOY	
	Constraint 1	Accountability			Accountability		
Santamber	Goal 4	STAAR (SPED)	STAAR Growth (D2A) - SPED (plus all GPMs)	4th - 8th	STAAR Accountability	EOY	
September	Goal 3	CCMR	Accountability	12th (Graduates)	Accountability	EOY	
	Constraint 2.1 & 2.2	SPED	SPED Compliance		SPED Audits		

#### Next Steps:

- Board to determine if they approve alternative MAP metrics for SY25-26
- HISD to calculate all MAP data this year so it can be used as baseline for SY26-27
- If changes approved, next board monitoring report to report Met Expected Growth progress will be March 2026.
- Revisit the board's desire to continue with proficiency or met expected growth in August 2026.

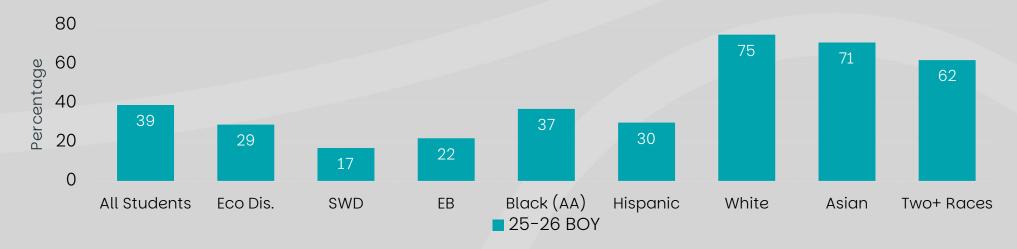
Even with new MAP norms and question patterns, HISD students continue to demonstrate steady progress aligned with national expectations.



GPM 1.1: The percentage of 3rd grade students projected at Meets Grade Level on NWEA MAP in reading will increase from 47% in May 2024 to 56% in May 2028.

BOY Status Pending New Baseline

Figure 1: Percentage of 3<sup>rd</sup> Grade Students Projected at Meets Grade Level on NWEA MAP in Reading (English), BOY 25-26 by Student Groups



	All Students	All Students Program Group				Ethnicity Group				
All Students	Eco Dis.	SWD	EB	Black (AA)	Hispanic	White	Asian	Two+ Races		
N count Meets+	4,820	2,376	274	1,187	873	2,256	972	506	196	
N count Total	12,221	8,123	1,614	5,377	2,387	7,470	1,296	715	315	

GPM 1.2: The percentage of grade 3 students attending a New Education System (NES) campus projected at Meets Grade Level in reading on NWEA MAP will increase from 40% in May 2024 to 49% in May 2028.

BOY Status Pending New Baseline

Figure 2: Percentage of Grade 3 Students Attending an NES Campus Projected at Meets Grade Level on NWEA MAP in Reading (English), BOY 25-26 by Student Groups

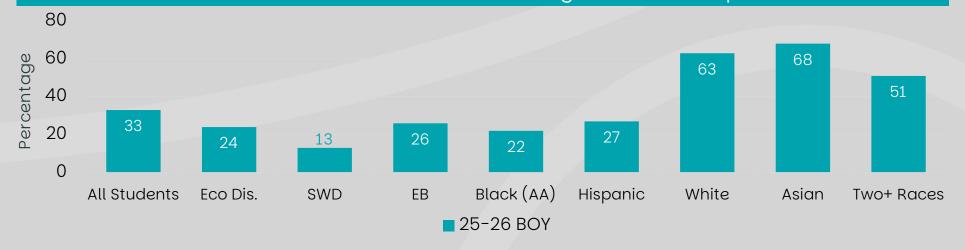


	All Students	Program Group			Ethnicity Group				
		Eco Dis.	SWD	EB	Black (AA)	Hispanic	White	Asian	Two+ Races
N count Meets+	1,351	1,118	65	428	416	853	30	27	22
N count Total	4,989	4,219	683	2,420	1,390	3,344	84	89	71

GPM 2.1: The percentage of 3rd grade students projected at Meets Grade Level on NWEA MAP in math will increase from 44% in May 2024 to 53% in May 2028.

BOY Status Pending New Baseline

Figure 3: Percentage of 3<sup>rd</sup> Grade Students Projected at Meets Grade Level on NWEA MAP in Math, BOY 25-26 by Student Groups

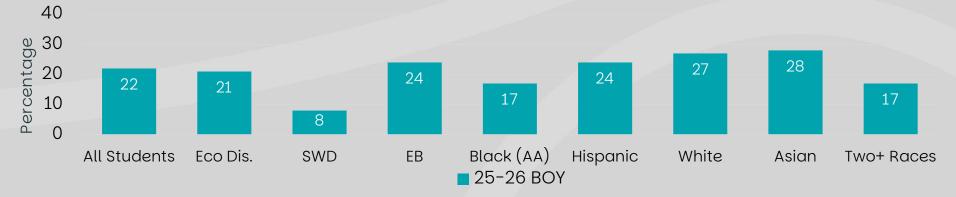


	All Students	Il Students Program Group			Ethnicity Group				
		Eco Dis.	SWD	EB	Black (AA)	Hispanic	White	Asian	Two+ Races
N count Meets+	4,009	1,942	213	1,422	521	1,999	825	489	162
N count Total	12,232	8,135	1,615	5,377	2,397	7,468	1,300	716	315

GPM 2.2: The percentage of grade 3 students attending New Education System (NES) campuses projected at Meets Grade Level on NWEA MAP in math will increase from 38% in May 2024 to 47% in May 2028.

BOY Status Pending New Baseline

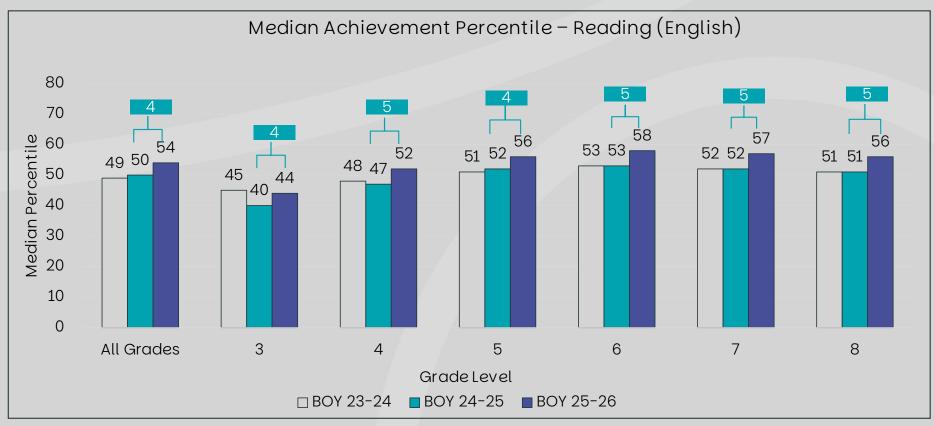
Figure 4 : Percentage of Grade 3 Students Attending NES Campuses Projected at Meets Grade Level on NWEA MAP in Math, BOY 25-26 by Student Groups



	All Students	All Students Program Group			Ethnicity Group				
		Eco Dis.	SWD	EB	Black (AA)	Hispanic	White	Asian	Two+ Races
N count Meets+	1,114	904	53	584	233	819	23	25	12
N count Total	4,993	4,225	684	2,420	1,393	3,345	85	89	71

#### Figure 5: NWEA MAP Reading (English) Median Achievement Percentile, BOY Change from 2023-2024 through 2025-2026

BOY Status



# Figure 6: NWEA MAP Math K-12 Median Achievement Percentile, BOY Change from 2023-2024 through 2025-2026

BOY Status

