

MEMORANDUM

May 15, 2023

TO: Board Members

FROM: Millard L. House II
Superintendent of Schools

SUBJECT: **2021–2022 BOARD GOALS AND CONSTRAINTS REPORT**

CONTACT: Allison Matney, Ed.D., (713) 556-6700

The Board of Education's mission is to equitably educate the whole child so that every student graduates with the tools to reach their full potential. To succeed in their mission, the board participates in Lone Star Governance, whose intent is to provide a continuous improvement model for governing teams (boards in collaboration with their Superintendents) that choose to intensively focus on one primary objective: improving student outcomes.

In compliance with Lone Star Governance, the Houston Independent School District (HISD) Board of Education developed four goals in alignment with their mission and vision. In addition, the board set a framework in which the Superintendent could operate to achieve the goals through five constraints.

This report evaluates each goal and constraint with their respective progress measures for the 2021–2022 school year.

Key findings include:

- ***The district met goals 1 and 4 during the 2021–2022 school year.***
 - **Goal 1:** The percentage of grade 3 students performing at or above grade level in reading as measured by the Meets Grade Level Standard on the State of Texas Assessments of Academic Readiness (STAAR) will increase 8 percentage points from 42 percent in June 2019 to 50 percent in June 2024.
 - **Goal 2:** The percentage of grade 3 students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase 8 percentage points from 46 percent in spring June 2019 to 54 percent in spring June 2024.
 - **Goal 3:** The percentage of graduates that meet the criteria for college, career, and military readiness (CCMR) as measured in Domain 1 of the state accountability system will increase 8 percentage points from 63 percent for 2017–2018 graduates reported in August 2019 to 71 percent for 2022–2023 graduates reported in August 2024.
 - **Goal 4:** The percentage of students receiving special education services reading at or above grade level as measured by the Meets Grade Level Standard on the STAAR 3–8 Reading and STAAR end-of-course (EOC) English I and II assessments will increase 8 percentage points from 21 percent in June 2019 to 29 percent in June 2024.

- ***The district successfully operated within constraints 1 and 2 during the 2021–2022 school year, and constraint 5 was not evaluated this year.***
 - **Constraint 1:** The Superintendent will not allow the District to operate without a system to recruit/employ strong teachers, who meet the needs of students needing the most support.
 - **Constraint 2:** The Superintendent will not allow the District to operate without students having effective, school-based wraparound support systems.
 - **Constraint 3:** The Superintendent will not allow the District to operate without notifying parents/guardians at least once each 12 weeks about how to help their student, if the student is one or more grade levels behind in literacy.
 - **Constraint 4:** The Superintendent will not allow the District to operate without students receiving special education services meeting individualized education program (IEP) progress.
 - **Constraint 5:** The Superintendent shall not allow the District to operate without providing high-quality full-day seats for prekindergarten 3, prekindergarten 4, and kindergarten programs for all students throughout the district at locations based on a data-driven centralized method for identifying areas of highest need.

Should you have any further questions, please contact Dr. Allison Matney in Research and Accountability at 713-556-6700.

 MLH

Attachments

cc: Superintendent's Cabinet



RESEARCH

Educational Program Report

**BOARD GOALS AND CONSTRAINTS
REPORT 2021-2022**



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2021–2022 Board Goals and Constraints Report

Executive Summary

Program Description

The board goals and constraints were constructed under the Lone Star Governance framework. To ensure the district is working towards these goals while operating within the constraints set forth by the board, consistent monitoring of these goals and constraints are required. This report summarizes the results of the Houston Independent School District's goal and constraint monitoring board presentations from the 2021–2022 school year. These results are used for the superintendent's evaluation.

Highlights

The district met two out of four goals during the 2021–2022 school year.

- **Goal 1:** The district met the overall goal. However, three of three progress measures did not meet targets.
- **Goal 2:** This district did not meet the overall goal. Additionally, three of three progress measures did not meet targets.
- **Goal 3:** The district did not meet the overall goal. One progress measure out of three met targets.
- **Goal 4:** The district met the overall goal. In addition, all three of three progress measures met targets.

The district successfully operated within two out of four eligible constraints during the 2021–2022 school year.

- **Constraint 1:** All three constraints related to strong teacher recruitment and retention met their targets.
- **Constraint 2:** The constraint regarding wraparound support systems exceeded its target for each progress measure.
- **Constraint 3:** One progress measure (out of two) related to parent literacy notification met the target.
- **Constraint 4:** None of the three progress measures related to the IEP progress constraint met their target.
- **Constraint 5:** None of the progress measures for this constraint were evaluated due to the approval of these items on February 10, 2022.

Introduction

The Board of Education’s mission is to equitably educate the whole child so that every student graduates with the tools to reach their full potential (Houston Independent School District (HISD), 2019). To succeed in their mission, the board participates in Lone Star Governance, whose intent is to provide a continuous improvement model for governing teams (boards in collaboration with their Superintendents) that choose to intensively focus on one primary objective: improving student outcomes.

In compliance with Lone Star Governance, the Houston Independent School District (HISD) Board of Education developed four goals in alignment with their mission and vision. In addition, the board set a framework in which the Superintendent could operate to achieve the goals through five constraints. This report evaluates each goal and constraint with their respective progress measures for the 2021–2022 school year.

Lone Star Governance

Lone Star Governance is a training initiative developed by the Texas Education Agency to provide a continuous improvement model for school districts. Lone Star Governance accomplishes this through tailored execution of the five points of the Texas Framework for School Board Development: Vision and Goals, Systems and Processes, Progress and Accountability, Advocacy and Engagement, and Synergy and Teamwork.

The HISD Board of Education participated in this two-day training during 2016–2017 school year. Through this workshop, the school board developed their vision and beliefs:

Vision:

Every child shall have equitable opportunities and equal access to an effective and personalized education in a nurturing and safe environment. Our students will graduate as critical thinkers and problem solvers; they will know and understand how to be successful in a global society (HISD, 2019).

Beliefs:

- We believe that equity is a lens through which all policy decisions are made.
- We believe that there should be no achievement gap among socio-economic groups or children of ethnic diversity.
- We believe that the district must meet the needs of the whole child, providing wraparound services and social and emotional supports.
- We believe our classrooms/schools should be safe, vibrant, joyful spaces where students are guaranteed access to a challenging and deep educational experience.
- We believe that instruction should be customized/personalized to meet the learning needs for each individual child, including students with disabilities, gifted and talented students, and English Language Learners, so they have the support and opportunity they need to flourish.

- We believe that recruitment and retention of qualified and effective personnel are the keys to enhancing the quality of education and increasing student achievement.
- We believe that the community has a right to transparent operations across the District in all schools, departments, and divisions.
- We believe that meaningful engagement with the community is important in all major decision making (HISD, 2019).

In addition, the board developed four goals and five constraints in the Fall of 2020 to achieve their vision and provide a framework under which this vision is to be accomplished. Throughout the 2021–2022 school year, these goals and constraints were monitored through the goal and constraint progress measures (GPMs and CPMs) at monthly board meetings. In order to best reflect the board’s intent, specific progress measures were updated throughout the 2021-2022 school year.

Goals:

- **Goal 1:** The percentage of grade 3 students performing at or above grade level in reading as measured by the Meets Grade Level Standard on the State of Texas Assessments of Academic Readiness (STAAR) will increase 8 percentage points from 42 percent in June 2019 to 50 percent in June 2024.
- **Goal 2:** The percentage of grade 3 students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase 8 percentage points from 46 percent in spring June 2019 to 54 percent in spring June 2024.
- **Goal 3:** The percentage of graduates that meet the criteria for college, career, and military readiness (CCMR) as measured in Domain 1 of the state accountability system will increase 8 percentage points from 63 percent for 2017–2018 graduates reported in August 2019 to 71 percent for 2022–2023 graduates reported in August 2024.
- **Goal 4:** The percentage of students receiving special education services reading at or above grade level as measured by the Meets Grade Level Standard on the STAAR 3–8 Reading and STAAR end-of-course (EOC) English I and II assessments will increase 8 percentage points from 21 percent in June 2019 to 29 percent in June 2024.

Constraints:

- **Constraint 1:** The Superintendent will not allow the District to operate without a system to recruit/employ strong teachers, who meet the needs of students needing the most support.
- **Constraint 2:** The Superintendent will not allow the District to operate without students having effective, school-based wraparound support systems.
- **Constraint 3:** The Superintendent will not allow the District to operate without notifying parents/guardians at least once each 12 weeks about how to help their student, if the student is one or more grade levels behind in literacy.
- **Constraint 4:** The Superintendent will not allow the District to operate without students receiving special education services meeting individualized education program (IEP) progress.
- **Constraint 5:** The Superintendent shall not allow the District to operate without providing high-quality full-day seats for prekindergarten 3, prekindergarten 4, and kindergarten

programs for all students throughout the district at locations based on a data-driven centralized method for identifying areas of highest need.

Superintendent's Evaluation

The Lone Star Governance framework is the foundation of the superintendent's evaluation. A goal is considered met if the annual student outcome is either met or exceeded or at least two-thirds of the corresponding goal progress measures are met or exceeded. A constraint is considered met if at least two-thirds of its corresponding progress measures have been met. Accomplishment of at least 75% of the goals and constraints is an automatic indicator of success for evaluative purposes. Board judgement shall be used when this threshold is not met based on monitoring reports received throughout the year and the board's self-evaluation.

Board Self-Evaluation

Student outcome focused governance emphasizes the impact of a board's governance behavior on the superintendent's ability to achieve the board's vision. Boards that engage in behavior outside their mandate (agreed upon through the selection of their governance model) inhibit the superintendent from achieving the district's vision. Boards participate in quarterly self-evaluation to ensure adherence to the Lone Star Governance framework and adopt a model of continuous improvement to maintain focus on student outcomes. The Board's self-evaluations are not readily available at the time of evaluation for the 2021–2022 school year.

A summary of the district's performance on these measures are presented on the following pages. **Appendix A** (page 38) provides a link to monthly summary reports from throughout the 2021–2022 reporting period. **Appendices B and C** (page 39 and 40) contain one-page summaries of the goals and constraints, respectively, with their respective target, performance, and evaluation.

Goal 1

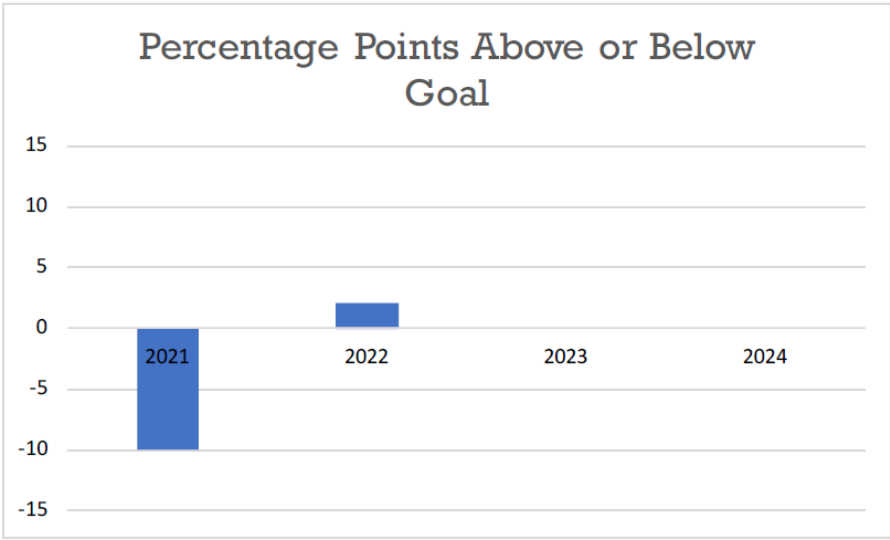
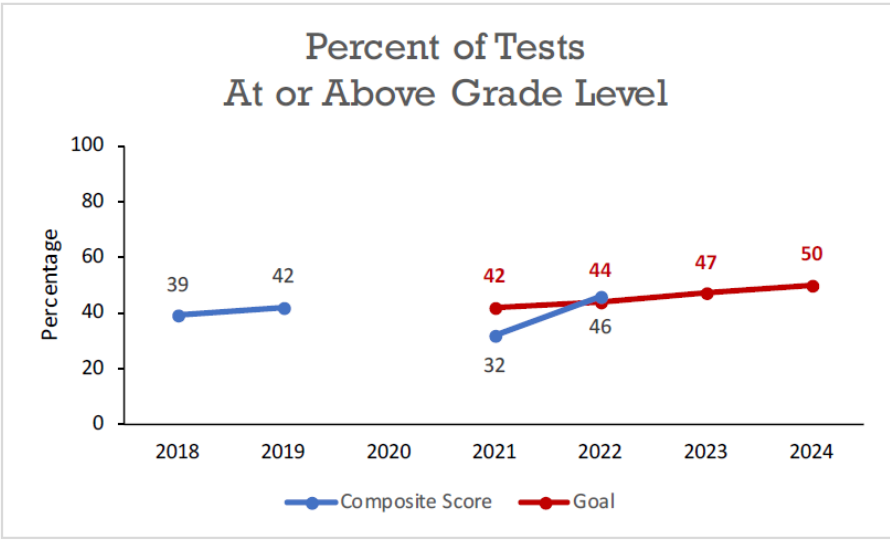
3rd Grade STAAR Reading At or Above Grade Level

Met Goal

The percentage of 3rd grade students performing at or above grade level in reading as measured by the Meets Grade Level Standard on the STAAR will increase 8 percentage points from 42% in June 2019 to 50% in June 2024.

Research and Accountability
ANALYZING DATA, MEASURING PERFORMANCE.

HISD



Data Source: TAPR statewide district data download

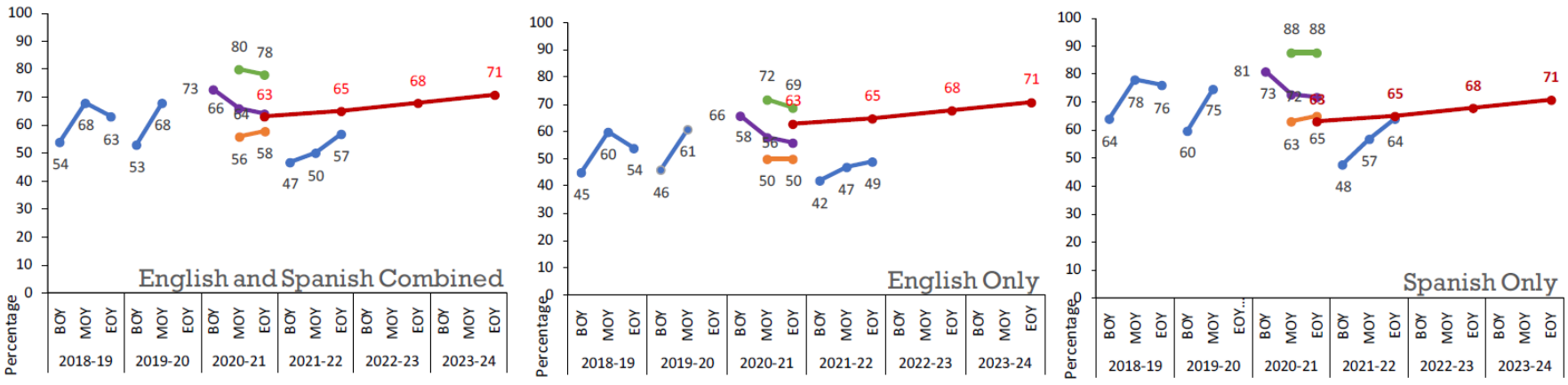
Goal Progress Measure 1.1
1st Grade Students Reading At or Above Benchmark

Did Not Meet

The percentage of first-grade students reading on grade level as measured by the end-of-year literacy screener will increase eight percentage points from 63 percent in June 2019 to 71 percent in June 2024.

- Reading on grade level is defined as students meeting At/Above Benchmark (≥ 40th Percentile) on the Early Literacy Universal Screener.
- For students testing in both English and Spanish, the language with the higher result is used when presented as an aggregate.

HISD Research and Accountability
 ANALYZING DATA, MEASURING PERFORMANCE.



BOY 2020–2021 results reflect the last assessment during the testing window when all students were learning remotely.

Tested N=	2018-2019			2019-2020			2020-2021			2021-2022			2022-2023		
	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
All Students	14,847	15,306	14,841	15,590	15,093	Not Tested	13,898	13,473	13,579	13,884	15,668	13,981			
English Only	11,447	11,143	10,699	11,450	10,863	Not Tested	10,295	10,049	10,072	10,498	10,907	10,641			
Spanish Only	5,267	5,394	5,462	5,624	5,615	Not Tested	4,960	4,858	5,039	4,979	4,992	5,028			

- Reading Performance
- Reading Performance - Data Quality Issues
- Off Campus Testers
- On Campus Testers
- Target

Goal Progress Measure 1.2

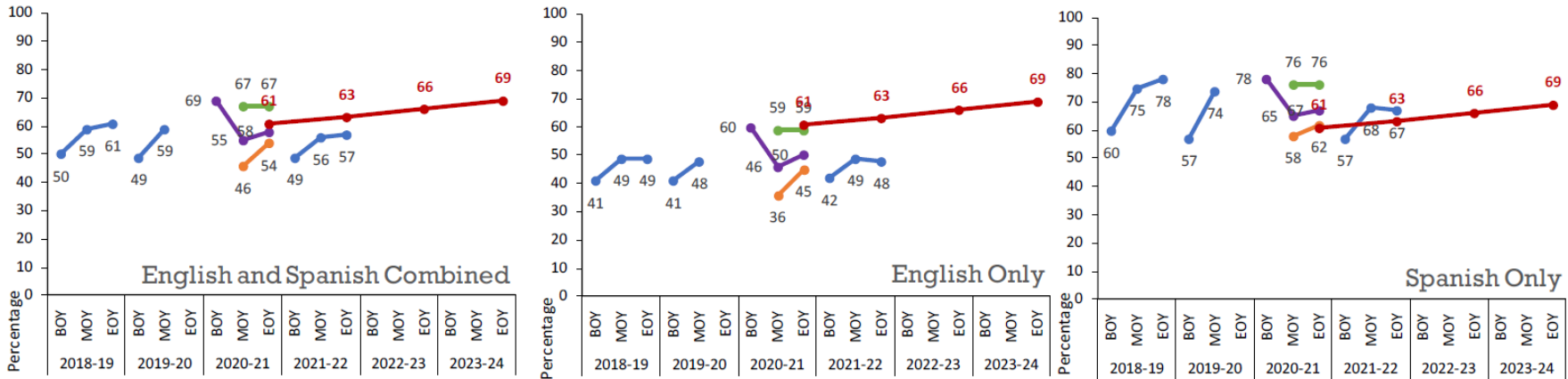
2nd Grade Students Reading At or Above Benchmark

Did Not Meet

The percentage of second-grade students reading on grade level as measured by the end-of-year literacy screener will increase eight percentage points from 61 percent in June 2019 to 69 percent in June 2024.

- Reading on grade level is defined as students meeting At/Above Benchmark (≥ 40th Percentile) on the Reading Universal Screener.
- For students testing in both English and Spanish, the language with the higher result is used when presented as an aggregate.

HISD Research and Accountability
ANALYZING DATA, MEASURING PERFORMANCE.



BOY 2020–2021 results reflect the last assessment during the testing window when all students were learning remotely.

Tested N=	2018-2019			2019-2020			2020-2021			2021-2022			2022-2023		
	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
All Students	14,847	15,306	14,841	15,590	15,093	Not Tested	13,898	13,473	13,579	13,884	15,668	13,981			
English Only	11,447	11,143	10,699	11,450	10,863	Not Tested	10,295	10,049	10,072	10,498	10,907	10,641			
Spanish Only	5,267	5,394	5,462	5,624	5,615	Not Tested	4,960	4,858	5,039	4,979	4,992	5,028			

- Reading Performance
- Reading Performance - Data Quality Issues
- Off Campus Testers
- On Campus Testers
- Target

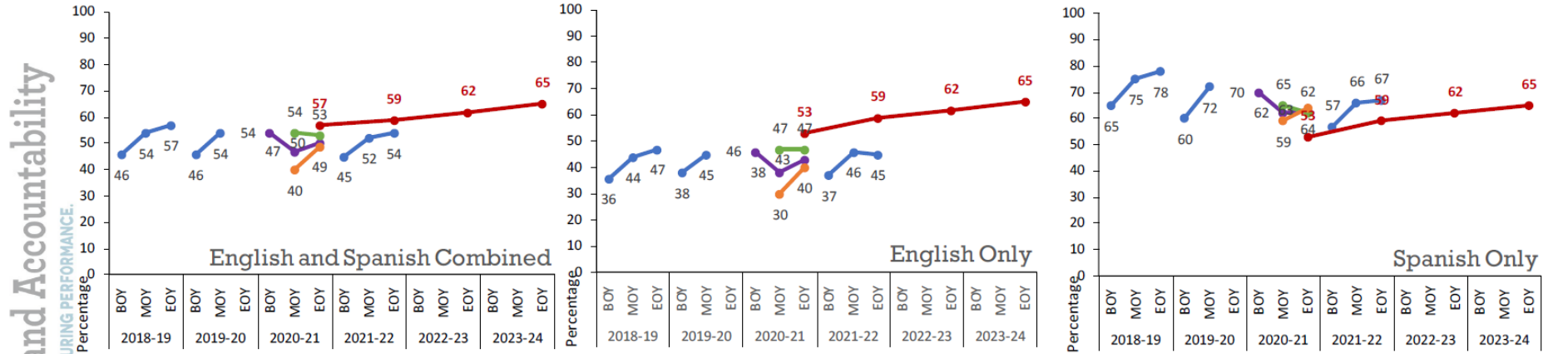
Goal Progress Measure 1.3

3rd Grade Students Reading At or Above Benchmark

Did Not Meet

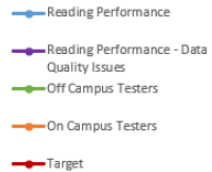
The percentage of third-grade students reading on grade level as measured by the end-of-year literacy screener will increase eight percentage points from 57 percent in June 2019 to 65 percent in June 2024.

- Reading on grade level is defined as students meeting At/Above Benchmark (≥ 40th Percentile) on the Reading Universal Screener.
- For students testing in both English and Spanish, the language with the higher result is used when presented as an aggregate.



BOY 2020–2021 results reflect the last assessment during the testing window when all students were learning remotely.

Tested N=	2018-2019			2019-2020			2020-2021			2021-2022			2022-2023		
	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
All Students	16,337	16,340	16,086	15,771	15,531	Not Tested	14,399	16,179	13,988	13,358	12,425	14,008			
English Only	14,120	13,332	13,137	13,101	12,832	Not Tested	11,850	13,496	11,644	10,918	10,030	11,578			
Spanish Only	4,324	4,412	4,231	4,427	4,191	Not Tested	3,892	4,439	3,803	3,840	3,486	3,995			

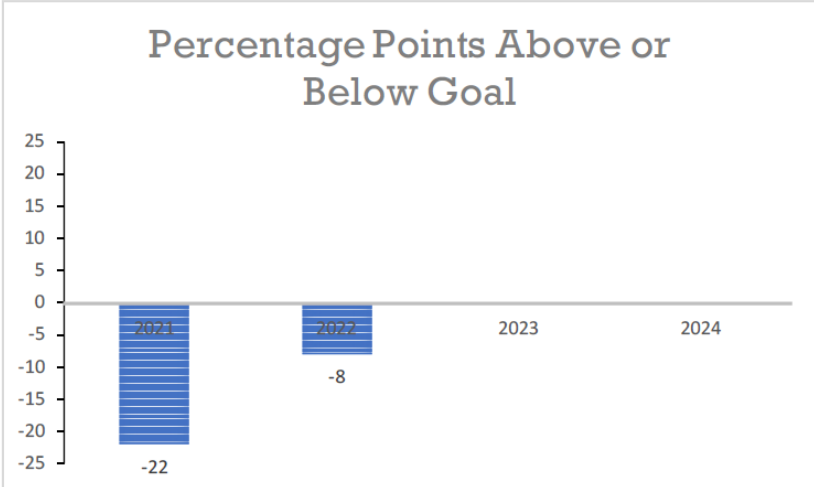
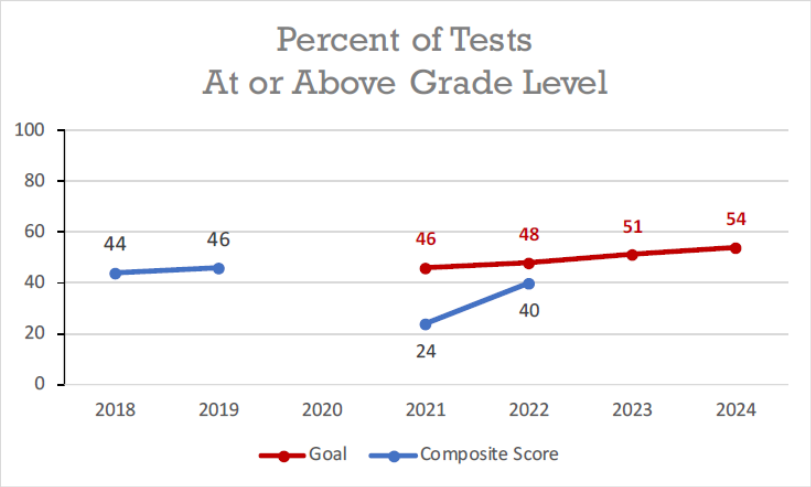


HISD Research and Accountability
 ANALYZING DATA, MEASURING PERFORMANCE.

Goal 2
3rd Grade STAAR Math At or Above Grade Level

Did Not Meet

The percentage of 3rd grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase 8 percentage points from 46% in June 2019 to 54% in June 2024.



Data Source: TAPR statewide district data download

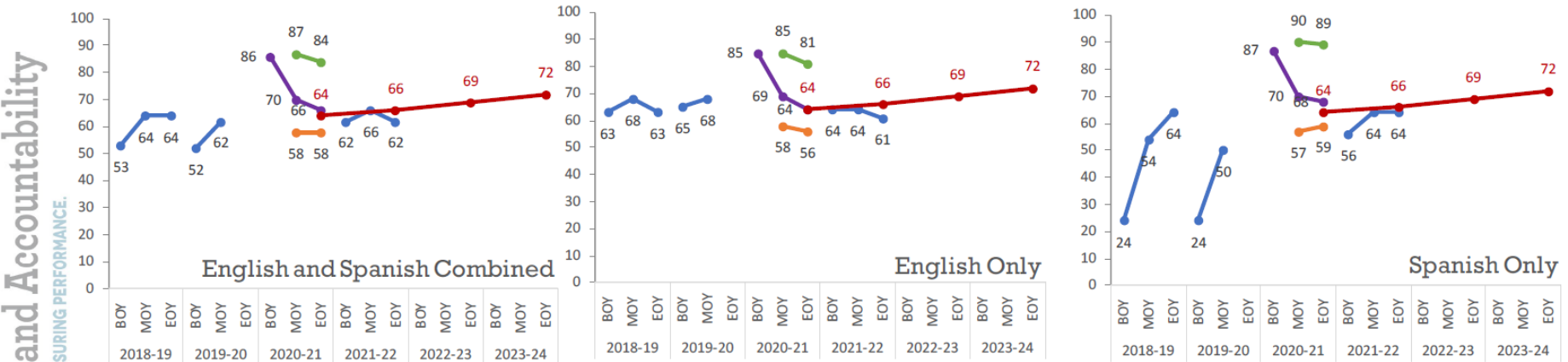
Goal Progress Measure 2.1

Did Not Meet

1st Grade Math Students At or Above Benchmark

The percentage of first-grade students performing on grade level in math as measured by the end-of-year math screener will increase eight percentage points from 64 percent in June 2019 to 72 percent in June 2024.

- Performing on grade level in math is defined as students meeting At/Above Benchmark ($\geq 40^{\text{th}}$ Percentile) on the Universal Screener.
- For students testing in both English and Spanish, the language with the higher result is used when presented as an aggregate.



BOY 2020–2021 results reflect the last assessment during the testing window when all students were learning remotely.

Tested N=	2018-2019			2019-2020			2020-2021			2021-2022			2022-2023		
	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
All Students	14,739	15,441	15,341	15,374	15,657	Not Tested	13,621	13,217	13,579	13,425	11,394	13,959			
English Only	10,883	10,341	10,228	10,453	10,577	Not Tested	9,261	9,008	9,300	9,466	8,607	9,643			
Spanish Only	4,947	5,606	5,614	5,561	5,701	Not Tested	4,815	4,675	4,850	4,469	4,035	4,862			

- Math Performance
- Math Performance - Data Quality Issues
- Off Campus Testers
- On Campus Testers
- Target

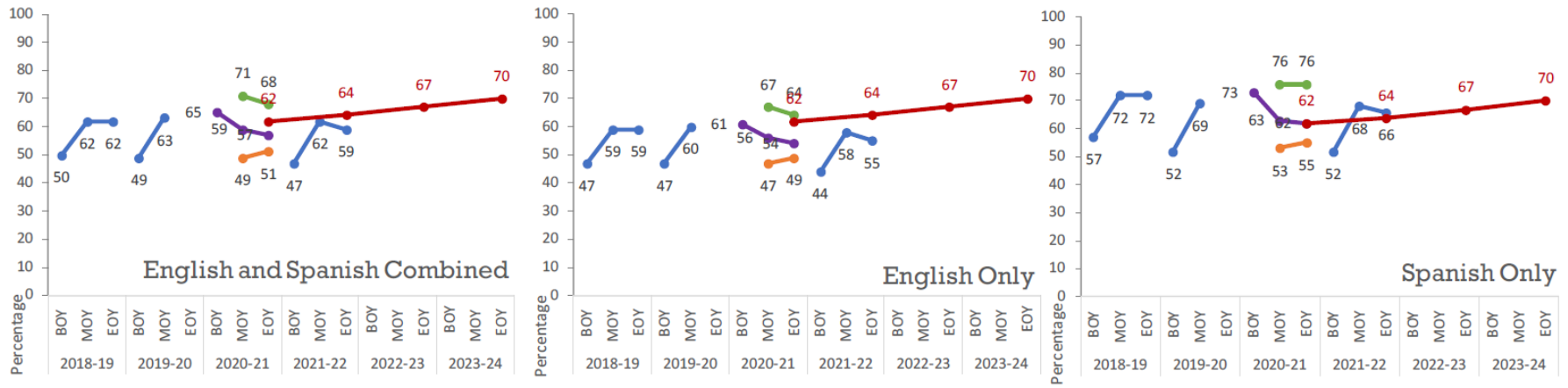
Goal Progress Measure 2.2
2nd Grade Math Students At or Above Benchmark

Did Not Meet

The percentage of second-grade students performing on grade level in math as measured by the end-of-year math screener will increase eight percentage points from 62 percent in June 2019 to 70 percent in June 2024.

- *Performing on grade level in math is defined as students meeting At/Above Benchmark (≥ 40th Percentile) on the Universal Screener.*
- *For students testing in both English and Spanish, the language with the higher result is used when presented as an aggregate.*

HISD Research and Accountability
ANALYZING DATA, MEASURING PERFORMANCE.



Tested N=	2018-2019			2019-2020			2020-2021			2021-2022			2022-2023		
	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
All Students	15,811	15,845	15,762	15,670	15,575	Not Tested	13,181	13,522	13,809	13,337	10,962	13,575			
English Only	12,664	12,589	12,359	12,221	11,906	Not Tested	10,662	10,539	10,767	10,359	8,872	10,601			
Spanish Only	4,047	3,695	3,825	4,231	4,115	Not Tested	3,765	3,598	2,233	3,612	3,141	3,723			

- Math Performance
- Math Performance - Data Quality Issues
- Off Campus Testers
- On Campus Testers
- Target

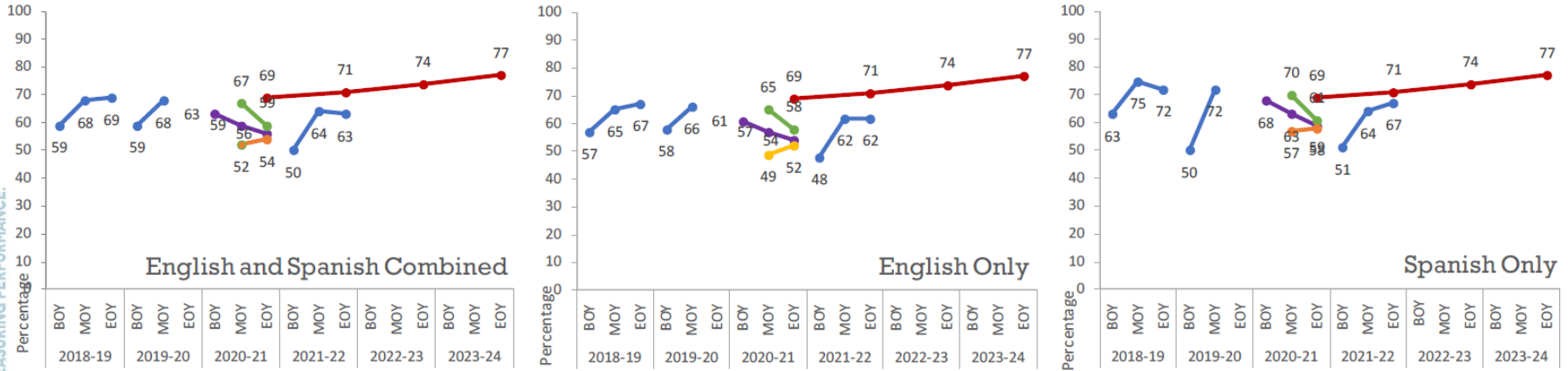
Goal Progress Measure 2.3
3rd Grade Math Students At or Above Benchmark

Did Not Meet

The percentage of third-grade students performing on grade level in math as measured by the end-of-year math screener will increase eight percentage points from 69 percent in June 2019 to 77 percent in June 2024.

- *Performing on grade level in math is defined as students meeting At/Above Benchmark ($\geq 40^{\text{th}}$ Percentile) on the Universal Screener.*
- *For students testing in both English and Spanish, the language with the higher result is used when presented as an aggregate.*

HISD Research and Accountability
ANALYZING DATA, MEASURING PERFORMANCE.



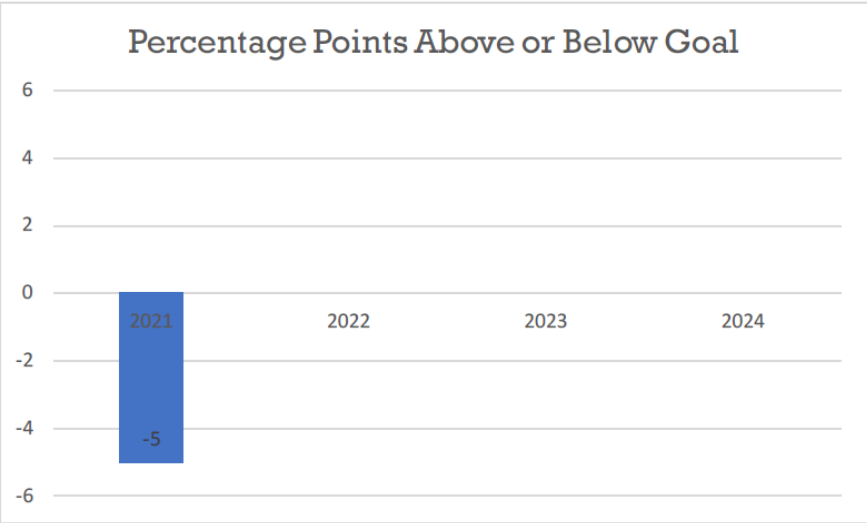
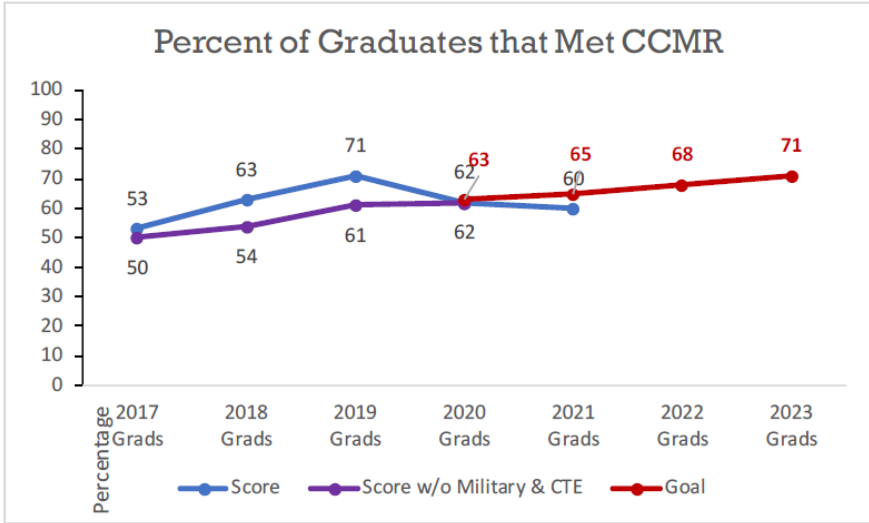
Tested N=	2018-2019			2019-2020			2020-2021			2021-2022			2022-2023		
	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
All Students	16,310	16,342	16,113	15,682	15,526	Not Tested	14,337	14,028	13,856	13,407	11,513	13,999			
English Only	13,777	13,494	13,334	12,922	12,716	Not Tested	11,805	11,470	11,417	10,943	9,633	11,314			
Spanish Only	3,375	3,256	3,825	3,360	3,291	Not Tested	3,081	3,009	3,038	3,110	2,864	3,276			

- Math Performance
- Math Performance - Data Quality Issues
- Off Campus Testers
- On Campus Testers
- Target

Goal 3
College, Career, and Military Readiness (CCMR)

Did Not Meet

The percentage of graduates that meet the criteria for College, Career, and Military Readiness (CCMR) as measured in Domain 1 of the state accountability system will increase 8 percentage points from 63% for 2017–18 graduates reported in August 2019 to 71% for 2022–2023 graduates reported in August 2024.



Data Source: Student-level CCMR data files, TEA

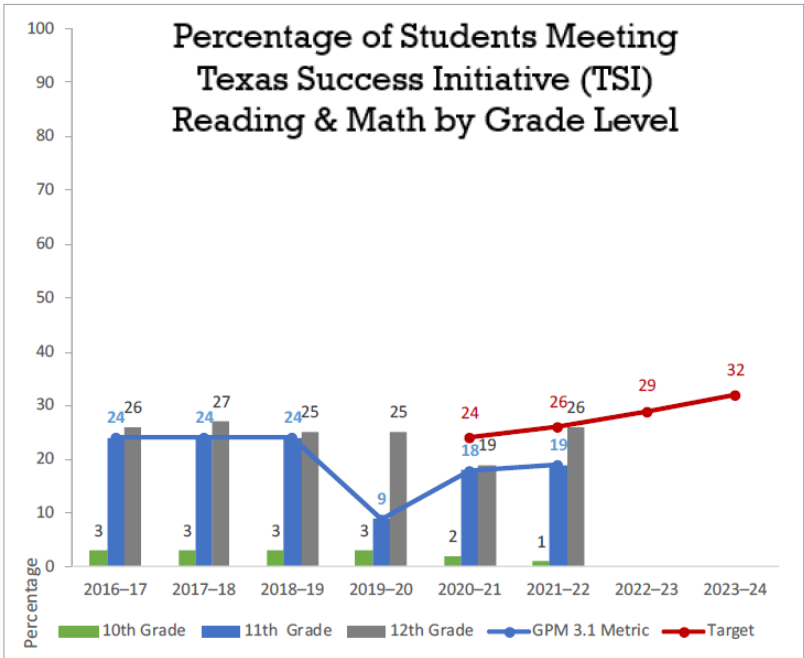
Goal Progress Measure 3.1, TSI Ready
Scholastic Aptitude Test (SAT), American College Testing (ACT), Texas Success Initiative Assessment (TSIA)

Did Not Meet

The percentage of students who by the end of 11th grade have demonstrated college readiness by satisfying the Texas Success Initiative (TSI) requirements via Scholastic Aptitude Test (SAT), American College Testing (ACT), or Texas Success Initiative Assessment (TSIA) will increase eight percentage points from 24 in August 2019 to 32 in August 2024.

- Summer PEIMS, SAT student data files, TSIA student data files, ACT student data files.
- Students must have been enrolled on the last day of the school year.
- TSI data captured through July of each year.

HISD Research and Accountability
ANALYZING DATA, MEASURING PERFORMANCE.



Note: The 2019–2020 results does not include the 2019–2020 SAT school day due to the administration being postponed from April 2020 to October 2020.

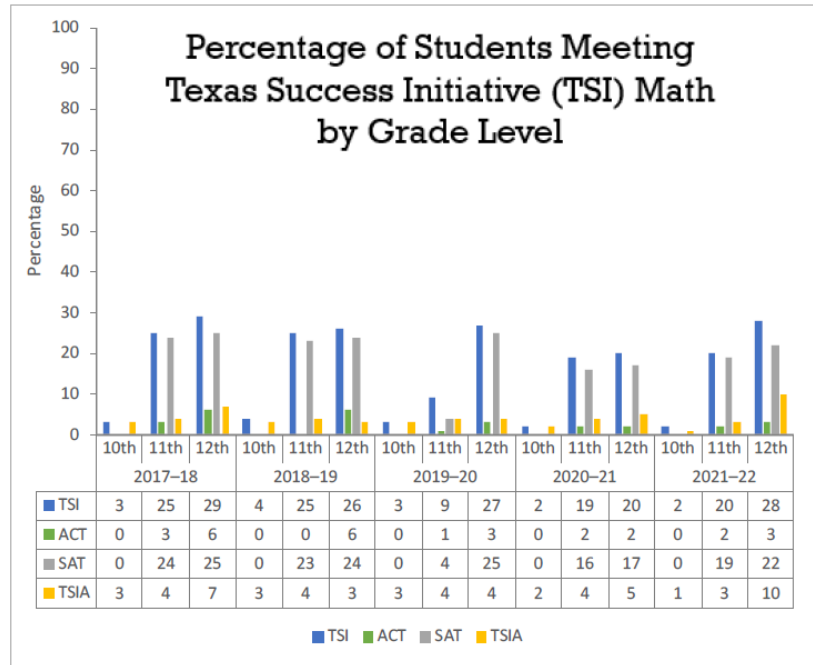
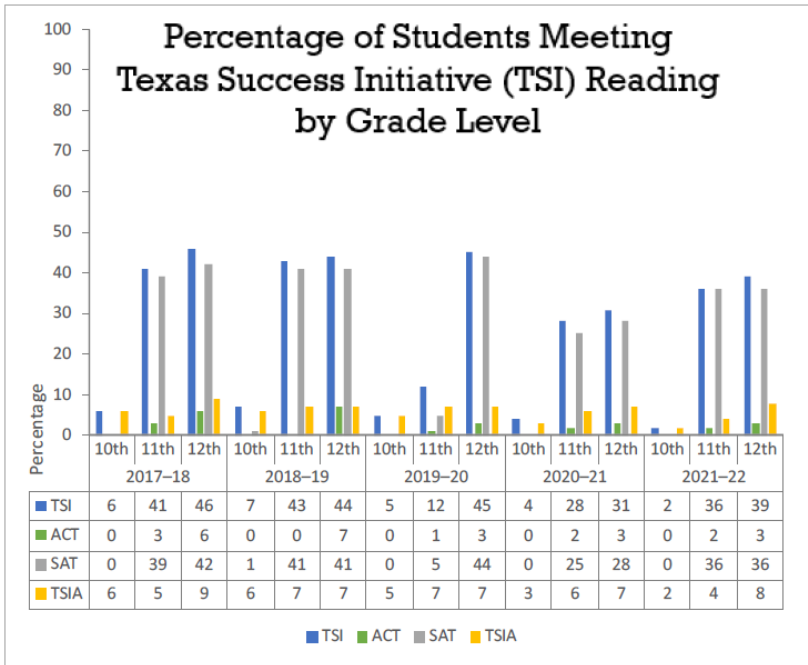
Goal Progress Measure 3.1, TSI Ready
Scholastic Aptitude Test (SAT), American College Testing (ACT), Texas Success Initiative Assessment (TSIA)

Did Not Meet

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- Summer PEIMS, SAT student data files, TSIA student data files, ACT student data files.
- Students must have been enrolled on the last day of the school year.
- TSI data captured through July of each year.

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 ANALYZING DATA, MEASURING PERFORMANCE.

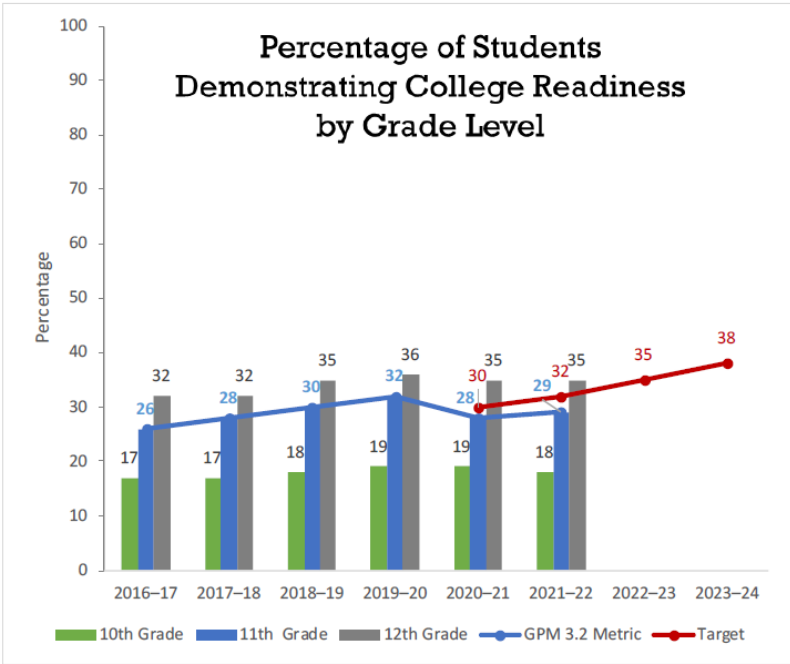


Note: The 2019–2020 results does not include the 2019–2020 SAT school day due to the administration being postponed from April 2020 to October 2020.

Goal Progress Measure 3.2, College Ready AP/IB, Dual Credit, Dual Enrollment	Did Not Meet
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The percentage of students who by the end of 11th grade have demonstrated college readiness via Advanced Placement/International Baccalaureate (AP/IB) examinations, dual-credit coursework, or dual-enrollment credit eligibility will increase eight percentage points from 30 in August 2019 to 38 in August 2024.

- Summer PEIMS, AP student data files, IB student data files, PEIMS 415 Records
- Students must have been enrolled on the last day of the school year.



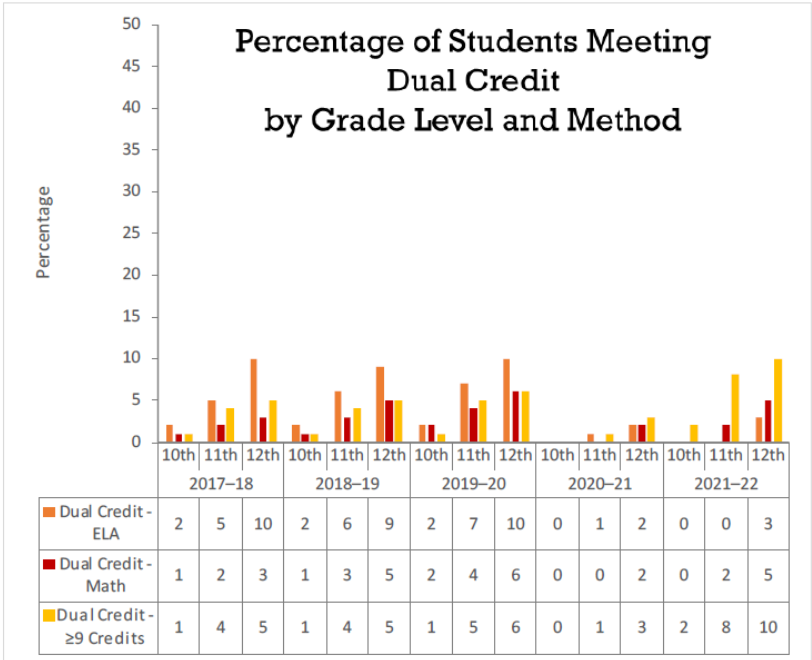
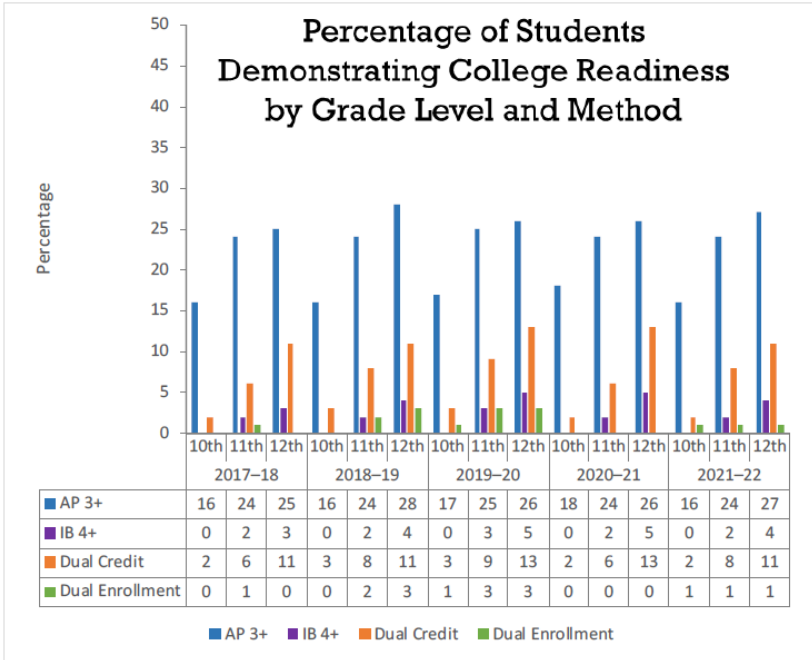
Goal Progress Measure 3.2, College Ready
AP/IB, Dual Credit, Dual Enrollment

Did Not Meet

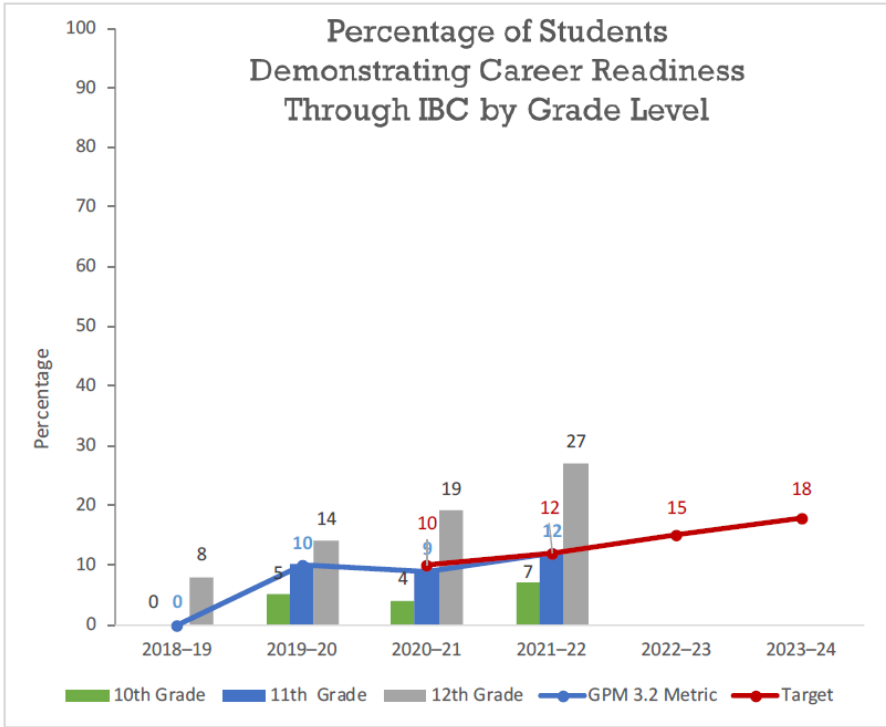
The percentage of students who by the end of 11th grade have demonstrated college readiness via Advanced Placement/International Baccalaureate (AP/IB) examinations, dual-credit coursework, or dual-enrollment credit eligibility will increase eight percentage points from 30 in August 2019 to 38 in August 2024.

- Summer PEIMS, AP student data files, IB student data files, PEIMS 415 Records
- Students must have been enrolled on the last day of the school year.

HISD Research and Accountability
 ANALYZING DATA, MEASURING PERFORMANCE.



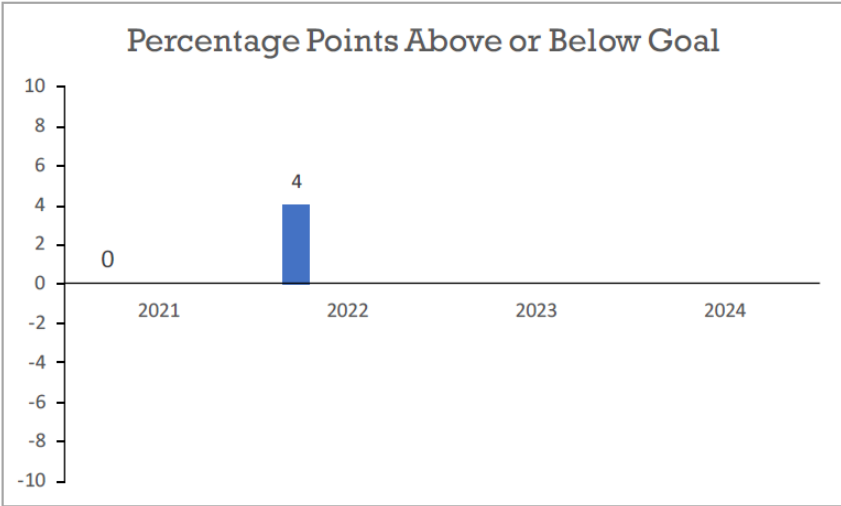
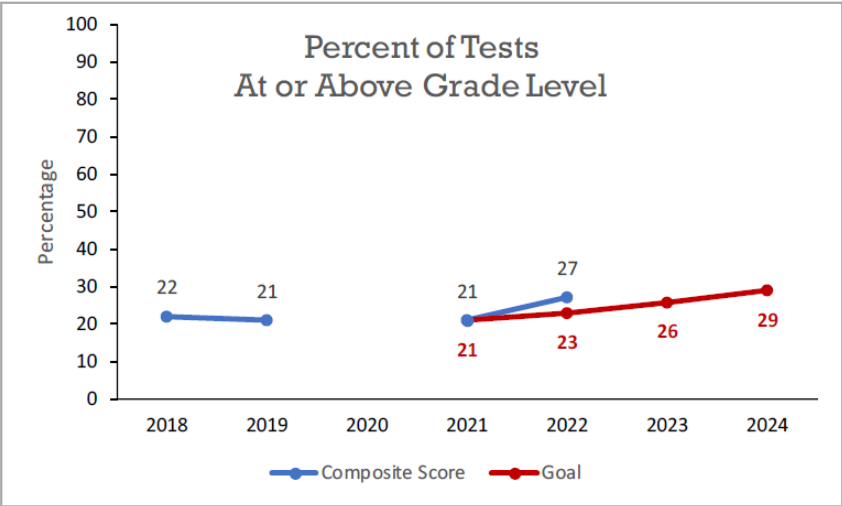
Goal Progress Measure 3.3 Industry Based Certifications	Met Target
<p>The percentage of students who by the end of grade 11 have demonstrated career readiness via an industry-based certification will increase eight percentage points from 0 in August 2019 to 18 in August 2024.</p>	<ul style="list-style-type: none"> • 2021-22 OnDataSuite Application from Federal and State Compliance; 2021-22 Summer PEIMS • Students must have been enrolled on the last day of the school year. • Data prior to 2018–19 not reported due to changes in PEIMS reporting standards.



Goal 4
Students with Disabilities (SWD)
Reading At or Above Grade Level

Met Goal

The percentage of students receiving special education services reading at or above grade level as measured by the Meets Grade Level Standard on the STAAR 3–8 Reading and EOC English I and II assessments will increase 8 percentage points from 21% in June 2019 to 29% in June 2024.



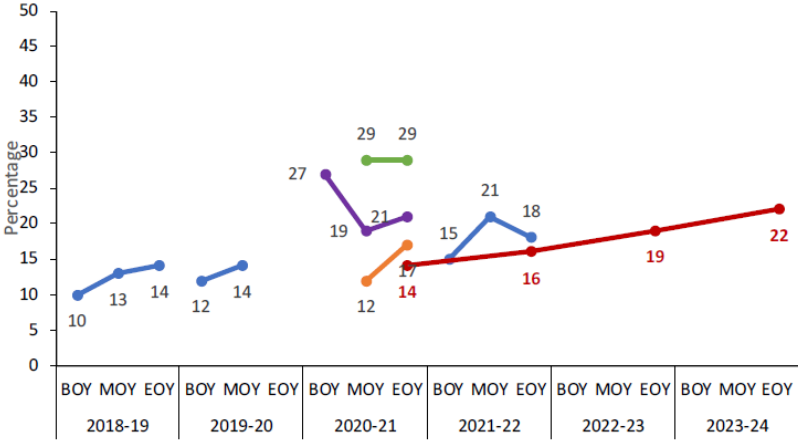
Data Source: TAPR statewide district data download

Goal Progress Measure 4.1 **Met Target**
Students with Disabilities (SWD) 2nd-5th grades

The percentage of students receiving special-education services in second- through fifth-grade reading on grade level as measured by the end-of-year literacy screener will increase eight percentage points from 14 percent in June 2019 to 22 percent in June 2024.

- *Performing on grade level in reading is defined as students meeting At/Above Benchmark (≥ 40th Percentile) on the Universal Screener.*
- *For students testing in both English and Spanish, the language with the higher result is used when presented as an aggregate.*

Percentage of Elementary School SWD (2nd-5th) Reading At or Above Benchmark



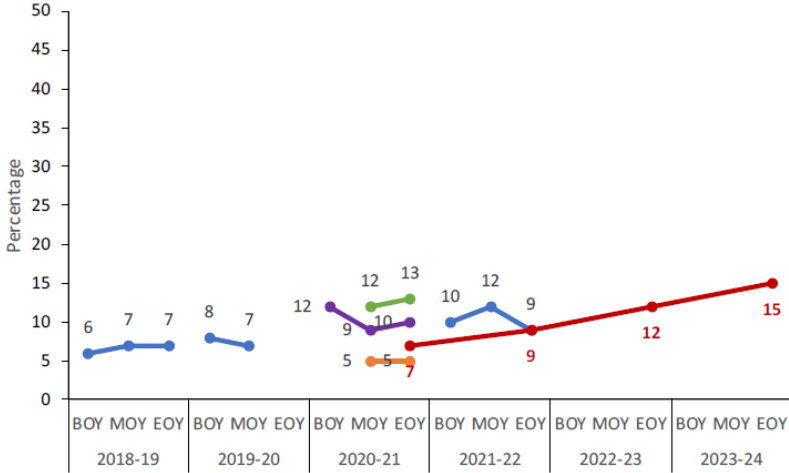
- Math Performance
- Math Performance - Data Quality Issues
- Off Campus Testers
- On Campus Testers
- Target

Tested N=	2018-2019			2019-2020			2020-2021			2021-2022			2022-2023		
	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
Students with Disabilities	4,989	4,816	4,643	5,084	5,012	Not Tested	4,142	4,389	3,687	4,235	3,475	4,679			

**Demographics from end-of-year student information system, 2020–2021 demographics from PEIMS snapshot (BOY source updated).
 BOY 2020–2021 results reflect the last assessment during the testing window when all students were learning remotely.

Goal Progress Measure 4.2 Students with Disabilities (SWD) 6th-8th grades	Met Target
The percentage of students receiving special-education services in sixth-through eighth-grade reading on grade level as measured by the end-of-year literacy screener will increase eight percentage points from 7 percent in June 2019 to 15 percent in June 2024.	<ul style="list-style-type: none"> • <i>Performing on grade level in reading is defined as students meeting At/Above Benchmark (≥ 40th Percentile) on the Universal Screener.</i> • <i>For students testing in both English and Spanish, the language with the higher result is used when presented as an aggregate.</i>

Percentage of Middle School SWD (6th-8th) Reading At or Above Benchmark

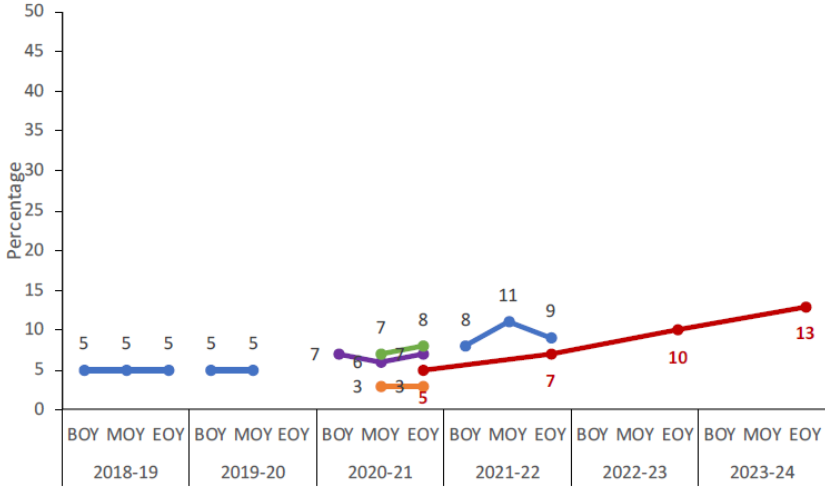


Tested N=	2018-2019			2019-2020			2020-2021			2021-2022			2022-2023		
	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
Students with Disabilities	2,771	2,578	2,372	2,784	2,682	Not Tested	2,304	2,279	1,900	2,695	2,197	2,725			

*Demographics from end-of-year student information system, 2020–2021 demographics from PEIMS snapshot (BOY source updated).
 *BOY 2020–2021 results reflect the last assessment during the testing window when all students were learning remotely.

Goal Progress Measure 4.3 Students with Disabilities (SWD) 9th – 12th grades	Met Target
The percentage of students receiving special-education services enrolled in English I or II reading on grade level as measured by the end-of-year literacy screener will increase eight percentage points from 5 percent in June 2019 to 13 percent in June 2024.	<ul style="list-style-type: none"> Performing on grade level in reading is defined as students meeting At/Above Benchmark ($\geq 40^{\text{th}}$ Percentile) on the Universal Screener. For students testing in both English and Spanish, the language with the higher result is used when presented as an aggregate.

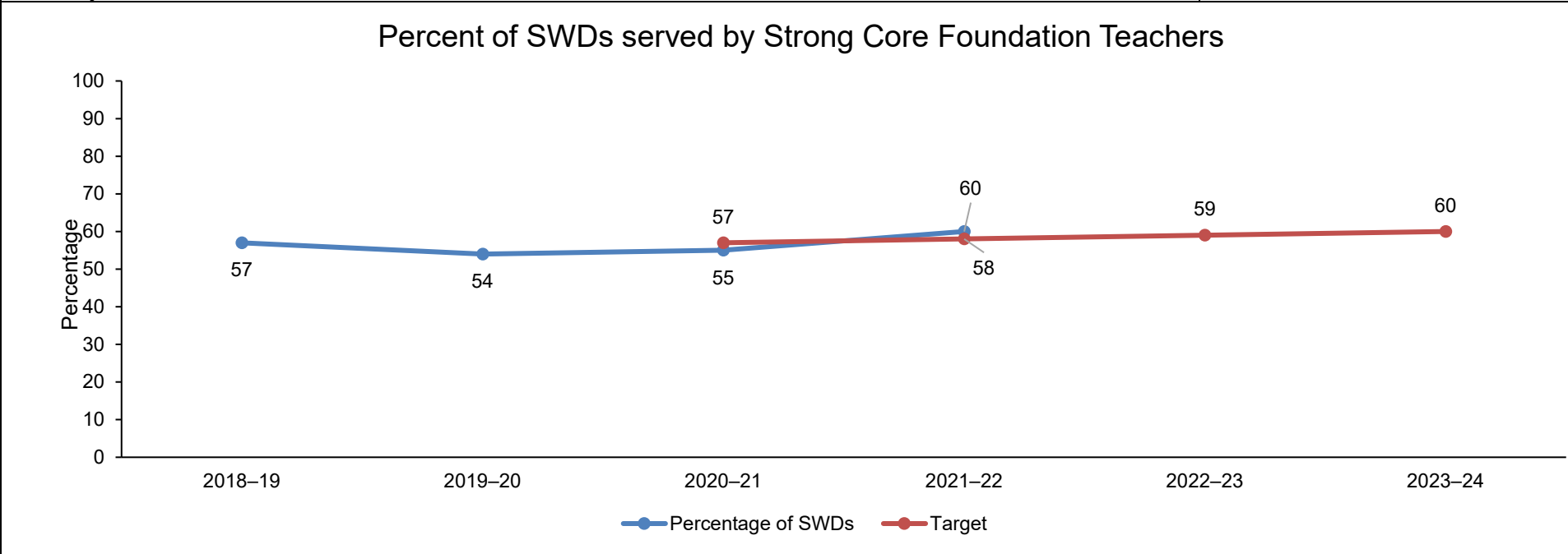
Percentage of High School SWD (9th-12th) Reading At or Above Benchmark



Tested N=	2018-2019			2019-2020			2020-2021			2021-2022			2022-2023		
	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
Students with Disabilities	2,381	2,063	1,534	2,098	2,301	Not Tested	1,980	1,571	1,057	2,095	1,802	1,873			

*Demographics from end-of-year student information system, 2020–2021 demographics from PEIMS snapshot (BOY source updated).
 *BOY 2020–2021 results reflect the last assessment during the testing window when all students were learning remotely.

Constraint Progress Measure 1.1	Evaluation
The percentage of students receiving special education services served by strong teachers will increase three percentage points from 57 percent during the 2018–2019 school year to 60 percent during the 2023–2024 school year.	Exceeded Target, Met Constraint



Data Source

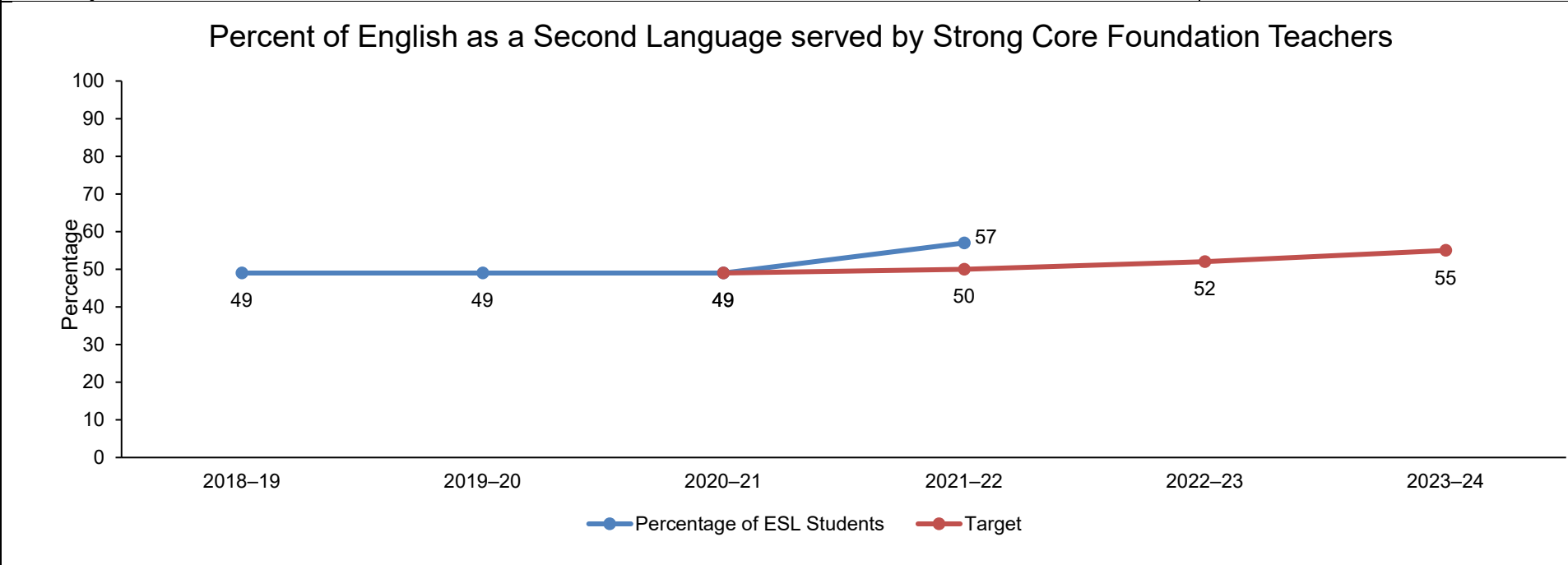
Pre-linkage data from Chancery & PowerSchool, Chancery & PowerSchool student demographic data files, Teacher Roster, and Teacher Appraisal data files.

Methodology

The methodology uses a student centric lens to determine if a student with disabilities is served by strong teachers. To be considered served by strong teachers, at least 75% of the student’s core foundation teachers must have had a TADS rating of Effective or Highly Effective in the prior school year.

Calculation: $\% \text{ of SWDs served by strong teachers} = \frac{\# \text{ of SWDs with at least 75\% strong teachers in core foundation courses}}{\# \text{ of SWDs}}$

Constraint Progress Measure 1.2	Evaluation
The percentage of English as a Second Language (ESL) students served by strong teachers will increase six percentage points from 49 percent during the 2018–2019 school year to 55 percent during the 2023–2024 school year.	Not Evaluated



Data Source

Pre-linkage data from Chancery & PowerSchool, Chancery & PowerSchool student demographic data files, Teacher Roster, and Teacher Appraisal data files.

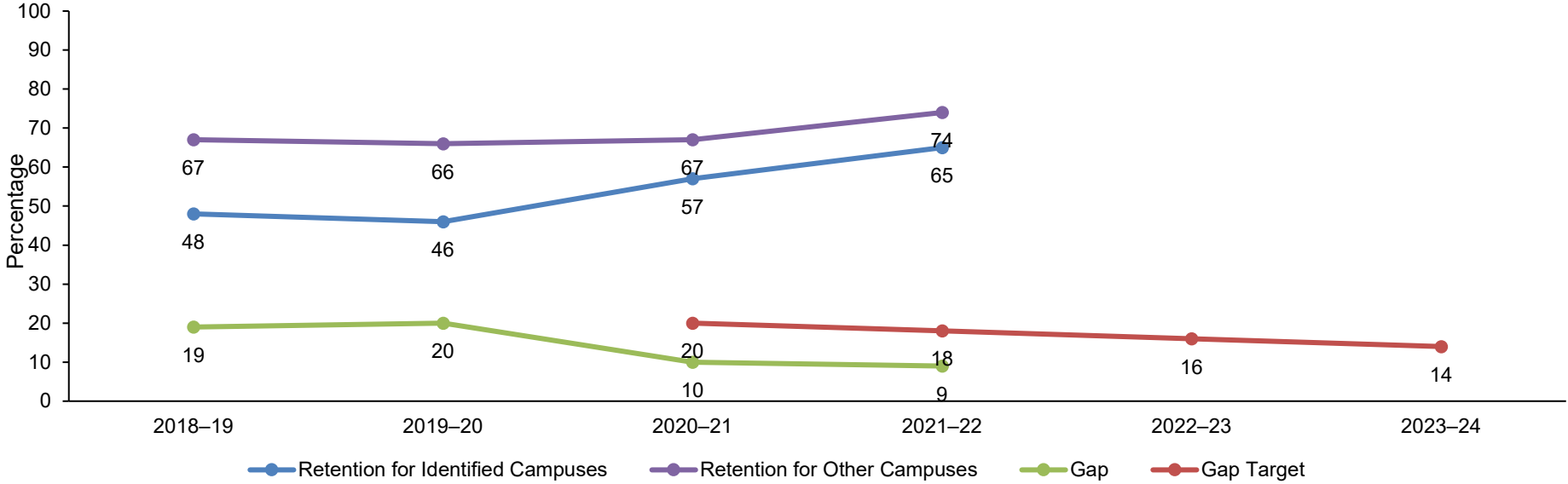
Methodology

The methodology uses a student centric lens to determine if an ESL student is served by strong teachers. To be considered served by strong teachers, at least 75% of the student’s core foundation teachers must have had a TADS rating of Effective or Highly Effective in the prior school year.

Calculation: $\% \text{ of ESL students served by strong teachers} = \frac{\# \text{ of ESLs with at least 75\% strong teachers in core foundation courses}}{\# \text{ of ESLs}}$

Constraint Progress Measure 1.3	Evaluation
The gap in retention rates of newly recruited teachers between identified campuses and other HISD campuses will decrease six percentage points from 20 percent during the 2019–2020 school year to 14 percent during the 2023–2024 school year.	Exceeded Target & Constraint

Campus Retention Rates of Newly Recruited Teachers



Data Source

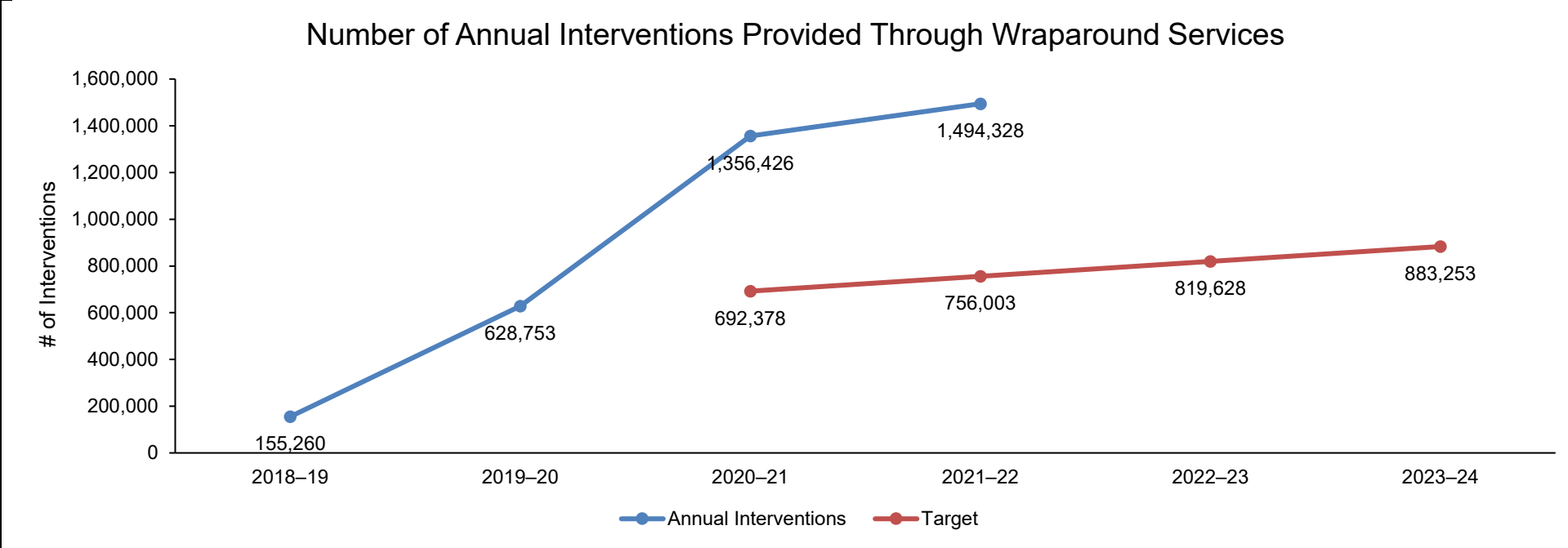
HRIS Teacher Rosters

Methodology

The gap is the gap in same campus, newly recruited teacher, one year retention rates between campuses identified with the highest five-year average turnover rate for new teachers and all other campuses. A newly recruited teacher that moves to a different campus in the district is not counted as retained. A list of the twenty-five identified campuses is provided on the next page.

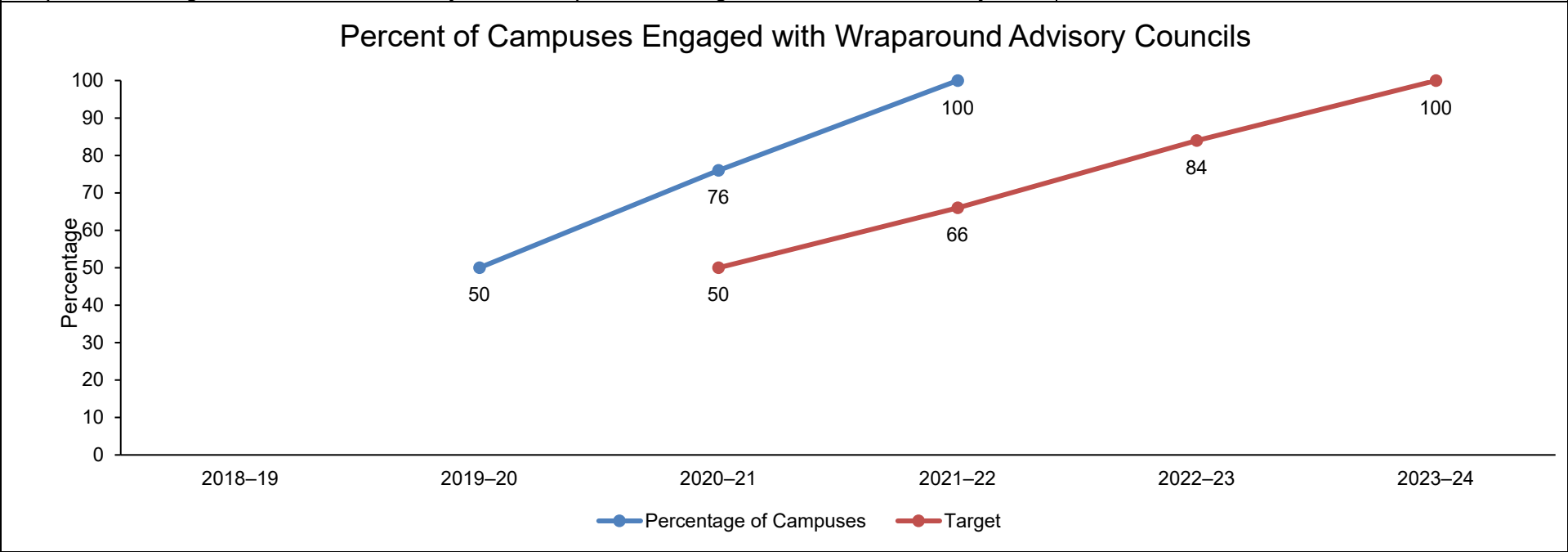
Calculation: $Retention\ Gap = \frac{\#\ of\ Retained\ 1st\ Year\ Teachers\ at\ Identified\ Campuses}{\#\ of\ 1st\ Year\ Teachers\ at\ Identified\ Campuses} - \frac{\#\ of\ Retained\ 1st\ Year\ Teachers\ at\ Other\ Campuses}{\#\ of\ 1st\ Year\ Teachers\ at\ Other\ Campuses}$

Constraint Progress Measure 2.1	Evaluation
The number of annual interventions provided through Wraparound Services will increase from 628,753 during the 2019–2020 school year to 883,253 during the 2023–2024 school year.	Exceeded Target & Constraint



Source
Wraparound Team – Annual interventions are tracked between August 1 st – July 31 st
Methodology
The number of annual interventions of the sum of all interventions provided during the school year.
Calculation: # of Annual Interventions = \sum Wraparound Service Interventions

Constraint Progress Measure 2.2	Evaluation
The percentage of campuses engaged with cross-functional Wraparound Advisory Councils (WAC), as measured by attending at least two WAC meetings during the year, will increase from 50 percent during the 2019–2020 school year to 100 percent during the 2023–2024 school year.	Exceeded Target & Met Constraint



Data Source

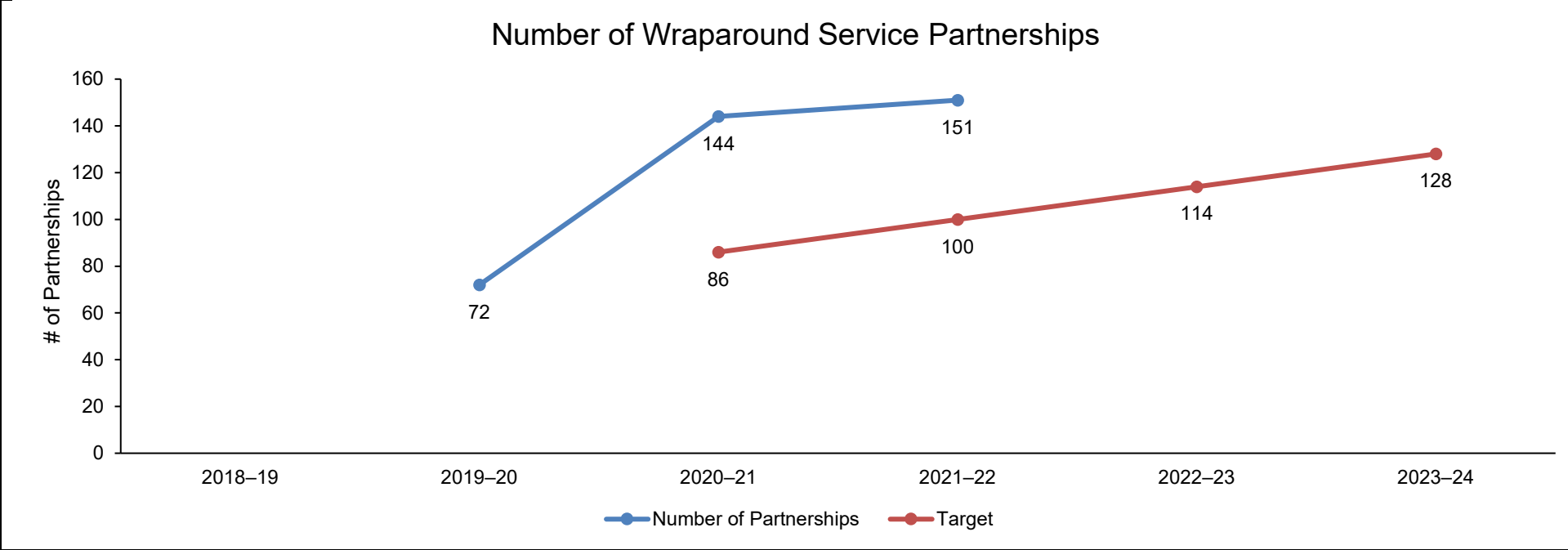
Minutes of WAC meetings submitted to Wraparound Services

Methodology

Campuses are considered to have engaged with a cross-functional Advisory Council (WAC) if they attend at least two WAC meetings during the school year.

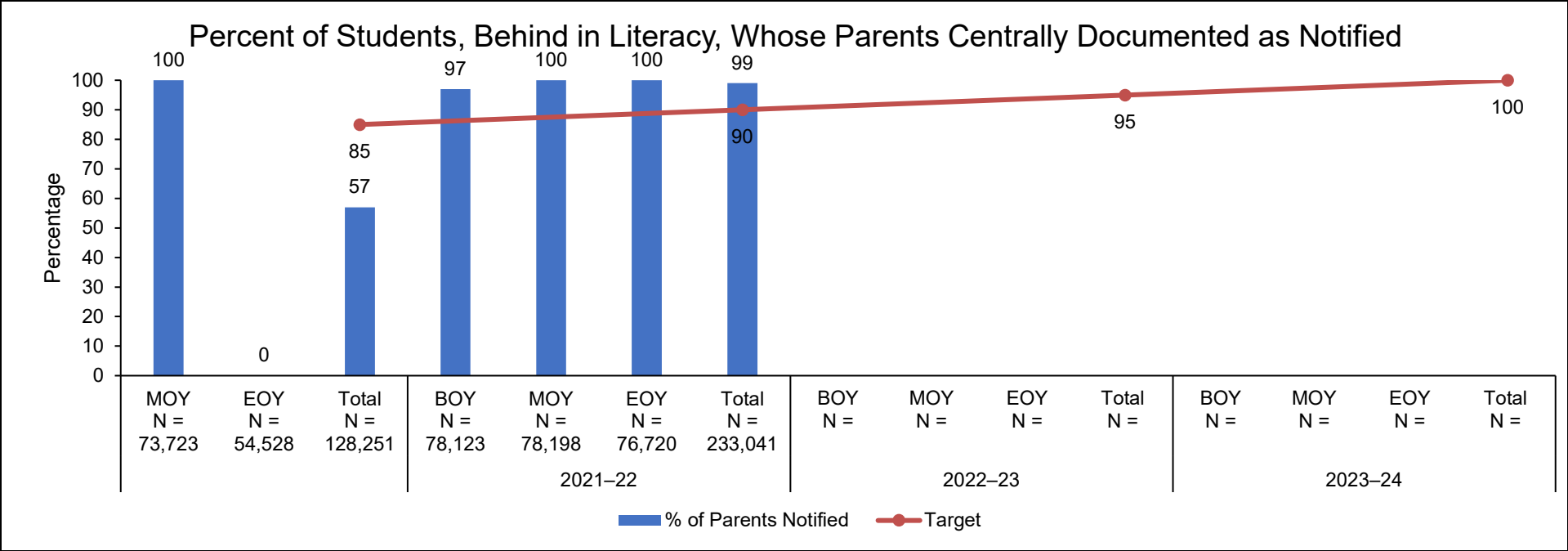
Calculation: $\% \text{ of Campuses Engaged with WAC} = \frac{\# \text{ of Campuses That Attended 2+WAC Meetings}}{\# \text{ of Campuses}}$

Constraint Progress Measure 2.3	Evaluation
The number of wraparound service partnerships will increase by 56 partners from 72 partnerships in spring 2020 to 128 partnerships in spring 2024.	Exceeded Target & Constraint



Data Source
Approved Service Providers & Program Report, from the PurpleSense Dashboard
Methodology
Partnership requirements are described in the support data.
Calculation: $\# \text{ of Partnerships} = \sum \text{Partnerships}$

Constraint Progress Measure 3.1	Evaluation
The percentage of students, one or more grade levels behind in literacy, whose parents/guardians are centrally documented as having been notified of their child’s literacy level at least once every 12 weeks will increase 100 percentage points from 0 percent in spring 2020 to 100 percent in spring 2024.	Exceeded Target



Data Source

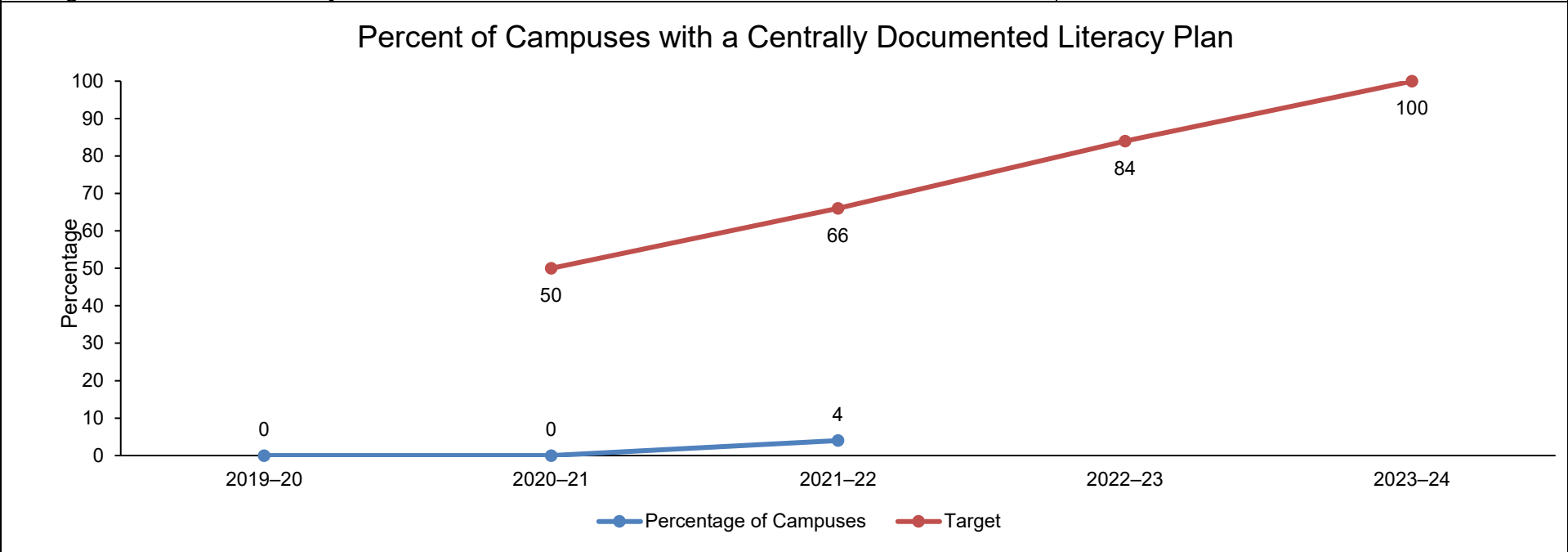
Superintendent’s Literacy Letters to Parents maintained by Student Assessment

Methodology

When a student is identified as one or more grade levels behind in literacy on the Renaissance 360 reading/early literacy screener, their parent/guardian must be notified to meet the requirements of the metric. The final metric is calculated based on total parents needing notification across all applicable testing windows.

Calculation: $\% \text{ of Parents Notified} = \frac{\# \text{ of Parents/Guardians Notified}}{\# \text{ of Parents/Guardians Identified as Needing Notification}}$

Constraint Progress Measure 3.2	Evaluation
<p>The percentage of campuses with a centrally documented literacy plan, including parent outreach strategies, to address the needs of students one or more grade levels behind in literacy will increase 100 percentage points from 0 percent during the 2019–2020 school year to 100 percent during the 2023–2024 school year.</p>	<p>Did Not Meet Target</p>



Data Source

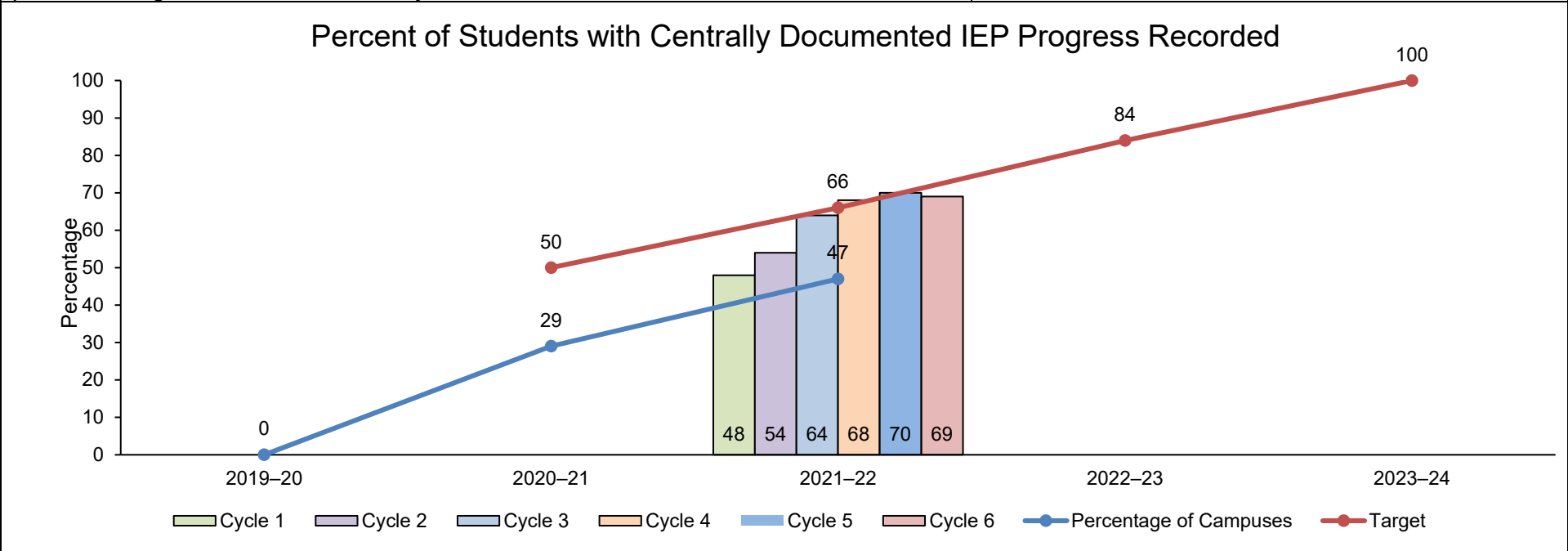
Plan4Learning

Methodology

A campus is considered to have a centrally documented literacy plan when it has been submitted in Plan4Learning and verified as having met the components listed in the CPM.

Calculation: $\% \text{ of Parents Notified} = \frac{\# \text{ of Campuses with a Centrally Documented Literacy Plan}}{\# \text{ of Campuses}}$

Constraint Progress Measure 4.1	Evaluation
The percentage of students with up-to-date IEP progress recorded every six weeks in the IEP system will increase from 0 percent during the 2019–2020 school year to 100 percent during the 2023–2024 school year.	Did Not Meet Target



Data Source

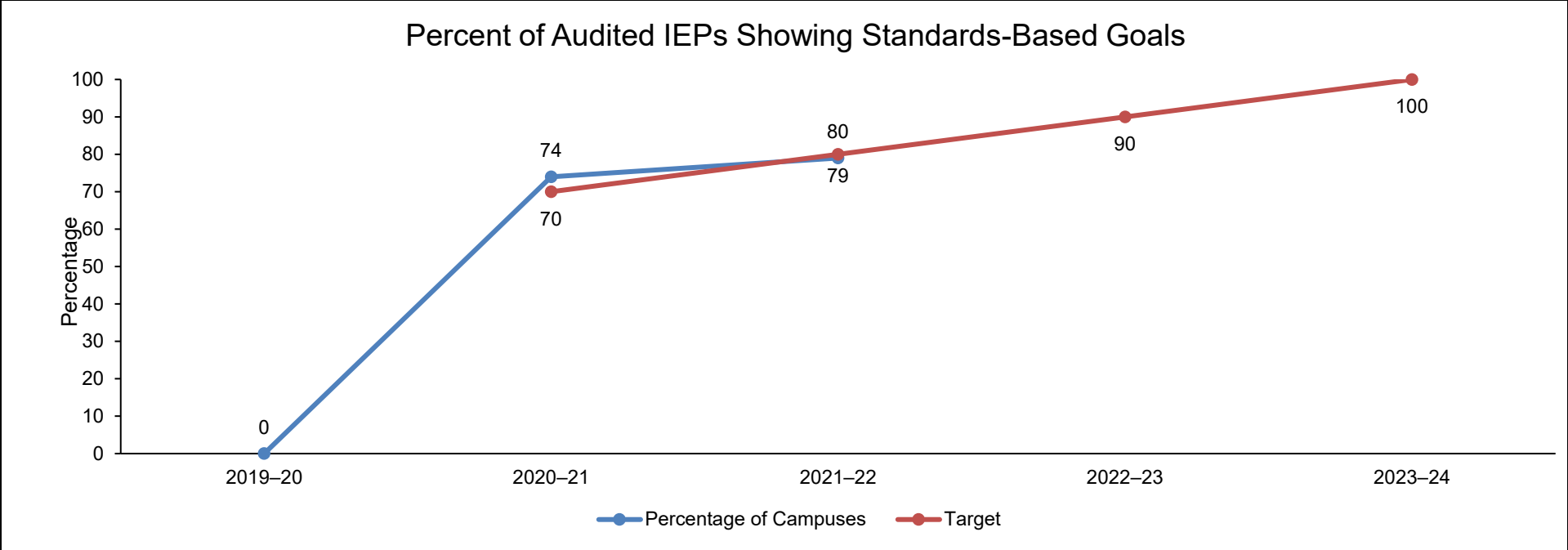
EasyIEP

Methodology

A student is considered to have centrally documented IEP progress when they have a finalized progress report for each six-week period for which they have goals.

Calculation: $\% \text{ of Parents Notified} = \frac{\# \text{ of Students with Centrally Documented IEP Progress Recorded each Six Weeks}}{\# \text{ of Students with Goals in EasyIEP}}$

Constraint Progress Measure 4.2	Evaluation
The percentage of audited IEPs showing standards-based goals shall increase from 0 percent during the 2019–2020 school year to 90 percent during the 2023–2024 school year.	Did Not Meet Target



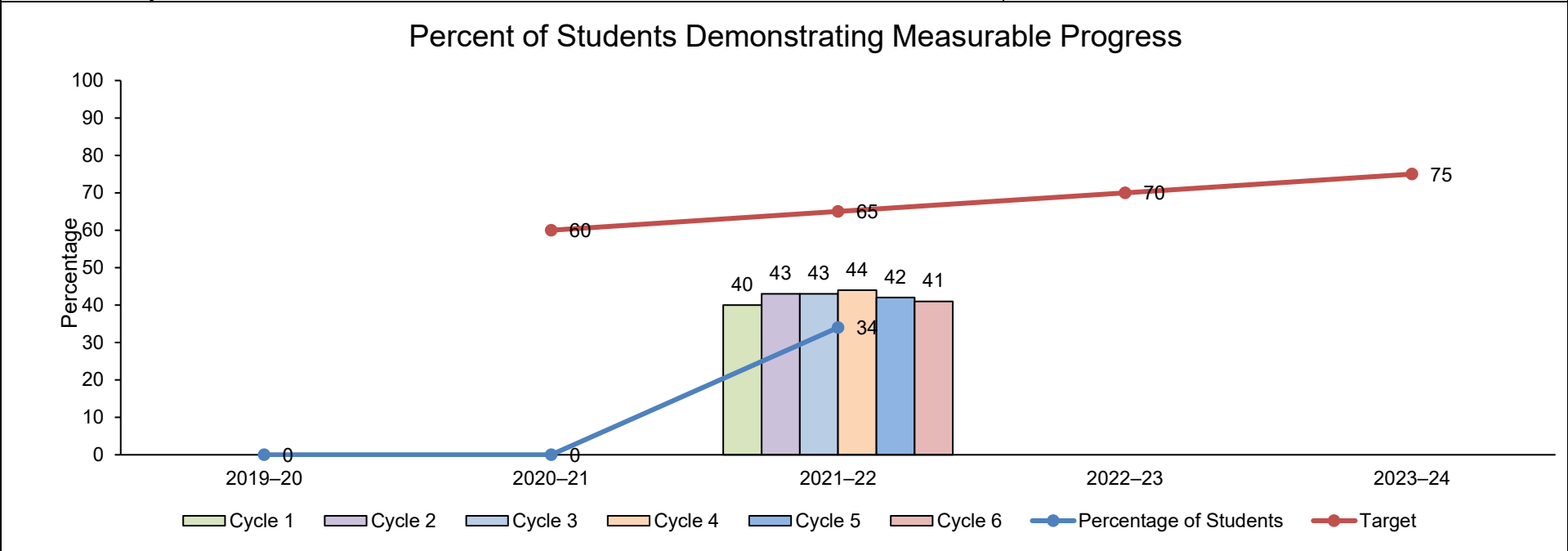
Data Source

Special Populations Department and EasyIEP

Methodology

An audited IEP is considered showing standards-based goals if they are found not to have areas of concern in IEP goals and development according to the TEA auditing tool.
 Calculation: $\% \text{ of Parents Notified} = \frac{\# \text{ of Students with Centrally Documented IEP Progress Recorded each Six Weeks}}{\# \text{ of Students with Goals in EasyIEP}}$

Constraint Progress Measure 4.3	Evaluation
The percentage of students demonstrating measurable progress for all IEP goals will increase from 0 percent during the 2019–2020 school year to 75 percent during the 2023–2024 school year.	Did Not Meet Target



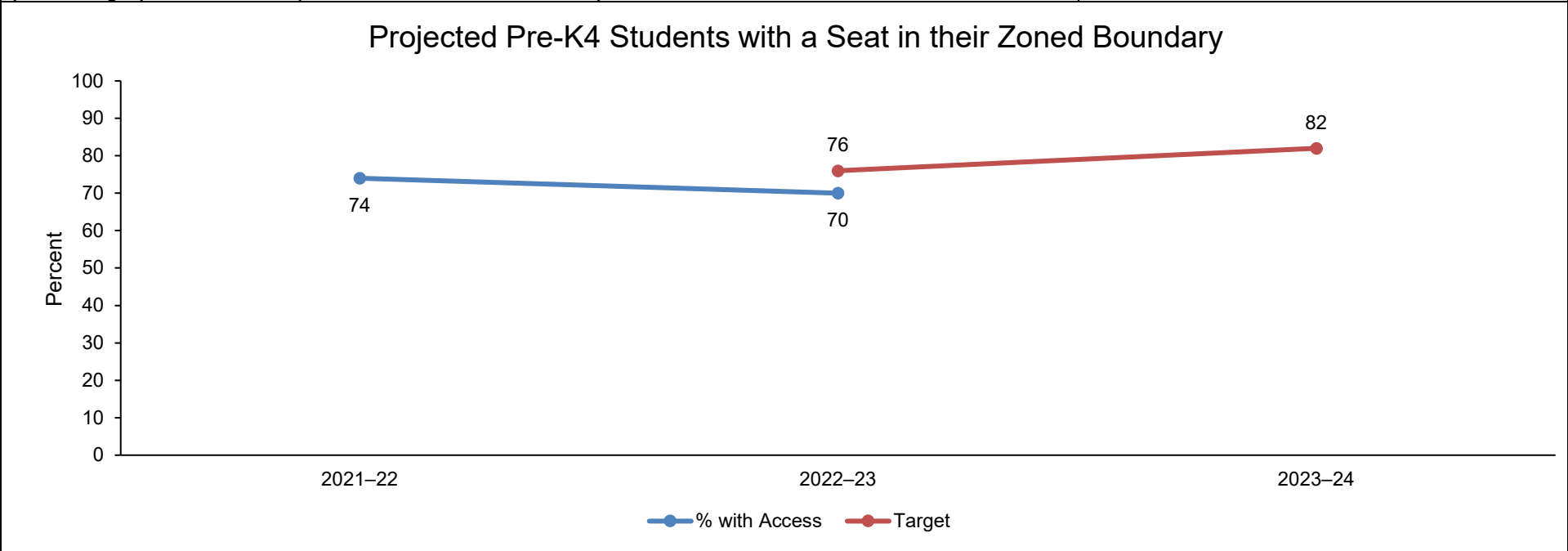
Data Source

EasyIEP

Methodology

A full methodology is provided in the support data.
 Note: Goal monitoring is a continual process throughout the year and does not align to the academic calendar. This was taken into consideration during methodological development.

Constraint Progress Measure 5.1	Evaluation
The percentage of projected state prekindergarten 4 eligible students with access to an open seat in a full day early learning program within their zoned elementary boundary will increase eight percentage points from 74 percent in 2021–2022 to 82 percent in 2023–2024.	Not Evaluated



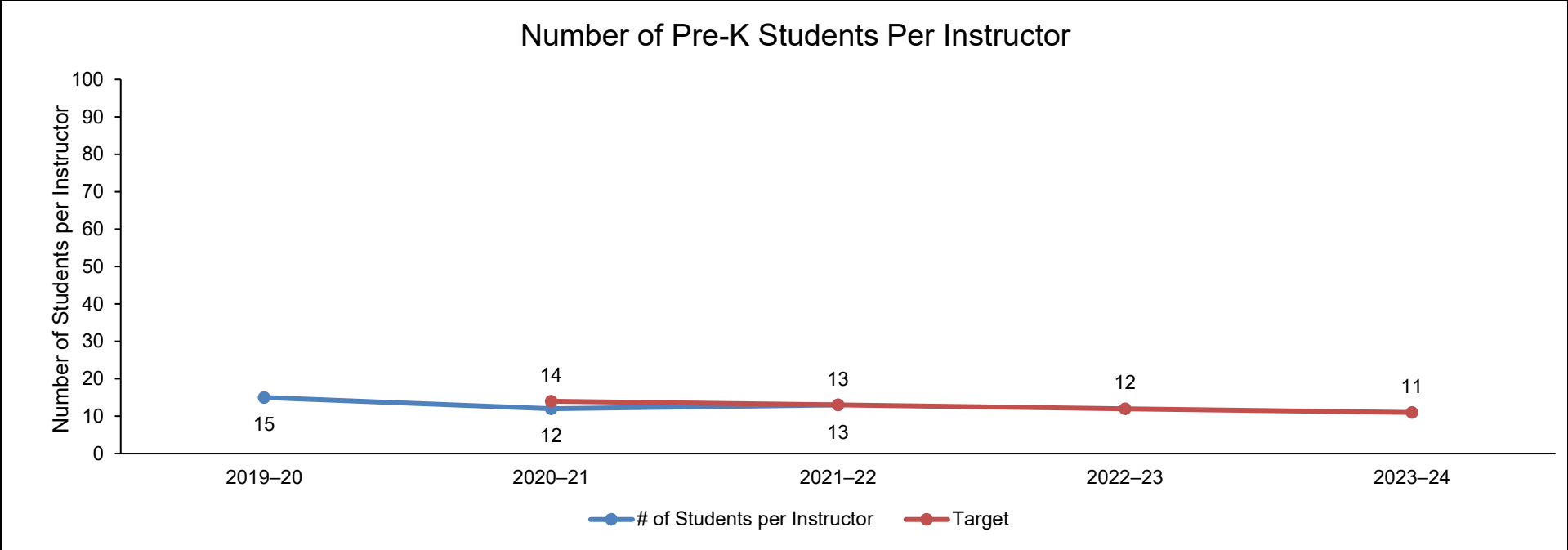
Data Source

PEIMS Fall Resubmission Student Data Files; Budget Projections

Methodology

Generate K-based projection using current years PEIMS Kindergarteners who would have qualified for PK in the prior year. Receive budgeted projections by campus and compare K-based projections by zoned elementary boundary. Calculate: Number of projected PK4 students with a budgeted seat divided by the number of projected PK4 students.

Constraint Progress Measure 5.2	Evaluation
The district student to instructor ratio in prekindergarten will decrease from 15:1 in 2019–2020 to 11:1 or less in 2023–2024.	Not Evaluated



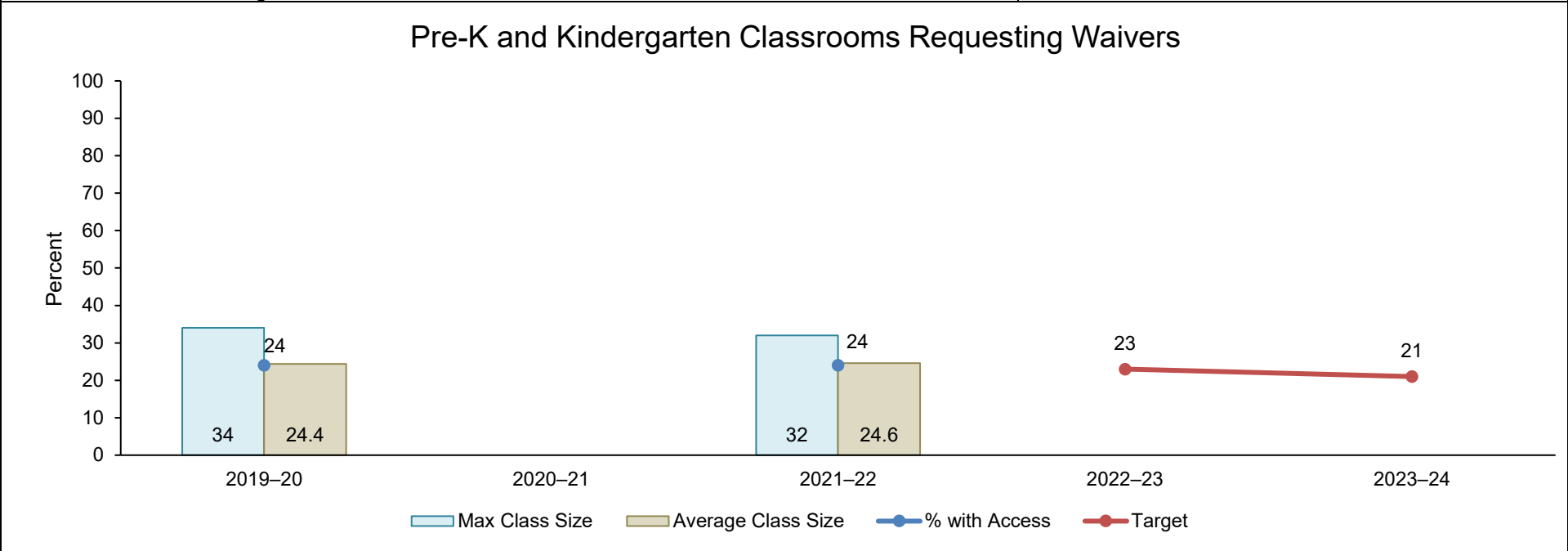
Data Source

PEIMS Resubmission Staff and Student Data Files; Number of Teacher Assistants per Elementary Curriculum and Development

Methodology

The ratio of prekindergarten students enrolled on PEIMS snapshot date to the number of pre-k instructors is calculated. Total instructors are the number of teachers on the PEIMS snapshot date and the number of Head Start and PALS teaching assistants are in the classroom.

Constraint Progress Measure 5.3	Evaluation
The percentage of prekindergarten and kindergarten classrooms requesting waivers will decrease by three percentage points from 24 percent in 2019–2020 to 21 percent in 2023–2024 without the average number of students in waiver classrooms above 26.	Not Evaluated



Data Source

Homeroom Counts for Capping Report

Methodology

Identify pre-K and KG classrooms requesting a waiver. Calculate average class size from this subset and overall percentage of pre-K and KG classes the subset represents.

Note: Data not reported for 2020–21 due to COVID

References

Houston Independent School District. (2019). *Board Policy Manual: AE(LOCAL)*. Retrieved from <https://pol.tasb.org/Policy/Code/592?filter=AE>

Appendix A: Monitoring Reports

Monitoring Month	Report Type	Goals, Constraints, and Progress Measures Monitored
December 2021	Goal Monitoring Report	GPMs 1.1, 1.2, and 1.3 and GPMs 4.1, 4.2, and 4.3
January 2022	Goal Monitoring Report	GPMs 2.1, 2.2, and 2.3 and GPM 3.2
February 2022	Goal Monitoring Report	GPM 3.3
February 2022	Constraint Monitoring Report	CPM 1.3
March 2022	Goal Monitoring Report	Goal 1 and Goal 2
April 2022	Goal Monitoring Report	Goal 4 and GPMs 2.1, 2.2, and 2.3
May 2022	Goal Monitoring Report	GPMs 1.1, 1.2, and 1.3 and GPMs 4.1, 4.2, and 4.3
August 2022	Goal Monitoring Report	GPMs 1.1, 1.2, and 1.3 and GPMs 4.1, 4.2, and 4.3
August 2022	Constraint Monitoring Report	CPMs 5.1, 5.2, and 5.3
September 2022	Goal Monitoring Report	GPMs 2.1, 2.2, and 2.3
September 2022	Constraint Monitoring Report	CPMs 3.1 and 3.2 and CPMs 4.1, 4.2, and 4.3
October 2022	Goal Monitoring Report	Goal 3 and GPMs 3.1, 3.2, and 3.3
October 2022	Constraint Monitoring Report	CPMs 1.1 and 1.2 and CPMs 2.1, 2.2, and 2.3

Appendix B: 2021–2022 Board Goal Results Summary

Goal	Measure	Score	Target	Evaluation
Goal 1	Early Literacy – 3rd Grade Meets Grade Level	46%	44%	Met Goal
GPM 1.1	1 st Grade At/Above Benchmark Ren360 Reading	57%	65%	Did not meet
GPM 1.2	2 nd Grade At/Above Benchmark Ren360 Reading	57%	63%	Did not meet
GPM 1.3	3 rd Grade At/Above Benchmark Ren360 Reading	54%	59%	Did not meet
Percent of GPMs On Track to Meet Target		0%	67%	Did not meet
Goal 1 Met Goal				
Goal 2	Early Math – 3rd Grade Meets Grade Level	40%	48%	Did not meet
GPM 2.1	1 st Grade At/Above Benchmark Ren360 Math	62%	66%	Did not meet
GPM 2.2	2 nd Grade At/Above Benchmark Ren360 Math	59%	64%	Did not meet
GPM 2.3	3 rd Grade At/Above Benchmark Ren360 Math	63%	71%	Did not meet
Percent of GPMs On Track to Meet Target		0%	71%	Did not meet
Goal 2 Did not meet				
Goal 3	College, Career, and Military Readiness	60%	65%	Did not meet
GPM 3.1	Students Meeting Texas Success Initiative	19%	26%	Did not meet
GPM 3.2	AP/IB, Dual Credit, and Dual Enrollment	29%	32%	Did not meet
GPM 3.3	Industry-Based Certifications	12%	12%	Met Target
Percent of GPMs On Track to Meet Target		33%	67%	Did not meet
Goal 3 Did not meet				
Goal 4	SWDs Literacy – 3rd–Eng. II Meets Grade Level	27%	23%	Met Goal
GPM 4.1	2 nd -5 th Grade Ren360 Reading	18%	16%	Met Target
GPM 4.2	6 th -8 th Grade Ren360 Reading	9%	9%	Met Target
GPM 4.3	9 th -12 th Grade Ren360 Reading	9%	7%	Met Target
Percent of GPMs On Track to Meet Target		100%	67%	Met Target
Goal 4 Met Goal				

Appendix C: 2021–2022 Board Constraint Results Summary

Constraint	Measure	Score	Target	Evaluation
Constraint 1 – Strong Teacher Recruitment and Retention				
CPM 1.1	SWDs Served by Strong Teachers	60%	58%	Met Target
CPM 1.2	EB/ELs Served by Strong Teachers	57%	50%	Not evaluated*
CPM 1.3	New Teacher Campus Retention Rate	9%	≤18%	Met Target
Percent of CPMs On Track to Meet Target		100%	67%	Met Target
Constraint 1 Met Target				
Constraint 2 – Wraparound Support Systems				
CPM 2.1	Interventions through Wraparound Services	1,494,328	756,003	Met Target
CPM 2.2	Campuses Engaged with Advisory Council	100%	66%	Met Target
CPM 2.3	Number of Wraparound Partnerships	151	100	Met Target
Percent of CPMs On Track to Meet Target		100%	67%	Met Target
Constraint 2 Met Target				
Constraint 3 – Parent Literacy Notification				
CPM 3.1	Behind in Literacy, Parent/Guardian Notification	99%	90%	Met Target
CPM 3.2	Centrally Documented Literacy Plan	4%	66%	Did not meet
Percent of CPMs On Track to Meet Target		50%	67%	Did not meet
Constraint 3 Did not meet				
Constraint 4 – IEP Progress				
CPM 4.1	Centrally Documented IEP Progress	47%	66%	Did not meet
CPM 4.2	Audited IEPs Show Standards Based Goals	79%	80%	Did not meet
CPM 4.3	Demonstrating Measurable Progress IEP Goals	34%	65%	Did not meet
Percent of CPMs On Track to Meet Target		0%	67%	Did not meet
Constraint 4 Did not meet				
Constraint 5 – Early Childhood Seats				
CPM 5.1	PK4 Access to Seat	70%	76%	Not evaluated**
CPM 5.2	PK3/4 Student to Instructor Ratio	13	13	Not evaluated**
CPM 5.3	PK & KG Classroom Waivers	24	N/A	Not evaluated**
Percent of CPMs On Track to Meet Target		50%	67%	N/A
Constraint 5 Not Evaluated – Adopted During 2021–2022 School Year				

*CPM approved December 9, 2021

**CPM approved February 10, 2022