

Board Outcome Goal Progress Monitoring Report

Board Outcome Goal Being Monitored: The percent of seniors that earn a CCMR point will increase from 52% to 66% by August 2024.

Overall Evaluation

Progress Measure

Progress Measure being Monitored: The percent of seniors that earn a CCMR point will increase to 66% by August 2024.

The 2024 accountability data for CCMR shows Huntsville ISD students earning 684 out of 901 (76%) CCMR points which exceed the 66% goal. The district exceeded the targets for all 8 student groups with increases of 5% to 19%. This data includes Huntsville High School and TOPS High School and is lagging data from the class of 2023. Collaborative CCMR meetings with district staff and staff from both high schools were held throughout the year to discuss strategies to increase CCMR points and monitor progress toward CCMR goals. Progress was also shared with the district team at each School Improvement for All campus visit and District Quarterly Review.

Closing the Gaps Student Groups

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2024 Data	66%	74%	78%	N/A	N/A	N/A	N/A	48%	69%	N/A	63%	75%	N/A
2024 Goal	50%	60%	66%	N/A	N/A	N/A	N/A	43%	50%	N/A	50%	60%	N/A

Campus Updates

Huntsville High School: For 2024 Accountability, HHS had 305 out of 416 (73%) students earn a CCMR point. Huntsville High exceeded the targets for all 7 student groups by 39-17percent. Campus staff created 4-year plans that included the path to a CCMR point for each student. Individual student progress toward college, career and military readiness was closely monitored throughout the year.

Campus Evaluation

TOPS High School: For 2024 Accountability, TOPS High School had 379 out of 489 (78%) students that earned a CCMR point. TOPS exceeded the targets for all 7 student groups by 9-20 percent. This is lagging data from the class of 2023. During the 23-24 school year, district and campus leaders met multiple times to discuss progress towards earning CCMR points and strategies to increase student points. TOPS High School worked diligently to increase the number of IBCs offered to students through the requirements of the TXVSN. TOPS High School continues to offer College Bridge to their students to increase the number of students who are college ready in both RLA and math. These two courses were self-paced, online courses that fit well within the TOPS framework. The high school has shown significant improvement in their communication with students and staff regarding the importance of college readiness.

Campus Evaluation

Green - On Track

Yellow - Making Progress

Orange - Support Needed

Board Outcome Goal Progress Monitoring Report

The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 32% to 45% by June 2024.

Overall Evaluation

Progress Measure

2024 3rd Grade STAAR Reading (2024 Goal - 45% meets grade level or above)

The overall 2024 goal (45%) was not met with a total of 31% of 3rd grade students scoring meets grade level or above. This decrease from last year's results aligns with the decreases in the 2024 STAAR results that occurred statewide in grades 3-8. In response to the data, the district is providing professional development in the summer and ongoing throughout the 24-25 school year regarding extended and short constructed responses. District summative assessments have been refined based on the data.

Closing the Gaps Student Groups

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2024 Data	27%	27%	35%	N/A	N/A	N/A	35%	16%	26%	N/A	21%	31%	30%
2024-Goal	50%	50%	60%	N/A	N/A	N/A	56%	30%	40%	N/A	40%	46%	44%

Campus Updates

Samuel W. Houston Elementary: The campus had been making incremental progress toward meeting the overall goal prior to the 2024 STAAR results. In response to the test results, the campus has repositioned staff to better utilize the known strengths of its teachers. A more robust and consistent RtI process has been implemented to identify and meet the students' instructional needs. Targeted interventions based on data are provided daily for identified students. In addition the campus is working on student writing across contents to prepare students for the rigor of the extended and short constructed responses that are now a part of most STAAR tests at all tested levels.

Campus Evaluation

Scott Johnson Elementary: Prior to the 2024 STAAR results, the campus exceeded the overall 2023 goal by 10% with 52% of the students scoring meets grade level or above. The 2024 STAAR results were an outlier in the consistent, continuous improvement in academic achievement the campus had experienced over the prior years. An emphasis on quality tier one instruction along with daily targeted intervention for identified students is being implemented to increase student achievement across the campus. Student goal setting and writing across the curriculum are also being implemented.

Campus Evaluation

Huntsville Elementary: The campus did not meet the overall reading goal for 2024. The campus had a demonstrated history of continuous improvement in academic achievement. In response to the data, HES is refining its RtI and intervention systems. The campus requires students at every grade level to set and track their own learning goals. Teachers routinely follow up with students to discuss their progress and set new goals.

Campus Evaluation

TOPS Elementary: In 2023 the campus met the overall reading goal, however it fell short based on the 2024 STAAR results. The campus is implementing the PLC Framework to design effective lessons, analyze data and provide targeted interventions to identified students. Tier 1, 2 and 3 instruction is adjusted based on data. The campus is also focusing on writing to ensure that students are prepared to effectively respond to extended and short constructed responses.

Campus Evaluation

Stewart Elementary: The campus did not meet the 2024 overall goal based on the 2024 STAAR results. Each student has a personalized learning folder to set goals and track their growth. The campus has revamped its PCL Focus and Agenda to strengthen the work of its instructional teams and provide more effective tier one instruction and targeted interventions. Students are also receiving support across content areas to respond effectively to extended and short construction responses.

Campus Evaluation

Board Outcome Goal Progress Monitoring Report

The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 39% to 47% by June 2024.

Overall Evaluation

Progress Measure

2024 3rd Grade STAAR Math (2024 Goal - 47% meets grade level or above.)

The district fell short of the 2024 goal with 26% of 3rd grade students scoring meets grade level or above. This aligns with the decrease in 2024 STAAR scores that were experienced in the district and statewide. In response to the data, the district summative assessments have been aligned on STAAR review and the TEKS are spiraled throughout the year. Problem solving is a focus across the district.

Closing the Gaps Student Groups

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2024 Data	19%	22%	37%	NA	NA	NA	20%	15%	21%	NA	22%	32%	17%
2024	50%	50%	60%	NA	NA	NA	54%	45%	45%	NA	45%	50%	50%

Campus Updates

Scott Johnson Elementary: The campus did not meet the 2024 overall goal in math after being on track in 2023. Based on the 2024 data, the Common Formative Assessments are now in euphoria for more intentional tracking and intervening prior to the summative assessments. Students are setting goals and tracking their own progress. Modeling of instructional strategies for teachers is being implemented to build teacher capacity.

Huntsville Elementary: The campus did not meet the overall 2024 goal. Students are setting and tracking their goals. Intentional, targeted small group instruction has been implemented to meet the specific learning needs of the students. All teams are focusing on student implementation of problem solving utilizing a problem solving mat.

Samuel Walker Houston Elementary: The campus did not meet the overall 2024 goal. Students are completing strength charts, setting personal learning goals and monitoring/adjusting those goals after each assessment. An emphasis has been placed on problem solving and analyzing student work to determine misconceptions. Daily, targeted intervention groups are based on assessment data.

Stewart Elementary: The campus did not meet the overall 2024 goal. Students are setting learning goals and tracking their own data. Daily, targeted intervention instruction is based on assessment data. The PLC focus and agenda have been revamped to strengthen the work of the instructional teams and provide more effective tier one instruction and targeted interventions.

TOPS Elementary: The campus did not meet the overall 2024 goal. The campus changed principals in the middle of the 23-24 school year and began the preparation and initial implementation of the PLC Framework across the campus. Quality tier one instruction and effective tier 2 and 3 interventions have been prioritized to address the lower math scores for 2024. More live sessions and intervention times were added to the program to support individual learning needs.

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