HOUSTON INDEPENDENT SCHOOL DISTRICT

DISTRICT IMPROVEMENT PLAN 2016-2017

HOUSTON INDEPENDENT SCHOOL DISTRICT

2016 District Improvement Plan

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HOUSTON INDEPENDENT SCHOOL DISTRICT
2016 DISTRICT IMPROVEMENT PLAN

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EXECUTIVE SUMMARY

The District Improvement Plan (DIP) is a one-year plan reflecting strategies and objectives that are aligned to student needs as evidenced by data generated from the Board Monitoring System. Generally speaking, the DIP reflects strategies to address the needs of students not achieving their full potential. More specifically, the plan reflects strategies to address student needs related to violence and bullying prevention, dropout reduction, family and community engagement, college and career readiness, special education, multilingual education, Title I and Title II, student support services and student academic interventions. Below are key highlights from the plan.

Dropout Reduction:

- The graduation rate for African American, Asian and Hispanic students increased by 0.9, 0.9 and 0.3 percentage points, respectively, while the graduation rate for White students decreased by 2.7 percentage points.
- The graduation rate used for federal accountability purposes was 79.3 percent for the class of 2015, an increase of 0.7 percentage points over the class of 2014. It is the highest rate since 2008 using the federal calculations.

Curriculum and Special Populations:

- *Literacy by 3* implemented through small group guided reading instruction using leveled authentic books and classroom libraries for independent reading and assignment of elementary literacy Teacher Development Specialists (TDS) to low-performing campuses.
- With only 40% of middle school students reading on grade level, there is a need to expand literacy strategies from *Literacy by 3* to middle schools. *Literacy in the Middle*, for grades 6-8, addresses teacher training, classroom materials, and leadership support for best literacy practices in read alouds, independent reading, writing, and small group instruction.
- Increase the percentage of special population students (e.g. students with disabilities, homeless students, English language learners, students at-risk for dropping out) enrolling in two or four year college within a year of graduating high school by assisting students during their senior year with completion of college applications, financial aid and scholarship applications.
- Provide career readiness awareness, exploration, and credentialing opportunities to all students by increasing enrollment in career technology education (CTE) courses as well as dual credit courses.

Student Support Services:

- Correct the disproportionate impact to students, most notably black males, resulting from discipline and behavior management practices at campus and district level by implementing integrated systems to merge positive behavior intervention supports (PBIS) and classroom management training for adults training them to effectively address disparities in discipline practices.
  - Review and revise the district's student code of conduct to minimize discretionary removals, as well as time spent in out of school placements. This will include an in-depth review of data reflecting disciplinary placements among campuses and prioritizing adult-learning at campuses with high numbers of out-of-school student placements.

District Overview and Districtwide Student Assessment Data

The Houston Independent School District (HISD) exists to strengthen the social and economic foundation of Houston by assuring its youth the highest-quality elementary and secondary education available anywhere. The Houston Independent School District serves more than 215,000 students and encompasses 333 square miles within greater Houston. Comprised of 287 campuses, HISD is the seventh largest public school system in the nation and the largest in Texas. Schools are organized into five area offices, each supervised by a chief school officer. Four of the five area offices support schools based on geographic location in the north, south, east and west areas of the district. The fifth area office is comprised of campuses for which there are no attendance boundaries. . A total of approximately 30 school support officers report to the five school area offices. These individuals provide leadership to principals, align resources and support for teachers, and ensure that the district is providing equitable and quality educational opportunities to students. HISD's organization is designed to emphasize teaching and learning, align school goals and programs for sustained improvement, eliminate duplication of services, and maintain compliance with both federal and state requirements.

The following table reflects districtwide results in reading and math as measured by the State of Texas Assessments of Academic Readiness (STAAR).

2016 STAAR Student Performance, Grades 3-8

Board Monitoring Scorecard					
	Student Achievement	Subject	2013–2014	2014–2015	2015–2016
Rigorous Education	Percent of Students at Level III - **Advanced** Academic Performance STAAR Standard (3–8)	Reading	15.7	17.5	18.7
	Percent of Students at Level II - **Satisfactory** Academic Performance STAAR Standard (3–8)	Reading	68.7	66.4	66.4*
	Percent of Students at Level I - **Unsatisfactory** Academic Performance STAAR Standard (3–8)	Reading	31.3	33.6	33.6*
	Percent of Students at Level III - **Advanced** Academic Performance STAAR Standard (3–8)	Math	16.0	14.1	17.0
	Percent of Students at Level II - **Satisfactory** Academic Performance STAAR Standard (3–8)	Math	68.6	69.0	69.3*
	Percent of Students at Level I - **Unsatisfactory** Academic Performance STAAR Standard (3–8)	Math	31.4	31.0	30.7*

2016 STAAR Grades 3–8 Key Findings (English and Spanish Versions Combined):
- The Level II Satisfactory standard changed in 2015–2016 and will continue to increase until the Final Recommended standard is reached in 2021–2022. Even with the higher standard, the percentage of students meeting the Level II Satisfactory remained the same in reading and increased by 0.3 percentage points in math from 2014–2015 to 2015–2016.

- The percentage of students performing at the advanced level is the highest it has been in the last three years.
- The percentage of students meeting the Level II Satisfactory standard in reading increased in grades 4 and 8, declined in grades 3, 5, and 6, and remained the same in grade 7.
- The percentage of students meeting the Level II Satisfactory standard in math increased in grades 4, 6, and 7 and declined in grades 3, 5, and 8.
- When comparing the 2012 STAAR gap results to the 2016 gap results, the student performance gaps appear to be widening between White, African American, and Hispanic students for almost all grades over time.
- Of all students taking the STAAR A assessment, 11 percent met the Level II Satisfactory standard in reading and 13 percent met the Level II Satisfactory standard in math.
- Of all students taking the STAAR Alternate 2 assessment, 87 percent met the Level II standard in reading and 90 percent met the Level II standard in math.
- Of all English Language Learners (ELL) who took the STAAR English or Spanish test version, 48 percent met the Level II Satisfactory standard in reading and 63 percent met the Level II Satisfactory standard in math.

STAAR Algebra 1, English 1 and II End-of-Course – Results

Board Monitoring Scorecard					
	Student Achievement	**Subject**	**2013–2014**	**2014–2015**	**2015–2016**
Rigorous Education	Percent of Students at Level III - **Advanced** Academic Performance STAAR EOC (9–12)	ELA I & II	4.9	5.4	6.4
	Percent of Students at Level II - **Satisfactory** Academic Performance STAAR EOC (9–12)	ELA I & II	53.9	51.0	53.2*
	Percent of Students at Level I - **Unsatisfactory** Academic Performance STAAR EOC (9–12)	ELA I & II	46.1	49.0	46.8
	Percent of Students at Level III - **Advanced** Academic Performance STAAR EOC (9–12)	Algebra I	6.6	8.3	10.5
	Percent of Students at Level II - **Satisfactory** Academic Performance STAAR EOC (9–12)	Algebra I	68.1	65.3	65.0*
	Percent of Students at Level I - **Unsatisfactory** Academic Performance STAAR EOC (9–12)	Algebra I	31.9	34.7	35.0
	Percent of Students at Level III - **Advanced** Academic Performance STAAR EOC (7,8)	Algebra I	50.1	60.9	64.5
	Percent of Students at Level II - **Satisfactory** Academic Performance STAAR EOC (7,8)	Algebra I	98.6	98.8	98.3*
	Percent of Students at Level I - **Unsatisfactory** Academic Performance STAAR EOC (7,8)	Algebra I	1.4	1.2	1.7

STAAR Algebra 1, English 1 and II End-of-Course – Key Findings

- The Level II Satisfactory standard changed in 2015–2016 for first-time EOC testers.
- Even with the new Satisfactory standard, the percentage of students meeting the Level II Satisfactory standard in English I and English II increased by 2.2 percentage points to 53.2 percent in 2016.
- The percentage of students in both high school and middle school meeting the Level II Satisfactory standard in Algebra I decreased slightly.
- The percentage of students meeting the Advanced standard increased for the All Students group in Algebra I for both high school and middle school students and in English I/English II performance from 2014–2015 to 2015–2016.
- When comparing the "First Spring Administered" STAAR EOC gap results to the 2015 gap results between White, African-American, and Hispanic students (first-time testers only), the gaps appear to be stable over time for Algebra I, English I, and English II.
- Of all English Language Learner (ELL) students taking the regular test version, 52 percent met the Level II Satisfactory standard in Algebra I, 12 percent met the Satisfactory standard in English I, and 8 percent met the Satisfactory standard in English II. The percentage of ELL students meeting the Satisfactory standard in English II has declined each year over the past three years.
- Of all students taking the STAAR A test version, 16 percent met the Level II Satisfactory standard in Algebra I, 6 percent met the Satisfactory standard in English I, and 9 percent met the Satisfactory standard in English II. This represents an increase in all three subjects from 2015 to 2016.
- Of all students taking the STAAR Alternate 2 test version, 88 percent met the Level II Satisfactory standard in Algebra I, 89 percent met the Satisfactory standard in English I, and 93 percent met the Satisfactory standard in English II. This represents an increase in Algebra I and English II and a slight decline in English I from 2015 to 2016.

HISD Graduation and Dropout Rates with Exclusions (State Accountability): Class of 2015

- Out of 11,204 students in the class of 2015, 9,182 (82.0 percent) graduated. The graduation rate for the class of 2015 was 0.2 percentage points higher than the rate for the class of 2014. It is the highest graduation rate since 2011 when this methodology was first applied.
- The graduation rate for African American, Asian and Hispanic students increased by 0.9, 0.9 and 0.3 percentage points, while the graduation rate for White students decreased by 2.7 percentage points, respectively.
- The longitudinal dropout rate for the class of 2015 was 10.9 percent (based on 1,221 dropouts), 0.1 percentage points higher than the dropout rate for the class of 2014.
- The dropout rates for White and Hispanic students were 1.0 and 0.3 percentage points higher than the rates for the calls of 2014.
- The dropout rates for African American and Asian students decreased by 0.8 and 0.7 percentage points, respectively, from 2014
- The graduation rate for 1,329 students in the class of 2015 identified as Ever English Language Learners in high school (Ever ELL) was 60.4 percent, an increase of 0.7 percentage points over the class of 2014. The longitudinal dropout rate for Ever ELL students was 18.8 percent, a decrease of 0.4 percentage points over the class of 2014.
- The graduation rate for 1,012 students in the class of 2015 identified as Students with Disabilities (SWD) was 70.1 percent, and increase of 0.4 percentage points over the class of 2014. The longitudinal dropout rate for SWD students was 16.8 percent, an increase of 0.2 percentage points over the class of 2014.

HISD Graduation and Dropout Rates without Exclusions (Federal Accountability): Class of 2015
- The graduation rate used for federal accountability purposes was 79.3 percent for the class of 2015, an increase of 0.7 percentage points over the class of 2014. It is the highest rate since 2008 using the federal calculations.
- The longitudinal dropout rate for all students decreased by 0.2 percentage points from 12.5 percent in 2014 to 12.3 percent in 2015.

SAFETY AND ENVIRONMENT

It is the policy of HISD is that all students and employees shall be free from bullying and sexual harassment, including violence in students' relationships. All charges of bullying, sexual harassment, and dating violence are taken very seriously. The District makes every reasonable effort to handle and respond to every charge and complaint filed by students and employees in a fair, thorough, and just manner. Every reasonable effort is made to protect the due process rights of all victims and alleged offenders.

Goal:
HISD campuses and the district as a whole will reduce the number of Level II-IV disciplinary offenses and reduce the number of reported bullying instances by 20%. Staff from the departments of Federal and State Compliance, Counseling and Guidance, Social and Emotional Learning and Professional Support and Development provide support for the following strategies.

Improvement Strategies:
A counselor or administrator who receives a report of bullying, sexual harassment, or dating violence will address the issue with the student who was the target of the reported behaviors in a private meeting. Allegations and motives of bullying will be kept in the HISD data system. In addition, HISD has taken the following proactive prevention actions regarding bullying for the 2016-2017 school year:

Responsible Staff: Professional Support & Development Team

- Mandatory safety and bullying awareness training for all employees through OneSource.
- Mandatory principal-led faculty training on anti-bullying prevention and proper campus interventions.
- Additional teacher on-line modules to facilitate a deep understanding of the different types of bullying (physical, emotional, cyber) and techniques to curtail campus bullying incidents.
- Classroom management and classroom culture (development items I-9 and I-10) video exemplars and effective practices designed to provide teachers with an opportunity to watch highly effective teachers in action, paired with guidance on how to implement these practices.
- Ongoing job-embedded support provided by Teacher Development Specialists at the campus level,
- Classroom Management and Culture Institute (New Teachers),
- Saturday Touch Point sessions that focused on positive behavioral interventions and supports, and

- Development of the bullying awareness course that provided teachers with a blended learning experience (90-minute session facilitated by campus leaders and a six-hour online course).
- The Elementary Counselors provide additional campus face-to-face trainings as requested and distributes conflict resolution and anti-bullying student materials to schools.
- During the first week in February, the district hosts an anti-bullying week where several community professionals are made available to provide campus assemblies regarding bullying prevention. In addition, schools are provided a list of fun activities to implement that have proven to be effective in the prevention of bullying issues on campus.

District Improvement Plan: Building on this general overview, what follows are detailed plans from specific departments-and the strategies being implemented to address student needs.

ELEMENTARY CURRICULUM AND DEVELOPMENT

The mission of the Elementary Curriculum and Development Department is to provide a viable and rigorous curriculum aligned to state and national standards coupled with research-based best practices and high quality professional development leading to the growth and success of all students. The elementary curriculum is supported by best practices for instruction and formative assessment to advance student learning in a college and career ready culture.

The Elementary Curriculum and Development Department provides high-quality rigorous Pre-K through grade 5 curriculum, instruction and formative assessment programs that facilitate relevant educational experiences resulting in college and career readiness for all HISD students.

Elementary Curriculum and Development Department is composed of foundational and enrichment curriculum areas including early childhood, reading/language arts, dual language, mathematics, science, social studies, fine arts, and health and physical education. The work of the department supports a focus on elementary school best practices through high quality professional development and Teacher Development Specialist job-embedded instructional coaching.

Areas of Supports:

- Provide and implement a district-wide PK-5 curriculum, instruction and formative assessment system that builds teacher capacity and promotes student achievement.
- Implement the HISD *Literacy By 3* balanced reading approach to support small group guided reading instruction and independent reading using leveled text.
- Provide high quality PreK-5 teacher content and pedagogy training for approximately 6,000 teachers on 9 early childhood campuses, 11 K-8 campuses, and 159 elementary campuses.
- Provide job-embedded Teacher Development Specialist coaching support on elementary high-needs campuses to build teacher capacity, increase student achievement, and reduce/eliminate the number of Elementary Improvement Required campuses.
- Provide Pre-kindergarten curriculum, training, and support for 700 teachers across 164 campuses to facilitate high-quality teaching environments, parent and family engagement, and kindergarten readiness.
- Provide PreK-3 Dual Language curriculum planning guides along with Dual Language Teacher Development Specialist job-embedded coaching on 55 elementary campuses to facilitate biliteracy and biculturalism.
- Collaborate with Elementary School Offices, Multilingual, Special Education, Student Assessment, and Research departments to align support and resources.
- Facilitate and implement the Read Houston Read volunteer program with approximately 1,000 face-to-face and virtual volunteers to foster advocacy and first grade reading success.

While a large number of elementary campuses saw student achievement increases in 2015-2016 and are no longer identified by the state as an Improvement Required campus, there is much more work to be done. HISD continues to address literacy deficits through our *Literacy By 3* initiative—a systemic, long-term strategy to instill a basic skill that can make the difference between lifelong learning and achievement or a lifetime of frustration and failure. The National Research

Council links students who fall behind early to future failure: Any child who is not reading on grade level by the end of third grade is unlikely to graduate from high school.

HISD is not alone. Districts across Texas and the United States are facing the same literacy challenges—but that is not an excuse. In fact, it has become motivation for HISD to take leadership. Prior to the 2014-2015 school year, data and stakeholder feedback indicated the following elements contributed to HISD's struggle to ensure students were reading on or above level by the end of third-grade:

- Lack of student reading achievement and persistent achievement gaps
- Lack of coordination between HISD departments regarding curriculum, instruction, monitoring, and data analysis
- Lack of shared expectations for effective reading instruction
- Focus on whole group, textbook-driven instruction
- Weakness in recruiting, developing, and retaining effective reading teachers for low-performing campuses
- Limited access to ongoing professional development and instructional-coaching support for principals and teachers at low-performing campuses.

HISD is now organized to ensure that all third-graders will be proficient or advanced in reading by spring 2020.

Moving into year three, HISD is implementing:

- A systemic and balanced approach to literacy instruction and tight alignment across campuses and central office departments
- Literacy instruction with shared expectations and standards of practice for effective reading instruction
- Small group guided reading instruction using leveled authentic books and classroom libraries for independent reading
- Assignment of elementary literacy Teacher Development Specialists (TDS) to low-performing campuses.

Below is a summary of 2015-2016 elementary reading achievement on the STAAR. By commissioner's rule, the Level II Phase-in 1 Satisfactory standard was increased to the Level II Satisfactory 2016 progression standard and will continue to increase each year until 2021–2022. This means that students taking the STAAR grades 3–5 assessments had to answer more items correctly to "pass" the exams than in the previous year.

STAAR Reading Spring 2016	Spring 2015: Phase-In 1 Standard		Spring 2016: Student Standard			1 year Change	
	# Tested	% Met Standard	# Tested	% Met 2016 Standard	% Met 2015 Standard	2015 to 2016 Standard	2015 Standard
HISD Grade 3 Reading	12,736	69	13,370	66	71	3% pt. decrease	2% pt. increase
HISD Grade 4 Reading	14,869	62	14,862	69	72	7% pt. increase	10% pt. increase
HISD Grade 5 Reading	15,275	69	15,684	64	67	5% pt. decrease	2% pt. decrease

STAAR Writing Spring 2016	Spring 2015: Phase-In 1 Standard		Spring 2016: Student Standard		1 year Change
	# Tested	% Met	# Tested	% Met Standard	2015 to 2016
HISD Grade 4 Writing*	14,915	62	14,852	62	no change

End of year Istation Universal Reading Data:

Grade level	Tier 1			Tier 2			Tier 3		
	14-15	15-16	Growth	14-15	15-16	Growth	14-15	15-16	Growth
K	49	41	-8	17	22	5	35	37	2
1	42	44	2	16	18	2	43	38	-5
2	41	56	15	15	16	1	44	28	-16
3	40	53	13	21	21	0	39	26	-13
4	26	52	26	25	20	-5	49	28	-21
5	30	54	24	24	21	-3	46	25	-21

Below is student achievement summary data for elementary mathematics and science. HISD is continuing to build teacher content knowledge and instructional capacity through curriculum resources and professional development in order to deepen implementation of the revised math TEKS that went into effect in 2014-2015.

STAAR Mathematics Spring 2016	Spring 2015 Phase-In 1 Standard		Spring 2016 Student Standard		1 year Change
	# Tested	% Met	# Tested	% Met	2015 to 2016
HISD Grade 3 Math	12,657	71	13,345	69	2% pt. decrease
HISD Grade 4 Math	14,672	68	14,538	69	1% pt. increase
HISD Grade 5 Math	14,995	73	15,441	72	1% pt. decrease

STAAR Science Spring 2016	Spring 2015 Phase-In 1 Standard		Spring 2016 Student Standard		1 year Change
	# Tested	% Met	# Tested	% Met	2015 to 2016
HISD Grade 5 Science	15,010	64	15,419	68	4% pt. increase

NEEDS ASSESSMENT: Below are student needs identified by the Elementary Curriculum and Development department along with associated objectives, strategies, resources, timelines and milestones.

STUDENT NEED: Elementary students need access to aligned, rigorous, and engaging daily instruction through high-quality teaching learning and equitable access to resources to promote and ensure student achievement/success.					
Measureable Objective	Strategy	Title of Staff Member Responsible	Resources	Timeline	Milestones/ Formative Evaluation
Increase reading student achievement eliminate literacy achievement gaps and through the implementation of the Literacy By 3 balanced approach to reading framework	Provide curriculum and instructional resources coupled with literacy professional development to ensure students receive high-quality daily instruction	Elementary Literacy Director Elementary ELA/SLA Curriculum Director	HISD Curriculum, Leveled Bookroom, Classroom Libraries, Curriculum and Teacher Development Specialists, Istation, myON, Innovations for Learning	August 2016 to June 2017	PK CIRCLE assessment, K-5 Istation Data, K-5 Benchmark Running Records, and Grades 1-5 ELA/SLA formative assessments
Increase student biliteracy as part of Dual Language programming	Provide dual language curriculum expanded to grade 3 along with ongoing teacher training and collaboration with Multilingual	Elementary Curriculum Directors Elementary Dual Language Teacher Development Specialist Manager	Dual Language Curriculum, English and Spanish instructional resources, and Dual Language Teacher Development Specialists	August 2016 to June 2017	PK CIRCLE assessment, K-5 Istation Data, K-5 Benchmark Running Records, and Grades 1-5 ELA/SLA formative assessments
Increase writing student achievement and eliminate achievement gaps	Implement and expand the Writer's Workshop framework	Elementary Literacy Director Elementary ELA/SLA Curriculum Director	HISD Curriculum, mentor texts, Curriculum and Teacher Development Specialists	August 2016 to June 2017	ELA/SLA assessments, student writing samples and portfolios
Increase mathematics and science student achievement and eliminate achievement gaps	Implement and expand daily math problem solving journals, science note-booking, and hands-on instruction	Elementary Mathematics Director Elementary Science Director	HISD Curriculum, Curriculum and Teacher Development Specialists, and Math Problem Solving Journals	August 2016 to June 2017	Think Through Math and Mathematics and Science formative assessments

	promoting conceptual understanding				
Implement high-quality Pre-Kindergarten programming as outlined in HB4 Legislation	Provide high-quality instructional resources, increase teacher qualifications through ongoing professional development, and expand early childhood family and community engagement opportunities	Early Childhood Curriculum Manager HB4 Pre-Kindergarten Grant Manager	HISD Curriculum, HB4 funding for instructional resources, teacher training, and family and community engagement.	August 2016 to June 2017	Human Resources teacher certification and qualification data and PK CIRCLE Assessment data
Eliminate Elementary Improvement Required Campuses	Assign Teacher Development Specialists (TDS) to high needs campuses to provide instructional coaching, training, and job-embedded support.	Elementary ELA/SLA, Math, and Science Directors	Elementary Teacher Development Specialists	August 2016 to June 2017	TDS Campus Visitation Logs (CVLs), school leader and teacher qualitative survey data, formative assessments

SECONDARY CURRICULUM AND DEVELOPMENT

While some significant gains are reported in 2015-2016 secondary STAAR data, we know that further work needs to be done to close achievement gaps, build student literacy in grades 6-12, and increase student and teacher mathematical proficiency.

Preliminary reports suggest that the high school laptop initiative, PowerUp, could contribute to the closing of achievement gaps. With equitable technological access to all high school students, and a library full of digital content aligned to state standards, students have increased opportunities to make choices in their learning. This assists with differentiated approaches to learning in high school classes, therefore growing all students. Follow up data analysis will be done in 2016-2017 to determine what effects technology has on closing achievement gaps. Additionally, other strategies will continue to be explored in the area of differentiated instruction and student-centered learning.

With only 40% of middle school students reading on grade level in the Houston Independent School District, there is a need to expand literacy strategies from elementary's Literacy by 3 initiative. Literacy in the Middle, for grades 6-8, will address teacher training, classroom materials, and leadership support for best literacy practices in read alouds, independent reading, writing, and small group instruction.

Most high school students who are not successful on STAAR EOCs are reading more than two grade levels below the high school level. Further research and high school leadership focus groups are needed to determine how to address high school literacy needs and further expand HISD's literacy work into grades 9-12.

With the new mathematics standards that were implemented in 2014, schools were advised to invest in graphing calculators for 8th grade math and Algebra I courses. At that time, no calculator training was provided to HISD teachers. Further calculator training is needed for HISD teachers and students as this tool can be utilized on standardized tests.

With 21 remaining secondary Improvement Required campuses, an increase in job-embedded coaching for teachers and professional development support in instructional planning and data analysis are needed.

NEEDS ASSESSMENT: Below are student needs identified by the Secondary and Curriculum and Development department along with associated objectives, strategies, resources, timelines and milestones.

STUDENT NEED: Secondary students need increased academic achievement/success, effective teachers, equitable access to literacy resources, and student-centered learning opportunities.					
Measureable Objective	**Strategy**	**Title of Staff Member Responsible**	**Resources**	**Timeline**	**Milestones/ Formative Evaluation**
Increase high school teacher, leader, and CIT (Campus Instructional Technologist) capacity to implement PowerUp	Training for teachers, leaders and CITs (Campus Instructional Technologists) in the following areas:	Director of Instructional Technology	Collaboration with IT, Communications, and College Readiness Laptops CITs (Campus Instructional Technologists)	August 2016-June 2017	Pedagogical growth as noted during classroom walkthroughs using the TIM (Technology Integration Matrix)

strategies in daily instruction.	Inquiry-based learning Student digital portfolios Master Course implementation Student-centered instruction Project-based learning Personalized learning Small group instruction		District Instructional Coaches		Increased use of student digital portfolios to demonstrate growth in academics and Global Graduate competencies Closing of achievement gaps on formative assessments and standardized test scores Increase in graduation rates Increase in teacher and leader retention
All 8th grade students will be proficient or advanced, as measured by STAAR, by 2020, showing at least one year's growth per year.	Literacy in the Middle (read alouds, small group instruction, independent reading, and writing) Teacher training and classroom resources	Director of Secondary Literacy	District Instructional Coaches Generation Ready Classroom libraries	June 2016-May 2020	Istation reading screener data (lexile growth) District formative assessment growth STAAR growth
All HISD schools will come out of IR (Improvement Required) status	Job-embedded instructional coaching at IR campuses Master Course guidance for curriculum and instructional support Teacher training in best practices	(All) Officer of Secondary Curriculum and Development Directors of Secondary Mathematics, English/Language Arts, Science, Social Studies, Literacy, Digital Learning & Resources and Instructional Technology	District Instructional Coaches PowerUp Literacy in the Middle	August 2016-June 2017	Formative assessment growth Teacher retention Literacy growth (Istation or SRI data) STAAR growth Closing of achievement gaps

Increase teacher and student capacity with graphing calculators in grade 8 mathematics and Algebra 1.	Teacher training Job-embedded coaching	Director of Secondary Mathematics	TI Rice- RUSMP District Instructional Coaches	August 2016- May 2017	Formative assessment growth Teacher observations Student achievement in mathematics classes Increased student achievement on STAAR

Coordinated School Health: The coordinated School Health Whole School Whole Community Model (WSCC) developed by the Centers for Disease Control (CDC) and the ASCD organization includes 10 interconnecting components. Each component makes an important contribution to students' well-being and readiness to learn. With a coordinated approach, the components complement each other and have a greater impact than each one by itself. HISD will use the model as the overarching rationale for many programs and initiatives within the district – health and physical education, nutrition services and for evaluating the culture of individual schools. Many of the components are within the districts wellness policy.

Houston ISD has adopted CATCH USA as the Coordinated School Health Program in grades K-8 to create sustainable school health initiatives.

Physical Fitness Assessment: The Physical Fitness Assessment Initiative (PFAI) is a program designed to gather physical fitness data from Texas students for analysis to determine the relationship between student academic achievement, attendance, obesity, disciplinary problems, and school meal programs.

The Texas Education Agency (TEA) was mandated to complete the following objectives:

1. Annually assess the physical fitness of students in grades three or higher in a course that satisfies the curriculum requirements for physical education under Section 28.002(a) (2) (C).
2. Adopt an assessment instrument to be used by school districts.
3. Compile the results of the physical fitness assessment captured by school districts and provide summary results to the TEA.
4. Analyze the results received for each school district to determine whether a relationship exists between student academic achievement levels, attendance levels, obesity, student discipline problems, and school meal programs. (TEC §§38.101- 38.104**)**

NEEDS ASSESSMENT: Below are student needs identified by the Health and Physical Education department along with associated objectives, strategies, resources, timelines and milestones.

STUDENT NEED: Engage students in a standards based program to lead a healthier, more active lifestyle and to make well informed decisions about their personal health and well-being.					
Measureable Objective	**Strategy**	**Title of Staff Member Responsible**	**Resources**	**Timeline**	**Milestones/ Formative Evaluation**
By June 2017, at least 10% of the K-8 campuses will implement a Coordinated School Health Program (CSHP) as reported by HB5.	Provide support to campuses for program implementation through Health and Physical Education Teachers and Nutrition Services.	Curriculum Manager, Health and Physical Education Health/Physical Education District Staff	CATCH Resources Professional Development Coordinate with Nutrition Services, School Health Advisory Council	August 2016-May, 2017	Campus implementation of CSHP. Number of partnerships created to support the health and wellness of all

		Physical Education Teachers & other identified campus staff District Instructional Technology Department			
	Collaborate with community partners to assist with providing PD to campus teams for program implementation.		Wellness Policy		students; Annual Board report of yearly activities
By June 2017, the number of eligible students assessed in all six components of the physical fitness test will be 60% of the students enrolled in grades 3-12.	Provide physical education teachers with professional development: how to administer the six components of the physical fitness assessment; school will schedule testing time to maximize student participation; provide adult assistance for monitoring and recording scores; schedule make-up dates for absent or ill students; ensure all data is entered into the MyHealthyZone web-based data tool on a timely basis; send Parent Report for Individual Student to parents; and create reports that compares fitness testing results to student grades and attendance.	Health/Physical Education District Staff Physical Education Teachers & other identified campus staff District Instructional Technology Department.	MyHealthyZone web-based dashboard to record student data	August 2016-May, 2017	PD log sheets reflecting participants that attend training. Campus and district reports generated from the FitnessGram: MyHealthyZone dashboard.

Below are compliance requirements identified by the Health and Physical Education department along with associated objectives, strategies, resources, timelines and milestones.

COMPLIANCE REQUIREMENTS:
1. K-8 campuses will need to implement a coordinated school health program.
2. Annually assess the physical fitness of students in grades three or higher in a course that satisfies the curriculum requirements for physical education under Section 28.002(a) (2) (C).

| Measureable Objective	Strategy	Title of Staff Member Responsible	Resources	Timeline	Milestones/ Formative Evaluation
By June 2017, at least 25% of the K-8 campuses will implement a Coordinated School Health Program with a nutrition education component and shall use health course curriculum that emphasizes the importance of proper nutrition.	Provide support to campuses for program implementation through Health and Physical Education Teachers and Nutrition Services. Collaborate with community partners to assist with providing PD to campus teams for program implementation. Teachers will utilize the Health Education Curriculum and CSH resources for implementation.	Curriculum Manager, Health and Physical Education HPE Teachers/ Nutrition Services, Principals	CATCH Resources Professional Development Coordinate with Nutrition Services, School Health Advisory Council Wellness Policy	August 2016-May 2017	Campus implementation of CSHP Number of partnerships created to support the health and wellness of all students; Annual Board report of yearly activities
By June 2017, the number of eligible students assessed in all six components of the physical fitness test will be 60% of the students enrolled in grades 3-12	Collaborate with the district's IT Department, TEA and US Games to provide teacher/school access to the online tool to report and monitor fitness data as mandated for students in grades 3-12	Health/Physical Education District Staff Physical Education Teachers & other identified campus staff District Instructional Technology Department.	MyHealthyZone web-based dashboard to record student data	August 2016-May, 2017	My HealthyZone Dashboard: Campus and district reports generated from the FitnessGram: MyHealthyZone dashboard.

ADVANCED ACADEMICS

The Department of Advanced Academics will assist schools to increase the percentage of African American, Hispanic, and economically disadvantaged students so that the percentages in the Vanguard program reflect the district population (Tables 1 and 2).

G/T Students by Program Design and Race/Ethnicity, 2015–2016						
	Vanguard Magnet		Vanguard Neighborhood		Vanguard Program	
	N	%	N	%	N	%
Race/Ethnicity						
African Am.	630	9.9	3,029	11.7	3,659	10.7
Amer. Indian	8	0.1	39	0.2	47	0.1
Asian	1,074	16.9	2,366	9.2	3,440	10.7
Hispanic	2,764	43.4	15,171	58.7	17,935	55.7
Pac. Islander	10	0.2	28	0.1	38	0.1
White	1,669	26.2	4,693	18.2	6,362	19.8
Two or More	212	3.3	507	2.0	719	2.2
Economically Disadvantaged	2,487	39.1	15,278	59.1	17,765	55.2
HISD Totals	**6,367**	**100.0**	**25,833**	**100.0**	**32,200**	**100.0**

District Demographics, 2015–2016			
	District		
	N	%	Diff
Race/Ethnicity			
African Am.	48,705	24.4	-13.7
Amer. Indian	402	0.2	
Asian	7,580	3.8	6.9
Hispanic	123,380	61.7	-6.0
Pac. Islander	174	0.1	
White	17,517	8.8	11.0
Two or More	2,025	1.0	
Economically Disadvantaged	150,294	75.2	-20.0
HISD K–12 Totals	**199,813**	**100.0**	

The Department of Advanced Academics will continue to provide support to campuses to ensure that G/T students are grouped together (a minimum of 3) in accordance with state mandates (Figure 1).

Figure 1. Number of schools with fewer than 3 G/T students identified for at least one grade level, 2012–2013 to 2015–2016
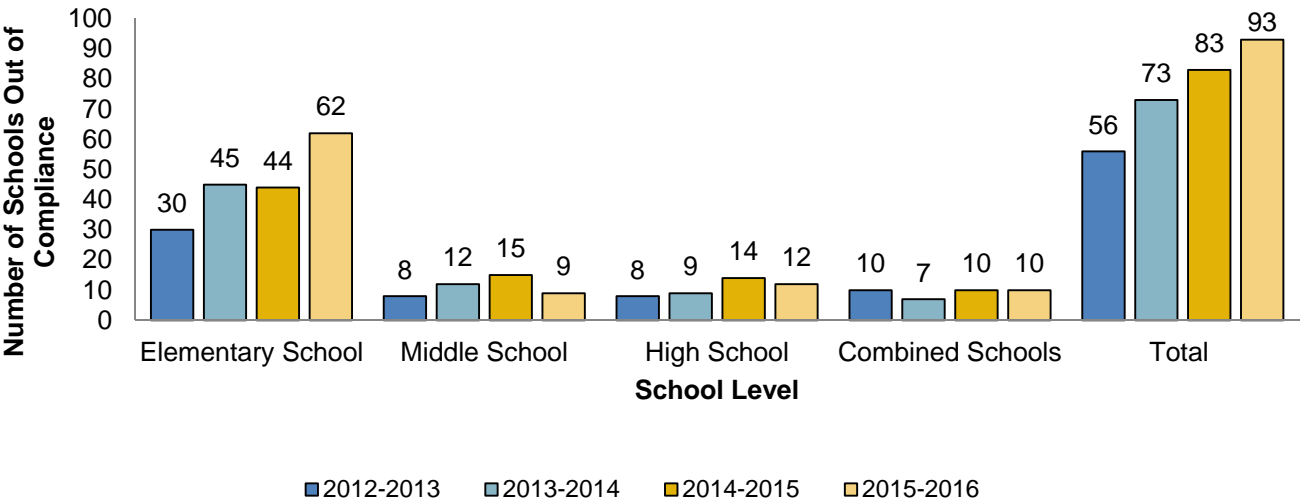
According to the Standards Review, there are teachers who have not completed the mandatory 30 hours of G/T training or the 6-hour update. There is no electronic system to monitor G/T training and completion.

Figures 2a and 2b. Professional Development from the Vanguard Standards Review, 2015–2016

Note: Out of 264 schools with G/T students identified, only 163 submitted a Vanguard Standards Review form for 2015–2016. If a school submitted more than one form, the form with the latest date was used in the analysis.
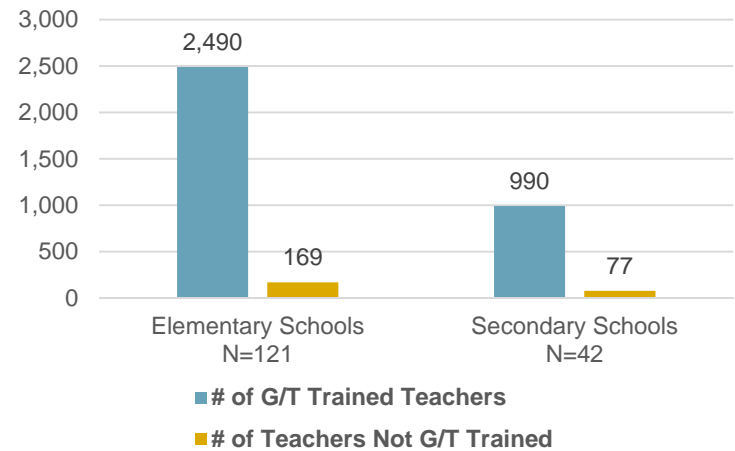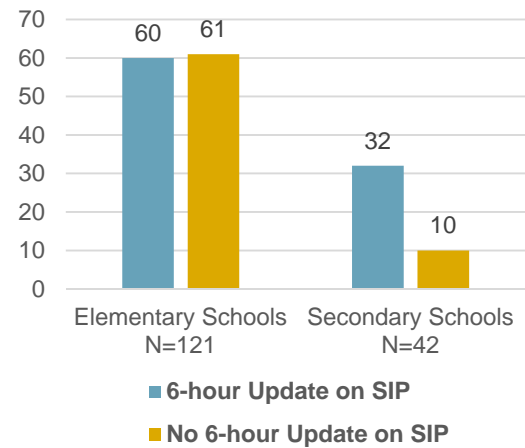
Figure 1a. G/T Professional Development

Figure 2b. G/T Professional Development on SIP

NEEDS ASSESSMENT: Below is a compliance requirement identified by the Advanced Academics department along with associated objectives, strategies, resources, timelines and milestones.

COMPLIANCE REQUIREMENT: The district needs to be in compliance with the Texas State Plan					
Measureable Objective	**Strategy**	**Title of Staff Member Responsible**	**Resources**	**Timeline**	**Milestones/ Formative Evaluation**
Ensure that G/T program reflects the district demographic population	Talent Pool Pilot of CogAT full battery and Iowa/Logramos with kindergarten and fifth grade during Universal window	Advanced Academics Specialists Principals Vanguard Coordinators Test Coordinators	Advanced Academics Specialists Principals Vanguard Coordinators Test Coordinators Student Assessment	August 8, 2016 through May 26, 2016	
Increase the number of off grade level requests for testing	Develop a communication plan to target parents of students who show potential for success in a rigorous academic environment	Advanced Academics Specialists Vanguard Coordinators Principals Student Assessment	Advanced Academics Specialists Office of School Choice Team Student Assessment	December-January	End of the Year Test Summary Report
Increase the number of students enrolled in at least 1 higher level (AP/IB) course per semester	Use data to identify courses that campuses can offer where students can have the most success	Advanced Academics Specialists Principals	Advanced Academics Specialists	August-May	Evaluate the 2015 AP IB data of G/T students for campuses with low participation and performance Sign-In Sheets
Ensure all G/T teachers receive their annual 30-hour update	Monitor through the Standards Review	Campus Principal and Advanced Academics	Create a database through SIS	August 8, 2016 through May 26, 2016	G/T Standards Review End of the Year Professional Development Summary Report from SIS
Ensure all G/T teachers receive their annual 6-hour update	Monitor through the Standards Review	Campus Principal and Advanced Academics	Create a database through SIS	August 8, 2016 through May 26, 2016	G/T Standards Review End of the Year Professional Development Summary Report from SIS

MULTILIGUAL PROGRAMS

Data Reviewed:

District English Language Learner Demographics
Bilingual and ESL language programming participation, by program (YL, YP, YE, YX, YT, YO, NT)
Students   not served (Parental Denials)
STAAR
TELPAS
Program Exits
Years in US
Schools OLPT
Program Evaluation Reports:
- Bilingual/ESL Education
- Pre-Exit
- Dual Language
- Cultural Heritage
- TELPAS

Based on the Data Analysis and Needs Assessment, the following Measurable Objectives will be the focus for the department and will be included, along with any department/program key initiatives for 2016-17:

HISD Goal 1-Increase Student Achievement

Strategies for the improvement of ELL/Immigrant/Refugee/Migrant performance:
- Methods for addressing the needs of ELL/Immigrant/Refugee/Migrant students
  - Establish collaborative partnerships with key departments (Office of School Support, Drop-Out Prevention, Federal and State, Curriculum, College Readiness, Special Education, School Choice, Advanced Academics, Student Assessment, Family and Community Engagement, Guidance and Counseling, Social Emotional Learning, Interventions Office, Research and Evaluation) to increase ELL/Immigrant/Refugee/Migrant academic opportunity and achievement

- Progress monitoring
  - Increase the percentage of Elementary ELLs $\geq$5 years in the program who demonstrate academic English proficiency by meeting ELL exit standards.
  - Increase the percentage of Secondary ELLs 5+ years in the program who demonstrate academic English proficiency by meeting ELL exit standards.

- o Improve achievement outcomes for English Language Learners (ELLs) in English proficiency, as measured by TELPAS.

  - ▪ Decrease of English Language Learners (ELLs) in US schools 5+ years receiving a TELPAS Composite Rating of Beginning or Intermediate
  - ▪ Decrease of English Language Learners (ELLs) tested over two years who perform at the Beginning proficiency level on the TELPAS
  - o Migrant students will demonstrate on-grade level fluency as measured by running records

- Coordinate programming to ensure allowable data-driven services are provided for ELL/Refugee/Migrant
  - o Improve achievement outcomes for ELL/Immigrant/Refugee/Migrant in core content areas, as measured by STAAR.

HISD Goal 2-Improve Human Capital

Strategies for staff development:
- Professional development for the professional staff
  - o Develop, provide and/or coordinate professional development opportunities to support the implementation of ELL programming in the areas of data disaggregation, compliance, second language acquisition, cultural awareness, and instruction

NEEDS ASSESSMENT: Below are student needs identified by the Multilingual Programs department along with associated objectives, strategies, resources, timelines and milestones.

STUDENT NEED: Develop Spanish language fluency, while regularly increasing English proficiency so that regular academic and linguistic progress is made and monitored. Make regular academic and linguistic progress so that state program exit criteria is met before 7th year of enrollment in US schools.					
Measureable Objective	**Strategy**	**Title of Staff Member Responsible**	**Resources**	**Timeline**	**Milestones/ Formative Evaluation**
Establish collaborative partnerships with key departments to increase ELL/Immigrant/Refugee/ Migrant academic opportunity and achievement by establishing systems and imbedding processes that are documented and communicated	Identify initiatives that will best further the work of the various divisions of the Multilingual Programs Department and meet with key district departments strategically throughout the year	Assistant Superintendent for Multilingual Programs Multilingual Programs Manager	Title III, Part A Title III, Immigrant Title I, Part C General Fund	August 2016-May 2017	At least 4 documented meetings with at least 5 key departments At least 1 ELL/Immigrant/Refugee/Migrant related process (per collaboration with each of at least 5 key departments) documented and communicated
Monitor the academic and linguistic progress of ELL/Immigrant/Refugee/ Migrant students strategically throughout the year	Align and communicate systems to collect data and generate reports to measure linguistic and academic progress in English and Spanish	Assistant Superintendent for Multilingual Programs Multilingual Programs Manager	Title III, Part A Title III, Immigrant Title I, Part C GF	September 2016-May 2017	Increase by 10% Elementary ELLs $\geq$5 years in the program who demonstrate academic English proficiency by meeting ELL exit standards Increase by 10% Secondary ELLs 5+ years in the program who demonstrate academic English proficiency by meeting ELL exit standards 5% decrease of English Language Learners (ELLs) in US schools 5+ years receiving a TELPAS Composite Rating of Beginning or Intermediate

					5% decrease of English Language Learners (ELLs) tested over two years who perform at the Beginning proficiency level on the TELPAS reading assessment At least 70% of Migrant students will demonstrate on-grade level fluency as measured by running records
Coordinate programming to ensure allowable data-driven services are provided for ELL/Immigrant/Refugee/ Migrant	Meet with campus leadership at least 3 times annually to review ELL/Immigrant/Refugee/Migrant data to determine appropriate identification, assessment administration, and placement	Assistant Superintendent for Multilingual Programs Multilingual Programs Manager	Title III, Part A Title III, Immigrant Title I, Part C GF	September 2016-June 2017	Improve achievement outcomes for ELL/Immigrant/Refugee/Migrant in core content areas, as measured by STAAR by at least 5% in every content area assessed at every grade level
Develop, provide and/or coordinate professional development opportunities to support the implementation of ELL/Immigrant/Refugee/ Migrant programming in the areas of data disaggregation, compliance, second language acquisition, cultural awareness, and instruction	Identify staff development needs to guide development and delivery of core Multilingual Programs training to be differentiated by each division	Assistant Superintendent for Multilingual Programs Multilingual Programs Manager	Title III, Part A Title III, Immigrant Title I, Part C General Fund	July 2016-June 2017	Develop and deliver Sheltered Instruction II, ELPS-TELPAS Connection, Second Language Acquisition, Metalinguistic Awareness, Vocabulary Development, and Teaching Content through Language Develop and deliver at least 3 division-specific training

SPECIAL EDUCATION SERVICES

Special Education Services has identified the following areas for program improvement. The goals are based on a comprehensive program evaluation conducted by Thomas Hehir and Associates (2011) and yearly needs assessments. For the 2015-2016 school the following needs were identified and are included in the annual Comprehensive Program Improvement Plan:

- Increase inclusive program options for students with disabilities
- Improve achievement outcomes for students with disabilities in core content areas:
  - Students with disabilities receiving targeted accommodations for instruction and assessment will increase.
  - Special education teachers demonstrating application of UDL principles in their instructional design and delivery-will increase.
  - Special education teachers will monitor student progress in meeting IEP goals.
- Increase the percentage of students with disabilities enrolling in two or four year college within a year of graduating high school.
  - Increase the number of completed college applications of students with disabilities that are high school seniors.
  - Increase the number of FAFSAs completed by students with disabilities that are high school seniors
  - Increase the number of students with disabilities approved for accommodations on College Board assessments.
  - Increase the number of student led IEP meetings.
- Meet established local/ state/ federal timelines and targets for identification of students with disabilities in the following:
  - Initial evaluation referrals and timelines
  - The overrepresentation of African American students in the areas of intellectual and emotional disabilities
  - The identification of students with dyslexia
  - The under representation of English Language Learners in the primary levels and the overrepresentation of ELL students in the secondary levels.

References (linked):
- Review of Special Education in the Houston Independent District (2011), Thomas Hehir and Associates
- 2016 Special Education Program Review Progress Report
- Special Education Program: Identification, Placement, and Assessment Report, 2015-2016
- 2016-2017 Comprehensive Program Improvement Plan

NEEDS ASSESSMENT: Below are student needs identified by the Special Education Services department along with associated objectives, strategies, resources, timelines and milestones.

STUDENT NEEDS:					
Increase inclusive program options for students with disabilities					
Improve achievement outcomes for students with disabilities in core content areas					
Increase the percentage of students with disabilities enrolling in two or four year college within a year of graduating high school from 30% to 35%					
Measureable Objective	**Strategy**	**Title of Staff Member Responsible**	**Resources**	**Timeline**	**Milestones/Formative Evaluation**

Increase inclusive program options for students with disabilities: A) Increase the percent of students with disabilities placed in general education for 80% or more of the school day:
 1. 56.1% to 61.1%% for ages 3 – 5
 2. 68.4% to 73.4% for ages 6 – 11
 3. 65.3% to 70.3% for ages 12-21
 	
 B) Decrease the percent of students with disabilities in general education for less than 40% of their school day:
 1. 24.4% to 19.4% for ages 6-11
 2. 19.5% to 14.5% for ages 12-21
	• Add new EXPLORE (inclusive early childhood program) units to 4 schools-Jefferson ES, Bell ES, Farias ECC, and Parker ES
	 • Increase inclusive settings for students with auditory impairments in PK-5th grade at Lantrip ES from 20 to 25 students
	 • Implement Trek (Inclusive program for students with Autism) at 16 schools:
	   HS: Reagan, Westside
	   MS: Black, Hamilton, Grady, Westbriar. Pershing, Henry, Pin Oak,
	   ES: Oak Forest, Shadowbriar, River Oaks, Herod, Travis, Briarmeadow Charter
	 • Pilot BSC SAFE program (Inclusive program for students with emotional disabilities) at 5
		Special Education
		
		 Senior Managers
		
		 Special Education Managers (VI,AI, Autism)
			Special Education Funding
			
			 Collaboration with campus leadership
				End of the 2016-2017 School year	Monthly reviews will be conducted:
					 • Enrollment counts and placement locations
					 • Number of programs implement at schools
					 Updates will be documented in the CPIP

	campuses: Clifton MS, Crespo ES, C. Martinez ES, and Houston MTSC HS • Provide staff development to program specialists and evaluation staff to calibrate, monitor and review more restrictive program options				

Improve achievement outcomes for students with disabilities in core content areas:
 	
A. Students with disabilities receiving targeted accommodations for instruction and assessment will increase from:
   a. 75.1% to 80.1% in Reading
   b. 76.0% to 81.0% in Math
   c. 59.4% to 69.4% in Algebra I
   d. 56.8% to 66.8% in English I
   e. 52.8% to 62.8% in English II
B. 58.3% to 68.3% of special education teachers will demonstrate application of principles of UDL in their instructional design and delivery
	• Monitor number of participants who have registered and completed the course in the HUB on how to document instructional accommodations
	• Provide training on how to develop a culture of inclusion via the following: face-to-face; on-line; webinars and digital hangout.
	• Monitor use of Goalbook implementation through indicators aligned with delivering universally designed instruction.
	• Conduct targeted observations of classroom instruction 5 times per program specialist each month to support universally designed instruction.
		Special Education Senior Managers	Special Education funding
			
			Specialized software
				End of the 2016-2017 School year	Monthly reviews will be conducted:
					• Number of participants of staff development
					• Number of observations
					• Goal progress monitoring

C. 66% of special education teachers will monitor student progress in meeting IEP goals	• Provide professional development to program specialists, department chairpersons, principals and targeted staff on developing expert learners • Review goal progress per grading cycle after:				
Increase the percentage of students with disabilities enrolling in two or four year college within a year of graduating high school from 30% to 35%. A) Increase the number of completed college applications from 38.6% of HS senior SWD to 45% B) Increase the number of FAFSAs completed of HS senior SWD from 202 to 275 C) Increase the number of SWD approved accommodations on College Board assessments from 808 to 1000 D) Increase the number of student led IEP meetings from 976 to 1180	• Increase support to college access by assisting students with college exploration activities. Activities will include: support and assistance with completing college applications, support and assistance with research regarding entrance requirements for colleges and universities, facilitation of outreach and linkage between colleges, universities, SWD and their families. • Increase support to college access by continuing to assist SWD with FAFSA completion through collaboration with families, other District departments/ resources, and community resources.	Special Education Senior Manager of Transition Services	Special Education Funding Specialized software Collaboration with Office of Career Readiness	End of the 2016-2017 School year	Monthly reviews will be conducted: • Number of college applications • Number of completed FAFSAs • Number of approved College Board accommodations • Number of student led IEP meetings

	• Provide training to campus staff on the requests process for accommodations on national assessments and provide support to campuses with historically low accommodation approval rates. • Transition coaches will continue to partner with individual staff to coach identified students to prepare them to lead ARD/IEP meetings. Intensive and focused attention will be given to high school juniors and seniors.				

NEEDS ASSESSMENT: Below is a compliance requirement identified by the Special Education Services department along with associated objectives, strategies, resources, timelines and milestones.

COMPLIANCE REQUIREMENT:	Meet established local/ state/ federal timelines and targets for identification of students with disabilities				
Measureable Objective	**Strategy**	**Title of Staff Member Responsible**	**Resources**	**Timeline**	**Milestones/ Formative Evaluation**
Identification: A) Initial evaluations completed within 45 calendar days of receipt of parental consent will increase from 92.7% to 98% B) Re-evaluations completed within timelines will increase from 99.3% to 100% C) The percentage of students evaluated by a multi-disciplinary team who were not found eligible will decrease from 25% to 15%	• Calculate and disseminate report on initial evaluation compliance with HISD internal timelines (excluding student holidays). • Disseminate a monthly reevaluation compliance report to School Office Senior Managers to identify future evaluation workload. • For every student who is determined not to have a disability condition, the lead will review the evaluation report • Provide training on best practices for evaluation personnel. • Provide trainings at targeted campuses that have a pattern of referrals that resulted in non-eligibility.	Senior Manager for Speech Services	Special Education Funding Specialized Software	End of the 2016-2017 School year	Monthly reviews will be conducted: • Initial evaluation compliance report • Reevaluation compliance report
Dyslexia: A) The number of students identified to have dyslexia will increase from 3,005 to 4,000	• Disseminate a dyslexia identification report to School Office Senior Managers to identify dyslexia identification trends.	Senior Manager for Student Evaluation	Specialized software Collaboration with the Office on	End of the 2016-2017 School year	Monthly reviews will be conducted: • Dyslexia report

			Intervention s		
Disproportionate Representation of African American Students: A) The difference rate between African American students in the general student population and in special education will decrease from 8.0% to 7.0% B) The percent of African American students identified as Emotionally Disturbed (ED) will decrease from 53.6% to 50% **C)** The percent of African American students identified as Intellectually Disabled (ID) will decrease from 38.3% to 35%	• Increase the validity of initial referrals for Special Education evaluation among African American students suspected of an Emotional Disturbance (ED) • Provide campuses with behavioral intervention strategies and tools to reinforce and monitor positive behavior • Provide district-wide training on behavior management for targeted participants • Provide optional district-wide training on behavior management • Increase the validity of initial referrals for Special Education evaluation among African American students suspected of an Intellectual Disability (ID). • Provide district-wide training to evaluation specialists on cultural and language factors affecting cognitive assessment results associated with ID • Provide district-wide training to evaluation specialists on cultural and language factors affecting cognitive	Senior Manager for Student Evaluation	Special Education funding Collaboratio n with the Office of Social Emotional Learning Specialized Software	End of the 2016-2017 School year	Monthly reviews will be conducted: • Number of placements • Number of campuses receiving interventions • Number of participants in district training

	assessment results associated with ID				
Disproportionate Representation of English Language Learners (ELLs): A) The percentage of secondary school students with disabilities also identified as English language learners will decrease from 12.7% to 10% B) The percentage of elementary school age students with disabilities also identified as English language learners will increase from 29.5% to 40%.	• Develop rubric/matrix for ARD/IEP committees to guide ELL consideration of identification for students with disabilities at the secondary level. • Provide training to Special Education Department chairs on use of the rubric/matrix to guide ELL identification consideration	Senior Manager Student Evaluation	Special Education funding Collaboration with the Office of Multilingual Services	End of the 2016-2017 School year	Monthly reviews will be conducted: • Number of placements

EXTERNAL FUNDING — TITLE I AND TITLE II

HISD has 257 Title I, Part A Campuses for the 2016-2017 school year. The No Child Left Behind (NCLB) legislation, Part A – Improving Basic Programs Operated by Local Educational Agencies, SEC. 1114. Schoolwide Programs, mandates that the use of Title I funds must upgrade the entire educational program of a schoolwide program and include all of the components of a schoolwide program. The Title I, Part A Program in HISD serves approximately 164,558 low-income students which is 76.4% of the HISD student population.   These funds provide additional instructional resources to enhance academic achievement for low performing students on Title I, Part A campuses.

NEEDS ASSESSMENT: Below is a compliance requirement identified by the External Funding department along with associated objectives, strategies, resources, timelines and milestones.

COMPLIANCE REQUIREMENT: Implementation of the components of a Title I, Part A Schoolwide Program as mandated by NCLB.					
Measureable Objective	**Strategy**	**Title of Staff Member Responsible**	**Resources**	**Timeline**	**Milestones/ Formative Evaluation**
By June 2017, all Title I campuses will obtain the required documentation for the eight components of a schoolwide campus.	Provide constant communication and program updates that will assist Title I campuses in implementing the components of a schoolwide campus and to remain in compliance of the NCLB statute.	External Funding Grant Adm. Title I Program Specialists	SR1 Title I, Part A Program Funds Title I Trainings Title I Bin Reviews Title I Open Labs	August 2016 through June 2017	Budget worksheets Title I, Part A Student Achievement Evaluation Report Title I Parent Involvement Campus Surveys

Leadership Development: Of the district's 29,402 employees employed in 2015-2016, 263 were principals and 428 were assistant principals/deans. Principals are the instructional leaders on their campuses and effective principals are essential to the success of schools.

Texas Education Agency, Chapter 149 states: the following standards shall be used to align with the training, appraisal, and professional development of principals:

(1) Instructional Leadership. The principal is responsible for ensuring every student receives high-quality instruction.
(2) Human Capital. The principal is responsible for ensuring there are high-quality teachers and staff in every classroom and throughout the school
(3) Executive Leadership. The principal is responsible for modeling a consistent focus on and commitment to improving student learning.
(4) School Culture. The principal is responsible for establishing and implementing a shared vision and culture of high expectations for all staff and students.
(5) Strategic Operations. The principal is responsible for implementing systems that align with the school's vision and improve the quality of instruction.

During the 2015-2016 school year, the department trained a total of 12,268 employees through 229 instructor-led courses and 27 hybrid/online courses. While Leadership Development offered training in each of the categories addressed in the Principal Standards, the majority of effort was placed on building capacity for Instructional Leadership and Human Capital development. Student achievement data for overall percent of students passing STAAR are as follows:

Instructional Leadership:

Percent of Students Passing STAAR Grades 3-8 (2015)		Percent of All Students Passing STAAR End-of-Course (2015)	
ELA Reading	66%	Algebra	72%
Mathematics	69%	Biology	84%
Writing	63%	English I	49%
Science	62%	English II	53%
Social Studies	55%	U. S. History	88%

*Source: TEA-Pearson Tested Summary Report 2014-2015, STAAR End-of Course Results, Spring, 2015. HISD Research and Accountability

Human Capital: HISD's focus on building internal talent (also known as "grow-your-own" model) began in 2010. Since then, the department has developed external partnerships and internal programs to address the talent shortage at the principal level. These programs are: Principal Candidate Development Opportunity (PCDO) School Leadership Academy-Cycle 6, and University Partnerships. Combined, these programs produced 84 employees who qualified for the principals' pool. Of that number 8 were hired as principals and 18 were promoted to higher level leadership positions.

NEEDS ASSESSMENT: Below are student needs identified by the Leadership Development department along with associated objectives, strategies, resources, timelines and milestones.

STUDENT NEED: High quality instruction					
Measureable Objective	**Strategy**	**Title of Staff Member Responsible**	**Resources**	**Timeline**	**Milestones/ Formative Evaluation**
Improve STAAR performance- Index 2, 3	-Identify instructional priorities for improvement -Directly align professional development with learning needs of students -Build collaborative network of support for schools -Ensure effective implementation and articulation of objective	Assistant Superintendent, Leadership Development	Title II Central Program funds to provide materials, consulting services and support for validated, research-based practices	Sept. 1, 2016-June 30, 2017	-By 10/1/16 identify priorities -By 10/15/16 notify principals of professional development schedule -Review formative assessment data -Monitor Attendance/implementation Follow-Up School Visits

STUDENT NEED: High quality school leadership					
Measureable Objective	**Strategy**	**Title of Staff Member Responsible**	**Resources**	**Timeline**	**Milestones/ Formative Evaluation**
Improve organizational effectiveness by increasing the number of school leaders who qualify for the principals' pool	Identify, recruit, and train aspiring school leaders	Assistant Superintendent, Leadership Development	Title II Central Program funds to provide training materials, screening, support	Sept. 1-2016-June 30, 2017	-By Sept. 1, 2016 Launch School Leadership Academy -By Nov. 2016-Launch PCDO -By February 28, 2017 launch APCDO -Monitor pool acceptance

Human Resources: Recruitment And Selection: HISD hires hundreds of teachers annually. For the last several years, HISD has hired 2000+ teachers for its classrooms, with a slight decline under 2000 for the 2016-2017 school year. HISD Human Resources receives approximately 10,000 applications alone for teaching positions and requires significant support to screen these applications into a pipeline of strong and quality teacher candidates. HISD also offers monetary incentives to teaching candidates, particularly those being hired at high needs campuses and in critical shortage positions, to ensure our classrooms are staffed with an effective teacher.

Teacher Turnover			
Teachers at End of Year SY2015-16	**Leaving District by 09-15-16**	**2015-16 to 2016-17 Turnover Rate**	**Five Year Average Turnover Rate**
11,738	1,622	13.8%	14.3%

Number of All Teacher Hires			
SY2013-14	**SY2014-15**	**SY2015-16**	**SY2016-17**
2,216	2,243	2,147	1,770

The Human Resources Recruitment and Selection program receives $740,000 in Title II funds to:

- Offer incentives in the amount of $5000 to teacher hires for critical shortage subject areas (secondary math, secondary science, bilingual, special education high needs areas).
- Offer incentives in the amount of $4000 to teacher hires participating in the district's Strategic Staffing Initiative and hired as a core content area teacher.
- Offer incentives in the amount of $3000 to teachers who assist Human Resources throughout the year in recruiting for and screening teacher applications.

The Human Resources Recruitment and Selection program receives $400,000 in Title II funds to:

- Support the cost of recruitment, selection and onboarding staff to ensure strong, quality teachers are recruited to the district and hired and on boarded effectively.

NEEDS ASSESSMENT: Below are student needs identified by the Human Resources department along with associated objectives, strategies, resources, timelines and milestones.

STUDENT NEED: Effective Teacher In Every Classroom					
Measureable Objective	**Strategy**	**Title of Staff Member Responsible**	**Resources**	**Timeline**	**Milestones/Formative Evaluation**
Attract and retain high quality teaching talent to the district.	Award recruitment incentives to teachers identified as critical shortage or working at hard to staff campuses.	General Manager Talent Acquisition Senior Manager R&S Program Manager R&S *R&S=Recruitment and Selection	SR1 Title II, Part A Program Funds	August 2016 through September 2017	Incentive payouts and summary reports
Improve recruitment and staffing of teachers to meet district staffing goals.	Employ qualified staff to support high volume recruitment and staffing duties.	Recruiters Selection Specialists Onboarding specialists Teachers	SR1 Title II, Part A Program Funds	August 2016 through June 2017	End of Year HR Staffing Review

FAMILY AND COMMUNITY ENGAGEMENT

The mission of the Family and Community Engagement (FACE) Department is to advance student achievement by building parent engagement.

The Houston Independent School District values parents as partners in preparing our students to succeed in college, career, and beyond. HISD Board Policy GK (LOCAL) states, "Parents at the individual school level shall be given every opportunity to work in a parent-teacher relationship that promotes goodwill and understanding and serves to strengthen the educational program."

The results of Jeynes' 2005 meta-analysis indicate that parental involvement is associated with higher student achievement outcomes. These findings emerged consistently whether the outcome measures were grades, standardized test scores, or a variety of other measures, including teacher ratings. This trend holds not only for parental involvement overall but for most components of parental involvement that were examined in the meta-analysis.

FACE will contribute to attaining a 5% increase in overall district student academic achievement by the spring of 2017, as measured by STAAR and other standardized assessments, through the implementation of research based-programs designed to enhance parent engagement in schools including HIPPY, Academic Parent Teacher Teams, Family Friendly Schools, Parent Engagement Representatives, Family Literacy Events, Professional Development and Parent Organization Support.

NEEDS ASSESSMENT: Below are student needs identified by the Family and Community Engagement department along with associated objectives, strategies, resources, timelines and milestones.

STUDENT NEED: Advance student achievement by enhancing family and community engagement.					
Measureable Objective	**Strategy**	**Title of Staff Member Responsible**	**Resources**	**Timeline**	**Milestones/Formative Evaluation**
By June 30, 2017, FACE HIPPY Home Instructors will contribute to attaining a 5% increase in overall district student academic achievement through their efforts to provide 750 families concrete strategies through a 30-week curriculum to parents of 3-, 4- and 5-year olds, which will enable the parents/guardians to work with their children on	Implement HIPPY	HIPPY Managers	Title I, Part A Funding for: Salaries Curriculum Reading Materials Hourly pay Supplies Texas Home Visiting Program grant funding for Salaries Curriculum Reading Materials Hourly pay Supplies	8/1/2016 – 7/31/2017	May, 2016 - Conduct annual FACE HIPPY assessment and year review Aug., 2016 – HIPPY annual plan Dec. 2016 – Mid Year Review May, 2017 – Conduct annual FACE HIPPY assessment and year review

			District support for analysis of metrics (website traffic)		
By Sept. 1, 2016, FACE will contribute to attaining a 5% increase in student academic achievement of designated APTT schools by providing compensation and professional development support by enrolling at least nine schools in a year-long program, Academic Parent Teacher Teams, to advance the academic achievement of students through year-long professional development support in strengthening the teacher/parent/caregiver conference, for students in pre-school and elementary grades.	Academic Parent Teacher Teams (Parent Conference professional development support)	FACE Specialists	Title I, Part A Funding for: Salaries Teacher Stipends Champion Stipends Extra Duty Pay Supplies

District support for overall annual program evaluation | 8/1/2016 – 7/31/2017 | May, 2016 - Conduct annual event needs assessment and year review Aug., 2016 – Plan recruitment of schools Dec. 2016 – Mid Year Review May, 2017 – Conduct APTT needs assessment and year review |
| By June 30, 2017, FACE will increase public support and confidence in schools by increasing the meaningful engagement of parents, guardians and community members, as well as to contribute to attaining a 5% increase in | Family Friendly Schools (School consultation, professional development support, offering recognition to schools who | FACE Specialists | Title I, Part A Funding for: Salaries Awards Award Banners Supplies

District support for overall annual program evaluation | 8/1/2016 – 7/31/2017 | May, 2016 - Conduct annual event needs assessment and year review

Aug., 2016 – Plan recruitment of schools

Dec. 2016 – Mid Year Review |

overall district student academic achievement at the school level through the Family Friendly School program, as measured by parents' participation in campus parent-teacher conferences, which will increase by 10% or more from the previous year, as reported by the SY17 HISD Title I, Part A Parental Involvement Report.	enhance their FACE efforts)				May, 2017 – Conduct FFS needs assessment and year review
By June 1, 2017, FACE will increase public support and confidence in schools by increasing the meaningful engagement of parents, guardians and community members, as well as contribute to attaining a 5% increase in overall district student academic achievement at the school level through placement of Parent Engagement Representatives in at least 10 campuses, as measured by parents' participation in campus parent-teacher conferences, which will increase by 10% or more from the previous year, as reported by the SY17 HISD	FACE Parent Engagement Representatives (Hourly, part-time PERs placed in schools to assist in FACE efforts)	FACE Specialists	Title I, Part A Funding for: Hourly pay Supplies District support for overall annual program evaluation	8/1/2016 – 7/31/2017	May, 2016 - Conduct annual FACE PERs program assessment and year review Aug., 2016 – Plan recruitment of schools Dec. 2016 – Mid Year Review May, 2017 – Conduct FACE PERs needs assessment and year review

Title I, Part A Parental Involvement Report.					
FACE will contribute to the improvement of human capital by providing research-based professional development opportunities related to best practices in FACE, rated as useful and effective through participant evaluations (as measured by an overall average rating of at least 3.5 on a 4 point Likert scale instrument) to a minimum of 800 persons to faculty and staff, HISD departments, and other community stakeholders by the spring of 2017, under the leadership of Dr. Jorge L. Arredondo.	FACE Professional Development for District-wide Faculty and Staff	FACE Specialists	Title I, Part A Funding for: Salaries Reading Materials Professional Development for the staff of FACE District support for implementation of FACE on-line PD from Technology District support for training evaluations and overall program evaluation	8/1/2016 – 7/31/2017	May, 2016 - Conduct annual prof. dev. needs assessment and year review Aug., 2016 – Complete new modules for training. Dec. 2016 – Mid Year Review May, 2017 – Conduct annual prof. dev. needs assessment and year review
By June 1, 2017, FACE will increase public support and confidence in schools by increasing the meaningful engagement of parents, guardians and community members through offering Parent Organization Support in at least 20 campuses. Measurement will consist of a minimum 10% increase in frequency of parent guardian	Parent Organization Support	FACE Specialists	Title I, Part A Funding for: Salary District support for analysis of metrics	8/1/2016 – 7/31/2017	May, 2016 - Conduct annual FACE Parent Organization Support review Aug., 2016 – Parent Organization Support plan Dec. 2016 – Mid Year Review May, 2017 – Conduct FACE Parent Organization Support needs assessment and year review

"Planning" as reported on the annual Title I, Part A report.					

ACADEMIC INTEREVENTIONS

The Interventions department oversees academic Response to Intervention (RtI:A) in collaboration with Student Support Services which oversees behavioral Response to Interventions (RtI:B). Together, the two departments coordinate to create Multi-Tiered Systems of Support (MTSS) for students. With regard to the academic components to be addressed in the DIP, the IO directly impacts improving student performance through addressing the needs of dyslexic students, overseeing technical support for Grad Coaches/Labs to address graduation rate improvement/dropout prevention, and interventions and accelerated instruction through tutoring, after school and summer school programs. **DYSLEXIA**: In order to support the moral imperative and district goal of having 100% of children read on grade level, the specific needs of the approximately 2,977 students identified with dyslexia must be properly and legally addressed on 100% of HISD campuses. The interventions office oversees services to these students once identified. On each campus a dyslexia interventionist must be properly trained, provided materials, and given on-going support to ensure their students make progress. Administrators also need training and support in understanding the state Dyslexia Handbook, specific needs of dyslexic students, and creative solutions to serving students within shrinking budgets. With regards to identification of dyslexic students, the Interventions Office collaborates with our Special Education team to increase identification of students with dyslexia, currently 1.5% of the HISD school population. **GRAD LABS/COACHES:** The graduation rate has increased over the past years, but improvement has slowed and new innovations are needed to continue improvement from the current rate of 82% for the class of 2015. Expansion of use of online curriculum for original credit (OC), credit recovery (CR), Advanced Placement (AP) and supplemental instruction (SI) for class cohorts is needed, along with adaptive digital tools to support EOC test success. During 2015-2016 there were 8,251 OC, 6,747 CR, 183 AP, and 9,093 SI enrollments with progress in high schools, and 592 OC and 57 SI enrollments with progress in middle schools. An Apex tutoring tool was also vetted for effectiveness and future use. Creative, expanded use of these tools will increase first-time course passing rates and students on track for graduation. **TUTORING:** District-supported options for campus-based literacy and math tutoring are needed to help campuses fill in foundation skills for the most struggling students who are multiple years below grade level with regards to Lexile level or math screener data. **AFTER-SCHOOL PROGRAMMING**: There is a need to expand programming available to HISD students. Currently 36 schools have district-supported programs funded through TEA's 21st Century CLC (21 schools), HCDE Partnership (8 schools), City of Houston ASAP Grant (4 schools) and Bo Porter Foundation (3 schools). An additional 70 (approx..) school-based programs are offered supported by general funds, parent fees, or other sources. There are approximately 180 schools without any after school programming. In order to increase expanded learning opportunities, a structure for supporting development of community school models should be explored and recommendations made. **SUMMER SCHOOL**: Students were served in summer programming at most HISD campuses in 2016, however with changes to the state testing calendar, promotion standards, and state practices around SSI numbers were impacted. Continued identification of the right kids for summer school, the right instructional practices to meet their needs, and other opportunities to impact college and career readiness of students should be explored with the school areas offices. **RtI/IAT:** Intervention Assistance Teams (IAT) on each campus need access to enhanced training and resources to build more effective problem-solving teams to oversee academic and behavioral interventions.

NEEDS ASSESSMENT: Below are student needs identified by the Interventions department along with associated objectives, strategies, resources, timelines and milestones.

STUDENT NEEDS: Students with dyslexia need access to a trained interventionist who can deliver specialized instruction that allows students to progress towards grade-level expectations.

Students need access to digital content not limited by time, place, or space in order to increase their opportunities to gain credits and pass state assessments towards graduation.

Students need access to quality tutoring aimed at filling in foundational math and literacy skills.

Students need access to quality expanded learning opportunities including before, during, after, out-of-school, and summer programming to enhance their college and career readiness.

Students needs access to quality, coordinated academic and behavioral interventions on their campus.

Measureable Objective	Strategy	Title of Staff Member Responsible	Resources	Timeline	Milestones/ Formative Evaluation
Improve dyslexia services to attain 100% of campuses K-12 with an identified and trained dyslexia interventionist serving 100% of identified dyslexic students requiring support according to state guidelines by December 2016.	Within existing funds previously allotted to external training, the Interventions office will bring Dyslexia training in-house, allowing for staff dedicated to writing HISD curriculum scope and sequence, supporting and coaching interventionists, and monitoring progress and data.	Assistant Superintendent, Interventions	$232,700 GF; District TDS and Program Manager for Dyslexia Services and Support; Instructional Materials and Training from Neuhaus, Scottish Rite, Region IV, etc.; Website; TEA Dyslexia Handbook Revised 2014; Special Education Department for Identification; Campus-Based Evaluators; IAT Teams	Aug 2016-July 2017	Train 200 new or returning dyslexia interventionists by October 2016; Train 100 Strategic Reading and Writing (SRW teachers by December 2016; Train Bilingual Interventionists in Esperanza by January 2017; Develop service and progress tracking system by January 2017; Complete HISD Scope and Sequence by August 2016; Complete HISD Level 1 Curriculum by January 2017; Hold periodic training sessions and meetings with interventionists and administrators; Design and make available campus-based, general classroom teacher training by August 2016; Collaborate with other departments in the District to coordinate and align intervention

					strategies/activities; Provide information about dyslexia to the HISD Board, parents/guardians, and community members to increase knowledge about required services and District programs as measured by reports, sign-in sheets/trainings, and dyslexia events; Increase knowledge about intervention services by developing/enhancing the IO website with easily accessible, available, and up-to-date information by August 2016; Complete HISD Level 2 Curriculum by May 2017
Improve the graduation rate through a 5% increase in the use of online courseware for original credit, credit recovery, supplemental instruction, and STAAR/EOC tutorials by August 2017.	Through a new RFP process, HISD secured unlimited access to Apex online courseware and adaptive tutorials for STAAR, SAT, ACT, and TSI available to all middle and high schools students in HISD. New integration of the courseware will allow for easier access. Baseline data for enrollments during 2015-2016 were 8,251 Original Credit (OC), 6,747 Credit Recovery (CR), and 9,093 Supplemental Instruction (SI), and	Assistant Superintendent, Interventions	$1.34 M in GF including High School Allotment; Grad Coaches on Traditional High School Campuses; Apex Lead Administrators on other campuses; Apex staff unlimited training contract for training and grad coach support; College and Career Readiness teams for SAT/ACT/TSI collaboration; Training with registrars and counselors	Aug 2016- July 2017	Integration with all IT systems for access by all content teachers and students by October 2016; Awareness and training of departments and campuses for new tutorials August 2016 and ongoing; Grad Coach training and support monthly and as needed August 2016 and ongoing; Data Monitoring of Apex reports; September 2016 and ongoing; Campus Pilots for supplemental and overage students December 2016 and ongoing.

	183 Advanced Placement (AP) in high schools, and 592 OC and 57 SI enrollments in middle schools. (Total 24,923 enrollments)				
Improve literacy and math outcomes by offering district-supported literacy and math tutors for identified students at participating K-12 campuses to increase foundational reading and math levels as measured by Lexile and NWEA MAP by April 2017.	Campuses can select to hire a full time tutor, and pay a fee-for-service to the IO for training, curriculum, coaching, software, and progress monitoring data on selected students (most 2 or more years below level).	Assistant Superintendent, Interventions	GF, Title I, or Federal Priority/Focus BW; Targeted Assistance funds; Teacher Development Specialist (TDS) funded through fee-for-service to support tutors and campus leaders; HR Support; ISF support from Budgeting; NWEA MAP software for skill isolation and acceleration; MindPLay reading software; leveled texts	Aug 2016-July 2017	Create infrastructure for program and TDS August through September, 2016; Offer services to campuses August through October 2016; Develop list of available tutors August 2016; Coordinate interview, placement, and training of tutors on interested campuses August-December 2016; Develop curriculum, training and progress monitoring tools September 2016-January 2017
Improve academic gains of HISD students with a 5% increase in participation in Summer School 2017 by refining policies on participation, extending access, and refining instructional programming.	To manage changes with state testing, SSI, and district policy the SS committee will consider terms of participation to ensure the right kids are served with the right instructional practices to meet their needs, including opportunities to impact the college	Assistant Superintendent, Interventions	Campus Title I Funds; Campus GF funds; Potential fee for service from parents; Nutrition services and summer feeding; Curriculum and Development; district committee members; Campus Coordinators	Aug 2016-July 2017	Survey data and research report for 2016 by October 2016; Committee Convened and planning by November 2016; Summer School planned and communicated by February 2016; Campus Trainings by April 2016; Summer School programming enrollments by July 2016

	and career readiness of more students.				
Enhance after-school programming on 36 campuses (tutoring, enrichment, parent engagement) to ensure that 95% of participating students increase STAAR achievement, attendance, and grades, and decrease disciplinary referrals by July 2017.	After-school programming will address needs of participating students and their parents.	Manager of After School Programs	21st Century Learning Community grant funds; other foundation grants; Parent Educators; Campus Coordinators	Aug 2016-July 2017	Monthly monitoring of attendance and academic progress, September 2016 and ongoing; Development of Support Models, August 2016; 21st Century Grant Program Evaluations, July 2017.
Examine potential models for increasing expanded learning opportunities on 180 campuses without after-school programming.	Study models and make recommendations on strategies for providing backbone support to campuses wishing to develop a community school model in expanded learning time.	Manager of After School Programs	Grants department expertise; HFTE Community Schools experts; Austin ISD exemplars; Research on best practices	Aug 2016-July 2017	Development of Support Models ongoing through April 2017

SOCIAL AND EMOTIONAL LEARNING

The Social and Emotional Learning (SEL) department was established to address inequity in discipline procedures, and advise policy changes. The district Disciplinary Actions Report completed by HISD Research and Accountability in June 2016 indicate significant disparities among race, disability status and socio-economic status in how students are disciplined. HISD board policy bans suspensions of students below third grade and the Student Code of Conduct was revised requiring Intervention Assistance Team (IAT) involvement prior to discretionary removals to the district's disciplinary alternative education program (DAEP).

Data informing SEL's district improvement plan include:
- In-school suspensions decreased in 2015–2016 to 30,150, a 15.7 percent decrease over 2014–2015. This comes after a 20.9 percent decrease in in-school suspensions from 2013–2014 to 2014–2015, from 45,227 to 35,757.
- Out-of-school suspensions decreased between the 2014–2015 and 2015–2016 academic years by 16.6 percent, from 30,441 to 25,399.
- Referrals to DAEP increased by about 11.1 percent from 2014–2015 to 2015–2016, from 2,720 to 3,021.
- Expulsions to the JJAEP were down in 2015–2016 compared to 2014–2015, from 69 to 58. This represents a 15.9 percent decline.

Male students, comprising 50.8 percent of HISD's student population, disproportionately received disciplinary actions relative to female students within the district. They constituted 61.6, 64.9, 69.5, and 78.3 percent of the total number of students experiencing at least one in-school suspension, out-of-school suspension, removal to a DAEP, and expulsion to JJAEP, respectively. They accounted for 63.9 percent of all in-school suspensions, 67.8 percent of all out-of-school suspensions, 69.7 percent of all removals to DAEP, and 78.3 percent of all expulsions to JJAEP.

Black students, comprising 24.5 percent of HISD's student population, disproportionately received disciplinary actions relative to other racial/ethnic groups within the district. They constituted 36.1, 49.1, 45.9, and 47.8 percent of the total number students experiencing at least one in-school suspension, out-of-school suspension, removal to a DAEP, and expulsion to JJAEP, respectively. They accounted for 35.8 percent of all in-school suspensions, 51.4 percent of all out-of-school suspensions, 45.7 percent of all removals to DAEP, and 47.8 percent of all expulsions to JJAEP.

Special education students, comprising 7.4 percent of HISD's student population, disproportionately received disciplinary actions relative to non-special education students within the district. Among students experiencing at least one disciplinary action, special education students constituted 11.3 percent of in-school suspensions, 14.8 percent of out of school suspensions, 11.8 percent of removals to DAEP, and 28.3 percent of expulsions to JJAEP. They accounted for 12.0 percent of all in-school suspensions, 17.3 percent of all out-of-school suspensions, 11.7 percent of all removals to DAEP, and 28.3 percent of all expulsions to JJAEP.

At-risk students constituted 64.2 percent of HISD's student populations, but were 84.7, 83.2, 90.4, and 93.5 of the total number of students experiencing at least one in-school suspension, out-of-school suspension, removal to DAEP, and expulsion to JJAEP, respectively. As a proportion of all in-school and out-of-school suspensions, and removals to DAEP and expulsions to JJAEP, at-risk students accounted for 88.0, 86.2, 90.9, and 93.5 percent, respectively.

NEEDS ASSESSMENT: Below are student needs identified by the Social and Emotional Learning (SEL) department along with associated objectives, strategies, resources, timelines and milestones.

STUDENT NEED: Disproportionate impact of how discipline and behavior is managed at campus and district level					
Measureable Objective	**Strategy**	**Title of Staff Member Responsible**	**Resources**	**Timeline**	**Milestones/ Formative Evaluation**
Decrease the overall number of out-of-school (OSS) suspensions from 13,109 to 11,142.	Implement Integrated Systems Framework (ISF) to merge PBIS and mental health to address disparities in district's discipline practices.	Director, SEL	PBIS team, behavioral and crisis interventionists, and discipline administrator	School Year 2016-17	Monthly review through the Social and Emotional Learning Department's Continuous Program for Improvement Plan (CPIP)
Decrease the difference rate between African American students in the general student population and African American students experiencing an OSS from 102% to 87%.	Implement Integrated Systems Framework (ISF) to merge PBIS and mental health to address disparities in district's discipline practices.	Director, SEL	PBIS team, behavioral and crisis interventionists, and discipline administrator	School Year 2016-17	Monthly review through the Social and Emotional Learning Department's CPIP
Decrease the overall number of DAEP referrals from 2,596 to 2,207	Review and revise student code of conduct to minimize discretionary removals, as well as time spent in out of school placements	Director, SEL and Discipline Administrator	PBIS team, behavioral and crisis interventionists, and discipline administrator	School Year 2016-17	Monthly review through the Social and Emotional Learning Department's CPIP

Decrease the difference rate between African American students in the general student population and in DAEP from 90.2% to 75%.	Review data on disciplinary placements among campuses helping campuses with high numbers of placements to develop and implement alternative strategies, including progressive sanctions	Director, SEL	PBIS team, behavioral and crisis interventionists, and discipline administrator	School Year 2016-17	Monthly review through the Social and Emotional Learning Department's CPIP

STATE COMPENSATORY EDUCATION

Compensatory Education is defined in law as programs and/or services designed to supplement the regular education program for students identified as at risk of dropping out of school. The purpose is to increase the academic achievement and reduce the dropout rate of these students. The goal of State Compensatory Education is to reduce any disparity in performance on assessment instruments administered under Subchapter B, Chapter 39, or disparity in the rates of high school completion between students at risk of dropping out of school, as defined by section 29.081, and all other students. Houston Independent School District provides funds for supplemental state compensatory education programs and services for students at risk of dropping out of school. The programs and services were designed for these students using STAAR and the Stanford tests results in order to improve and enhance the regular education program. Each campus and program has a coordinator/contact person who is responsible for and oversees the administration of each supplemental State Compensatory Education Program. A detailed list of programs and contact persons is included in the Compensatory, Intensive and Accelerated Instruction – Programs and Services Guide for State Compensatory Education. Due to the decentralization initiative in the Houston Independent School District, each campus also receives dollars for State Compensatory Education in order to provide supplemental programs and services for students on their campus who are at risk of dropping out of school.

The following figures represent the approximate total HISD budget and Full-Time Equivalents (FTE's) for the supplemental State Compensatory Education Program. This is the planning preliminary budgeted amounts for 2016-2017 towards 52% of the allocation:

        Total Approximate District SCE Budget - $ 93,343,691
        Total Approximate FTE's – 943.4

The district will provide supplemental programs and services for students who are at risk of dropping out of school for the 2016-2017 school year which will include: Disciplinary Alternative Education Schools, Centers and Programs; the Excess Cost Model for Class Size Reduction; Pregnancy Related Services and Decentralized Supplemental Programs and Services on individual campuses in order to improve student achievement and increase the high school completion rates.

At-Risk by Grade for 2015-2016									HISD Totals 2015-2016		
Grade	Enrollment	At-Risk Count	% At-Risk		Grade	Enrollment	At-Risk Count	% At-Risk	Enrollment	At-Risk Count	% At-Risk
EE	466	61	0		6	13,596	8,256	6	215,627	138,333	64.10%
PK	14,824	13,917	10.1		7	13,652	8,407	6.1			
KG	17,143	10,766	7.8		8	13,444	8,067	5.8			
1	18,981	13,605	9.8		9	16,474	11,354	8.2			
2	18,339	11,953	8.6		10	13,351	8,517	6.2			
3	18,523	9,245	6.7		11	11,890	7,109	5.1			
4	17,153	10,246	7.4		12	11,176	6,553	4.7			
5	16,615	10,277	7.4		Total	215,627	138,333	100			

Evaluation of State Compensatory Education 2015: Of the 215,225 students attending HISD, 71.5 percent were identified as being at-risk according to SCE criteria. The ethnic composition of at-risk students was 68 percent Hispanic, followed by 25 percent African American, four percent white, two percent Asian/Pacific Islander, and less than one percent American Indian or two or more races. Eighty-three (83) percent of at-risk students were economically disadvantaged.

- On the 2015 STAAR 3–8 English-language assessments, the gap in the percent of not-at risk and at-risk students who met or exceeded the level II satisfactory standard was 32 percentage points in reading, 28 percentage points in mathematics, 35 percentage points in writing, 38 percentage points in science, and 38 percentage points in social studies.

- On the 2015 STAAR End-of-Course exams, the gap in the percent of not-at-risk and at-risk students who met or exceeded the level II satisfactory standard ranged from 15 percentage points in U.S. History to 40 percentage points in English II.

- The four-year longitudinal graduation rate for not-at-risk students in the class of 2014 saw slight improvement over the previous graduating cohort, moving from 89.9 to 91.9 percent.

- The corresponding rate for at-risk students in the class of 2014 decreased over the previous graduating cohort, dropping from 74.5 to 69.7 percent.

- For the class of 2014, 91.9 percent of not-at-risk students and 69.7 percent of at-risk students graduated from HISD. The completion rate (which includes graduates, continuers, and GED recipients) for not-at-risk students was 94.2 percent and the at-risk rate was 83.1 percent. The gaps between the two classes increased from 2013 to 2014 for both graduation and completion rates.

NEEDS ASSESSMENT: Below are student needs identified by the State Compensatory Education (SCE) department along with associated objectives, strategies, resources, timelines and milestones.

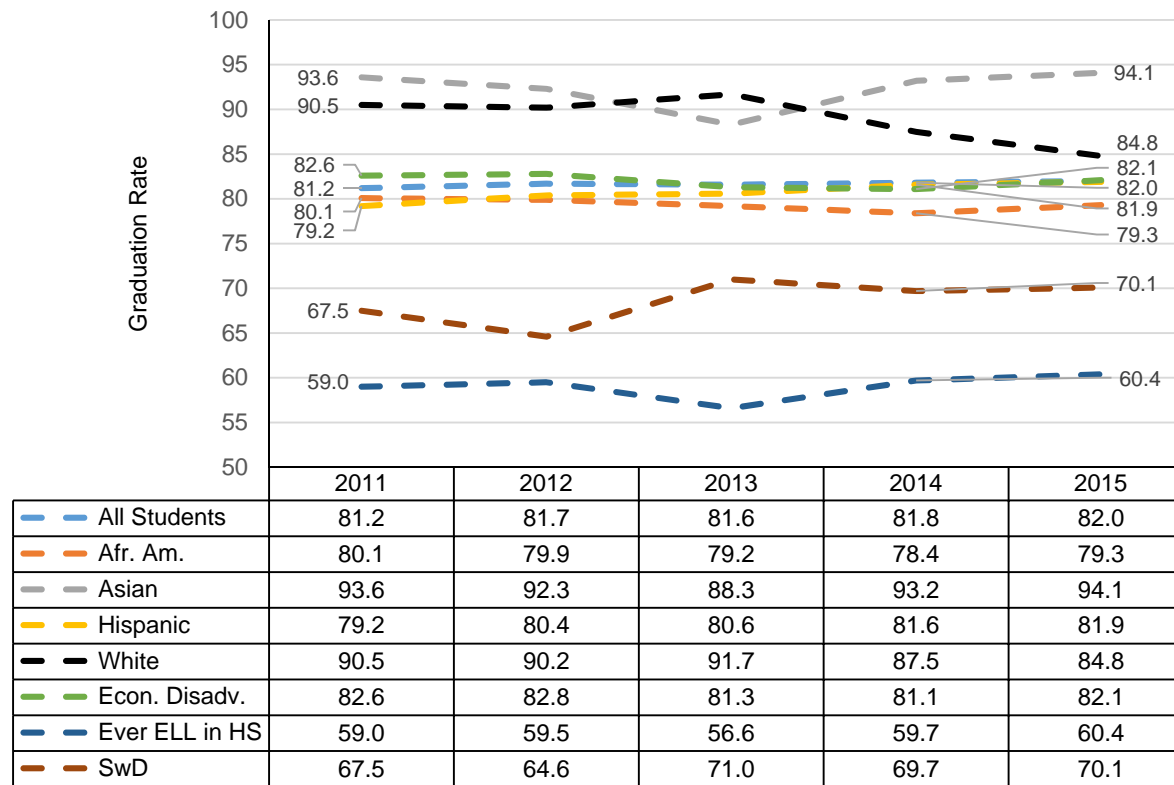| STUDENT NEED: Lagging academic performance and graduation rates for those at-risk of dropping out					
Measureable Objective	**Strategy**	**Title of Staff Member Responsible**	**Resources**	**Timeline**	**Milestones/ Formative Evaluation**
Prepare and Provide Resources on the State Compensatory Education to all campuses	Update website, provide academic service memos	Officer, Student Support Services		School Year 2016-17	Review and update website
Provide programs and services for	Discipline Alternative Education Programs, Academic and	Student Support Services Departments	GF1 and partnerships with nonprofits	School Year 2016-17	Weekly and monthly assessment of data (discipline and attendance) to

students who are at-risk of dropping out	Behavioral Interventions at the campus level, and homeless, dropout prevention, and social-emotional outreach workers	(Dropout Prevention, Social and Emotional, and Homeless)			determine whether outreach is working.
Provide direct supports to students that are at-risk of dropping out directly on campus	Decentralize a portion of SCE funds to campuses and review school improvement plans to ensure that they are providing assistance and support to students at risk of dropping out.	Officer, Student Support Services Manager, Budgeting	GF1 Fund 142	School Year 2016-17	Budget Checklist, Review SIPs
Evaluate SCE programs and services for their effectiveness in reducing the disparity between students at risk of dropping out and all other students	Research will analyze data at the end of school year	Officer, Student Support Services Manager, Budgeting	General Funds	Aug-Sept 2016	Research Report

DROPOUT PREVENTION

Data indicates that from 2011 to 2015, the longitudinal four-year graduation rates with exclusions for state accountability purposes increased for the All, Asian, Hispanic, Ever ELL, and Students with Disabilities groups. The data also reflects a decrease in the longitudinal four-year graduation rates with exclusions for African American, White, and Economically Disadvantaged student groups.

From 2014 to 2015, the longitudinal four-year graduation rates with exclusions increased for All, African American, Asian, Hispanic, Economically Disadvantaged, Ever ELL, and Students with Disabilities groups and decreased for White.

Figure 1. HISD Four-Year Longitudinal Graduation Rates by Student Group: Grades 9–12
With Exclusions (State Accountability): 2011–2015

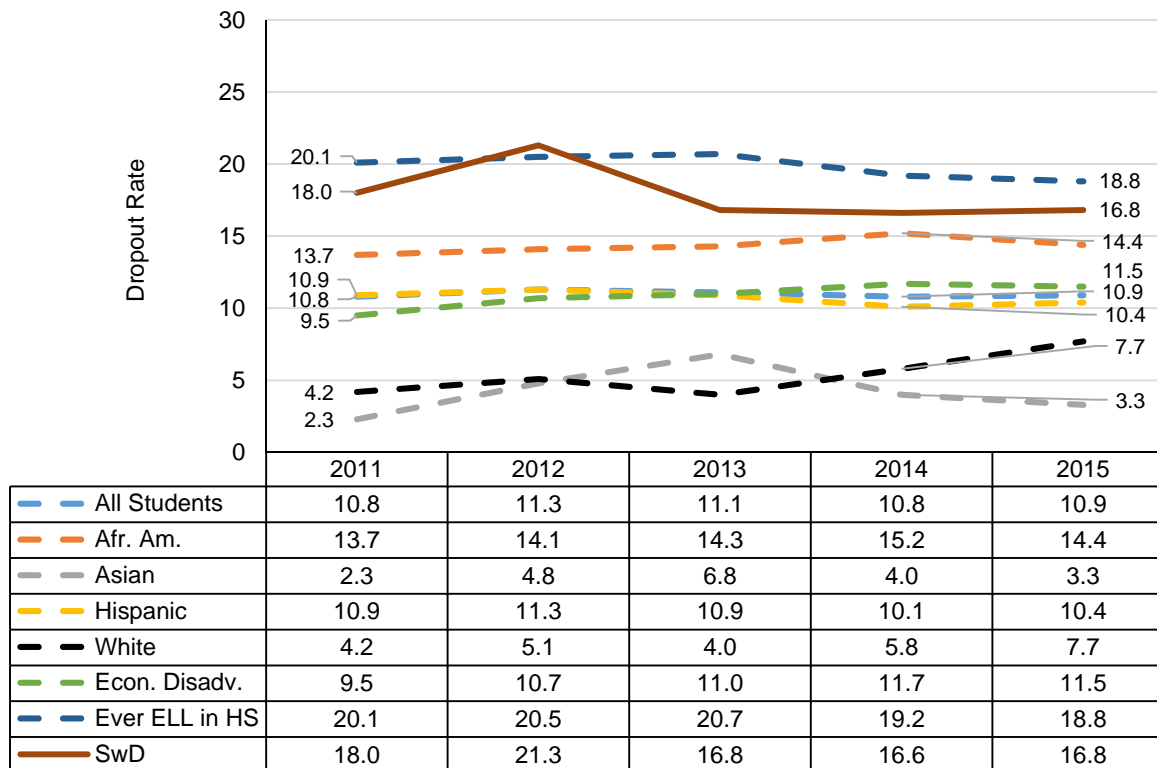|	2011	2012	2013	2014	2015
All Students	81.2	81.7	81.6	81.8	82.0
Afr. Am.	80.1	79.9	79.2	78.4	79.3
Asian	93.6	92.3	88.3	93.2	94.1
Hispanic	79.2	80.4	80.6	81.6	81.9
White	90.5	90.2	91.7	87.5	84.8
Econ. Disadv.	82.6	82.8	81.3	81.1	82.1
Ever ELL in HS	59.0	59.5	56.6	59.7	60.4
SwD	67.5	64.6	71.0	69.7	70.1

Source: TEA Confidential Class of 2015 Four-Year Longitudinal Summary Report, June 2016

Furthermore, data indicates that from 2011 to 2015, the longitudinal four-year dropout rates with exclusions for state accountability purposes decreased for the Hispanic, Ever ELL and Students with Disabilities. Percentage points decreases range from 0.5 for Hispanic students to 1.3 for Ever ELL students.

The longitudinal four-year dropout rates with exclusions increased for All, African American, Asian, White, and Economically Disadvantaged student groups. Percentage points increases range from 0.1 percentage point for all students to 3.5 percentage points for White students.

Also 2014 to 2015, the longitudinal four-year dropout rates with exclusions declined for the African American, Asian, Economically Disadvantaged, and Ever ELL student groups and increased for All, Hispanic, White, and Students with Disabilities student groups.

Figure 2. HISD Four-Year Longitudinal <u>Dropout</u> Rates by Student Group: Grades 9–12
<u>With Exclusions</u>: 2011–2015

	2011	2012	2013	2014	2015
All Students	10.8	11.3	11.1	10.8	10.9
Afr. Am.	13.7	14.1	14.3	15.2	14.4
Asian	2.3	4.8	6.8	4.0	3.3
Hispanic	10.9	11.3	10.9	10.1	10.4
White	4.2	5.1	4.0	5.8	7.7
Econ. Disadv.	9.5	10.7	11.0	11.7	11.5
Ever ELL in HS	20.1	20.5	20.7	19.2	18.8
SwD	18.0	21.3	16.8	16.6	16.8

Source: TEA Confidential Class of 2015 Four-Year Longitudinal Summary Report, June 2016

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NEEDS ASSESSMENT: Below are student needs identified by the Dropout Prevention department along with associated objectives, strategies, resources, timelines and milestones.

STUDENT NEED: Continue to Increase Graduate Rates and Decrease Dropout Rates for all students with particular focus on those at-risk of dropping out, African Americans, Hispanics, English Language Learners, and economically disadvantaged.					
Measureable Objective	**Strategy**	**Title of Staff Member Responsible**	**Resources**	**Timeline**	**Milestones/ Formative Evaluation**
Increase graduation rates by 0.5% for all students and decrease dropout rate by 0.4% for all students	Coordinate Social Services for "Whole" Child: Social Services will be leveraged to fill in the gaps to fit the needs of students for schools in communities that lack these services. Collaborate with the Harris County's TRIAD and Juvenile Probation Department with transitioning youth back to school, City of Houston's Municipal Court Juvenile Case, Teen Court, and My Brother's Keeper Program, Gulfton Youth Development's First & Goal, Inc. – LEAD Program, St. Paul United Methodist Church's Iconoclast Artist, and United States Army – Houston.	Student Case Workers will continue to assist their assigned campuses with service agency referral, mentoring, case management, and academic tutoring to increase student opportunities to graduate from high school.	Support from Harris County's TRIAD and Juvenile Probation Department with transitioning youth back to school, City of Houston's Municipal Court Juvenile Case, Teen Court, My Brother's Keeper Program, Gulfton Youth Development's First & Goal, Inc. – LEAD Program, St. Paul United Methodist Church's Iconoclast Artist, and United States Army – Houston. These program partners will be in multiple schools to help reduce the dropout rate and increase the graduation rate through proven best practices for dropout prevention.	School Year 2016-17	Weekly and monthly attendance, behavior, and academics monitoring.

	Restructured the twelve case workers to focus on both attendance and dropout prevention (rather than 4 focusing on attendance and 8 focusing on truancy).	Director	Case workers	School Year 2016-17	Daily Check-Ins
	Attend IAT Meetings, Coordinate Graduate Support Meetings- create intervention plans and target students based on monitor campus and district attendance, Leaver 98s, students who have failed EOCs, and state mandated tests throughout the school year and summer	Director and Caseworkers	25 Early Warning Indicators database and other county and city resources	Weekly, monthly	Graduate Support Meetings, monthly attendance reports

HOMELESS EDUCATION SERVICES

HISD had approximately 5800 identified homeless students in 2015-2016. The McKinney-Vento Homeless Assistance Act ensures education rights and protections for children and youth experiencing homelessness. The program receives from approximately $425,000 from Title 1 funds and Texas Support for Homeless Education Program (TEXSHEP)) grant which is a sub-grant of the McKinney-Vento Homeless Assistance Act. These funds provide services to students who are in homeless situations as identified in the McKinney-Vento Homeless Assistance Act.

2015-2016 Homeless Counts by Grade Level

Grade Level	Count
Age Birth-2	0
Age 3-5 (not K)	638
K	467
1	486
2	444
3	378
4	374
5	318
6	463
7	446
8	428
9	529
10	253
11	202
12	356
TOTAL	**5,782**

The Federal McKinney-Vento Homeless Assistance Act states that children and youth who lack a fixed, regular, and adequate nighttime residence are considered homeless. "The term 'homeless children and youth' – (A) means individuals who lack a fixed, regular, and adequate nighttime residence (within the meaning of section 103(a)(1)); and (B) includes —

- (i) children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement;

- (ii) children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings (within the meaning of section 103(a)(2)(C));

- (iii) children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and

- (iv) migratory children (as such term is defined in section 1309 of the Elementary and Secondary Education Act of 1965) who qualify as homeless for the purposes of this subtitle because the children are living in circumstances described in clauses (i) through (iii)."

The McKinney-Vento Homeless Assistance Act guarantees homeless children and youth the following:

- The right to immediate enrollment in school, even if lacking paperwork normally required for enrollment.

- The right to attend school in his/her school of origin (if this is requested by the parent and is feasible) or in the school in the attendance area where the family or youth is currently residing.

- The right to receive transportation to his/her school of origin, if this is requested by the parent and is feasible.

- The right to services comparable to those received by housed schoolmates, including transportation and supplemental educational services.

- The right to attend school along with children not experiencing homelessness. Segregation based on a student's status as homeless is strictly prohibited

- The posting of homeless students' rights in all schools and other places around the community.

NEEDS ASSESSMENT: Below are student needs identified by the Homeless Education Services department along with associated objectives, strategies, resources, timelines and milestones.

STUDENT NEED: Services for students in homeless situations in order to increase attendance					
Measureable Objective	**Strategy**	**Title of Staff Member Responsible**	**Resources**	**Timeline**	**Milestones/ Formative Evaluation**
By June 2017, school attendance of homeless students will increase by 20% as reported by school attendance reports.	Remove attendance barriers such as: 1. school supplies, 2. school uniforms, 3. transportation, 4. immunizations and 5. required documentation	Homeless Liaisons, Homeless Outreach Workers and School Staff	1. Gift cards/in-kind donations of school supplies, 2. Title I central funds to purchase of 2 school uniforms per student, 3. Metro bus passes and cooperation from HISD transportation, 4. free immunizations from community clinics 5. coordination with state record departments for birth certificates, etc.	August 2016 to June 2016	Strategies 1-2, 4 and 5: homeless education service logs reflecting provided goods and services Strategy 3. transportation service log and Metro passes provided

COLLEGE READINESS

The College Readiness Department relies on a variety of external systems for its data analysis needs. The below data supports the strategies we have included in our plan to increase student achievement, specifically in the number of students demonstrating college readiness, enrolling in postsecondary education, and receiving financial aid and scholarship offers. This year the College Readiness Department hired a senior manager to focus on data collection and analysis, and created the College Success team, which employs 10 college success managers and 28 college success advisors who work directly with HISD students.

College Applications, Submissions and College Enrollment
- Fifty-four percent of seniors who graduated in 2015 enrolled in college during the next school year.
- For the Class of 2016, 82% of seniors applied to college (61% to a 4 year-program and 42% to 2 year-program) compared to 59% of seniors for Class of 2015 (47% to a 4 year-program and 25% to a 2 year-program).
- College Success Advisors advised 56% of 2016 seniors. Of these, 84% applied to a college (61% to a 4-year program and 42% to a 2-year program).
- Applications increased dramatically for the Class of 2016 compared to the Class of 2015. A sample, shows applications increased for Texas A&M from 1424 in 2015 to 3180 in 2016. This was true for U.T. (1373 in 2015 to 3234 in 2016) and for UH applications increased from 2725 in 2015 to 6996 for 2016.

Scholarship and Financial Aid Offers and FAFSA/TASFA Completion
- Scholarship and Financial Aid Offers for 2015-2016 was $314.4 million, an increase of 287% since 2007 ($81.1 million).
- Scholarship and Financial Aid Offers increased by 18.7% from 2015 to 2016.
- Scholarship and Financial Aid Offers for Hispanic students increased from $97.7 million in 2014 to $119.5 million in 2016.
- Scholarship and Financial Aid Offers for African American Students increased from $69.8 million in 2014 to $102.5 million in 2016.
- FAFSA/TASFA completion increased from 40% in 2015 to 50% for 2016.
- Students who were advised by the College Success team completed their FAFSA/TASFA at a 60.8% rate.

PSAT 8/9, PSAT/NMSQT and SAT School Day Participation and College Readiness Benchmarks
- Participation rates for 2015 HISD 8th and 9th graders was 81% compared with the state average of 52% for 8th graders and 21% for 9th graders. The national participation rate was 39% for 8th graders and 9% for 9th graders.
- Participation rates for 2015 HISD 10th (82%) and 11th (78%) was markedly higher than state 10th graders (73%) and 11th graders (68%) and for national 10th graders (51%) and 11th graders (50%).
- Eighty-six percent of HISD 8th graders met College Readiness benchmarks compared to Texas 8th graders (81%) and national 8th graders (76%).
- Eighty-nine percent of HISD seniors took the SAT compared to 62% of Texas seniors and 45% of national seniors.
- Since 2012, an average of 90% of seniors each year has taken the SAT compared to 59% in 2011 and 52% in 2010.
- The number of special education students testing under accommodations for the PSAT/SAT has increased from 83 in 2011 to 153 in 2015.

Platform Tracking Systems
1) National Student Clearinghouse (NSC) StudentTracker system for post high school graduation results starting with high school graduating class of 2004 through graduating class of 2015.
2) CollegeBoard yearly reports
3) OneLogos to track applications to Texas college universities and colleges, and FAFSA/TASFA submissions.
4) Scholarship Plus Reports to track scholarship offers.

NEEDS ASSESSMENT: Below are student needs identified by the College Readiness department along with associated objectives, strategies, resources, timelines and milestones.

STUDENT NEED: Provide services to increase student achievement, specifically in the number of students demonstrating college readiness, enrolling in postsecondary education, and receiving financial aid and scholarship offers					
Measurable Objective	**Strategy**	**Job Title of Staff Member Responsible**	**Resources**	**Timeline**	**Milestones/Formative Evaluation**
College Applications, Enrollment and Completion 90% of Class of 2017 seniors will have applied to a college. 70% to a 4 year program and 80% to a 2 year program. 60% of Houston ISD 2017 graduates will enroll in a college or university within one year of graduating from HISD, with a targeted increased in the number enrolling in four-year institutions. The percent of HISD graduates who graduate from college within 6 years of graduating from high school	Team of centrally trained College Success Advisors assigned to high schools. Middle School College Knowledge Workshops. Targeted advising of seniors (underrepresented minorities/lower income students) identified as traditionally less likely to attend college by the College Success team. College Readiness awareness events and enrichment programs, including Texas College Night, Black College Expo, Top Tier College Night, International DREAMERS summit, and National Hispanic Institute. Summer Melt Texting Project and transitional programs/workshops for graduated seniors. Monthly professional development meetings (College Institutes) address specific/seasonal topics through workshops, breakout sessions, guest speakers, professional learning communities, and practitioner labs.	Officer, College and Career Readiness Assistant Superintendent, College Readiness Director, Senior Managers, Managers, College Readiness Director, Senior Manager, Manager, Advisors, College Success, Director, Senior Manager, Program Manager, Emerge	Software Platforms: Naviance, StudentTracker, Scholarship Plus, and OneLogos Monthly Professional development trainings (College Institutes) at the University of Houston. HISD HUB landing page will have relevant college readiness and financial aid/scholarship information posted weekly.	Professional Development Training for Emerge and College Success begins two weeks before start of school. Advising begins the first week of school and continues through the end of June 2018. September 2017 through May 2017 Professional Development Meetings (College Institutes) at the	Annual reporting from the National Student Clearinghouse StudenTracker program will be used to measure efficacy of improvement strategies. Administrative reports in Naviance, SchoalrshipPlus and OneLogos will be used to monitor student progress and access to information and applications for admissions, financial aid, and scholarships. Trainings will be monitored through attendance and participation logs. Expenditures will be monitored through budget spreadsheets, contracts, invoicing, and financial reports.

will increase by 10%.	An institute/conference booklet detailing trainings was created and distributed to all district/CBO readiness staff. Trainings will include special educational transitional and multi-lingual counselors. College Field Trips for ELL/Migrant Students.			University of Houston. Application workshops starting September through December 2016. Application benchmarks are created each week and shared among the three teams. Action plans are implemented for those schools or student sub-populations sets who need attention. Cross team planning and assessment meetings occur in July 2017.	

Measurable Objective	Strategy	Job Title of Staff Member Responsible	Resources	Timeline	Milestones/Formative Evaluation
PSAT 8/9, PSAT/NMSQT and SAT School Day Participation and College Readiness Benchmarks Houston ISD will increase the percentage of students taking the SAT or ACT assessments by 10%. HISD students taking ACT/SAT assessments will increase composite scores by 10%. Houston ISD will increase students scoring 'college ready' on the PSAT 8/9, PSAT/NMSQT and SAT School Day by 10% HISD will increase the percentage of special education students testing under accommodations by 5%.	The college readiness department will communicate (academic memo) that all high school students will have their Khan Academy accounts linked to their CollegeBoard Accounts. The College Readiness Dept. is providing targeted training for College Access Coordinators, Success Managers/ Advisors, and Emerge Program managers in connecting students to needed resources and in facilitating and monitoring test registration. The College Readiness Department will create a contest to recognize students who demonstrate heavy use of using SAT/ACT prep platforms. Campus will also compete for the best SAT school day promotion. Ongoing training will be done in coordination with the Academic's department with campus/district staff & leadership on accessing the CollegeBoard score	Officer, College and Career Readiness Assistant Superintendent, College Readiness Director, Senior Managers, Managers, College Readiness Director, Senior Manager, Manager, Advisors, College Success, Director, Senior Manager, Program Manager, Emerge	Khan Academy SAT Prep and Apex ACT/SAT test prep platforms will be available to all HISD high school students free of charge. All grade 9, 9, 10, and 11 students will be given the PSAT and grade 11 will be given the school day SAT free of charge. A series of professional development workshops for teachers and campus/district leaderships will be available. HISD HUB landing page will have relevant college readiness and financial aid/scholarship information posted weekly.	College Readiness will audit all middle/high school campuses in August and September to make sure they have ordered PSAT materials. PSAT exams will be administered in October. Scores will be uploaded into Naviance and HISD SIS system in late fall. September to December all HISD campuses will work to link student's KHAN academy accounts to their CollegeBoard Accounts.	Annual reports from College Board will be used to measure efficacy of improvement strategies Trainings of College Access Coordinators, Success Managers/Advisors, and Emerge Program managers will be monitored through attendance and participation logs. Expenditures will be monitored through budget spreadsheets, contracts, invoicing, and financial reports. The College Readiness and Special Education department will monitor the number of eligible students registering with accommodations. An action plan will be created and monitored for struggling campuses.

	portal to align instruction to prepare students for the PSAT/SAT exams. The College Readiness Department and Special Education department will submit an academic memo stipulating campuses are to assign SSD coordinators. Training will be provided by joint departments.			College Readiness will audit all middle/high school campuses in February to make sure they are registering Grade 11 students. Juniors will take the School Day SAT test in April. August – March training will be provided for PSAT/SAT site administrators.	

The Career Readiness Department oversees the career and technical education (CTE) and dual credit courses offered at all high schools. The department empowers students to compete in a global society through rigorous coursework relative to their career goals. The CTE curriculum is aligned with the state required Texas Essential Knowledge and Skills (TEKS) for Career and Technical Education, Chapter 130 and the TEKS for Career Development, Chapter 127 for High Schools. The program provides students opportunities to earn college credit through dual credit courses. Completing dual credit coursework allows students to earn both high school and college credit-hours simultaneously that may be accepted for college-course credit after the student has enrolled at a participating college. Students who enroll in CTE courses have an opportunity to earn an industry recognized certification/license that will afford them the chance to graduate with marketable skills to apply to careers related to their concentration. In preparation for the upcoming changes to the state accountability, the CTE department will be partnering with high school campus personnel to increase the number of students taking TEA recognized exams, as reported on the Perkins Grant application. This year the Dual Credit Division was established as part of the Career Readiness Department. The Dual Credit Division was created in order to centralize the implementation and oversee the processes of dual credit courses in HISD.

Federal Perkins funds are used to provide an increased focus on the academic achievement of career and technical education students, strengthen the connections between secondary and postsecondary education, and improve state and local accountability. Students who enroll in two or more college/high school career and technical education courses and earn at least three CTE credits are coded as a two.

2014-2015 Career & Technical Education Enrollment Grades 6-12

CTE Code	# of Students Reported in PEIMS
CTE 1	13,232
CTE 2	20,905
TOTAL	**34,137**

Number of Students in a Dual Credit Course

Year	# of Students Reported in Dual Credit
2014-2015	3,985
2015-2016	4,573

NEEDS ASSESSMENT: Below are student needs identified by the Career Readiness department along with associated objectives, strategies, resources, timelines and milestones.

STUDENT NEED: Provide career readiness awareness, exploration, and credentialing opportunities to students across Houston Independent School District					
Measureable Objective	**Strategy**	**Title of Staff Member Responsible**	**Resources**	**Timeline**	**Milestones/ Formative Evaluation**
Increase the number of 9-12 grade student enrollment in a coherent sequence of CTE courses by 5%	Increase the number of students who are on a coherent sequence of courses or who have at least 2 CTE courses for 3 credit hours on their Personal Graduation Plan (PGP) by: 1. Presenting HB5 Endorsement objectives with counselors 2. Working with campus counselors/deans to review student PGP's 3. Auditing a sample of each high school's student PGPs	CTE Specialist assigned to high school campuses Director of CTE Senior Compliance Analyst Campus level counselors/assistant principals	CTE HB5 endorsement guidelines TEA CTE recommended pathway sequences TEA CTE Coding Chart Houston ISD Workforce Chamber-Speakers, Tours, Externships, and Curriculum Guidance	August 2016 - June 2017	Data evaluation on statewide snapshot date (last Friday in October) CTE Department level campus CTE sequencing audit from November 1-December 15, 2016 Collaborate with Federal & State Compliance to review Fall and Spring PEIMS submission
Increase the number of seniors earning credit for two or more dual credit courses by 5%	Increase the number of dual credit opportunities for seniors across the district by: 1. Creating awareness of Index 4 accountability measures associated with dual credit to high schools	CTE/Dual Credit Specialist assigned to high school campuses Director of Dual Credit Campus level dual credit lead	HISD and education partners' Memorandum of Understanding agreements Post-secondary articulation agreements	August 2016 - May 2017	Data evaluation of end of semester dual credit enrollment in Chancery January-June HCC and HISD students' data sharing information report- June 2017 State accountability school reports-August 2016

	2. Partnering with community colleges to ensure matriculation of appropriate courses 3. Identifying percentage of students completing enrollment and beginning dual credit courses aligned with community colleges' start dates				
Increase the number of middle school students exploring careers though lessons and courses by 15%	Increase the number of career exploration activities to middle school students by: 1. Awarding grant funds to middle school CTE teachers for classroom career activities 2. Providing professional development and curriculum resources targeted to middle school teachers and students 3. Developing "When I Grow Up Expo" activity for middle school students to align with CTE courses currently	CTE/Dual Credit Specialist assigned to middle school campuses Director of CTE Campus level counselor	Federal Perkins grant allotment of funds TEA CTE recommended pathway sequences CTE HB5 endorsement guidelines Houston ISD Workforce Chamber- Speakers	August 2016 – June 2017	Data evaluation of middle school course selection in Chancery- June 2017 Evaluate the number of middle school students enrolled in CTE courses- June 2017 Review student use of Naviance and Virtual Job Shadow in middle school- June

	being taught at middle school level for high school credit				
Increase awareness of career opportunities to elementary school students by 10%	Increase awareness of career opportunities at the elementary level by: 1. Expanding Career Ready Wagon visits to elementary campuses and students 2. Implementing new Career Carriage traveling instructional kits for elementary schools 3. Increasing the number of HISD elementary students attending "When I Grow Up Expo"	CTE/Dual Credit Specialist assigned to Career Ready Wagon Elementary campus level counselor/assistant principal	Sustained grant funds from Centerpoint Energy Career Readiness funding Houston ISD Workforce Chamber-Speakers	August 2016 - June 2017	Review the number of Career Ready Wagon school site visits- June 2017 Review the number of elementary-aged students attending the Career Readiness annual "When I Grow Up Expo"- May