HOUSTON INDEPENDENT SCHOOL DISTRICT

DISTRICT IMPROVEMENT PLAN

2013-2014

Board of Education   Terry B. Grier, Ed.D
Houston, Texas   Superintendent of Schools

HOUSTON INDEPENDENT SCHOOL DISTRICT

District Improvement Plan
2013-2014

Signatures

District Advisory Committee Parent Representative	Date

District Advisory Committee Community Representative	Date

District Advisory Committee Teacher Representative	Date

Anna Eastman, HISD Board President	Date

Terry B. Grier, Superintendent of Schools	Date

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**District Improvement Plan
2013-2014**

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Mission Statement

PURPOSE & STRATEGIC INTENT

PURPOSE The **Houston Independent School District** exists to strengthen the social and economic foundation of Houston by assuring its youth the highest-quality elementary and secondary education available anywhere.

STRATEGIC INTENT To earn so much respect from the citizens of Houston that HISD becomes their prekindergarten through grade 12 educational system of choice

GOALS

The district's primary goal is to increase student achievement.

Primary Goal 1: Increase Student Achievement—HISD student performance will demonstrate gains as evidenced by scores on TAKS, SAT, and other state and national tests, thus narrowing the achievement gap, and graduating students who are college- and career-ready.

Additional goals are established in support of increasing student achievement, as follows:

Goal 2: Improve Human Capital—The district seeks to create a performance culture that values employees who are results-oriented, talented, innovative thinkers; individuals who strive to increase student achievement and contribute to the reformation of public education.

Goal 3: Provide a Safe Environment—The district shall create a safe environment conducive to learning for all students and provide safety and security measures at district schools and facilities, and while attending district-related events.

Goal 4: Increase Management Effectiveness and Efficiency—The district shall have a decentralized organizational structure that will promote autonomy and innovation in schools. With a district-wide commitment to performance over compliance and a shared accountability system in place, the district shall employ best practices of administrative principles to make optimal use of district resources and taxpayer dollars.

Goal 5: Improve Public Support and Confidence in Schools—The schools belong to the people; hence, the board, administration, and support staff are public servants who exist to support the schools and the relationship between teachers, students, and parents. Public confidence will increase as the district increases transparency, accountability at all levels, and meaningful engagement of the community.

Goal 6: Create a Positive District Culture—The district's clearly articulated purpose will serve as the catalyst for creating a powerful sense of community and a shared direction among personnel, parents, students, and the public. Because the district realizes the value of investing in human capital, the district will work to attract and retain the best teachers and staff members, and create working conditions in which their talents can flourish.

CORE VALUES

Safety Above All Else: Safety takes precedence over all else. A safe environment must be provided for every student and employee.

Student Learning is the Main Thing: All decisions and actions, at any level, focus on and support "the main thing": effective student learning.

Focus on Results and Excellence: Each employee focuses on results and excellence in individual and organizational efforts.

Parents are Partners: Parents are valued partners in the educational process, serving as the child's teacher in the home. All school and district activities will give proper consideration to the involvement of parents.

Common Decency: The district shall be responsive and accountable to the public and its employees. Community members and employees shall receive respectful and courteous treatment.

Human Capital: Through recruitment, retention, dismissal and professional-development programs, the district will work to make sure students are served by the top talent available, from teachers to superintendents.

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DISTRICT OVERVIEW

Located centrally in the City of Houston, the Houston Independent School District now encompasses an area of 333 square miles with the July 1, 2013 annexation of the former North Forest Independent School District. Houston ISD is the seventh largest school district in the nation, and the largest in Texas. During the 2013-2014 school year, the District served students in 282 campus locations, including 7 campuses located in the recently annexed North Forest area.

HISD operates under the auspices of the Texas Education Agency, using a core curriculum based on state guidelines for prekindergarten through twelfth grade. Instructional offerings include Magnet and Vanguard programs, charter schools, and alternative programs that use innovative instruction to help students who are at risk of dropping out of school. Also offered are programs in early-childhood education, special education, multilingual education, career and technical/ vocational education, and dual credit/ advanced academics.

Houston was recognized in 2013 as America's most diverse metropolitan area. This diversity is reflected among the approximately 210,000 students of Houston ISD who speak over 100 languages.

Reported Ethnicity and Economic Status of Houston ISD students

Hispanic	61.8%
African-American	25.8%
White	8.0%
Asian	3.3%
Economically Disadvantaged	80.3%

PEIMS 2012-2013

HISD's organization is designed to emphasize teaching and learning, align school goals and programs for sustained improvement, eliminate duplicated services, and provide greater oversight of data and compliance with state laws and regulations.

Houston ISD Meets Tougher State Accountability Standard

The Houston Independent School District earned an overall Met Standard rating under the new Texas school accountability system.

More than three-quarters – 78 percent – of individual HISD schools earned a Met Standard rating under the new system that seeks to measure whether students are on track to graduate ready for college and the workplace. Of the 210 HISD schools that were awarded a Met Standard rating, 154 earned an additional distinction designation for especially strong student progress, or achievement in math and/or reading/English language arts.

Under the new accountability system, schools are rated either Met Standard or Improvement Required. The new system is designed to improve student performance and prepare all students for success after high school. It is more comprehensive in that it addresses diversity of student populations and educational settings.

It is the first accountability system to use student scores on the more rigorous State of Texas Assessments of Academic Readiness (STAAR). Comparing these ratings to those earned under the previous Texas school accountability system is not possible, because the old system relied on scores from the less rigorous Texas Assessments of Knowledge and Skills.

The school ratings system looks at four key indexes to determine Met Standard or Improvement Required status: student achievement, student progress, closing performance gaps and postsecondary readiness**.**

HISD campus results for each of the four indexes were:

- **Student achievement**: 251 out of 268 rated schools (94 percent) met standard
- **Student progress**: 235 out of 263 rated schools (89 percent) met standard
- **Closing performance gaps**: 232 out of 265 rated schools (88 percent) met standard

- **Postsecondary readiness**: 42 out of 46 rated schools (91 percent) met standard

In addition, distinction designations were awarded to campuses based on performance compared to a group of campuses of similar type, size, and student demographics. These distinction designations acknowledge that these campuses not only met accountability standards, but also demonstrated outstanding academic performance in other areas. The number of HISD schools earning these distinctions in each category were:

- **Distinction for student progress**: 94 schools
- **Distinction for academic achievement in reading/English language arts**: 125 schools
- **Distinction for academic achievement in math**: 88 schools

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INTEGRATED NEEDS ASSESSMENT
&
IMPROVEMENT STRATEGIES

AREA: **Rigorous Education**

1. **Student Achievement:**

   A. **STAAR Standard**

Data Reviewed: 2013 assessments of STAAR, STAAR Spanish, STAAR L, STAAR Modified, and STAAR Alternate for Students with Disabilities

Findings:

- Regarding satisfactory performance on the STAAR exam, grade 3 exhibited the largest gains between 2012 and 2013 on the reading portion (3 percentage points), followed by grade 7 (2 points), and grade 8 (1 point). For mathematics, grade 8 improved satisfactory performance by 5 percentage points between years, while grade 7 showed a 3-point improvement. On the science portion, grade 8 showed a 2-point improvement between years.
- For STAAR Spanish, grade 5 demonstrated a 14-point increase in satisfactory performance between 2012 and 2013 on the reading portion, followed by a 1-point increase in Grade 3. For mathematics, grade 3 increased satisfactory performance by 1 percentage point.
- Regarding advanced performance on the STAAR exam, all grade levels showed consistent or improved performance on the reading portion of the exam between 2012 and 2013. For mathematics, all grade levels showed improved advanced performance outside of grade 6. For science and social studies, advanced performance was consistent with the prior year with the exception of 5th grade science.

- For STAAR Spanish, 5th graders improved their advanced performance by 5 percentage points in reading, followed by a 3-point improvement in grade 3 between 2012 and 2013. For mathematics, both 3rd and 4th graders exhibited a 1-point increase in advanced performance.

- Regarding satisfactory performance for the combined STAAR and STAAR Spanish versions of the exam, Asian students exhibited an increase in satisfactory performance for all subjects, for all students in grades 3-8 between 2012 and 2013. White students in grades 3-8 showed consistent or increased satisfactory performance for all subjects with the exception of writing. Hispanic students in grades 3-8 increased satisfactory performance in social studies, while African American students in grades 3-8 demonstrated consistent or increased satisfactory performance in reading and social studies.

- Performance of Special Education students did not meet System Safeguard Targets of 50% in all subject areas. Students receiving special education services scored 41% in Writing, 48% in Science, and 48% in Social Studies

- Performance of English Language Learners did not meet System Safeguard Targets of 50% in all subject areas. English Language Learners scores 43% in Writing, and 37% in Social Studies.

Goals   Houston ISD campuses and the district as a whole will continue to meet standard on Indices I, II, and III of the Texas Accountability System by increasing scores in 2013-2014 according to the following metrics:

Target	Target Score to Meet Phase-in Level II Standard	2013 HISD Score	2014 Goal Score
Index I: Student Achievement	50	71	71+
Index II: Student Progress	21	37	37+
Index III: Closing Performance Gaps	55	70	70+

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Houston ISD will meet or exceed all System Safeguard requirements under the Texas Accountability System according to the following targets:

Target	Target Score to Meet System Safeguard	2013 HISD Areas Missed	2014 Goal Score
Performance Rate	50%		50%+
Special Education		Writing 41%	+9%
		Science 48%	+2%
		Soc Std 48%	+2%
ELL		Writing 43%	+7%
		Soc Std 37%	+13%

Improvement Strategies:

Responsible Staff: Academic Services

- Providing campus and classroom-level support for the implementation of targeted accommodations for special education students in general education classes
- Moving special education students to more inclusive placements so that they receive rigorous instruction in all academic areas
- Providing campus and classroom-level support to improve classroom management and student behavior
- Providing access for special education students to assistive technology and supplementary aids so that they can be instructed in inclusive settings
- Ensuring understanding of assessment selection criteria for STAAR Modified and STAAR Alternate so that appropriate assessments are selected
- Strengthening Spanish Language Arts instruction in the lower grades to increase literacy development
- Streamlining progress monitoring to provide greater structure and instruction in English at the elementary level
- Aligning curriculum to ensure that English language development is taught through science, starting in kindergarten

- Aligning the bilingual program so that a gradual release from Spanish to English occurs, preventing a sharp transition for students entering 5th grade
- Embedding differentiation strategies in district curriculum to address the learning needs of all students, including English language learners (ELL), student with disabilities (SWD), and gifted and talented (GT) students.
- Clearly stating standards in curriculum documents to support teacher targeting and identification of learning targets, i.e., TEKS (Texas Essential Knowledge and Skills), ELPS (English Language Proficiency Standards), and CCRS (College and Career Readiness Standards)
- Providing embedded formative assessments in every district planning guide to equip teachers to measure student mastery of standards and re-teach when necessary
- Offering training to district personnel on Neuhaus reading strategies embedded in district curriculum, as well as training on use of iStation and Think Through Math to monitor student progress
- Developing district-level benchmarks to support campuses in their evaluation of student mastery of state standards
- Creating exemplar units to model cohesive lesson planning and effective classroom practice
- Partnering with Professional Support and Development (PSD) to plan and deliver professional development targeting challenging teaching and learning areas
- Doing walk-throughs with the School Offices to support development of teachers and to support implementation of district curriculum
- Supporting the implementation of the Secondary Reading Initiative with Neuhaus curriculum and specialized staff development for teachers
- Expanding the Response-to-Intervention (RtI) plan to provide a cohesive framework for aligning student support services

Responsible Staff: Elementary School Offices

- Intervention before, during and after school
- Daily objective-driven lessons

- Daily differentiated small group instruction with an expectation that small group lesson plans will be created
- Identify "Best Practice Schools" with similar populations to address the increased student performance gaps
- Closely monitor the usage and implementation of the Response to Intervention (RTI) and Intervention Assistance Teams (IAT) systems
- Require lessons plans for all afterschool and Saturday tutorials as well as daily push-ins and pullouts
- Implement systems to track student acceleration and remediation based on unit assessments
- Develop and implement systems to ensure that highly effective teachers/personnel are providing interventions
- Assess the student's potential challenges to determine the extenuating circumstances that prevent the student from achieving success and develop possible alternatives including, but not limited to, academic, social services, etc.
- Schedule and support Professional Learning Communities (PLCs) at all campuses
- Monitor student assessments, and grades to ensure that failing students receive early, intensive interventions including in-school, after-school, and weekend tutorials
- Implement SIOP strategies to support English language learners (ELL) as they transition into all English classes
- Teacher Development Specialists (TDS) will focus on curricular implementation to improve core instruction and planning that will align with the TEKS
- Evaluate all programs that are being used to supplement or support the curriculum
- Provide a list of effective resources for any programs deemed ineffective
- Unit assessments will be provided by HISD's curriculum department as scheduled on the district pacing calendars
- Administer two district-created cumulative benchmark assessments, one in the first semester and another in the second semester
- Post-assessment data debriefs will occur at the campus leadership level

- Conduct research analysis on correlation between Istation, Think through Math and STAAR
- Emphasize K-12 math instruction to ensure that foundational math skills support the development of students
- Authentic student work will be evident from the first week of school
- Implement a consistent school-wide writing and science instruction beginning at kindergarten to support students development of foundational skills
- Analyze English as a second language (ESL) data and student progress in exiting the bilingual program
- Monitor ESL instruction in schools
- Discuss appropriate language of testing for children in bilingual programs separating the Stanford from Aprenda scores on the principals' assessment so that no one school can have scores that are inflated due to high Aprenda scores and low Stanford or vis-a-versa. This will allow us to clearly note performance issues at the lower grades and to help get to the root cause analysis
- Emphasize reading in the transitional bilingual classrooms. As the Spanish STAAR results can attest, our Spanish instruction is solid; however, the performance of the transitional bilingual students is lagging
- Assist teachers in identifying and addressing student concerns through ongoing weekly PLC's attended by campus administrators
- Visit three districts: Spring Branch, Chapel Hill, North Carolina and Clark County, Nevada to review their recognized Dual Language Programs for enhancements to the HISD model.
- Continue to participate in Neuhaus reading trainings, professional development, and walkthroughs that address the components of foundational literacy
- Monthly Instructional Rounds led by NCUST and/or School Support Officers (SSOs)
- Teams of no more than 5 principals will be created by problem of practice to target needs, check progress, and provide professional learning
- Coordinate targeted workshops for leadership and teachers in reading, math, and instructional practice with the curriculum and professional development
- At a minimum CSOs will visit
    - Level 3 and 4 schools monthly

- Level 1 and 2 schools every other month
- Minimum of Bi-monthly SSO/Principal 1:1 meeting

Responsible Staff: Middle School Office

- Students will continue to be progress monitored using a variety of monitoring systems including iStation, Portals, LANGUAGE, READ 180, and System 44 to determine the effectiveness of instruction and interventions. Student schedules will be altered to adapt to the need for interventions.
- iStation formative assessments will be incorporated as the framework for Response to Interventions (RtI) in support of the district's secondary reading initiative. iStation will be incorporated for seventh grade students during the 2013-2014 school years.
- CSO will conduct walkthrough with Curriculum and Instruction director to ensure classroom instruction is in alignment with the district's curriculum.
- CSO will meet every nine weeks with teacher leaders and principals of selected campuses to ensure proper support in the areas of professional development, curriculum, and assessment.
- CSO, SSOs and principals will review benchmark data to ensure that interventions are incorporated and teachers provided the appropriate levels of support from professional development and curriculum and instruction department.
- CSO will coordinate with Springboard to complete walkthroughs to ensure that effective practices and fidelity to curriculum is being addressed.
- CSO and SSO's will continue to monitor the development and implementation of school budgets to ensure that budget allocations, expenditures, and resources are aligned with the district's positioning statement, and their own schools' position statements, in regards to the implementation of math, reading, and safety.
- Principal use of iStation's reading intervention program according to student data, or as a supplemental intervention strategy, based on student data.
- Teacher Development Specialists will continue to provide support during PLCs in all core areas

- Principals will continue to incorporate strategic marketing to assess their community and support structures and to reallocate budgeted funds to target reading, math, and safety for their students.

- Think Through Math will be implemented to support teachers in addressing math instructional needs.

- Principals will continue to participate in Neuhaus reading trainings, professional development, and walkthroughs that address the components of foundational literacy – decoding, fluency, vocabulary, comprehension and writing.

- Principals will ensure that 8th grade ReadiStep assessment is scheduled at the beginning of the 8th grade to measure reading, writing, and math skills, and is used to identify students who may need more support as well as students who may be ready for more rigorous instruction.

- National Center for Urban School Transformation (NCUST) will continue to support CSO, SSOs, and principals during site visits and walkthroughs in our Tier III and IV schools to implement best practices for urban schools in order to improve rigor, instructional practice, school culture and climate.

- Additional middle schools will be added to the Teach Like a Champion cohort to address effective teaching strategies and classroom management best practices, routines, and techniques from the seven middle schools piloting the program.

Resources and Timelines

The above listed Responsible Staff will use a variety of resources including funding from General Funds, Compensatory Education funds, Title I, II, III funds, other special revenue monies and grant monies. The departments will use specialized software, contracted services, and trainings listed in the strategies. Strategies in this section must be complete in time for relevant impact on scheduled assessments, especially in time for Spring STAAR 2014.

Evaluation

Cycle grades, benchmark exam results, and other formative assessments will be used throughout the year to measure efficacy of improvement strategies. STAAR/EOC results for 2014 will be used for final analysis of impact. Trainings will be monitored through

attendance and participation logs. Expenditures will be monitored through budget spreadsheets, contracts, invoicing, and financial reports.

B. STAAR End of Course (EOC) Results

Data Reviewed: Percent of students who scored at the Unsatisfactory, Satisfactory, and Advanced Level on the STAAR End of Course (EOC) assessments.

Findings: Most Houston Independent School District students showed they are on track to graduate high school prepared for college and rewarding careers, according to STAAR EOC results. Reflecting a statewide trend, HISD student performance was strongest in math and science, while students struggled most with reading and writing.

From 2012 to 2013 performance for first-time test takers increased by 1 point in World Geography and by 3 points in English I – Reading. During the same time period, performance for first-time takers remained stable in Biology.

Goals Houston ISD campuses and the District as whole will continue to meet or exceed the required targets for STAAR End of Course exams. Due to changes required under House Bill 5, the number of required EOC's will reduce to five.

Improvement Strategies:

Responsible Staff: Division of Academic Service

- Embedding "Recommendations for Instructional Accommodations for Special Needs Students" (6 – 12 in ELA and mathematics) and "Instructional Accommodations for Diverse Learners" (K – 12 in all content areas) within unit planning guides and exemplar lessons
- Supporting training on, and implementation of, *iStation* and Think Through Math

- Providing an EOC Intervention Framework document for Algebra I, Biology, English I, and World Geography courses to assist Tier 3 and Tier 4 schools to provide instruction to retesters

- Training department chairs and lead teachers in strategies for improving literacy instruction, in all content areas, for all students in general and for English language learners (ELL) and students with disabilities (SWD) in particular

- Ten new formative assessments per course will be included in unit planning guides that emphasize reading and writing across disciplines in all content areas

- Collaborating with Professional Support and Development (PSD) and SpringBoard (College Board) to train teachers (6th grade thru 12th grade) on reading-writing connections

- Providing clearly delineated writing modules with STAAR-aligned writing lessons

- Training over 200 teachers in the 2013 Summer Writing Institute on the reading-writing connection, to be followed up throughout the 2013-14 school year with a cohort of 50 teachers

- Training high school content-area teachers to address the academic and linguistic needs of ELL students

- Providing individual academic reports for ELL students determined to be at-risk and then creating individual intervention plans

- Providing all high schools with an annual ELL program report, which includes TAKS/STAAR passing rates, graduation rates, and TELPAS rating percentages. The schools receive a teacher report on the percentage of ELL students who made one or more levels of ESL instructional gain, as determined by TELPAS.

- Providing an online reading program for high school ELL students to increase language and literacy development

- Offering campus and classroom level support for implementing targeted accommodations for students with disabilities in the instruction and assessment process

- Providing campus and classroom-level support for the implementation of targeted accommodations for special education students in general education classes

- Moving student with disabilities to more inclusive placements so that they receive rigorous instruction in all academic areas

- Providing campus and classroom-level support to improve classroom management and student behavior
- Providing access for students with disabilities to assistive technology and supplementary aids so that they can be instructed in inclusive settings
- Expanding the Response-to-Intervention (RtI) plan to provide a cohesive framework for aligning student support services

Responsible Staff: The High School Office (HSO)

- *AgileMind* software, from the Dana Center, will be used by 18 lowest performing schools to support Algebra I.
- A science curriculum from Rice University for Biology and possible Chemistry and Physics is being considered.
- Achieve3000, a Lexiled reading and writing support program, will hopefully be piloted at our schools with the greatest need.
- In collaboration with Curriculum, the possibility of changing course sequences will be examined.

The HSO conducts monthly (or more frequent) formal visits at each tier III/IV campus and works in collaboration with NCUST (The National Center for Urban School Transformation) in conducting structured walkthroughs and debriefs. The HSO has also worked with tier III/IV schools to arrive at a set of expectations around their response to the challenge of low student performance as follows:

- Schools will double-block for students requiring extended instructional time in math and reading.
- Intervention for all struggling students will be built into the school day.
- Assistant Principals and Deans will receive training to improve calibration around Assessment & Development.
- Professional Learning Communities (PLCs) will be strengthened and will be the central vehicle to drive instructional planning.
- Schools will have a plan to actively monitor and respond to student failures.

- Schools will meet regularly to debrief with Teacher Development Specialists (TDS) on observed trends.
- Schools will put into place methods to ensure use of appropriate accommodations.
- Writing with meaningful feedback will occur across all classes.
- Schools will be paired with a partner who is more successful in the area of greatest need.

The High School Office (HSO) will further analyze the results to better understand areas of strengths and weaknesses that need to be built upon or addressed. Additionally, the HSO will work with targeted schools to improve teacher retention and training, especially for less experienced teachers

Resources and Timelines

The above listed Responsible Staff will use a variety of resources including funding from General Funds, Compensatory Education funds, Title I, II, III funds, other special revenue monies and grant monies. The departments will use specialized software, contracted services, and trainings listed in the strategies. Strategies in this section must be complete in time for relevant impact on scheduled assessments, especially in time for both December STAAR EOC 2013 and Spring STAAR EOC 2014.

Evaluation

Cycle grades, benchmark exam results, and other formative assessments will be used throughout the year to measure efficacy of improvement strategies. STAAR/EOC results for 2014 will be used for final analysis of impact. Trainings will be monitored through attendance and participation logs. Expenditures will be monitored through budget spreadsheets, contracts, invoicing, and financial reports.

C. Norm Reference Test Results

Data Reviewed: Percent of students who scored at or above the 50th percentile in reading and math on the Stanford 10 and Aprenda 3 assessments. Findings relate to a comparison with previous year results.

Findings:

- Reading (grades 1-5) decreased by 1.2 percentage points (54.7 to 53.5)
- Reading (grades 6-8) decreased by 2.4 percentage points (39.5 to 37.1)
- Math (grades 1-5) decreased by 0.6 percentage points (62.7 to 62.1)
- Math (grades 6-8) decreased by 0.3 percentage points (56.2 to 55.9)
- The percentage of students at or above the 50th National Percentile Rank (NPR) remained stable in language and social science.
- The percentage of students at or above the 50th National Percentile Rank (NPR) in mathematics decreased by 1 percentage point.

Goals: Houston ISD campuses and the District as a whole will have composite scores at or above the 50th percentile in the subject areas of Reading and Math on the Stanford 10 and Aprenda assessments.

Improvement Strategies:

Responsible Staff: Division of Academic Service

- Embedding "Recommendations for Instructional Accommodations for Special Needs Students" (grades 1–8 in ELA and mathematics) and "Instructional Accommodations for Diverse Learners" (grades 1–8 in all content areas) within unit planning guides and exemplar lessons
- Supporting training on, and implementation of, iStation and Think Through Math
- Train lead teachers in strategies for improving literacy instruction, in all content areas, for all students in general and for English language learners (ELL) and students with disabilities (SWD) in particular

- Further analysis will be conducted in sub sections of the Stanford test
- Collaborating with Professional Support and Development (PSD) to train grades 1–8 teachers on reading-writing connections
- Offering campus and classroom-level support for implementing targeted accommodations for students with disabilities in the instruction and assessment process
- Providing campus and classroom-level support for the implementation of targeted accommodations for special education students in general education classes
- Moving student with disabilities to more inclusive placements so that they receive rigorous instruction in all academic areas
- Providing campus and classroom-level support to improve classroom management and student behavior
- Providing access for students with disabilities to assistive technology and supplementary aids so that they can be instructed in inclusive settings
- Expanding the Response-to-Intervention (RtI) plan to provide a cohesive framework for aligning student support services
- Schools will share best practices strategies with lower performing campuses
- Successful teachers as identified by comparative growth will be asked to share strategies with other teachers through professional development
- Teachers with high minority populations with demonstrated success will be asked to share strategies that can be utilized by other teachers

<u>Resources and Timelines</u>

The above listed Responsible Staff will use a variety of resources including funding from General Funds, Compensatory Education funds, Title I, II, III funds, other special revenue monies and grant monies. The departments will use specialized software, contracted services, and trainings listed in the strategies. Strategies in this section must be complete in time for relevant impact on scheduled assessments, especially in time for the Spring administration of the Stanford 10 and Aprenda assessments.

Evaluation

Cycle grades, benchmark exam results, and other formative assessments will be used throughout the year to measure efficacy of improvement strategies. STAAR/EOC results for 2014 will be used for final analysis of impact. Trainings will be monitored through attendance and participation logs. Expenditures will be monitored through budget spreadsheets, contracts, invoicing, and financial reports.

2. **Graduation & Dropout**

Data Reviewed: Class of 2012 Four Year Cohort Graduation Rate, and the Percent of Students (in the cohort) Who Dropped Out.

Findings:
- The four-year cohort graduation rate increased from 81.2 to 81.7, an increase of .5 percentage points.
- The four-year longitudinal dropout rate increased from 10.8 to 11.3, an increase of .5 percentage points.
- The graduation rate exceeds the state target of 75 percent.
- The longitudinal four-year graduation rate for all students in grades 9-12 increased by
- 10.6 percentage points during 2008-2012 while the longitudinal four-year dropout rate declined by 6.2 percentage points during the same period
- The Hispanic-White gap in the four-year graduation rate declined from 21.9 percentage points in 2008 to 11.6 percentage points in 2012.
- The African American-White gap in the four-year graduation rate declined from 16.7 percentage points in 2008 to 12.3 percentage points in 2012.
- The annual dropout rate for all students in grades 7-8 declined by 0.1 percentage point during 2008-2012.
- The Hispanic-White gap in the annual dropout rate in grades 7-8 declined from 0.5 percentage point in 2008 to 0.2 percentage point in 2012.

- The African American-White gap in the annual dropout rate in grades 7-8 declined from 0.6 percentage point in 2008 to 0.3 percentage point in 2012.
- The Hispanic-White gap in the four-year dropout rate declined from 12.3 percentage points in 2008 to 6.9 percentage points in 2012.
- The African American-White gap in the four-year dropout rate declined from 11.1 percentage points in 2008 to 10.3 percentage points in 2012.
- The District did not meet System Safeguards for the Federal Graduation Rate targets (78% in four-years; or 83% in five-years) in five areas:
  - African-American: 76.7% four year / 80.3% five year
  - Hispanic: 77.4% four year / 81.7% five year
  - American Indian: 71.1% four year / 76.2% five year
  - Special Education: 61.1% four year / 71.4% five year
  - ELL: 54.6% four year / 64.4% five year

Goals: Houston ISD campuses and the District as a whole will meet or exceed the required graduation rate of 78% in four years or 83% in five years.

Improvement Strategies:

Responsible Staff: Office of Dropout Prevention

- Develop and utilize the Dropout Prevention Early Warning (DPEW) report in Chancery to identify students at-risk of dropping out and developing action plans to address the needs of identified students.
- Utilize the Student At-Risk Indicator Report to analyze factors related to student dropout and develop intervention programs based on these indicators.
- Analyze district data to develop a predictive model to help identify those indicators that are most likely to lead to students dropping out of school and graduating from school.

- Develop a dashboard to provide immediate and comprehensive analysis of information by campus and district based on the DPEW, SRI and state data sources.

- Design innovative dropout programs in HISD to include student tracking, relationship building, and resource services to meet the diverse academic and social needs of students.

Responsible Staff: Office of Dropout Prevention with

Department of Multilingual Programs

- Provide an online reading program for high school ELL students to accelerate language and literacy development.
- Provide training to high school content teachers to address the academic and linguistic needs of ELL students.
- Provide individual academic reports for ELL students determined to be at-risk in order to create individual intervention plans.
- Provide all high schools with an annual ELL program report and TELPAS teacher reports to help inform the planning of ELL instruction.

Resources and Timelines

The above listed Responsible Staff will use a variety of resources including funding from General Funds, Compensatory Education funds, Title I, II, III funds, other special revenue monies and grant monies. The departments will use specialized software, contracted services, and trainings listed in the strategies. Strategies in this section must be complete in time for relevant impact on the graduation rate, with special attention to the reduction of students with a PEIMS leaver status of 98 and other students identified as At-Risk of Dropping out of School. Strategy timelines vary according to the performance of individual students and targeted populations. All strategies must yield expected results by the close of the School Start Window on September 26, 2014.

Evaluation

Chancery reports for Leaver Management will be used to target areas of continued need, followed by PEIMS reports on suspected leavers and underreported students. Index 4 results for 2014 will provide the final analysis of impact. Trainings will be monitored through attendance and participation logs. Expenditures will be monitored through budget spreadsheets, contracts, invoicing, and financial reports.

3. College & Career Readiness

A. Percentage of Students Enrolling in Higher Education within One Year of High School Graduation

Data Reviewed: National Student Clearinghouse (NSC) StudentTracker system for post high school graduation results starting with high school graduating class of 2004 through graduating class of 2011.

Findings:

- For the class of 2011, the percent of graduates who were enrolled in college immediately following graduation was 53 percent. This percent of students enrolled in college the fall immediately following graduation remained constant from 2010.

- The percent of graduates who attended college immediately after graduating from high school increased from 2004.

- For the class of 2011, the percent of graduates who were enrolled in a 4-year institution was 33 percent. This was a decrease of two percentage points for graduates who were enrolled in a 4-year institution from the class of 2010.

- The percent of 2011 graduates who enrolled in a two year institution was 20 percent. This was an increase of two percentage points from the class of 2010.

- Since 2004, the percent of students attending a 4-year institution has declined by four percentage points from 37 percent in 2004 to 33 percent in 2011.

- The percent of students attending a 2-year institution increased by five percentage points since 2004, from 15 percent to 20 percent in 2011.

- For the class of 2009, the percent of graduates who returned to college for a second year was 85 percent. This was a decrease of two percentage points from the graduates of the class of 2008.

- The percent of graduates who returned to college for a second year has remained constant at 85 percent from 2004 to 2009.

- For the class of 2004, the percent of high school graduates who earned a college degree within six years was 25 percent.

- The percent of high school graduates who earned a college degree in 2005 was 27 percent.

- From 2004 to 2005, the percent of Houston Independent School District graduates who earned a college degree within six years increased by 2 percentage points from 25 percent in 2004 to 27 percent in 2005.

Goals: 75% of Houston ISD 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 will increase.

Improvement Strategies

Responsible Staff: EMERGE, College & Career Readiness

- Expand EMERGE program to 14 campuses for 2013-2014
- EMERGE Program Managers will prepare students for the demands of top-tier colleges through individualized one-on-one support.
- EMERGE SAT Boot Camp – A four-week, intensive program which provides test strategies and content-based instruction to EMERGE Fellows. This program has led to significant increases in the critical reading, mathematics and writing sections of the SAT.
- EMERGE Ivy+ College Tour - A one week college tour of some of America's most prestigious colleges and universities. This trip gives students the opportunity to experience college life, stay in dorms, interact with college students and travel to a different part of the United States. This past year's tour included colleges such as the University of Pennsylvania, Harvard, Tufts, Brown, Yale, Columbia and MIT.
- EMERGE Future Scholars Institute – A one-week residential experience for rising seniors which provides them with a jump start on the college application process. Students focus on crafting an effective personal statement, and preparing their applications for fall submission.
- Revise Futures Academy model at seven HISD campuses.

- Support campuses through expanded use of *Naviance* in providing middle school students, high school students, teachers, counselors, and parents information on college admissions, financial aid, the Texas Grant Program, Teach for Texas, and strategic decisions regarding curriculum decision for successful pathways to college and career after graduation.

Resources and Timelines

The above listed Responsible Staff will use a variety of resources including funding from General Funds, Compensatory Education funds, Title I, II, III funds, other special revenue monies and grant monies. Information will be made available via printed materials, web postings, and *Naviance*. The departments will use specialized software, contracted services, and trainings listed in the strategies. Strategies in this section must be complete in time for relevant impact on the four-year graduation rate, with special attention to preparations for the college application process including

Evaluation

Annual reporting from the National Student Clearinghouse *StudenTracker* program will be used to measure efficacy of improvement strategies. Administrative reports in *Naviance* 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.

B. Percentage of Students at or above Standard on the SAT/ACT Reading & Math Sections Combined

Data Reviewed: 2011-2012 student participation and results for each assessment

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DISTRICT IMPROVEMENT PLAN 2013-2014

Findings:

- For the class of 2012, the number of HISD graduating seniors with SAT results was 9,480, an increase of 3,259 students taking the test from the 6,221 students in 2011.
- The average composite score decreased from 1355 in 2011 to 1255 in 2012.
- The number of HISD graduating seniors in 2012 with ACT test results was 2,124, a decrease of 568 students taking the test from the 2,692 students in 2011. The average composite score increased from 19.6 in 2011 to 20.5 in 2012.

Goals   Houston ISD will increase the percentage of students taking the SAT or ACT assessments.

HISD students taking ACT/SAT assessments will have increased composite scores.

Improvement Strategies

- High schools will be required to offer a College Readiness Course developed by *Andover College Preparatory* to juniors and seniors.

Resources and Timelines

The above listed Responsible Staff will use a variety of resources including funding from General Funds, Compensatory Education funds, Title I, II, III funds, other special revenue monies and grant monies. The department will use specialized software, contracted services, and trainings associate with the program. This strategy must be complete in time for relevant impact on the PSAT, SAT, ACT administrations beginning in December 2013.

Evaluation

Annual reports from College Board will be used to measure efficacy of improvement strategies. Administrative reports in *Andover* will be used to monitor student progress and participation in the area of examination preparation. Trainings will be

monitored through attendance and participation logs. Expenditures will be monitored through budget spreadsheets, contracts, invoicing, and financial reports.

C. Percentage of Students at or above Benchmark on the PSAT

Data Reviewed: October 2012 test administration results

Findings:

- A total of 11,992 freshmen, 10,384 sophomores, and 8,752 juniors took the PSAT in October of 2012.

- For ninth graders, the participation rate was 81.7 percent, down from 84.2 percent in 2011. The sophomore participation rate went from 89.6 percent in 2011 to 86.1 percent in 2012. For juniors, participation decreased from 2011 to 2012, with 80.6 percent of enrolled juniors taking the PSAT, compared to 82.7 percent in 2011.

- Total district participation decreased overall from 85.5 percent in 2011 to 82.8 percent in 2012.

- When comparing the performance of HISD sophomores from 2011 to 2012, the mean reading and mathematics scores increased by 0.9 and .1 points, respectively. The mean writing score went up 1.5 points. Scores for sophomores in the state of Texas increased in all testing subjects over the same time period. Likewise, the national average scores for sophomores increased in mathematics and writing. Since the fall of 2011, HISD sophomores have narrowed the gap between their performance and that of their state counterparts in all subjects. Nationally, HISD sophomores narrowed the performance gap in all subjects but mathematics from 2011 to 2012.

- The average performance of HISD juniors in the fall of 2012 increased 0.8 points in reading from 2011, increased .2 points in mathematics, and up 1.2 in writing. Scores for juniors in the state of Texas increased in reading and writing, and nationally, increased in all testing subjects. Since the fall of 2011, HISD juniors have narrowed the gap between their performance and that of their state

counterparts in all subjects. Nationally, HISD juniors narrowed the performance gap in reading and writing from 2011 to 2012.

- When comparing the performance of HISD sophomores from 2011 to 2012, the mean reading and mathematics scores increased by 0.9 and .1 points, respectively. The mean writing score went up 1.5 points. Scores for sophomores in the state of Texas increased in all testing subjects over the same time period. Likewise, the national average scores for sophomores increased in mathematics and writing. Since the fall of 2011, HISD sophomores have narrowed the gap between their performance and that of their state counterparts in all subjects. Nationally, HISD sophomores narrowed the performance gap in all subjects but mathematics from 2011 to 2012.

- The average performance of HISD juniors in the fall of 2012 increased 0.8 points in reading from 2011, increased .2 points in mathematics, and up 1.2 in writing. Scores for juniors in the state of Texas increased in reading and writing, and nationally, increased in all testing subjects. Since the fall of 2011, HISD juniors have narrowed the gap between their performance and that of their state counterparts in all subjects. Nationally, HISD juniors narrowed the performance gap in reading and writing from 2011 to 2012.

- In the fall of 2012, Asian American freshmen and juniors reported the highest average mean scores on the reading test at 46.0 and 52.4 percent, while White sophomores recorded the highest average mean score on the reading test at 48.7 percent. Asian American freshmen, sophomores, and juniors reported the highest average mean scores on the math test at 48.8, 51.4, and 57.1 percent. Regarding the writing test, Asian American freshman reported the highest average mean score at 44.8 percent, while White sophomores and juniors recorded the highest average mean score at 48.6 and 52.1 percent. Hispanic students scored lowest in Reading as Freshman (35.1%), Sophomores (36.4%), while African American students scored lowest as Juniors (38.9%).

- When compared to 2011, PSAT results for the all students group showed increases at every grade in every subject. African American and Hispanic students at all grade levels remained constant or reported an increase in each testing field. Asian American freshmen and sophomores reported increased in each testing field, while Asian American sophomores' mean averages decreased

in each testing field. The mean averages of White students for all grade levels decreased from 2011 to 2012 on the reading and math portions, while increasing for writing.

- Male and female students for each grade level remained the same or showed increases in average PSAT scores from 2011 to 2012 for each testing field.

Goals: All HISD campuses and the District as a whole will increase participation in the PSAT assessment and increase the number of students receiving National Merit distinction.

Improvement Strategies

Responsible Staff: Department of College & Career Readiness

- Provide all high school campus test coordinators which include administrators, counselors, college access coordinators and instructional specialists with training on the benefits of using the Summary of Answers and Skills (SOAS) to aid instructional planning at the campus.
- Continue providing yearly assistance to campuses that analyze their SOAS as a means to increase academic performance and preparedness for college entrance exams.
- Continue to work with the Curriculum Department and the College Board, to provide additional training to teachers that will focus more closely on strategies and best practices such as pacing on the test. This training will be provided in an effort to assist campuses as they work to increase student performance on the PSAT and close performance gaps.
- To improve the number of eligible special education students in the test administration, we will collaborate with the Office of Special Education Services (OSES) senior managers for secondary schools and the College Board to ensure that all campus Students with Service Disabilities (SSD) coordinators and campus Special Education Chairpersons are trained on the approval process for testing with accommodations well before submission deadlines.

- High schools will be required to offer a College Readiness Course developed by *Andover College Preparatory* to juniors and seniors.

Resources and Timelines

The above listed Responsible Staff will use a variety of resources including funding from General Funds, Compensatory Education funds, Title I, II, III funds, other special revenue monies and grant monies. The department will use specialized software, contracted services, and trainings associate with these strategies. These strategies must be complete in time for relevant impact on the PSAT administrations beginning in Fall 2013.

Evaluation

Annual reports from College Board and National Merit Program will be used to measure efficacy of improvement strategies. Trainings will be monitored through attendance and participation logs. Expenditures will be monitored through budget spreadsheets, contracts, invoicing, and financial reports.

D. Participation and Results in Advanced Placement (AP) or International Baccalaureate Exams

Data Reviewed: 2012-2013 AP/IB course participation and exam results

Findings:

- For 2012, the number of HISD high school students who participated in AP exams increased from 12,298 in 2011 to 13,403 in 2012. HISD students who took AP exams in 2012 took a total of 23,227 exams, an increase of 1,880 exams from 2011. The percent scoring three or higher in 2012 was 31%, unchanged from 2011.
- In 2012, 1,403 students in HISD took IB exams compared to 1,416 in 2011. 70 percent of the students scored four or higher in 2012 compared to 73 percent in 2011. In 2012, eleven out of thirty-seven IB subjects taken at Bellaire High

School and seven out of forty subjects taken at Lamar High School had average scores exceeding the worldwide average.

- Over the past six years, the number of Advanced Placement (AP) exams taken by HISD high-school students has increased from 9,088 in 2007 to 23,227 in 2012.

- While the number of exams scored at a 3 or higher has increased from 4,304 in 2007 to 7,106 in 2012 at the high-school level, the percentage has decreased from 47 percent in 2007 to 31 percent in 2012.

- For the district as a whole in 2012, 11,543 out of 32,184, or 36% of students in grades 10-12 were enrolled in at least one AP course. Of students enrolled in an AP course, 10,573 completed at least one AP course (92%).

- In 2012, Hispanic and African American students represented the largest student groups in grades 10 through 12; however, far fewer than half Hispanic and African American students were enrolled in an AP course. By contrast, more than half of White and Asian American students in grades 10-12 were enrolled in at least one AP course.

- Eighty-nine percent of AP exams that were scored at a 3 or higher were linked to students who received an A or B in the AP course. Of the 13,354 AP course grades of either A or B, 37 percent were linked to students who scored at or above a 3 on the AP exam.

- For the classes of 2010 and 2011, HISD trailed Texas and the nation in the percentage of graduates who passed an AP exam with a score of 3 or higher. However, in 2011, HISD outperformed the state and the nation in the percentage of graduates who took an AP exam at some point in their high school career.

Goals   Increase the number of HISD students in all ethnic categories who enroll in AP/IB coursework and subsequently take the corresponding AP/IB examinations with a passing score.

Improvement Strategies:

Responsible Staff: Advanced Academics

- Houston ISD's Advanced Placement program continues to focus on providing professional development based on the data indicated in this report as well as what teachers have indicated they need.

- Work directly with organizations such as College Board and Laying the Foundation, training offered for Pre-AP and AP teachers provides direct instruction on strategies that assist students.

- Host AP Professional Learning Communities for HISD AP teachers to participate in throughout the year. Led by highly effective HISD AP teachers, this program provides participants the opportunity to share best practices and ideas for the AP classroom in 16 different AP subjects.

- Align district's efforts to provide teachers with specific professional development to HISD's AP results.

- High schools must use the district Advanced Placement curriculum and send teachers to required training in four AP courses: English Literature and Composition, US History, World History, and Calculus.

Resources and Timelines

The above listed Responsible Staff will use a variety of resources including funding from General Funds, Compensatory Education funds, Title I, II, III funds, other special revenue monies and grant monies. The department will use specialized software, contracted services, and trainings associate with these strategies. These strategies must be complete in time for relevant impact on the AP/IB exam administrations beginning in Spring of 2014.

Evaluation

Annual reporting from College Board and the International Baccalaureate Organization will be used to measure efficacy of improvement strategies. Course participation will be monitored through Chancery. Trainings will be monitored through attendance and participation logs. Expenditures will be monitored through budget spreadsheets, contracts, invoicing, and financial reports.

SPECIAL PROGRAMS

&

IMPROVEMENT STRATEGIES

AREA 1: **Bilingual & English As A Second Language (ESL) Programs**

Data Reviewed:

- Academic progress of ELL students;

- Levels of English proficiency among ELL students;

- Number of students exited from bilingual and ESL programs; and

- Frequency and scope of professional development provided to teachers and staff serving ELLs.

- Results for students currently enrolled in bilingual or ESL programs were analyzed, as were data from students who had exited these programs and were no longer ELL. Data from the State of Texas Assessments of Academic Readiness (STAAR), STAAR-L (a linguistically accommodated version of STAAR given to ELLs meeting certain eligibility requirements), STAAR End-of-course (EOC), Texas Assessment of Knowledge and Skills (TAKS), Aprenda 3, Stanford 10, and Texas English Language Proficiency Assessment System (TELPAS) were analyzed at the district level. Note that for certain student groups, data from some of these assessments may not be available. Comparisons were made between bilingual students, ESL students, and all students districtwide.

- STAAR results were analyzed for the reading and mathematics tests. STAAR-L results were analyzed for mathematics. For STAAR EOC, the percent of students who met standard was reviewed for English I and II Reading, English I and II Writing, Algebra I, Biology, World Geography, World History, Chemistry, and Geometry. For TAKS, the percent of students meeting standard were used for the reading and mathematics tests. Aprenda 3 and Stanford 10 results were used (Normal Curve Equivalents or NCEs) for reading, mathematics, and language.

- TELPAS results were analyzed for two indicators. One of these reflects attainment, i.e., the overall level of English language proficiency exhibited by ELL

students. For this indicator, the percent of students at each proficiency level was reviewed.   The second indicator reflects progress, i.e., whether students gained one or more levels of English language proficiency between testing in 2012 and 2013. For this second TELPAS indicator, the percent gaining one or more proficiency levels in the previous year was analyzed.

- professional development and training data were collected from the Multilingual Department
- ELL student exits were obtained from Chancery records.

Findings:

- Current bilingual ELL students did not perform as well as district students overall on English reading and language measures (STAAR, STAAR-L, Stanford 10), noting that ELLs are still in the process of acquiring English, but they did perform better than the district in mathematics.
- Current ESL students also did not perform as well as the district average on all subjects tested (STAAR, STAAR-L, STAAR EOC, TAKS, Stanford).
- Reading performance of current bilingual students declined from 2012 to 2013 on both STAAR and the Stanford 10, while that of ESL students declined on the Stanford 10 but improved on STAAR.
- Exited students from both bilingual and ESL programs performed better than the district average on most assessments and subjects. Reading performance of former bilingual students on the Stanford 10 declined between 2012 and 2013, while ESL students improved slightly.
- ESL students showed higher English language proficiency than bilingual students in grades K to 3, but for grades 4 through 6, bilingual ELL students showed more proficiency.
- 62% of students in bilingual programs, and 63% of those in ESL programs, showed improvement in their English language proficiency on TELPAS in 2012–2013, compared to the previous year.
- A total of 6,698 ELL students met the necessary proficiency criteria, and exited ELL status during the 2012–2013 school year. This was a 16% increase from the previous year.

- Long-term-LEPs (i.e., ELL for eight years or more) accounted for 63% of all ELL students in middle school, and Newcomers (three years or less as ELL) represented 35% of high school ELLs.

- Performance of English Language Learners did not meet System Safeguard Targets of 50% in all subject areas. English Language Learners scores 43% in Writing, and 37% in Social Studies.

- There were 428 staff development training sessions held in 2012–2013 for teachers, administrators, and other HISD staff.

- The District did not meet the System Safeguard Federal Graduation Rate target for ELL students. The four-year rate was 54.6% (target 78%), while the five-year rate was 64.4% (target 83%).

Goals   English Language Learners in Houston ISD will meet or exceed the accountability measures for Indices I, II, and III, as well as all required System Safeguard measures in 2013-2014.

Improvement Strategies

Responsible Staff: Department of Multilingual Programs with Professional Support & Development

- Offer the *Everyday ExcELLence Institute* for teachers of ELL students in grades 3-12. This training occurred in the fall of 2012 and continued during the summer of 2013.

- The Multilingual Programs department also offered specialized four-day training for secondary ESL teachers, focused on differentiating for Beginning/Intermediate and Advanced/Advanced High language levels.

- Development of training in the area of language transfer.

Responsible Staff: Department of Multilingual Programs with Curriculum & Instruction

- Alignment of the ESL Reach and Science curriculums to facilitate the integration of these two content areas, so that teachers are equipped to provide sheltered science instruction.

<u>Resources and Timelines</u>

The above listed Responsible Staff will use a variety of resources including funding from General Funds, Compensatory Education funds, Title I, II, funds and especially Title III funds, other special revenue monies and grant monies. The department will use specialized software, contracted services, and trainings associate with these strategies. These strategies must be complete in time for relevant impact on the STAAR assessment administrations beginning in Spring of 2014.

<u>Evaluation</u>

Cycle grades, benchmark exam results, and other formative assessments will be used throughout the year to measure efficacy of improvement strategies. STAAR/EOC results for 2014 will be used for final analysis of impact. Trainings will be monitored through attendance and participation logs. Expenditures will be monitored through budget spreadsheets, contracts, invoicing, and financial reports.

AREA 2: **Special Education**

Data Reviewed: Spring 2012 assessments of STAAR, STAAR Spanish, STAAR L, STAAR Modified and STAAR Alternate for Students with Disabilities (SWD) based on phase-in 1 standards that were set by TEA in January 2013. Since this is the first year that the STAAR was administered, previous years' results are not available for comparison.

Findings:

- HISD outperformed the state on the Spanish version of STAAR by 1 percentage point in 3rd grade mathematics, by 4 percentage points in 4th grade reading and mathematics, and by 9 percentage points in 4th grade writing.

- HISD outperformed the state in the STAAR Modified assessments by 2 percentage points in 4th grade writing (67% compared to 65%) and in 5th grade mathematics (68% compared to 66%).

- The state and HISD were tied in 4th grade mathematics (64%), and 5th grade science (56%).

- HISD outperformed the state in STAAR assessments by 1 percentage point in 8th grade social studies and 2 percentage points in 8th grade reading.

- HISD outperformed the state in STAAR Modified assessments by 6 percentage points in 7th grade writing and 1 percentage point in 7th mathematics.

- HISD outperformed the state in STAAR Alternate assessments by 1 percentage point in 8th grade reading and mathematics.

- HISD outperformed the state on all STAAR Modified assessments by 1 to 2 percentage points.

- HISD outperformed the state in STAAR Alternate assessments by 3 percentage points in 5th grade reading and by 8 percentage points in 5th grade mathematics.

- At the Advanced Performance Level in STAAR assessments, HISD and the state were tied in 6th grade reading, 7th grade writing, and 8th grade reading, mathematics, and social studies. HISD outperformed the state in 8th grade science.

- At the Advanced Performance Level in STAAR-Modified assessments, HISD outperformed the state by 1 to 2 percentage points in 6th grade mathematics, 7th grade reading, mathematics, writing, and 8th grade mathematics. There were no gaps in 8th grade reading, science, or social studies.

- At the Advanced Performance Level in STAAR-Alternate assessments, HISD outperformed the state in 7th grade reading and writing by 1 percentage point, 8th grade reading by 3 percentage points, mathematics by 2 percentage points, and science by 4 percentage points.

- HISD trails the state in participation of Students with Disabilities in the STAAR Assessment at grade levels 3-8, the gaps ranging from 6 percentage points in 5th grade science (57% compared to 51%) to 18 percentage points in 3rd grade reading (53% compared to 35%).

- HISD exceeds the state in participation of Students with Disabilities in the STAAR Modified Assessment at grade levels 3-8, ranging from 5 percentage points in 5th grade science (37% compared to 32%) to 14 percentage points in 6th grade reading (52% compared to 38%).

- HISD exceeds the state in participation of Students with Disabilities in the STAAR Alternate Assessments, ranging from 2 percentage points (12% compared to 10%) in 5th and 8th grade reading, mathematics, science, and 8th grade social studies to 7 percentage points (20% compared to 13%) in 8th grade reading and mathematics.

- Performance of Special Education students did not meet System Safeguard Targets of 50% in all subject areas. Students receiving special education services scored 41% in Writing, 48% in Science, and 48% in Social Studies

- The District exceeded the System Safeguards Federal Limits on Alternative Assessments for Reading both in overall rates and modified rates.

- The District did not meet the System Safeguard Federal Graduation Rate target for Special Education students. The four-year rate was 61.1% (target 78%), while the five-year rate was 71.4 (target 83%).

Goals Students with Disabilities in Houston ISD will meet or exceed the accountability measures for Indices I, II, and III, as well as all required System Safeguard measures in 2013-2014.

Improvement Strategies:

Responsible Staff: Office of Special Education Services

- Provide campus/classroom level support for implementing targeted accommodations for students in the general education class
- Continue to move students to more inclusive placements so that they receive rigorous instruction in all academic areas
- Provide campus/classroom level support to improve classroom management and student behavior
- Provide access to assistive technology and supplementary aids so that students can be instructed in inclusive settings
- Ensure understanding of assessment selection criteria for STAAR Modified and STAAR Alternate so that appropriate assessment is selected.

Resources and Timelines

The above listed Responsible Staff will use a variety of resources including funding from General Funds, Compensatory Education funds, Title I, and II fund, other special revenue monies and grant monies. The department will use specialized software, contracted services, and trainings associate with these strategies. These strategies must be complete in time for relevant impact on the STAAR assessment administrations beginning in Spring of 2014.

Evaluation

Cycle grades, benchmark exam results, and other formative assessments will be used throughout the year to measure efficacy of improvement strategies. STAAR/EOC results for 2014 will be used for final analysis of impact. Trainings will be monitored through attendance and participation logs. Expenditures will be monitored through budget spreadsheets, contracts, invoicing, and financial reports.

AREA 3: **Safety and Environment**

1. **Level II, III, IV Offenses, Bullying Instances**

Data Reviewed: PEIMS Discipline Data from 2011-2012 and 2012-2013. Preliminary
                    Chancery data for Bullying Instances.

Findings:

- From 2011–2012 to 2012–2013, the number of Level III offenses and bullying incidents increased while the number of Level IV and Level V offenses decreased.

- Overall during the 2012–2013 school year, middle schools had the highest number of Level III offenses and bullying incidents, and high schools had the highest number of Level IV and Level V offenses.

- The five schools with the highest number of total offenses are: Dowling Middle School (315 incidents), Austin High School (234 incidents), Houston Math, Science & Tech. Center (205 incidents), Chavez High School (199 incidents), and Sterling High School (195 incidents).

- The two elementary schools with the highest number of total offenses are: Thompson Elementary School (87 incidents) and Alcott Elementary School (48 incidents).

- The four schools with the largest increases in total offenses from 2011–2012 to 2012–2013 are Dowling Middle School (from 111 to 315 incidents), Austin High School (from 114 to 234 incidents), Ryan Middle School (from 39 to 138 incidents), and Sugar Grove Middle School (from 101 to 182 incidents).

- The three schools with the largest decreases in total offenses from 2011–2012 to 2012–2013 are Davis High School (from 103 to 37 incidents), Hartman Middle

School (from 207 to 154 incidents), and Lewis Elementary School (from 51 to one incident).

Goals   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.

Improvement Strategies:

        Responsible Staff: Federal & State Compliance

- As a response to the Office of Civil Rights end of school year reporting instruments, Houston ISD has added a new feature to the Student Information System/Chancery that will more accurately track and capture data concerning allegations of bullying at the campus level. School staff will have the responsibility to post data concerning any allegation of bullying reported to campus personnel. The categories include bullying based on sexual orientation, race, nationality, origin, and disability. Training on this tool will be included in the district-wide PEIMS Discipline Training scheduled for the beginning of October 2013.

In addition to the new reporting feature in Chancery, HISD has taken the following proactive prevention actions regarding bullying during the 2012–2013 and 2013–2014 school years:

Responsible Staff: Professional Support & Development

- Mandatory principal-led faculty training on anti-bullying prevention and proper campus interventions.
- Additional teacher on-line modules to facilitate the deep understanding of the different types of bullying (physical, emotional, cyber) and techniques to curtail campus bullying incidents.
- I-9 and I-10 (Classroom Management and Classroom Culture) Video Exemplars and Effective Practices that provided teachers with an opportunity to watch highly effective teachers in action,

- I-9 and I-10 (Classroom Management and Classroom Culture) Effective Practices that provided teachers with step-by-step instructions on how to implement best practices demonstrated in the Video Exemplars,
- Ongoing job-embedded support provided by Teacher Development Specialists at the campus level,
- Classroom Management and Culture Institute (New Teachers),
- New Teacher Academy guest speaker- Rick Smith sharing best practices from his book *Conscious Classroom Management: Unlocking the Secrets of Great Teaching,*
- 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).

Responsible Staff: Counseling & Guidance

- The Elementary Counseling and Guidance Department provides 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.

In moving forward, Professional Support and Development will be taking an active role in the Multi-Tiered Support Systems (MTSS) Initiative during the 2013–2014 school year. MTSS is a systemic intervention model for both behavior and academics targeting those students most at risk. MTSS is designed to provide access to early intervention, early identification, and improved academic and behavior outcomes.

Responsible Staff: Schools Offices

Elementary School Offices:

- The elementary school offices will continue to monitor campus discipline to ensure the number of incidents will continue to decline.
- Bully Awareness training for staff members will continue to ensure early detection of problems will occur.
- The MTSS for early intervention of students is in place.
- Elementary Disciplinary Alternative Education Program (DAEP) students will be monitored upon return to their home campus to ensure a positive transition will occur.

Middle School Office:

The findings and data presented in this report reflect district and school office efforts during the 2012–2013 school year to build the skills and capacity of district and school-based leadership teams to implement a system of positive behavior interventions and supports (PBIS) for students through training, coaching, and technical assistance. These efforts included:

- Mandatory, principal-led, anti-bullying awareness training for school administrators and instructional staff in identifying and responding to bullying incidents,
- Implementation of the 'Secondary Schools Offenses and Maximum Consequences' guidelines to assist school leaders in determining responses to the most common discipline incidents,
- School Office review and approval of all Level III and IV discretionary DAEP referrals.
- School Office participation in the PBIS Working Group,
- Implementation of Teach Like a Champion and Envoy classroom management techniques in pilot schools,
- CSO-led student discipline discussions and data reviews during monthly district principals' meetings,

- Observation visits by School Office and Student Support Services staff at schools with safety and discipline issues, and

- Review of intervention assistance team procedures with school leadership teams.

- In the 2013–2014 school year, the middle schools will continue supporting the implementation of a proactive system of behavior interventions and supports. Additional actions in addition to those mentioned above include:

- Training of school-based staffs on the new mandatory Chancery reporting requirements for all allegations of bullying. Staffs will also attend special trainings on the proper documentation of bullying to be conducted by Federal and State Compliance.

- Participation in the MTSS initiative. Six middle schools with school safety and student discipline issues have been selected for participation.

- Expansion of the Teach Like a Champion program of classroom management techniques to 11 middle schools that include eight new schools. Initial principal training with Doug Lemov is scheduled for September.

- Expansion of Envoy classroom management program. Seven schools have been identified to receive training and coaching for selected teacher leaders along with leadership training for school administrators.

- Implementation of a restoration model for students referred to the DAEP that will include transition meetings between Beechnut Academy student support specialists, home school representatives, and parents/guardians to successfully transition students back to their home school setting. The expected outcome is a reduction in repeat referrals.

High School Office:

- The High School Office will continue to work with schools to reduce discipline incidents and reduce the number of referrals to the DAEP, while ensuring that schools remain safe and friendly environments for learning.

- While the number of Level IV incidents fell significantly across high schools last year, a number of schools saw increases in the numbers of Level III offenses. In

part this was due to more rigorous and equitable attention to discipline and in part to the reduction of the use of the DAEP. The High School Office will work with these schools to help them analyze and understand how to address trends.

<u>Evaluation</u>

Chancery discipline reports, HISD Dashboard reports and PEIMS discipline reports will be used to monitor efficacy of improvement strategies. Trainings will be monitored through attendance and participation logs. Expenditures will be monitored through budget spreadsheets, contracts, invoicing, and financial reports.

State Compensatory Education
2013-2014

Description of Program: 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 drop out 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 TAKS 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.

Program Needs Assessment
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 2012-2013 towards 52% of the allocation:

- Total Approximate District SCE Budget - $ 110,990,982
- Total Approximate FTE's -   1069

The district will provide supplemental programs and services for students who are at risk of dropping out of school for the 2013-2014 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.

Disciplinary Alternative Education Programs

The Houston Independent School District has a great need to serve students who qualify for Disciplinary Education Programs. The program that is provided to students with State Compensatory Education funds in HISD includes the following:

Beechnut Academy
Beechnut Academy partners with public schools and their communities to solve the growing problem of disruptive and low-performing students in the class room. The program is based on the belief that students can improve their academic performance and behavior if given the time, opportunity, tools, structure and encouragement they need. Academic and behavioral progress are accomplished and monitored through each student's individual plan for success.   The goals of Beechnut Academy are to increase attendance, make schools safer and accelerate learning.   Teachers receive specialized training that focuses on improving behavior and accelerating learning.   By improving academic achievement, solving behavior problems that are a threat to school safety and helping to decrease dropout rates, Beechnut Academy creates a win-win solution for students, parents, teachers, school districts and communities.

PEIMS Final 2012-2013 At-Risk Summary Report

HISD Totals	**Enrollment**	**At-Risk Count**	**% At-Risk**
	203,354	115,416	56.8%

	Grade	**Enrollment**	**At-Risk Count**	**% At-Risk**
	01	17,322	11,461	66.2**%**
	02	16,673	11,243	67.4%
At-Risk by Grade	03	16,341	8,215	50.3%
	04	16,156	7,742	47.9%
	05	15,233	6,679	43.8%
	06	13,512	5,064	37.5%
	07	13,202	4,847	36.7%
	08	12,533	5,835	46.6%
	09	14,702	7,632	51.9%
	10	12,087	8,504	70.4%
	11	10,876	6,005	55.2%
	12	10,506	5,594	53.2%
	EE	512	164	32.0%
	KG	17,476	11,455	65.5%
	PK	16,223	14,976	92.3%

Evaluation of State Compensatory Education
In an effort to evaluate the effectiveness of the state compensatory education programs, the district compared the 2012 benchmark STAAR scores, District-wide Stanford test results for spring 2012, for spring 2011, and spring 2010, and the Completion Status for HISD students. This was done in order to determine the effectiveness in reducing any

disparity in the performance on assessment instruments between "students at risk of dropping out of school" and all other district students.

The following tables show evaluation by STAAR/TAKS subject area and completion rate.

ENGLISH STAAR RESULTS % PASSING, SPRING 2012			
	Not At-Risk	At-Risk	
Subject	% Pass	% Pass	Difference
Reading	72	55	-17
Mathematics	70	60	-10
Writing	67	52	-15
Science	75	60	-15
Social Studies	62	42	-20
SPANISH STAAR RESULTS % PASSING, SPRING 2012			
	Not At-Risk	At-Risk	
Subject	% Pass	% Pass	Difference
Reading/ELA	71	61	10
Mathematics	74	64	-10
Writing	65	61	-4
Science	N<5	55	N/A

ENGLISH STAAR EOC RESULTS % PASSING, SPRING 2012			
	Not At-Risk	At-Risk	
Subject	% Pass	% Pass	Difference
Algebra	92	62	-30
Biology	95	68	-27
Geometry	98	86	-12
Eng. 1 Reading	84	35	-49
Eng. 1 Writing	73	23	-50
World Geography	91	51	-40
STANFORD RESULTS % PASSING, SPRING 2012			
	Not At-Risk	At-Risk	
Subject	% Pass	% Pass	Difference
ELA	97	83	-14
Mathematics	95	71	-24
Science	95	71	-24
Social Studies	99	91	-8

STANFORD RESULTS % PASSING, SPRING 2011			
	Not At-Risk	At-Risk	
Subject	% Pass	% Pass	Difference
ELA	98	85	-13
Mathematics	96	71	-25
Science	96	70	-26
Social Studies	99	92	-7

STANFORD RESULTS % PASSING, SPRING 2010			
	Not At-Risk	**At-Risk**	
Subject	**% Pass**	**% Pass**	**Difference**
ELA	99	83	**-16**
Mathematics	97	68	**-29**
Science	96	68	**-28**
Social Studies	99	90	**-9**

Completion Status								
Class of 2010					**Class of 2011**			
<u>**Type**</u>	<u>**N**</u>	<u>**Not At-Risk**</u>	<u>**At Risk**</u>	<u>**Difference**</u>	<u>**N**</u>	<u>**Not At-Risk**</u>	<u>**At Risk**</u>	<u>**Difference**</u>
Graduates	8,191	87.5	64.2	-23.3	9,070	82.1	76.9	-5.2
GED	82	0.8	0.7	-0.1	74	0.9	0.5	-0.4
Continuers	1,361	3.5	19.1	15.6	1,053	4.8	10.9	6.1
Completion	9,634	91.8	83.9	-7.9	9,920	87.8	88.3	0.5

- STAAR Data shows our passing scores lower than with TAKS, which was to be expected with a new assessment.
- TAKS Grades 10 and 11 data from the past 3 years has shown a slight decrease in the disparity in the performance on assessment instruments, on most subtests, between "students at risk of dropping out of school" and all other district students.
- The class of 2011 showed an increase in graduates who were "at-risk" compared 2010. The "not at-risk" graduates showed a slight decrease.
- The gap rose slightly between students who took their GED when comparing the class of 2010 and the class of 2011.
- The students who were at-risk "continuers" in the class of 2011 showed a drop from 2010.

Houston Independent School District

District Improvement Plan
Migrant Education Program

DESCRIPTION OF PROGRAM

The Migrant Education Program (MEP) is authorized by Part C of Title I of the Elementary and Secondary Education Act (ESEA). The statute of Title I, Part C states that the purposes of the MEP are to:

- Support high-quality and comprehensive educational programs for migrant children in order to reduce the educational disruption and other problems that result from repeated moves,
- Ensure that migrant children who move among the states are not penalized in any manner by disparities among the states in curriculum, graduation requirements and State academic content and student academic achievement standard,
- Ensure that migrant children are provided with appropriate educational services, including supportive services, that address their special needs in a coordinated and efficient manner,
- Ensure that migrant children receive full and appropriate opportunities to meet the same challenging State academic content and academic achievement standards that all children are expected to meet,
- Design programs that help migrant children overcome educational disruption, cultural and language barriers, social isolation, various health-related problems, and other factors that inhibit their ability to do well in school,
- Prepare them to make a successful transition to post secondary education or employment,
- Ensure that migrant children benefit from state and local systemic reforms.

The goal of the MEP is to design and support programs that help migrant students overcome the challenges of mobility, cultural and language barriers, social isolation, and other difficulties associated with a migratory lifestyle. These efforts are aimed at helping migrant students succeed in school, meet the challenging State academic content and successfully transition to postsecondary education or employment.

INTENT AND PURPOSE

Title I, Part C provides supplemental resources to school districts to provide supplemental instructional and support services for migrant students and their families, as well as to conduct identification and recruitment, data collection and records transfer as required by law.

INTENDED PROGRAM BENEFICIARIES

According to Sections 1115(b)(1)(A) and 1309(2) of the statute and Section 200.81(d) of the regulations, a child is eligible for the MEP if: the child is younger than 22 and has not graduated from high school or does not hold a high school equivalency certificate; *and* the child is a migrant agricultural worker or a migrant fisher *or* has a parent, spouse, or guardian who is a migrant agricultural worker or a migrant fisher; *and* the child has moved within the preceding 36

months in order to obtain (or seek) or to accompany (or join) a parent, spouse, or guardian to obtain (or seek), temporary or seasonal employment in qualifying agricultural or fishing work; *and* such employment is because of economic necessity; *and* the child has moved from one school district to another; *or* In a State that is comprised of a single school district, has moved from one administrative area to another within such district; *or* resides in a school district of more than 15,000 square miles and migrates a distance of 20 miles or more to a temporary residence to engage in an agricultural or fishing industry.

PROGRAM NEEDS ASSESSMENT

Sections 1304(b)(1) and 1306(a)(1) of the federal statute require the State to ensure that the LEAs identify and address the educational needs of migrant children.

The State conducts a comprehensive needs assessment in order to develop a comprehensive State plan for service delivery that addresses the educational needs of migrant children. Local school districts must conduct a needs assessment in order to provide services that will meet the identified needs.

The Texas MEP has identified 8 statewide targeted needs. They are as follows:

Early Childhood /Primary

- **Target 1:** More migrant first graders must be promoted to second grade.

Grades 3-11

- **Target 2:** More migrant students who failed the STAAR in any content area must attend   summer STAAR remediation.

Middle School

More migrant middle school students must…

- **Target 3:** Use effective learning and study skills
- **Target 4:** Have timely attention and appropriate interventions
- **Target 5:** Have necessary homework assistance and tools at home

Secondary Students

- **Target 6:** More migrant secondary students must earn required credits for on-time graduation.
- **Target 7:** More migrant secondary students must make up coursework missing due to late entry and/or early withdrawal.

Students Migrating Out of State in Summer

- **Target 8:** More students migrating outside of Texas in summer must be served in out-of-state summer migrant programs through interstate coordination efforts.

HOUSTON INDEPENDENT SCHOOL DISTRICT
DISTRICT IMPROVEMENT PLAN - TARGETS
2013-2014

TARGET 1 EARLY CHILDHOOD /PRIMARY *

Migrant Student Retention Rates Grades 1 through 8, 2010-2011									
Student Group	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**Total**
Migrant	5.7	3.7	6.5	2.0	5.5	2.3	0.0	0.0	6.5
ELL	4.1	4.4	2.8	1.2	1.0	3.2	2.5	1.4	8.2
HISD	5.7	3.4	3.4	1.9	11.1	2.0	2.1	1.1	4.8

TARGET 2 GRADES 3-11 **

STAAR Reading and Math 2-Year Comparison

	Reading	Math
STAAR	**MEP 12-13**	**MEP 12-13**
3-8	65.1	65.3
EOC	57.1	75.5

STAAR 3-8 Comparison of MEP, District, and PBMAS Standards by Subject for 2010

	2013 HISD MEP	**2013 Migrant PBMAS Standard**
Reading	65.1	70%
Mathematics	65.3	70%
Writing	48.1	70%
Science	64.8	65%
Social Studies	47.7	70%

Migrant Students Attending Summer School, 2010*

The table below shows data for services provided to migrant students during the regular school year and summer including all students who attended summer school during summer of 2012 for any reason, and not simply those who had failed a STAAR test during the previous year. Overall, the percentage of migrant students enrolled in summer school was higher than that for the district as a whole (35.4% versus 28.4%), but lower than that for the ELL student

Table 2. Number of Migrant Students Receiving Supplemental Benefits Through MEP During the Regular and Summer School Months From 2009–2010 to 2011–2012						
	2009–2010		2010–2011		2011–2012	
Instructional Services	Regular	Summer	Regular	Summer	Regular	Summer
Building Bridges	35	14	34	15	25	11
Tutorial Elementary	60	30	50	21	46	13
Tutorial Secondary	32	5	10	3	24	3
Tuition Vouchers	9	7	0	17	9	11
Books/Instructional	637	213	491	0	767	0
Literacy Development Tutoring	n/a	n/a	n/a	n/a	36	0
Support Services						
School Supplies	630	-	757	-	767	-
Clothing/Uniform Vouchers	746	-	749	-	757	-
Social Work/Outreach/Advocacy	782	-	808	-	805	-
Parent Education	n/a	n/a	n/a	n/a	7	-
Private Donations	25	-	21	-	21	-

Source: New Generation System

TARGETS 6 AND 7 SECONDARY STUDENTS *

Recently received PBMAS data reveals that the 2011-2012 Migrant Graduation Rate was 68.8%.

Migrant Student Annual Graduation Rates, 2006-2007 to 2010-2011

Figure 9. Migrant student annual graduation rates, 2006-2007 to 2010-2011.
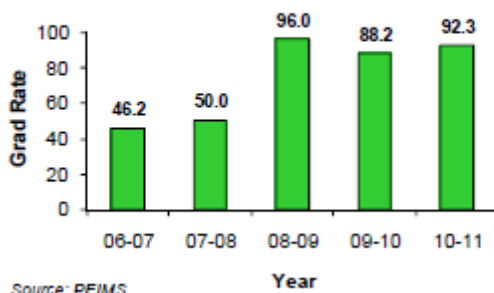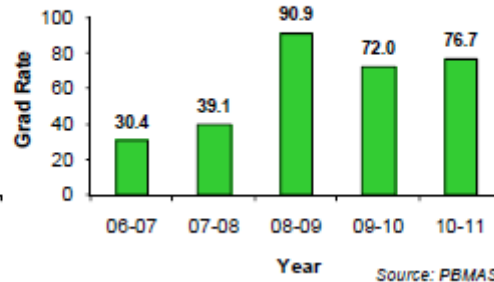
Source: PEIMS

Figure 10. Migrant student longitudinal graduation rates, 2006-2007 to 2010-2011.

Source: PBMAS

The percentage of students receiving the Recommended High School Program (RHSP)/Distinguished Achievement program (DAP) advanced diplomas for migrant students over the same time period is shown below. This measure is one of the required indicators for migrant students under the PBMAS, and is defined as the number of migrant students who

graduated with either the RHSP or DAP certification, divided by the total number of migrant graduates in that year

Percent of Migrant Student Graduating With RHSP/DAP Diplomas,
2003-2004 to 2010-2011

03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11
73.5	87.5	92.3	75.0	72.7	70.6	92.3	87.0

Dropout rate is defined using the PBMAS procedures for this indicator, i.e., total number of migrant students in grades 7–12 dropping out in a given year divided by the total number of migrant students enrolled in that year. This data reveals that the dropout rate fell to 1.6 % in 2008–2009 from 3.8% in the previous year. The migrant student dropout rate has been highly variable over the past six years, but has dropped below the 2.0% state standard established under PBMAS.

Migrant Student Dropout Rates, 2003-2004 to 2009-2010

03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11
2.2	5.3	3.5	5.1	3.8	1.6	0.8	4.1

TARGET 8 STUDENTS MIGRATING OUT OF STATE IN SUMMER

Migrant families are aware of promotion standards and have been known to postpone migrating with the entire family until summer school has ended. Some family members will migrate in early June and family members enrolled in summer school will join those family members at a later date. Because of the diverse area of the Houston Independent School District, migrant families are not located in one geographical area, nor do the district's migrant families migrate to one seasonal agricultural area in large numbers.

* Source: 2009-2010 HISD Research Education Program Report. Data and data interpretations were taken from the 2009-2010 HISD Research Education Program Report available on the Research and Evaluation website.

** Source Research and Accountability preliminary first TAKS administration findings; interpretation of data is by the MEP.

MIGRANT EDUCATION PROGRAM
Activities/Services/Guidelines

1. Identify and recruit migrant students and coordinate academic support services with parents, schools and external agencies. Supports include:
   - In-school and out of school tutoring
   - Identification/coordination of in-district resources and services
   - Migrant data input and monitoring on Chancery and the New Generation System (NGS)

- Targeted home visits Priority for Service (PFS) students only
- Stepping Stones home-based "parent is the child's first teacher" program, ages 3-4
- Parent Information Meetings (PIM) which includes information about promotion/retention standards, credit accrual, college readiness, etc.

2. Coordinate opportunities for migrant students to accrue or recover course credits through activities that include:
   - Houston Community College (HCC) Adult High School Program (Tuition vouchers)
   - Credit by exam (CBE)
   - University of Texas Migrant Student Graduation Enhancement Program
   - Houston ISD Graduation Labs
   - Advanced Virtual Academy Twilight High School (AVA)
   - Periodic reviews of report cards

3. Provide support to schools with MS and HS migrant students through actions which include:
   - Monitor late entries and withdrawals
   - Phone calls and home visits to inform parents of academic progress and opportunities for grade recovery.

4. Monitor the academic progress of migrant students and provide and/or coordinate academic support through activities that include:
   - In-home Stepping Stones Program for ages 3-4
   - In-school and out of school tutoring
   - Review Migrant report card grades every 6-9 weeks
   - Identify at risk high school students and schedule PGP meetings with parent, student, and counselor
   - Meetings with parents and/or teachers to discuss needed interventions

5. Determine individual educational needs of early childhood migrant students, and provide parent training and supplemental home materials to meet those identified needs.

6. Provide assistance to MS migrant students which include:
   - Training of middle school staff to increase their awareness of migrant middle school needs for timely attention and appropriate interventions for academic and non-academic problems or concerns
   - Provide supplemental information to migrant middle school parents
   - Providing migrant students with necessary homework tools

7. Reduce the number of migrant students retained in first grade by:
   - providing tutors
   - supplemental materials
   - monitoring of grades
   - providing at home supplemental instruction when available

8. Coordinate out of state summer TAKS/STAAR testing for migrant students when possible.

9. Enter Graduation Plans for migrant students into the New Generation System (NGS) as required to facilitate cross district/state transferability and program continuity.

10. Facilitate use of a variety of strategies for credit accrual for migrant students with late entry and early withdrawal characteristics.

11. Assign tutors to senior migrant students to:
    - Dialogue about progress toward graduation and needs
    - Explain TAFSA/FAFSA
    - Assist student and parent with FAFSA application
    - Explain college application process

12. Identify migrant students most in need of intervention services and coordinate with Title I and Title III.

13. Identify migrant special education students most in need of intervention services and coordinate services based upon needs identified in student's IEP.

14. Disseminate information regarding migrant student criteria for Priority for Services (PFS) status to campus and MEP staff during month of October.
    - Run NGS PFS reports on a monthly basis
    - Prepare files documenting services available to migrant PFS students
    - Prepare PFS student portfolio of academic records
    - Assign tutors to PFS migrant students for instructional support when needed

15. Ensure that all migrant students, including Priority for Services migrant students have access to federal, state, and local programs for instructional and social assistance.

16. Address the increase in dropout rate and decrease in graduation rate for migrant students
    - Identify at-risk migrant students
    - Utilize qualified, specialized staff to identify, target, and monitor potential dropouts
    - Students will be identified early, and their progress will be monitored as they move through middle and high school

17. Address the low STAAR performance of migrant students
    - Implement a web-based tutorial program, Study Island, to address low performance by migrant students in grades 3-8 on the STAAR writing assessment

HOUSTON INDEPENDENT SCHOOL DISTRICT
DISTRICT IMPROVEMENT PLAN - TARGETS
2013-2014

10 Components of a Title I Program

1. **Comprehensive needs assessment** – All data were reviewed for all students and student groups. The results and conclusions of this review are reflected in the five SMART goals and the Executive Summary for the next school year. The components of the campus needs assessment include the: establishment of a school wide planning team, clarification of the campus vision with a focus on reform, creation of the school profile, identification of data sources and analysis of the data.

2. **School-wide reform strategies** – The continued use of the student information system to identify and monitor student growth; the continued use of district Unit Planning Guides and the staff development which accompanies it; the use of Exemplar Lessons and the meeting by content and grade level to monitor; and develop instructional plans are part of our school-wide reform strategies.

3. **Instruction by highly qualified teachers** – 100 % of our teachers are certified for the position they hold. They have varying levels of experience, and support is given to less experienced teachers by their colleagues. Parents are notified if a teacher is not certified and the teacher must either be working toward certification or efforts continue to hire someone who is certified.

4. **High-quality and on-going professional development** – Lead Teachers who receive training during the summer and during the school year, provide on-site training and monitoring to assist in professional development. The Shared Decision-Making Committee identifies areas in which staff development is needed. Staff members participate in staff development offered by the District. Staff development may also be done on site by in-house instructional leaders and also by administrative district instructional support staff.

5. **Strategies to attract high-quality highly qualified teachers** – Recruitment and retention of teachers who are certified for positions for which they are appropriately certified is ongoing. We closely work with our district's HISD Personnel officer and network with other principals to help in this effort; our own teachers also serve as recruiters. The result has been that 100% of our classroom teachers are appropriately certified for the position they hold.

6. **Strategies to increase parental involvement** – Family Math, Science and Literacy Nights are held to increase parents in the school's programs. Open Houses, frequent telephone contact and weekly folder updates/newsletters are methods of recognizing parents as partners. In addition, parents are offered classes to meet their needs, for example ESL classes or STAAR information programs.

7. **Transition from early childhood programs** – Early Childhood Centers collaborate with receiving elementary schools to coordinate parent and student visits to kindergarten programs. Elementary schools conduct community awareness campaigns, on-site meetings at the ECCs and Head Start programs, and round up and registration days to distribute information about programs and registration. Newsletters are distributed from receiving elementary schools. Not applicable to secondary schools.

8. **Measures to include teachers in the decisions regarding the uses of academic assessments** – Ongoing staff development is available on site to analyze assessment data, whether national, state or teacher produced, to use in making instructional decisions. Grade level or departmental meetings and the SDMC provide forums to discuss assessment issues.

9. **Effective, timely additional assistance** – The use of formative and summative assessments allow for individual student progress to be monitored at the teacher level, building and administrative district levels so that interventions and assistance will be timely.

10. **Coordination and integration of Federal, State, and local services and programs** – At the building level, federal, state and local services and programs are coordinated to best address student needs; this coordination of services and programs is reflected in the activities listed in the campus goals and activities.

HOUSTON INDEPENDENT SCHOOL DISTRICT
DISTRICT IMPROVEMENT PLAN - TARGETS
2013-2014

Special Programs & Policy Compliance

In August of 2012, the Houston ISD Board of Education passed a resolution calling for common decency and respectful behavior in the Houston Independent School District, culminating a year of policy revisions to end student bullying and harassment in HISD schools. The District maintains a policy on file FFH(LOCAL) detailing the following:

- District's statement of non-discrimination
- Definition of discrimination
- Prohibited harassment
- Examples of harassment
- Sexual harassment by an employee
- Sexual harassment by others
- Examples of sexual harassment
- Gender-based harassment
- Examples of gender-based harassment
- Dating Violence
- Examples of dating violence
- Retaliation
- Examples of retaliation
- False claims
- Prohibited conduct
- Reporting procedures
- Student reports
- Employee reports
- Definition of district officials
- Identification and contact for the Title IX Coordinator
- Identification and contact for the Section 504 Coordinator
- Alternative reporting procedures

- Timely reporting

- Notice to parents

- Investigation of the report

- Concluding the investigation

- District action

- Corrective action including counseling services and training

- Bullying

- Improper conduct

- Course orders

- Protective orders

- Confidentiality

- Appeal

- Records retention, and

- Access to policy and procedures

In December 2012, the Houston ISD Board of Education revised policy FFB(Local) related to Student Welfare: Crisis Intervention. This policy details the following points:

- Mental health intervention

- Suicide prevention program

- Identification of District Liaison for Suicide Prevention Program

- Reporting procedures

- Notice to parents

- Medical screenings, and

- Consent to counseling

The HISD Department of Psychological Services has implemented the *ASK about Suicide to Save a Life* training. *ASK about Suicide to Save a Life* is a 1.5 to 4-hour workshop for adults who interact with youth or adults at risk for suicide. The program provides

participants with an overview of the basic epidemiology of suicide and suicidal behavior, including risk and protective factors. Participants are trained to recognize warning signs—behaviors and characteristics that might indicate elevated risk for suicidal behavior—and how to intervene with a person they think might be at risk for suicide. Using role-playing, participants practice asking other participants about suicidal thoughts, feelings, and intentions. Participants are trained to respond to someone expressing direct suicidal communication by seeking emergency care. Participants are also trained to gather more information about a person's risk and take action consistent with that risk if they identify a person who is not acutely suicidal. In longer workshops, participants are given Texas laws related to suicide and trained to access best practice suicide prevention information online. Length of the training depends on which training modules are used.

Educating the "Whole Child"
Recommended by the District Advisory Committee
2013-2014

The District Advisory Committee (DAC) is responsible for assisting in the development of the district improvement plan. § 11.252. DISTRICT-LEVEL PLANNING AND DECISION-MAKING states that "(a) Each school district shall have a district improvement plan that is developed, evaluated, and revised annually, in accordance with district policy, by the superintendent with the assistance of the district-level committee established under Section 11.251. The purpose of the district improvement plan is to guide district and campus staff in the improvement of student performance for all student groups in order to attain state standards in respect to the academic excellence indicators adopted under Section 39.051."

Beginning with the 2011-2012 school year, the DAC recommended a concept that focuses on the "whole child". Currently, much of the emphasis is on testing and test scores to improve student achievement. The committee understands that our goal as a district is improved student achievement for all students. However, the committee has determined there is a growing need to broaden the scope of education in our schools in order to better prepare our students for success in the 21st Century. Student success in today's changing world requires additional skills, outside of traditional academics, that will equip all students with the necessary tools to adapt to change as a productive member of society.

According to BQA (Local) policy, "the DAC shall advise the Board or its designee in establishing and reviewing the district's educational goals, objectives and major Districtwide classroom instructional programs identified by the Board or its designee." Therefore, the DAC, in its advisory capacity, has concluded that there may be a need for a broader, more expansive way to measure success in our schools.   Therefore the committee recommends that the Board considers the concept of the "whole child". This concept would begin to look at social and emotional aspects of learning. This also follows suit with the District's position that every child in our district deserves to attend a safe school and receive a consistently rigorous, quality education.

Initiating a shift of this kind includes determining where we are by identifying the status of the school climate, learning environment and social environment as perceived by students, parents, and teachers. The committee has researched various instruments and discussed the best way to proceed with this concept. The use of a survey would be the first step in moving forward with educating the "whole child". The data gathered from the survey could be used to plan and create strategies for our district, including determining the staff development which would be needed to implement this concept. The goal would be to strengthen the school learning environment by addressing the various needs of our students.

Operating Procedures of the District Advisory Committee

The Texas Education Code §11.251(d) requires the Board to ensure that an administrative procedure is provided to clearly define the respective roles and responsibilities of district personnel and district level committee (DAC) members in various areas of planning.   In HISD the Board has defined the administrative procedures, roles and responsibilities of the DAC in policies BQ(LOCAL), BQ(REGULATION) BQA(LOCAL).

Role

The District Advisory Committee (DAC) shall advise the Board or its designee in establishing and reviewing the District's educational goals, objectives, and major District-wide classroom instructional programs identified by the Board or its designee.   The committee shall serve exclusively in an advisory role except that the committee shall approve staff development of a District-wide nature

The Superintendent shall regularly consult the District-level committee in the planning, operation, supervision, and evaluation of the District educational program.   The Superintendent or designee shall ensure that the District-level committee obtains broad-based community, parent, and staff input through ad hoc advisory committees, the Web site, newsletters, and other methods as appropriate, and that it provides information to those persons on a systematic basis.

The existence of the DAC shall not affect the authority of the Board or its designee to appoint or establish other advisory groups to task forces to assist it in matters pertaining to District instruction.

Responsibilities

The DAC will **not** address issues that in any way affect employees' wages, hours, or conditions of work. Nothing in this section shall be construed as creating a new cause of action or as requiring collective bargaining.

Chairperson

The Superintendent shall be the Board's designee and shall name a District administrator as the facilitator.   Co-chairs shall be elected from the committee's membership. The Superintendent shall meet with the committee periodically.

Committee

The areas that require involvement of the DAC are:

- The District-level committee shall assist the Superintendent with the annual development, evaluation, and revision of the District improvement plan. ;

- The District-level committee shall analyze information related to dropout prevention, including:

1. The results of the audit of dropout records;

2. Campus information related to graduation rates, dropout rates, high school equivalency certificate rates, and the percentage of students who remain in high school more than four years after entering grade 9;

3. The number of students who enter a high school equivalency certificate program and:

   a. Do not complete the program,

   b. Complete the program but do not take the high school equivalency examination, or

   c. Complete the program and take the high school equivalency examination but do not obtain a high school equivalency certificate;

- For students enrolled in grades 9 and 10, information related to academic credit hours earned, retention rates, and placements in disciplinary alternative education programs and expulsions under Chapter 37; and

- The results of an evaluation of each school-based dropout prevention program in the District.

Meetings and Communications

The facilitator, with input from the co-chairs, shall set the committee's agenda, and shall schedule at least six meetings per year; additional meetings may be held at the call of the facilitator.

Calendar: The District-level committee shall hold at least one public meeting per year. The required meeting shall be held after receipt of the annual District performance report from TEA for the purpose of discussing the performance of the District and the District performance objectives.

Agenda: The facilitator, with input from the co-chairs, shall set the committee's agenda, and shall schedule at least six meetings per year; additional meetings may be held at the call of the facilitator.

Minutes: Copies of the minutes of the DAC meetings shall be distributed to members of the committee and shall be available on the District's Web site. A paper copy will be made available to members of the general public upon request.

Attention: Along with the list of DAC members, copies of the minutes of the DAC meetings shall be placed on the District's web site and distributed to members of the committee. A paper copy shall be made available to parents and to members of the general public upon request.   DAC meeting minutes will be posted within 10 calendar days of the meeting.

Composition

The committee shall be composed of:

- elected members who shall represent campus-based professional staff, and District-level professional staff; campus-based professional shall composed two-thirds of the total campus

- at least two parents,

- two business representatives, and

- two community members.

Parent and community members and business representatives selected for the DAC shall appropriately represent the community's diversity.

Campus-based Professionals

Definition: Campus-based professional staff membership on the committee shall be open to all certified professional staff who are currently employed in a full-time professional position assigned to one school. Classroom teachers and other members of school-based professional staff who are elected to Shared Decision-Making Committees are eligible for nomination for election to the committee. At least two-thirds of the elected professional staff representatives must be classroom teachers. The remaining staff representatives shall include both campus- and District-level professional staff members. If practicable, the committee shall include at least one professional staff representative with the primary responsibility for educating students with disabilities.

Election: An employee's affiliation or lack of affiliation with any organization or association shall not be a factor in either the nomination or election of representatives on the committee.

The consent of each nominee shall be obtained before the person's name may appear on the ballot. An annual election will be held to determine the professional staff members of the committee.

DAC members may be reelected. When a vacancy occurs on the committee prior to the end of a term, the runner-up to that position may complete the term.

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Parents:

Definition: "Parent" means a person residing in the District who is a parent of or person standing in parental relation to a student enrolled at a school and who is not an employee of the school or the school District. Persons meeting this definition of a *parent* are not considered for the *community* members on the committee.

Selection: The Superintendent or designee shall select at least two parents after soliciting a pool of names from District staff and other parents currently involved in the District. The parents must have children currently enrolled in the District.

Community Members:

Definition: "Community resident" means a person 18 years of age or older residing in the District, but does not include a person who is a parent of a student enrolled in that school or a person who is an employee of the school or the District.

Selection: The Superintendent or designee shall select at least two community members after soliciting a pool of names from District staff and other community members currently involved in the District. All community member representatives must reside in the District.

Business Representatives:

Definition: "Business representative" means a person who operates a business, without regard to the location of the business or the residence of the person.

Selection: The Superintendent or designee shall select at least two business representatives after soliciting a pool of names from District staff and other business people currently involved in the District. Business member representatives need not reside in nor operate businesses in the District.

Resources:

Texas Education Code §11.251
HISD Board Policy BQA(LEGAL)
HISD Board Policy BQA(LOCAL)