

**HOUSTON INDEPENDENT SCHOOL DISTRICT
DISTRICT IMPROVEMENT PLAN
2014-2015**





Houston Independent School District

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Houston Independent School District

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HOUSTON INDEPENDENT SCHOOL DISTRICT
DISTRICT IMPROVEMENT PLAN 2014-2015

HOUSTON INDEPENDENT SCHOOL DISTRICT

**District Improvement Plan
2014-2015**



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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HOUSTON INDEPENDENT SCHOOL DISTRICT

District Improvement Plan
2014-2015

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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

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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.

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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 encompasses an area of 333 square miles. Houston ISD is the seventh largest school district in the nation, and the largest in Texas. During the 2014-2015 school year, the District serves students in 283 campus locations.

HISD operates under the auspices of the Texas Education Agency, using a curriculum based on state guidelines and the *Texas Essential Knowledge and Skills* 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 education, and dual credit/ advanced academics.

Houston is recognized 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

Student Group	Number	Percentage
Hispanic	131,004	62%
African-American	53,238	25%
White	17,372	8.5%
Asian	7,394	3.5%
Other	2,544	1%
Total	211,552	100%
Economically Disadvantaged	170,096	80.4%

PEIMS 2013-2014

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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 revised Texas school accountability system for 2014.

More than four out of five – 83 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.

Under the current accountability system which began during the 2013-2014 school year, schools are rated either Met Standard or Improvement Required. The current 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. Consequently, only two years of longitudinal data is available for comparison.

Index	2012-2013					2013-2014				
	Total Campus Rated	Improvement Required		Met Standard		Total Campuses Rated	Improvement Required		Met Standard	
Index 1 Student Achievement	268	17	6%	251	94%	264	28	11%	236	89%
Index 2 Student Progress	263	28	11%	235	89%	214	7	3%	207	97%
Index 3 Closing Performance Gaps	265	33	12%	232	88%	264	21	8%	243	92%
Index 4 Postsecondary Readiness	46	4	9%	42	91%	264	29	11%	235	89%

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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:** 236 out of 264 rated schools (89 percent) met standard
- **Student progress:** 207 out of 214 rated schools (97 percent) met standard
- **Closing performance gaps:** 243 out of 264 rated schools (92 percent) met standard
- **Postsecondary readiness:** 235 out of 264 rated schools (89 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 Designation	Number of Campuses
Top 25% Student Progress	71
Academic Achievement in Reading/ELA	124
Academic Achievement in Mathematics	98
Academic Achievement in Science	72
Academic Achievement in Social Studies	32
Top 25% in Closing Performance Gaps	98
Postsecondary Readiness	92

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INTEGRATED NEEDS ASSESSMENT

&

IMPROVEMENT STRATEGIES

AREA: Rigorous Education

1. Student Achievement:

A. STAAR Standard

Data Reviewed: 2014 assessments of STAAR, STAAR Spanish, STAAR L, STAAR Modified, and STAAR Alternate for Students with Disabilities

Findings:

- Increases were noted in 9 grade/subject combinations in percent meeting Level II Satisfactory, Phase-in 1 from 2013 to 2014:
 - Reading in two grade levels (grades 4, 6)
 - Math in five grade levels (grades 3, 4, 5, 6, 7)
 - Writing in both grade levels (grades 4, 7)
 - 6-point increases were noted in grade 5 math, and grade 7 math
 - A 4-point increase was noted in grade 6 reading
 - A 3-point increase was noted in grade 6 math
 - A 2-point increase was noted in grade 7 writing
 - A 1-point increase was noted in grade 4 reading, grades 3 and 4 math, and grade 4 writing

- Decreases were noted in 7 grade/subject combinations in percent meeting Level II Satisfactory, Phase-in 1 from 2013 to 2014:
 - Reading in four grade levels (grades 3, 5, 7, 8)
 - Math in one grade level (grade 8)

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- Science in one grade level (grade 8)
- Social Studies (grade 8)
- A 6-point decrease was noted in grade 3 reading
- A 5-point decrease was noted in grade 7 reading
- 4-point decreases were noted in grade 8 math and science
- A 3-point decrease was noted in grade 8 social studies
- 2-point decreases were noted in grades 5 and 8 reading

It is important to note that there was a policy change in testing from 2013 to 2014. In 2013, advanced students in grade 7 who took the Pre-AP math courses were tested in the grade 8 math STAAR. However, in 2014, policy was changed to have them take their grade-level assessment (grade 7 math). This policy change had a positive impact on the grade 7 mathematics results and an adverse impact on the grade 8 results in 2014. Additionally, an increased number of students in grade 8 are taking Algebra I and will therefore be taking the Algebra I EOC exam instead of the grade 8 math exam.

- Gaps in Grades 3-5:
 - White-African American
 - The gaps increased in reading in grades 3 and 5 reading (5 to 8 percentage points), but remained unchanged in grade 4.
 - The gaps increased in math in grades 3 and 4 (1 to 5 percentage points) but decreased in grade 5 (1 percentage point).
 - The gaps in grade 4 writing and grade 5 science increased by 2 to 4 percentage points.
 - White-Hispanic Gaps:
 - The gaps decreased in grade 4 reading (3 percentage points), and by 1 percentage point each in grade 4 writing, and grade 5 science.
 - The gaps increased in grades 3 and 5 reading (1 to 4 percentage points), and grade 4
 - math (2 percentage points).
- Gaps in Grades 6-8:
 - White-African American

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- The gaps increased in reading in grades 6 and 7 reading (2 to 7 percentage points), but decreased in grade 8 by 1 percentage point.
 - The gaps increased in math in grades 6 and 7 (2 to 5 percentage points) but decreased in grade 8 (3 percentage point).
 - The gaps in grade 7 writing, and grade 8 science and social studies increased by 2 to 5 percentage points.
- White-Hispanic Gaps:
 - The gaps decreased in grade 6 reading (5 percentage points), by 1 percentage point in grade 8 math, and by 2 percentage points in grade 7 writing.
 - The gaps increased in grades 7 and 8 reading (1 to 3 percentage points), grades 6 and 7 math (1 to 2 percentage points), and grade 8 science and social studies (2 to 3 percentage points).
- Large gaps persist for the White-African American groups ranging from 19 percentage points in grade 8 reading to 40 percentage points in grade 4 math.
 - Large gaps also persist for the White-Hispanic groups ranging from 13 percentage points in grade 8 math to 32 percentage points in grade 8 social studies.
 - Through the TEA Performance Based Monitoring Analysis System (PBMAS), HISD was identified for required action in the following areas rated 2 or 3.

STAAR 3-8	Bilingual	ESL	LEP n/s	Migrant	Title 1	SpEd	SpEd YAE
Math		2					
Reading		3	2				
Science	2	3	2			2	
Soc Stu	2	3	3	2	2	3	2
Writing		3	2			2	

2=passing rate 50%-59%; 3=≤49%

Goals

Houston ISD campuses and the district as a whole will continue to meet standard on Indices I, II, III and IV of the Texas Accountability System by increasing scores in 2014-2015 according to the following metrics:

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Target	Target Score to Meet Phase-in Level II Standard	2014 HISD Score	2015 Goal Score
Index I: Student Achievement	55	71	71+
Index II: Student Progress	16	42	42+
Index III: Closing Performance Gaps	28	38	38+
Index IV: Postsecondary Readiness	57	69	69+

Houston ISD will meet or exceed all System Safeguard requirements missed in 2014 under the Texas Accountability System according to the following targets and goals:

2014 System Safeguards: State Targets Missed

Subject	Student Groups	Target	2014 HISD	2015 HISD Goal
Science	Special Education	55%	52%	55%
Social Studies	Special Education,	55%,	52%,	55%
	Current/Monitored ELL	55%	46%	55%

2014 System Safeguards: Federal Targets Missed

Subject	Student Groups	Target	2014 HISD	2015 HISD Goal
Reading	All Students	79%	69%	79%
	African American	79%	62%	79%
	Hispanic	79%	68%	79%
	Econ Disadv	79%	65%	79%
	Special Ed	79%	57%	79%
	Current/Monitored ELL	79%	61%	79%
Math	All Students	79%	72%,	79%
	African American	79%	61%	79%
	Hispanic	79%	74%	79%
	Econ Disadv	79%	69%	79%
	Special Ed	79%	57%	79%
	Current/Monitored ELL	79%	71%	79%

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Improvement Strategies:

The School Offices will ensure that:

- School Support Officers (SSOs) and/or Lead Principals (LP) will meet with principals to review campus performance data and attempt to identify a “root cause” for any increases/decreases in scores. Furthermore, Chief School Officers (CSOs) will collect qualitative data from LPs to supplement the “root cause” analysis process.
- SSOs/LPs will meet with their respective campus leadership teams to assist in the creation of intervention plans to improve reading, math, science, and social studies scores.
- The Middle School CSO will work with the High School CSO to develop a Secondary Literacy plan to address the deficiencies in literacy across the curriculum.
- SSOs/LPs will meet with principals to develop strategies to better align campus resources (instructional time, supplies, funds, technology, instruction, etc.) with performance goals and improvement plans. SSO/LPs will also work with principals to train teachers on the use of “Everyday ExcELLEnce” routines, to emphasize literacy development and the use of academic language.
- CSOs will work with Curriculum, Instruction and Assessment on the development of formative, common assessments that will be used to create and collect student performance data. SSO/LPs will work with principals to ensure that formative assessment/common assessment data is used to design, align and spiral instruction at all levels, for all students.
- Students who failed reading and/or math were identified and grouped together so that they can receive targeted, differentiated interventions, based on the area needing improvement. Additionally, where appropriate, these students may have been retained for summer school.
- Teachers, parents and students were provided with Confidential Student Reports and results by Student Expectations (SEs) to provide feedback and plan for focused instruction and interventions.
- Parents received copies of their child’s Confidential Student Report; principals are in the process of reaching out to parents and students to explain STAAR results.
- Highly effective teachers in reading, English, and math will be called upon to provide re-teaching and interventions during summer school.
- Extended Primary Years program will begin in 29 elementary schools. The focus will be Reading on Grade Level by the end of third grade.

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- A systematic approach to teach reading has been initiated for 2014-2015. The Focus will be on PK-2 students reading on grade level utilizing reading aloud, independent reading and guided reading strategies.

The Elementary Curriculum and Development Office will ensure that:

- All Kindergarten through third grade teachers will receive a multi-day training and ongoing support as a part of the “Literacy By 3” plan. This will assist in the implementation of guided reading, independent reading, and Read Aloud skills, thereby boosting reading achievement. Additionally, HISD is equipping every elementary campus with Scholastic guided reading libraries, read aloud libraries, and dynamic personalized classroom libraries.
- As a part of ongoing formative assessment and professional development, the Curriculum Offices will develop short interim assessments aligned to HISD Curriculum for teachers to assess students’ mastery of standards and provide interventions. Just-in-time training, in response to interim assessment data, will be provided throughout the year.
- A Teacher Development Specialist position will provide embedded support to prioritized campuses, in alignment with the School Office and SSO support.
- To prepare students for STAAR in reading and math, the Curriculum Offices will continue to offer campuses training on how to use iStation and Think Through Math. iStation determines a lexile level and allows teachers to group students for targeted instruction, which is vital to a student’s growth in reading. Additionally, iStation provides struggling students with online intervention lessons that review and reteach focused skills.
- Think Through Math assesses students on their mastery of grade-level TEKS. The program pinpoints the areas in which students require remediation and then provides lessons that re-teach un-mastered standards. Think Through Math, like iStation, provides reports that allow teachers to monitor progress as students work through the lessons.
- In addition to iStation and Think Through Math, the district’s reading and math curriculum provide extensive support for teachers as they develop lessons. The planning guides are TEKS-aligned and offer a wealth of ideas for supporting struggling reading and math students.
- Extensive planning guides have also been provided in other STAAR-tested areas, including English Language Arts, social studies, and science. The Curriculum Office has also written summer school curriculum that reflects STAAR data and includes formative assessments teachers can use to assess student growth.

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- Training was provided to all campus principals in the development of campus literacy plans which use high yield strategies. The plans were completed at each campus and approved by the faculty to be included in the individual School Improvement Plans.
- An online learning platform based on individual student assessment and differentiated instruction is being phased in with an evaluation study planned for next summer.
- HISD has partnered with the Barbara Bush Houston Literacy Foundation, Phillips 66, the Duddleston Foundation, The Neuhaus Education Center, Making it Better, the Children's Museum of Houston, and the Houston Urban League to launch the Read Houston Read tutorial program, a face-to-face community opportunity to provide reading tutorials to first grade students.
- In cooperation with Innovations for Learning, HISD is providing tutoring opportunities through digital media targeting first grade students with reading support.
- Collaborate with special populations departments to analyze process standards for STAAR and develop support materials for the instruction of ELL and Special Education students to emphasize academic vocabulary and the language of the discipline.
- Increase high quality web resources made directly accessible to parents and students through the HISD portal which support academic achievement, differentiated instruction, and personalized learning through a digital learning platform.
- Analyze high-yield strategies of high performing 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 Spring STAAR 2015.

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.

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B. STAAR End of Course (EOC) Results

Data Reviewed:

Percent of students who scored at the Unsatisfactory (Level I), Satisfactory (Level II), and Advanced (Level III) academic performance measures on the STAAR End of Course (EOC) assessments. These assessments are administered for Algebra I; English I, II; biology; and U.S. History.

The performance standards set by the TEA for these assessments are as follows:

- **Level I: Unsatisfactory Academic Performance** – students are inadequately prepared for the following course.
- **Level II: Satisfactory Academic Performance** (phased in over a five-year time period) – students are sufficiently prepared for the next course.
- **Level III: Advanced Academic Performance** – students are well prepared for the following course.

Findings:

- In Algebra I, percent satisfactory (phase-in 1 standard) stayed the same from 2013 to 2014 at 75%. The percentage of students meeting satisfactory (recommended standard) increased from 33% to 35% from 2013 to 2014.
- The percentage of students meeting the standard for percent satisfactory (phase-in 1) for biology increased from 82% in 2013 to 85% in 2014.
- The baseline performance for students meeting the phase-in 1 satisfactory standard for English I was 52%, for English II was 56%, and for U.S. History was 90%.
- The percentage of African American students who met satisfactory for phase-in 1 in Algebra I decreased by two percentage points to 66%, while Asian students' performance stayed at 95% satisfactory, Hispanic students' performance increased by one percentage point to 76%, and White students' performance decreased by one percentage point to 88%.

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- Increases in the percentage of students who met satisfactory for phase-in 1 in biology were evidenced for all student groups from 2013 to 2014: African American students by one percentage point to 81%, Asian students by two percentage points to 97%, Hispanic students by four percentage points to 85%, and White students by two percentage points to 96%.
- Through the TEA Performance Based Monitoring Analysis System (PBMAS), HISD was identified for required action in the following areas rated 2 or 3.

EOC	CTE	SpEd
Math	2	

2=passing rate 50%-59%

Goals Houston ISD campuses and the District as whole will continue to meet or exceed the required targets for STAAR End of Course exams.

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

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- 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

Additionally, the High School Office is organizing the work to accelerate learning in every high school around five key areas:

1. Advanced Academics (AP, SAT, PSAT, IB)
2. ELL (Accelerating learning of every English Language Learner)
3. Freshmen on Track (Ensuring that every entering 9th grader is ready and prepared to graduate from high school and move on to college.)

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4. Instructional Leadership (Supporting principals with identifying effective instructional practices and knowing how to shift the work/priorities when students are not excelling)
 5. Secondary Literacy (Increasing proficiency in reading and writing across the content areas.)
- In addition to working on these five key areas, the HSO will also: Implement a stronger monitoring process for determining students' progress towards all EOC exams
 - Utilize a reading progress inventory/tracking system for every high school student that will determine students' growth in reading comprehension
 - Formalize review of student writing samples across the district in an effort to improve students' performance on English I and English II EOC Exam
 - Conduct monthly progress meetings with the leadership teams, SSO(s) and CSO of the lowest performing high schools with a goal of ensuring that students are on track to graduate
 - Reinstate the campus-by-campus weekly drop-out prevention support process
 - Study the role of the student service center concept to determine impact on graduation/drop-out rates with a goal of increasing how we provide adolescents with non-academic support
 - The HSO conducts monthly (or more frequent) formal visits at each Improvement Required 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.

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- 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 2014 and Spring STAAR EOC 2015.

Evaluation

Cycle grades, benchmark exam results, district level assessments, and other formative assessments will be used throughout the year to measure efficacy of improvement strategies. STAAR/EOC results for 2015 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.

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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:

- While the percentage of all students at or above the 50th NPR (Stanford 10 and Aprenda 3 combined) in grades 1-5 went from 53.5% to 51.2%, a decrease of 2.3 percentage points, it remained stable in grades 6-8 at 37.1%.
- The percentage of all students at or above the 50th NPR (Stanford 10 and Aprenda 3 combined) in grades 1-5 went from 62.1% to 60.6%, a decrease of 1.5 percentage points and went from 55.9% to 53.2% in grades 6-8, a decrease of 2.7 percentage points.
- The percentage of all students in grades 1-8 at or above the 50th NPR in reading went from 48% to 47%, a decrease of 1 percentage point.
- The percentage of all students in grades 1-8 at or above the 50th NPR in math went from 60% to 58%, a decrease of 2 percentage points.
- The percentage of all students in grades 1-8 at or above the 50th NPR in Language went from 53% to 51%, a decrease of 2 percentage points.
- The percentage of all students in grades 1-8 at or above the 50th NPR in Environmental Science went from 61% to 58%, a decrease of 3 percentage points.
- The percentage of all students in grades 1-8 at or above the 50th NPR in Social Science went from 47% to 46%, a decrease of 1 percentage point.
- Students with Disabilities (SWD) showed growth in more areas (4 out of 5) than any other group of students followed only by Asians. All other groups showed decreases in performance.
- The performance gap between White and Hispanics remained stable from 2013 to 2014 in all content areas with the exception of Language where the gap has increased by 1 percentage point.

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- The performance gap between White and African Americans has increased by 2 percentage points in all content areas with the exception of Environment/Science where the gap has increased by 3 percentage points.

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: The Schools Office

- School Support Officers (SSOs) and/or Lead Principals (LP) will meet with principals to review campus performance data and attempt to identify a “root cause” for any increases/decreases in scores. Furthermore, Chief School Officers (CSOs) will collect qualitative data from LPs to supplement the “root cause” analysis process.
- SSOs/LPs will meet with their respective campus leadership teams to assist in the creation of intervention plans to improve reading, math, science, and social studies scores.
- The Middle School CSO will work with the High School CSO to develop a Secondary Literacy plan to address the deficiencies in literacy across the curriculum.
- SSOs/LPs will meet with principals to develop strategies to better align campus resources (instructional time, supplies, funds, technology, instruction, etc.) with performance goals and improvement plans. SSO/LPs will also work with principals to train teachers on the use of “Everyday ExcELlence” routines, to emphasize literacy development and the use of academic language.
- CSO’s will work with Curriculum, Instruction and Assessment on the development of formative, common assessments that will be used to create and collect student performance data. SSO/LP’s will work with principals to ensure that formative assessment/common assessment data is used to design, align and spiral instruction at all levels, for all students.
- Students who failed reading and/or math were identified and grouped together so that they can receive targeted, differentiated interventions, based on the area needing improvement. Additionally, where appropriate, these students may have been retained for summer school.

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- Teachers, parents and students were provided with Confidential Student Reports and results by Student Expectations (SEs) to provide feedback and plan for focused instruction and interventions.
- A systematic approach to teach reading has been initiated for 2014-2015. The focus will be on PK-2 students reading on grade level utilizing reading aloud, independent reading and guided reading strategies.

The Elementary Curriculum and Development Office is ensuring that:

- All Kindergarten through third grade teachers will receive a multi-day training and ongoing support as a part of the “Literacy By 3” plan. This will assist in the implementation of guided reading, independent reading, and Read Aloud skills, thereby boosting reading achievement. Additionally, HISD is equipping every elementary campus with Scholastic guided reading libraries, read aloud libraries, and dynamic personalized classroom libraries.
- As a part of ongoing formative assessment and professional development, the Curriculum Offices will develop short interim assessments aligned to HISD Curriculum for teachers to assess students’ mastery of standards and provide interventions.
- Just-in-time training, in response to interim assessment data, will be provided throughout the year.
- A Teacher Development Specialist position will provide embedded support to prioritized campuses, in alignment with the School Office and SSO support.
- The Curriculum Department will continue to offer campuses training on how to use iStation and Think Through Math. iStation determines a lexile level and allows teachers to group students for targeted instruction. Additionally, iStation provides struggling students with online intervention lessons that review and reteach focused skills. Think Through Math pinpoints the areas in which students require remediation and then provides lessons that re-teach unmastered standards. Think Through Math, like iStation, provides reports that allow teachers to monitor progress as students work through the lessons.
- In addition to iStation and Think Through Math, the district’s reading and math curriculum provide extensive support for teachers as they develop lessons. The planning guides are TEKS-aligned and offer a wealth of ideas for supporting struggling reading and math students. Extensive planning guides have also been provided in other content areas, including English Language Arts, social studies, and science.

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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 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. Norm reference assessment results for 2015 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.

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AREA 2: Graduation & Dropout

Data Reviewed: Class of 2013 Four Year Cohort Graduation Rate, and the percent of students (in the cohort) who dropped out.

Findings:

- The four-year cohort graduation rate decreased from 81.7 to 81.6, a decrease of .1 percentage point.
- The four-year longitudinal dropout rate decreased from 11.3 to 11.1, a decrease of .2 percentage points
- The graduation rate exceeds the state target of 75 percent.
- The number of students graduating in the class of 2013 was 9,053 which exceeded the number graduating in the class of 2012 by 20 students. However, there were 63 more students overall in the class of 2013.
- The District did not meet System Safeguards for the Federal Graduation Rate targets (80% in four-years; or 85% in five-years) in five areas:

2014 System Safeguards: Graduation Rate

Student Group	Target		2014 HISD		2015 Goal 4 yr rate
	4yr	5yr	4yr	5yr	
All Students	80%	85%	78.6	82.5	80%
African American	80%	85%	76.1	79.8	80%
Hispanic	80%	85%	77.4	81.7	80%
Econ Disadv	80%	85%	78.8	84.1	80%
ELL	80%	85%	52.6	63.3	80%

- Through the TEA Performance Based Monitoring Analysis System (PBMAS), HISD was identified for required action in the following areas rated 2 or 3.

	Bilingual/ESL
Annual Dropout	2
Graduation	3

2= rate 3.9%-5.8%; %; 3=≤39%

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Goals: Houston ISD campuses and the District as a whole will meet or exceed the required graduation rate of 80% in four years.

Improvement Strategies:

Responsible Staff: Office of Dropout Prevention

- The following priorities have been established by the office of Dropout Prevention in order to increase the graduation rate and decrease the dropout rate:
- The Dropout Prevention Office collaborated on the creation of the Early Warning Indicator. The purpose of Early Warning Indicator is to identify students at risk of dropping out of high school. This report will be user-friendly, is exportable into Excel, and permits the deletion of columns to suit specific needs of Administrator, by categorizing students (as needed). The Early Warning Indicator will be placed onto the Achievement and Principal Dashboards, unlike the DPEW Report which will remain on Chancery.
- Phase Two of the Early Warning Indicator will include further options to be determined by IT, the office of Dropout Prevention, and other department stakeholders.
- The Dropout Recovery Report which has been historically provided for the annual Grads Within Reach Walk will be located on the Principal and Achievement Dashboard and will reflect students who have dropped out of high school per campus, thus increasing its usefulness to principals.
- All high school campus Graduation Support Meetings, with the support of the High School Office, will be mandated to be implemented on all campuses on a regular basis.
- District-wide Graduation Support Meetings will be conducted by the offices of Dropout Prevention and Leadership Development throughout the year and hosted by various high school campuses who have implemented best dropout prevention and recovery practices as evidenced in the annual dropout data. The High School Office is mandating each high school to send their Leaver or Graduation Support Meeting Representative to gain further knowledge of best practices.

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- The office of Dropout Prevention will continue to provide monthly reports to the Middle and High School Offices in terms of year-to-date dropout data per campus to help keep focus and assistance on the needs of the schools.
- Student Case Workers will be assisting middle school campuses to establish Graduation Support Meetings as stand-alone meetings or to be a part on-going committees targeting other at-risk youth. The Dropout Prevention offices will further support middle school campuses with the location and recovery of Leaver 98s after all campus efforts have been exhausted by campus staff.

In addition to these priorities, the office of Dropout Prevention will continue to work with:

- Multilingual Department to provide support via office of Dropout Prevention Student Case Workers to help prevent and recover ELL students; and to create programs via the Houston Communal College (HCC) to help support Newcomers out of the realm of HISD; and to help increase post-secondary enrollment.
- Special Education Department to provide support via student referrals to service agencies for services and programs to encourage high school graduation.
- College Readiness and CTE to help provide direct support and incentivize overage students enrolled in AVA, Grad Labs, Liberty, and Middle College High Schools by the way of combined College Tours, College and Career Day, and Certification and Employment Fairs.
- The overall surrounding community to help keep dropout prevention on the forefront and for all to exercise Social Responsibility in helping graduate all youth from high school.
- This year, eight HISD high schools and their 32 feeder elementary and middle schools are piloting the Linked Learning approach of teaching and learning. Linked Learning will combine rigorous academics with real-world technical education and experiences to help give students an edge in moving onto postsecondary education or workforce training and high wage, in-demand careers.
- 'When I Grow Up' is an annual HISD career expo, which provides a unique opportunity for students of all ages to engage in the world of work in an entertaining yet educational environment. 'When I Grow Up' exposes students to the variety of high-demand careers available in Houston and features hands-on experiences, competitions, workshops and interactive centers.
- Revise the HISD Dropout Prevention Guide to include updated practices and resources

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- Develop an innovative schedule and course sequence to support ELL students.

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 25, 2015.

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 2015 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.

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AREA 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 2005 through graduating class of 2012.

Findings:

- The number of high school graduates increased by 1,512 in 2012 compared to 2005 (18.5%), while the number of high school graduates enrolled in college based on the fall data increased by 810 (18.9%) during the same period.
- Approximately 680 additional graduates in the class of 2012 enrolled in college after the fall enrollment, i.e., during the following spring and summer.
- Approximately 2,100 college degrees were awarded within six years after graduation from high school for the class of 2005, 2006, and 2007.
- The one-year enrollment in college increased from 58.3% in 2005 to 59.6% in 2012 but has varied across time.
- The college enrollment increases by an average of 6.1% from the fall semester to the following spring and summer semesters.
- The rate of college degrees earned within six years after high school graduation increased from 26.2% for the class of 2005, to 28.1% for the class of 2007. These figures are close to 50% of the fall enrollment, specifically 51.6% of the fall enrollment for the class of 2007.
- As the number of graduates and the number enrolled in college increased from 2005 to 2012, the HISD graduates enrolled in 4-year institutions declined from 37.8% in 2005 to 36.1% in 2012, while the enrollment in 2-year institutions increased from 20.5% to 23.5% during the same period. However, the 36.1% of students attending a 4-year institution reflected an increase of 1.4 percentage points over 2011.
- As the number of graduates and the number enrolled in college increased from 2005 to 2012, the HISD graduates enrolled in Texas institutions increased from 51.7% in 2005 to

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52.9% in 2012, while the enrollment in out-of-state institutions peaked for the class of 2009 at 7.6% and declined to 6.7% in 2012, although there was an increase from 2011.

- As the number of graduates and the number enrolled in college increased from 2005 to 2012, the HISD graduates enrolled in public institutions increased from 51.8% in 2005 to 53.0% in 2012.
- The enrollment in private institutions peaked at 8.7% in 2009, and declined to 6.6% in 2012, although this reflected an increase from 2011.
- The college-going rate in 2012 varies from 50.0% for the American Indian students to 85.9% for the Asian/Pacific Islander students. Notably, the only significant group based on relative size that performed well below the district average of 59.6% is the Hispanic student group at 51.7%. In addition to the large gaps of 28.9 percentage points between the White-Hispanic student groups, and 17.3 percentage points between the White-Black student groups, a substantial gap of 11.6 percentage points exists between the Black-Hispanic groups. However, the Hispanic student group showed the most improvement of 3.2 percentage points over the last two years.
- A gap of 5.7 percentage point exists between the female-male student groups, and a larger gap of 11.4 percentage points exists between the not- economically disadvantaged and the economically disadvantaged groups in 2012.
- The largest improvement was shown for the economically disadvantaged group which increased by 3.1 percentage points. Hispanic students reflect a smaller percentage of graduates, and graduates enrolling in college than they do in the district's enrollment.
- Overall, the trends reflected in the National Student Clearinghouse data are positive and speak to the district's college-bound culture and the effectiveness of its initiatives. Most noteworthy is the increase in the percentage of students enrolled in college within one year of graduating from high school.
- While Hispanic students experienced significant gains (3 percentage points) in college enrollment, the Hispanic population continues to be the most underrepresented group after American Indians.
- The percentage of economically disadvantaged students enrolling in college also increased by over 3 percentage points and the gap between economically and not economically disadvantaged students enrolling in college decreased from over 18 percentage points to less than 12 percentage points

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Goals: 75% of Houston ISD graduates will enroll in a college or university within one year of graduating from HISD with a targeted increase 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

- Continue to administer the PSAT to all freshmen-juniors and the SAT to all juniors in the district.
- *Naviance* is continuing to be implemented and promoted to help students create, track and reach their post-secondary goals.
- EMERGE is helping talented low-income students in the district access higher education opportunities at top-tier colleges.
- A new College Readiness course that focuses on SAT preparation and college awareness is being offered to juniors at 23 of the district's schools.
- The AP curriculum in several of the most common courses is being enhanced to ensure that students are receiving more rigorous instruction that will prepare them for college.

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

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Evaluation

Annual reporting from the National Student Clearinghouse *StudentTracker* 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.

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

Data Reviewed: 2012-2013 student participation and results for each assessment

Findings:

- For the class of 2013, the number of HISD graduating seniors with SAT results was 9,130, a decrease of 350 students taking the test from the 9,480 students in 2012.
- The average SAT composite score decreased from 1255 in 2012 to 1252 in 2013.
- The number of HISD graduating seniors in 2013 with ACT test results was 2,010, a decrease of 113 students taking the test from the 2,123 students in 2012.
- The average ACT composite score remained unchanged at 20.5 from 2012 to 2013.

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

- New toolkits have been developed for web-based and campus use for test preparations including
 - Teacher lesson plans for SAT prep
 - An SAT online course
 - ACT free practice test
- The Office of College Readiness is providing targeted training to campus College Access Coordinators in connecting students to needed resources and in facilitating and monitoring test registration.

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

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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 2014.

Evaluation

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

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

Data Reviewed: October 2012 test administration results

Findings:

- Approximately 31,100 students in grades 9-11 participated in the PSAT in fall 2012 with participation rates of 81.7 percent (grade 9), 86.1 percent (grade 10), 80.6 percent (grade 11), and 82.8 percent in the combined grades 9-11.
- The PSAT composite scores increased for all student groups assessed in grades 9, 10, and 11, with the exception of Asian students in grade 10.
- The percent of students in grades 10-11 who met the PSAT college readiness benchmarks increased from 21.0 in 2011-2012 to 21.4 percent in 2012-2013.

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

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Disabilities (SSD) coordinators and campus Special Education Chairpersons are trained on the approval process for testing with accommodations well before submission deadlines.

- A new HISD PSAT prep camp was developed in collaboration with Testmasters. The test prep series consisted of eight summer camps.

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 2014.

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.

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

Data Reviewed: 2001-2013 AP/IB course participation and exam results

Findings:

- The number of HISD students taking at least one AP exam in 2013 has increased by 559 percent since 2001, although there was a decrease of 3.3 percent compared to 2012.
- The number of AP exams taken by HISD students in 2013 increased by 502 percent since 2001, although there was a decrease of 2.3 percent compared to 2012.
- The mean number of AP exams taken by each participating HISD student has varied from 1.73 (2012) to 2.08 (2003), and was 1.75 in 2013. For the same number of students who participated in 2013, a potential of approximately 4,300 additional AP exams (19 percent) exists based on the maximum rate of 2.08 achieved in 2003.
- The percent of participating students with a score of 3 or higher on at least one AP exam ranged from 31 percent (2011 and 2012) to 60 percent (2003) and was 33 percent in 2013, an increase of 2 percentage points compared to 2012.
- The percent of students with an AP score of 3 or higher declined from 60 percent in 2003 to 31 percent in 2012, but a reversal of this eight-year declining trend occurred in 2013.
- The number of HISD students who participated in AP exams decreased by 437 in 2013 compared to 2012.
- Participating student in 2013 took 534 fewer AP exams in 2013 compared to 2012. This was largely due to the decrease in the number of AP exams taken by African American students.
- The White students showed the highest improvement in 2013 (7 percentage points) in the percent of AP scores at or above 3 compared to improvement of 2 percentage points by the Asian students, and 1 percentage point each for the Hispanic and African American students.
- The gaps between the number of White and African American participants as a percent of the total number tested increased in 2013 compared to 2012.
- The gaps between the number of AP exams taken by White and African American participants as a percent of the total number of AP exams taken increased in 2013 compared to 2012.

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- The gaps in the percent of AP exams with scores of 3 or higher taken by White and African American participants increased in 2013 compared to 2012.
- The gaps between the number of White and Hispanic participants as a percent of the total number tested decreased in 2013 compared to 2012.
- The gaps between the number of AP exams taken by White and Hispanic participants as a percent of the total number of AP exams taken decreased in 2013 compared to 2012.
- The gaps in the percent of AP exams with scores of 3 or higher taken by Hispanic and White participants increased in 2013 compared to 2012.
- The number of students taking AP exams in HISD decreased in 2013 compared to 2012 (3.3 percent) while there were increases in the state (0.7 percent) and the nation (5.6 percent).
- The number of AP exams taken in HISD decreased in 2013 compared to 2012 (2.3 percent) while there were increases in the state (6.0 percent) and the nation (7.0 percent).
- The percent of AP exams with scores of 3 or higher increased by 2 percentage points in HISD while there was no change in the state and in the nation in 2013 compared to 2012.
- The gap in the participation between HISD and the state decreased in 2013 compared to 2012 (0.4 percentage points) while it increased between HISD and the nation (0.1 percentage points).
- The gaps in both categories in the percent of students with AP scores of 3 or higher decreased in 2013 compared to 2012 (2 percentage points each).
- The number of exams taken at Bellaire High School decreased from 137 in 2012 to 106 exams in 2013. Exams scored at 4 or above increased by 3.6 percentage points in 2013 compared to 2012.
- The number of exams taken at Lamar High School increased from 1,266 in 2012 to 1,299 in 2013. Exams scored at 4 or above increased by 0.7 percentage points in 2013 compared to 2012.
- The total number of IB exams taken in HISD in 2013 increased by 2 compared to 2012, and the participating students scoring 4 or higher increased by 0.4 percentage points. IB exams taken by HISD students with a score of 4 or higher increased by 0.4 percentage points compared to increases of 1.4 percentage points in the nation, and 0.3 percentage points worldwide.

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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 2015.

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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.

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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), 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

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proficiency between testing in 2103 and 2014. 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.
- Through the TEA Performance Based Monitoring and Analysis System (PBMAS), HISD was identified for required action in the following metrics with a 2 or 3:

TELPAS Score	BE/ESL
Composite Reading for multi year students <small>2=6.5-8.4%</small>	2

Findings:

- A total of 54,584 ELL students participated in TELPAS testing in 2013–2014.
- Districtwide, ELL student proficiency on the TELPAS was slightly lower than in the previous year, and was lower than that of the state overall.
- The percentage of ELL students showing improvement in English language proficiency was the same as in 2013 (after adjusting for changes to the scoring standards introduced in 2014). In addition, the district outperformed the state on this yearly progress measure.
- The district is projected to have met two of the three federally mandated
- Annual Measureable Achievement Objectives (AMAO) standards dealing with English-language proficiency for ELL students.
- Results from the STAAR showed that pre-exit students matched the district performance in mathematics, but did less well than the district on reading, writing, and science.
- On the Stanford 10, pre-exit students’ performance was above or nearly average (NCE = 50) in mathematics and science, but scores were lower in reading, language, and social science. TELPAS results showed that 54 percent of traditional pre-exit students, and 65 percent of developmental pre-exit students, scored at the highest language of English proficiency (Advanced High).
- Finally, 69 percent of traditional pre-exit students and 76 percent of developmental pre-exit students had gained at least one level of English language proficiency on the TELPAS between 2012 and 2013.
-

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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, Professional Support & Development, Schools Office

- An increased focus on the fidelity to the district Transitional Bilingual Program model will result in strategic exposure of leadership teams to available ELL data so that data-driven instructional and assessment decisions are made by campuses.
- Aligned communication between Schools Office and Academic Services will increase ELL programming focus.
- Timely campus programming reviews at the Beginning of Year (BOY), Middle of Year (MOY), and End of Year (EOY) will be provided to campus and district leadership so that the progress of all ELLs is measured consistently district wide.

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, 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 2015.

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 2015 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.

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AREA 2: Special Education

A Comprehensive Program Improvement Plan (CPIP) was developed by the HISD Office of Special Education for the 2014-2015 school year. The plan is available under the Program Evaluation/Improvement Plan tab of the Special Education webpage of the HISD portal. <http://www.houstonisd.org//Domain/15681>. This plan serves as the Special Education component of the HISD District Improvement Plan as required by TEC §11, §39.

- Through the TEA Performance Based Monitoring and Analysis System (PBMAS), HISD was identified for required action in the following metrics with a 2 or 3:

-

STAAR Participation

Assessment	SpEd	Performance Range	Standard
STAAR	2	27.6%-39.9%	50%
STAAR Mod	2	32.1%-44.9%	20%
STAAR ALT	2	13.0%-16.9%	≤10%

SpEd Instructional Placement

Setting	SpEd	Performance Range	Standard
Ins. Setting 40/41 (ages 3-5)	2	5.1%-10.4%	≥16.0
Reg. Class ≥80% (ages 12-21)	2	45.1%-56.9%	≥70%
Reg. Class <40% (ages 6-11)	2	19.0%-23.9%	≤10%
Reg. Class <40% (ages 12-21)	2	19.0%-23.9%	≤10%

SpEd Representation

	SpEd	Standard
African-American	2	≤10% diff

2=6.0-10.0

SpEd Discretionary Placements

Placement	SpEd	Standard
OSS	3	1.0% diff

3=≥3.0

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AREA 3: Safety and Environment

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

Data Reviewed: Longitudinal PEIMS Discipline Data from 2010-2011 through 2013-2014.
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.

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Improvement Strategies:

Responsible Staff: Federal & State Compliance

In addition to the recording of allegations and motive of bullying, HISD has taken the following proactive prevention actions regarding bullying for the 2014-2015 school year:

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),
- 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

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- 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.

School Support Services and Professional Support and Development will launch the Multi-Tiered Support Systems (MTSS) Initiative during the 2014-2015 school year. MTSS is a systemic intervention model for both behavior and academics targeting those students most at risk. The initiative was piloted at limited campuses during the 2013-2014 school year. MTSS is designed to provide access to early intervention, early identification, and improved academic and behavior outcomes. The initiative creates a conducive learning environment for teachers to teach in a safe atmosphere. The District Advisory Committee has developed the following strategy for the successful implementation of MTSS:

- The Office of School Support Services will develop and initiate a comprehensive implementation plan for MTSS including the following elements:
 - A Spring 2015 communication plan using common language for district personnel, parents, and students with a tool for feedback.
 - An updated needs assessment using 2014-2015 data
 - A series of trainings which support the district-wide implementation of MTSS
 - A schedule for training all campuses and key central departments in cohorts, including summer training opportunities
 - A framework for campus roll-out including timelines
 - Engagement of community, business partners, law enforcement, and high-profile persons to promote the framework at the campus level

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.

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- 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 2013-2014 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 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 2014-2015 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.

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- 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.

Evaluation

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.

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State Compensatory Education 2014-2015

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 STAAR and the Stanford tests results in order to improve and enhance the regular education program. Each campus and program has a coordinator/contact person who is responsible for and oversees the administration of each supplemental State Compensatory Education Program. A detailed list of programs and contact persons is included in the Compensatory, Intensive and Accelerated Instruction – Programs and Services Guide for State Compensatory Education.

Due to the decentralization initiative in the Houston Independent School District, each campus also receives dollars for State Compensatory Education in order to provide supplemental programs and services for students on their campus who are at risk of dropping out of school.

Program Needs Assessment

The following figures represent the approximate total HISD budget and Full-Time Equivalent (FTE's) for the supplemental State Compensatory Education Program. This is the planning preliminary budgeted amounts for 2014-2015 towards 52% of the allocation:

- Total Approximate District SCE Budget - \$ 67,125,912
- Total Approximate FTE's - 1309.6

The district will provide supplemental programs and services for students who are at risk of dropping out of school for the 2014-2015 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

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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 2013-2014 At-Risk Summary Report

<u>HISD Totals</u>	Enrollment	At-Risk Count	% At-Risk
	211,552	145,254	68.66%

<u>At-Risk by Grade</u>	Grade	Enrollment	At-Risk Count	% At-Risk
	01	18,985	15,916	83.8%
	02	17,410	13,985	80.3%
	03	17,521	12,744	72.7%
	04	16,648	10,387	62.4%
	05	15,830	9,335	59.0%
	06	13,554	6,710	49.5%
	07	13,843	7,508	54.2%
	08	13,370	7,327	54.8%
	09	15,141	9,671	63.8%
	10	12,697	7,814	61.5%
	11	11,310	7,958	70.4%
	12	10,715	4,949	46.2%
	EE	575	568	98.8%
	KG	17,887	14,385	80.4%
PK	16,066	15,997	99.6%	

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 subject area (passing = Level II Satisfactory Performance Standard) and completion rate.

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ENGLISH STAAR RESULTS % PASSING, SPRING 2013			
	Not At-Risk	At-Risk	
Subject	% Pass	% Pass	% Difference
Reading	82	53	-29
Mathematics	75	56	-19
Writing	78	53	-25
Science	80	50	-30
Social Studies	74	35	-39
SPANISH STAAR RESULTS % PASSING, SPRING 2012			
	Not At-Risk	At-Risk	
Subject	% Pass	% Pass	% Difference
Reading/ELA	76	71	-5
Mathematics	82	66	-16
Writing	71	71	-3
Science	N<5	32	n/a

ENGLISH STAAR EOC RESULTS % PASSING, SPRING 2013			
	Not At-Risk	At-Risk	
Subject	% Pass	% Pass	Difference
Algebra I	90	56	-34
Biology	94	68	-26
Geometry	96	72	-24
Eng. Reading ¹	82	36	-46
Eng. 1 Writing	65	20	-45
World Geography	88	49	-39
STANFORD RESULTS % 50th Percentile+, SPRING 2013			
	Not At-Risk	At-Risk	
Subject	%	%	%Difference
Reading	65	24	-41
Mathematics	67	37	-30
Language	69	33	-36
Environment	64	37	-27

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STANFORD RESULTS % 50th Percentile +, SPRING 2012			
	Not At-Risk	At-Risk	
Subject	%	%	%Difference
Reading	73	30	-43
Mathematics	74	40	-34
Language	68	32	-36
Environment	73	43	-30
STANFORD RESULTS % 50th , SPRING 2011			
	Not At-Risk	At-Risk	
Subject	%	%	%Difference
Reading	71	30	-41
Mathematics	75	45	-30
Language	74	40	-34
Environment	70	42	-28

Completion Status								
Class of 2011					Class of 2012			
Type	N	Not At-Risk	At Risk	Difference	N	Not At-Risk	At Risk	Difference
Graduates	9,035	84.3	79.9	-4.4	9,008	86.9	78.7	-8.2
GED	72	0.9	0.5	-0.4	73	0.8	0.6	-0.2
Continuers	813	4.2	8.6	4.4	700	3.4	8.0	4.6
Completion	9,920	89.4	89.0	-0.4	9,781	91.1	87.3	-3.8

- Overall, on the English language STAAR, the gap in the percentage of students meeting the *Satisfactory* standard between not at-risk students and at-risk students was at least nine percentage points on all tests and at all grade levels.
- Not at-risk students outperformed at-risk students districtwide on the English STAAR by a margin of 19 to 39 percentage points: the gap was 29 percentage points for reading, 19 percentage points for mathematics, 25 percentage points for writing, 30 percentage points for science, and 39 percentage points for social studies. Gaps decreased in all subjects from 2012 to 2013
- On the Spanish language STAAR, not at-risk students performed better than at-risk students on all tests and at most grade levels. The gaps were five percentage points in reading, 16 points in mathematics, and three points in writing. Gaps decreased in all subjects from 2012 to 2013
- Overall, performance on the STAAR EOCs decreased from 2012 to 2013. In 2013, the largest gap in the percent of not at-risk and at-risk students who met the satisfactory standard was 53 percentage points in English II Writing, followed by 46 percentage points in

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English I Reading, 45 percentage points in English I Writing, 41 percentage points in World History, 39 percentage points in World Geography, 36 percentage points in English II Reading, 34 percentage points in Algebra I, 29 percentage points in Chemistry, 26 percentage points in Biology, and 24 percentage points in Geometry.

- The gaps in Algebra I, Geometry, and Biology increased from 2012 to 2013 while the gaps in English I Reading, English I Writing, and World Geography decreased
- Overall, graduation and completion rates of not at-risk students increased from 2011 to 2012, while at-risk students' graduation and completion rates decreased from 2011 to 2012
- For the Class of 2012, 86.9 percent of not at-risk students and 78.7 percent of at-risk students graduated from HISD four years after starting ninth grade
- The completion rate for not at-risk students was 91.1 percent and the at-risk rate was 87.3 percent
- The gaps in the graduation and completion rates increased from 2011 to 2012
- In 2013 among non-Special Education students, on the Stanford 10 in grades 1 and 2, not at-risk students outperformed at-risk students by 27–41 percentage points
- Districtwide, the largest gap was on the reading section of the Stanford 10 (41 percentage points), followed by the language (36 points), mathematics (30 points), and environment (27 points)
- From 2012 to 2013, the districtwide performance gap between not at-risk and at-risk students
- decreased in reading, mathematics, and environment while the gap stayed the same in language
- Districtwide performance on the 2013 Aprenda 3 among non-Special Education students in the first and second grades indicated that not at-risk students outscored at-risk students on all sections by 3–10 percentage points
- Districtwide, the largest gap in scores on the Aprenda 3 was on the mathematics section (10 percentage points), followed by the language (7 points), environment (6 points), and reading (3 points)
- The gap in performance on the Aprenda 3 between at-risk and not at-risk students decreased in reading and environment, increased in mathematics, and stayed the same in language from 2012 to 2013

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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

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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.

- **TARGET 1 EARLY CHILDHOOD /PRIMARY**

<i>Migrant Student Retention Rates Grades 1 through 8, 2012-2013</i>									
Student Group	1	2	3	4	5	6	7	8	Total
Migrant	3.1	3.9	4.0	0.0	0.0	0.0	10.5	0.0	5.7
ELL	4.9	3.2	4.6	3.8	1.8	1.8	3.0	1.4	4.9
HISD	5.5	3.2	4.5	3.3	1.3	1.7	2.1	2.0	5.1

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TARGET 2 GRADES 3-11 **

STAAR Reading and Math 2-Year Comparison

STAAR	MEP Reading/ELA*		MEP Math	
	12-13	13-14	12-13	13-14
3-8	65.1	67.3	65.3	69.5
EOC	57.1	41.1	75.5	65.9

*2014 STAAR/STAAR EOC integrated writing into the Reading/ELA assessment

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

	2014 HISD MEP	2014 Migrant PBMAS Standard
Reading	67.3%	70%
Mathematics	69.5%	70%
Writing	66.7%	70%
Science	60.4%	65%
Social Studies	49.0%	65%

Migrant Students Attending Summer School, 2010-11 through 2012-13*

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 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 2010–2011 to 2012–2013

	2010–2011		2011–2012		2012–2013	
	Regular	Summer	Regular	Summer	Regular	Summer
Instructional Services						
Stepping Stones	34	15	25	11	21	11
Tutorial Elementary	50	21	48	13	44	24
Tutorial Secondary	10	3	24	3	57	7
Tuition Vouchers	0	17	9	11	2	1
Books/Instructional	491	0	767	0	627	0
Literacy Development Tutoring	n/a	n/a	38	0	12	0
Support Services						
School Supplies	757	-	767	-	627	-
Clothing/Uniform Vouchers	749	-	757	-	627	-
Social Work/Outreach/Advocacy	808	-	805	-	670	-
Parent Education	n/a	n/a	7	-	10	-
Private Donations	21	-	21	-	1	-

Source: New Generation System

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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 2011-2012

Figure 9. Migrant student annual graduation rates, 2006-2007 to 2011-2012

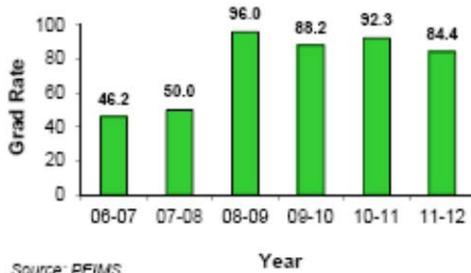
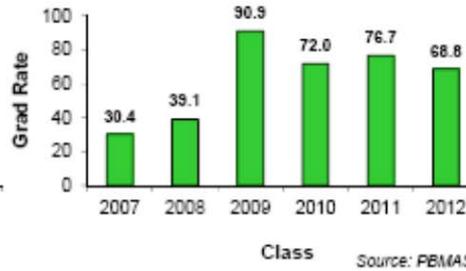


Figure 10. Migrant student longitudinal graduation rates, 2006-2007 to 2011-2012



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 2012-2013

03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13
73.5	87.5	92.3	75.0	72.7	70.6	92.3	90.0	87.0	76.2

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 1.8 % in 2012–2013 from 4.1 % 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 2012-2013

03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13
2.2	5.3	3.5	5.1	3.8	1.6	0.8	1.5	4.1	1.8

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

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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: 2012-2013 HISD Research Education Program Report. Data and data interpretations were taken from the 2012-2013 HISD Research Education Program Report available on the Research and Evaluation website.

** Source Research and Accountability preliminary first STAAR 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 (AVA)
 - Periodic reviews of report cards
 - Dual Credit
 - Study Island
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

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- In-school and out of school tutoring
 - Review Migrant report card grades at the end of each grading cycle
 - Identify at risk high school students and schedule Personal Graduation Plan (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 (depending availability of funds) 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 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 TAFSA/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.
 - 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

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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 dropout rate and 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 STAAR performance of migrant students
 - Monitor implementation of a web-based tutorial program, Study Island, to address low performance by migrant students in grades 3-8 on the STAAR writing assessment
 - Implement SOAR Study Skills Program to promote effective learning and study skills in grades 6-8

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10 Components of a Title I Program

- 1. Comprehensive Needs Assessment (CNA)** All data were reviewed for all students and student groups to identify areas of strength and areas of need in terms of student achievement, staff development, and parent involvement in relation to the state academic content standards and the state student academic achievement standards.
PL 107-110 §1114(b)(1)(A) ; PL 107-110 §1115(d)(2)(A)
- 2. Schoolwide Reform Strategies** Each campus SIP will list at least four (4) campus-specific, schoolwide reform strategies that will provide opportunities for all students to meet the advanced and proficient levels of student achievement. Strategies are based on scientifically-based research to increase achievement for each sub-group on state tests.
PL 107-110 §1114(b)(1)(B) ; PL 107-110 §1001(9)
- 3. Instruction by Highly Qualified Teachers** Each campus will state the campus' strategies to ensure that 100% of your teachers and paraprofessionals are highly qualified in core academic subject areas. The ESEA requires that all teachers of core academic subjects and instructional paraprofessionals in a schoolwide program school meet the qualifications required by section 1119.
PL 107-110 §1119 ; PL 107-110 §1119(b)(1)(A)
- 4. High-Quality and Ongoing Professional Development** Each campus will explain the process to provide high-quality and ongoing professional development for teachers, paraprofessionals and other staff members. Professional development must include the goals and objectives of the schoolwide plan, and receive the sustained, high-quality professional development required to implement them. PL 107-110 §3115(c)(2)(D) ; PL 107-110 §1114(b)(1)(D)
- 5. Strategies to Attract and Retain High-Quality Qualified Teachers to High-Need Schools** Each campus will describe strategies used to retain and attract highly qualified teachers. PL 107-110 §2113(c)(4) ; PL 107-110 §1114(b)(1)(E)
- 6. Strategies to Increase Parental Involvement** Each campus will identify at least four (4) strategies specific to your campus to increase parental involvement activities. PL 107-110 §1118
- 7. Ensure Smooth Transition for Students (PRIMARY/ES)** Each campus will explain plans for assisting preschool children in the transition from early childhood programs to local elementary programs. **(SECONDARY)** Identify transition activities for students as they enter each level (intermediate, middle, high school) and as students exit special programs. PL 107-110 §1114(b)(1)(G) ; PL 107-110 §1115(c)(1)(D)
- 8. Measures to Include Teachers in Decisions Regarding the Use of Academic Assessments** In addition to state performance data, each campus will describe measures to include teachers in making decisions about academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program. PL 107-110 §1114(a)(1)(H)
- 9. Effective, Timely Additional Assistance** Each campus will address activities to identify and ensure effective, timely assistance for all students not meeting state standards. PL 107-110 §1115(b)(2)(B) ; PL 107-110 §1114(b)(1)(I)
- 10. Coordination and Integration of Federal, State and Local Services Programs** Each campus will state the strategies to coordinate programs/services/funds under NCLB to upgrade the entire educational program and increase student achievement while ensuring that the intent and purpose of each program has been met. PL 107-110 §1112(b)(1)(E) ; PL 107-110 §1114(b)(1)(J)

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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

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- 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.

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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.

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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;

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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

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- 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.

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.

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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\(LOCAL\)](#)

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TEA WAIVERS

Houston ISD has requested and received approval from the Texas Education Agency to operate with the following waivers for the 2014-2015 school year:

Early Release

Houston ISD is requesting a district-wide waiver to allow the district to conduct school for less than seven (7) hours for a total of five (5) days of student instruction during the 2014-2015 school year. The days of early release are indicated on the approved Academic Calendar for the 2014-2015 school year.

These days may provide additional training in education methodologies and /or to provide time to meet the needs of student and local communities.

Teacher Data Portal of the Texas Assessment Management System

HISD is requesting this waiver to facilitate the development and use of the HISD Teacher Dashboard as a local data portal.

In 2009, the 81st Texas Legislature enacted legislation to provide greater access to student assessment data for students, parents, educators, and the general public. The assessment data portal of the Texas Assessment Management System will be fully operational in October 2011 and will comply with the requirements of Texas Education Code (TEC), §32.258, as enacted by House Bill 3, 81st Legislature. Districts that are interested in fulfilling the requirement of TEC, §32.258 to provide teacher access to student assessment data through a local student data system must apply for an expedited waiver from the Texas Education Agency (TEA). The local data portal must meet the following requirements.

The local data portal must be accessible to all teachers in the core subject areas (reading/English Language Arts, mathematics, science, and social studies) and must allow teachers to view their own students' assessment data. It will be a local decision whether to extend access to teachers outside of the four core subjects; however, districts must consider whether there exists a sound educational reason, allowable under the Family Educational Rights and Privacy Act (FERPA), for non-core teachers to have access to student-level data.

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Student data must be available from the 2007–2008 school year forward, and include data indicating progress in student achievement.

Student data must be available on or before the first instructional day of the year following the year in which the data were collected.

The local data portal must permit comparisons of student performance at the classroom, campus, district, and state levels. Though it will not be necessary for local data portals to contain statewide data for comparisons of student performance, local portals must include a link to the TEA's website where statewide reports are posted

[\(http://www.tea.state.tx.us/student.assessment/results/\)](http://www.tea.state.tx.us/student.assessment/results/).

As a condition to granting a waiver for teacher access to the state data portal, local systems must have all of the above data available to teachers.

It should be noted that districts and charter schools that receive a waiver from the requirement to provide teachers with access to the state data portal are still required to provide the teacher-student linking information in their summer PEIMS submissions. There is no waiver from the PEIMS submission requirement.

Timeline for Accelerated Instruction

HISD is requesting this waiver for the purpose of developing and supporting innovative acceleration programs for overage students.

As part of the Student Success Initiative (SSI), districts and charter schools are required to provide accelerated instruction to students in grades 5 and 8 who do not demonstrate proficiency on the STAAR reading and/or mathematics tests. This accelerated instruction must occur after each administration of the test, including the third administration. A student may advance to or be placed advance to or be placed in the next grade level only if (1) he or she completes all accelerated instruction required by the grade placement committee (GPC), and (2) the GPC determines, by unanimous decision, that the student is likely to perform at grade level at the end of the next school year given additional accelerated instruction during the course of the year. To assist districts in meeting the accelerated instruction provision after the third administration of the test, the agency is allowing districts to apply for a waiver to adjust the timeline for providing accelerated instruction to students who fail the third administration. The waiver will be granted if districts meet certain conditions, including identifying and documenting

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the intensive instruction a student needs, targeting this instruction to the reporting categories on which the student was weak, and ensuring that this instruction is completed during the first six weeks of school. In addition to this intensive accelerated instruction, districts must develop an accelerated instruction plan that will provide the student with ongoing instructional support during the entire school year.

Staff Development – General (3 days)

Houston ISD is requesting this waiver as part of the district professional development plan for teachers during August 2014. The training window is indicated in the approved 2014-2015 Academic Calendar. A catalog of available trainings has been publicized.

This expedited waiver allows the district and charter schools to train staff on various educational strategies designed to improve student performance in lieu of a maximum of three days of student instruction.

Districts and charter schools may request up to a maximum of three days for general staff development in lieu of student instruction.

Staff Development - Subject Areas (2 days)

Houston ISD is requesting this waiver as part of the district professional development plan for teachers during August 2014. The training window is indicated in the approved 2014-2015 Academic Calendar. A catalog of available trainings has been publicized.

This expedited waiver allows the district and charter schools to request up to two days to conduct additional staff training for reading/language arts, mathematics, science and/or social studies training one day per subject in lieu of student instruction for two days.

The extra day or days must be related to staff development on the state assessment for reading/language arts, mathematics, science and/or social studies, respectively or on the early reading diagnostic instruments for kindergarten through grade two.

Dual Credit Limitation - Course for Joint High School and Junior College Credit (TEC§130.008(f))

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Houston ISD is requesting this waiver to explore innovative options in course delivery and programming with a variety of junior colleges. The Department of Major Projects will manage the communications with the Junior Colleges and the Texas Education Agency concerning the waiver.

The Texas Education Code (TEC), §130.008(f), generally limits a student from enrolling in more than three courses for dual credit at a junior college if the junior college does not have a service area that includes the student's high school. However, students may enroll in more than three courses despite the junior college not otherwise serving the location of the student's high school under two circumstances:

An early college high school program may enroll students in more than three courses to the extent consistent with the early college program approval.

The Texas Administrative Code (TAC), §4.85(c)(1), authorizes junior colleges to enroll students in an early college program as allowed under TEC 130.008(f) or as authorized by commissioner of education waiver.