HOUSTON INDEPENDENT SCHOOL DISTRICT

DISTRICT IMPROVEMENT PLAN

2015-2016

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Houston, Texas   Superintendent of Schools

Houston Independent School District

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Houston Independent School District

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HOUSTON INDEPENDENT SCHOOL DISTRICT

District Improvement Plan
2015-2016

Signatures

District Advisory Committee Parent Representative	Date

District Advisory Committee Community Representative	Date

District Advisory Committee Teacher Representative	Date

Rhonda Skillern-Jones, HISD Board President	Date

Terry B. Grier, Superintendent of Schools	Date

HOUSTON INDEPENDENT SCHOOL DISTRICT

District Improvement Plan
2015-2016

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Mission Statement

PURPOSE & STRATEGIC INTENT

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

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

GOALS

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

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

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

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

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

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

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

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

CORE VALUES

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

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

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

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

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

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

GLOBAL GRADUATE – READY FOR THE WORLD

HISD truly is a global district in a global city.

That's why we place an emphasis on ensuring our students graduate ready for the world — possessing the characteristics they need to be successful in college and to compete in today's global workforce. With the help of community and business partners, as well as leaders from Houston's largest industries and institutes of higher education, HISD has developed the Global Graduate profile. The profile contains six characteristics or qualities that we want all students to develop and grow during their time in elementary, middle, and high school. The profile characteristics include:

- Leader
- Adaptable and Productive
- College-Ready Learner
- Critical Thinker
- Skilled Communicator
- Responsible Decision Maker

Programs and Support

With signature programs and schools with unprecedented connections to corporations in our city, our schools are preparing students to enter the global workforce. The journey from pre-K student to Global Graduate is supported every step of the way.

Focus on Literacy
Because being a skilled communicator is a vital tool to compete in a 21st century workplace, HISD emphasizes reading and writing competencies across subjects. All of the elements of literacy — speaking, listening, reading, writing, and thinking — are supported through a rich curriculum.

Dual Language
HISD has doubled the number of its Dual Language programs, allowing students to spend a portion of their day learning in English and the rest of the day immersing themselves in culture and languages such as Mandarin Chinese, Arabic, and Spanish.

Contemporary Schools
In 2012, HISD passed the largest bond in Texas history, which will ensure 40 schools — the bulk of them high schools — will offer modern learning spaces that support emerging technology and contemporary teaching practices. HISD plans to have the most modern portfolio of urban campuses in the country.

Technology
By 2016, high school students in HISD will be learning on district-issued laptops they can use at school and at home — developing digital and interpersonal skills for the real world. The district is launching an online platform for educational information and curriculum that will also give parents an easy way to monitor their child's progress and interact with teachers.

Personalized Learning
Each learner brings their own background, strengths, needs, and interests to the classroom. HISD realizes a one-size-fits-all approach does not work, and effective instruction requires unique learning opportunities for every student. Teachers receive the professional development they need to be effective in the classroom.

College and Career Readiness

HISD is combining core academics with career-based knowledge and skills in collaborative and research-intensive learning environments. Business, medical, and energy leaders across Houston are partnering with HISD to offer students work-based experiences and certifications. AP courses are offered at every high school, and more students than ever are passing their AP exams. All HISD students in grades 9-11 have the opportunity to take the PSAT test for free, and since March 2012, every HISD junior has taken the SAT exam during regular class time for free.

Early College High Schools
HISD was the first district in Texas to pioneer the concept of an early college high school. In addition to earning their high school diplomas, students also may earn associate's degrees across a variety of subjects. HISD's five early college campuses provide an opportunity for students to get a head start on their college aspirations, as well as save money on college tuition.

International Baccalaureate
This challenging educational program helps students develop their intellectual, personal, emotional, and social skills to work and live productively as citizens of the world. Students can enter Texas public universities with 24 credit hours if they score 4 or higher on their IB exams.

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 served 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 215,000 students of Houston ISD who speak over 100 languages.

Reported Ethnicity of Houston ISD students

Student Group	Number	Percentage
American Indian/Alaskan Native	403	0.2%
African American	53,556	24.9%
Asian	7,710	3.6%
Hispanic	133,638	62.1%
Native Hawaiian/Other Islander	181	0.1%
Two or More	1,938	0.9%
White	17,731	8.2%
Total	215,157	100%

Personnel – HISD is among the largest employers in Houston, with 29,162 full- and part-time employees. Most HISD personnel are assigned to schools are assigned to schools and deliver services directly to students on a day-to-day basis.

POSITION	NUMBER EMPLOYED
Total HISD Employee Count	29,162
Teachers	11,645
Principals	250
Assistant Principals/Deans	401
Counselors	147
Librarians	83
Nurses & Psychologists	250
Teaching Assistants/Clerks/Aides	3,041
Police Officers/Security Personnel	244

The district's annual **Your Voice** survey measures perceptions of safety, rigor, consistency, and environment among HISD students, parents, teachers, principals, and community members. Implemented in the 2012–2013 school year, the survey was administered in its third year across all schools in HISD in 2014–2015.

Results of this districtwide survey are used in multiple ways, including in campus School Improvement Plans (SIP) and to satisfy Title I requirements. The full report, as well as the breakdown by schools, can be found at http://hisdyourvoice.rdagroup.com/site/default.aspx.

	District Survey Participation Rates comparison			
	2015 District aggregate = 131, 276 respondents			
		Response rate		
	Parents	Students	Teachers	Administrators
2015	**14.5%**	**69.5%**	**50.2%**	**66.0%**
2014	14.3%	71.6%	48.7%	69.1%
2013	12.5%	74.4%	49.0%	60.6%
2-year Change	+2.0	--4.9	+1.2	+5.4

Note: The total number of students increased in the year 2013–2014 when approximately 7,000 North Forest students were annexed to HISD.

Board Monitoring Scorecard	

Perception Surveys	2012–2013	2013–2014	2014–2015
Percentage of Parents Satisfied with Rigorous Education	92	93	94
Percentage of Students Who Feel Challenged with Coursework	70	70	71
Percentage of Students Satisfied with Teachers Having High Expectations	88	91	90
Percentage of Parents Satisfied with Consistent Education	86	88	88
Percentage of Principals Satisfied with Central Office Services	64*	71	74

	2012–2013	2013–2014	2014–2015
Percentage of Parents Satisfied with Safety	86	90	90
Percentage of Parents Satisfied with Environment	90*	91	91
Percentage of Students Satisfied with Safety	74	76	76
Percentage of Students Satisfied with Environment	72	72	72
Percentage of Teachers Satisfied with Safety	77	80	82
Percentage of Teachers Satisfied with Environment	70	70	74
Percentage of Principals Satisfied with Safety	94	95	95
Percentage of Principals Satisfied with Environment	90	91	91

While pleased with the small but positive growth in participation levels in the survey, we understand that we must continue to increase participation levels in order to make the survey more reflective of our population. As such, we continue to look at tactics and strategies to improve participation rates across the district and at all campuses.

With regard to the survey results, we are encouraged by the consistently positive perceptions being expressed by our stakeholders. 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.

Integrated Needs Assessment and Improvement Strategies

Rigorous Education

The Houston Independent School District earned an overall Met Standard rating under the revised Texas school accountability system for 2015.

Objective: Houston ISD campuses and the District as whole will continue to meet or exceed the required targets for STAAR exams. 90% of our campuses will receive a rating of "Met Standard" in 2016.

Accountability

Under the current accountability system 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) For the 2014-2015 school year, 217 out of 275 campuses (**79%**) were assigned a "Met Standard" rating; 58 campuses (**21%**) were identified as "Improvement Required" (see **Table 1**). For index level performance, refer to **Table 2**. *PLEASE NOTE: Significant changes in the state testing program and in the technicalities of the state accountability system make the 2015 ratings different from those generated by the 2013 and 2014 ratings systems (e.g. no STAAR A, STAAR Alt 2 or STAAR grades 3-8 mathematics results are included in 2015). Due to these changes, caution should be used when attempting to make any comparisons to prior year results. Additionally, this is the first year that the former North Forest campuses will be rated since the annexation along with two other HISD schools that received a large number of North Forest students.*

Table 1. HISD 2013-2014 and 2014-2015 Accountability Ratings Snapshot					
School Year	**Total Campuses Rated**	**Improvement Required N**	**Improvement Required %**	**Met Standard N**	**Met Standard %**
2013-2014	264*	44*	17%*	220*	83%*
2014-2015	275*	58*	21%*	217*	79%*
Includes Paired Campuses					

Table 2. HISD 2013-2014 and 2014-2015 Accountability Ratings Snapshot By Index									
Index	**2013-2014**				**2014-2015**				
	Total Campuses Rated	**Improvement Required***		**Met Standard***		**Total Campuses Rated**	**Improvement Required***		**Met Standard***	
		N	**%**	**N**	**%**		**N**	**%**	**N**	**%**
Index 1: Student Achievement	264*	28	11%	236	89%	263	80	30%	183	70%
Index 2: Student Progress	214*	7	3%	207	97%	262	22	8%	240	92%
Index 3: Closing Performance Gaps	264*	21	8%	243	92%	262	43	16%	219	84%
Index 4: Postsecondary Readiness	264*	29	11%	235	89%	259	34	13%	225	87%

The HISD as a whole surpassed each of the targets set for the four indexes as follows:
• **Index 1** Target: **60** Score: **68**
• **Index 2** Target: **20** Score: **39**
• **Index 3** Target: **28** Score: **37**
• **Index 4** Target: **57** Score: **76**

In addition, campuses that are assigned an accountability rating of "Met Standard" are eligible for the academic achievement distinction designations (AADD) listed below in Table 3. Campuses evaluated under alternative education accountability (AEA) provisions are not eligible for distinction designations.

Table 3. HISD Distinction Designations Snapshot						
Distinction Designations	**2013-2014 (as reported last year)**			**2014-2015**		
	Campuses Eligible	Awarded Distinction Designation N	Awarded Distinction Designation %	Campuses Eligible	Awarded Distinction Designation N	Awarded Distinction Designation %
Top 25% Student Progress	259	71	27%	254	78	31%
Academic Achievement in Reading/ELA		124	48%	254	83	33%
Academic Achievement in Mathematics		98	38%	89 (algebra I only)	45	51%
Academic Achievement in Science		72	28%	251	83	33%
Academic Achievement in Social Studies		32	12%	87	32	37%
Top 25 Percent: Closing Performance Gaps		98	38%	254	68	27%
Postsecondary Readiness		92	36%	254	82	32%

The following results inform the progress of the district as it relates to rigorous education, specifically the: Percent of Students at Level III – Advanced Academic Performance; Level II – Satisfactory Academic Performance; and Level 1 – Unsatisfactory Performance in Reading and Math. *(Please note that the passing rates for State of Texas Assessments of Academic Readiness [STAAR] mathematics tests in grades 3–8 are not available at this time. The Texas Education Agency [TEA] will provide the actual student performance standards in September.)*

Student Achievement

Board Monitoring Scorecard					
Student Achievement:	Subject	2012-2013	2013-2014	2014-2015
Percent of Students at Level III - **Advanced** Academic Performance STAAR Standard (3-8)	READING	17.4	15.7	17.5
Percent of Students at Level II - **Satisfactory** Academic Performance STAAR Standard (3-8)	READING	70.1	68.7	66.4
Percent of Students at Level I - **Unsatisfactory** Academic Performance STAAR Standard (3-8)	READING	29.9	31.3	33.6
Percent of Students at Level III - **Advanced** Academic Performance STAAR Standard (3-8)	MATH	12.9	16.0	14.1
Percent of Students at Level II - **Satisfactory** Academic Performance STAAR Standard (3-8)	MATH	67.1	68.6	69.0
Percent of Students at Level I - **Unsatisfactory** Academic Performance STAAR Standard (3-8)	MATH	32.9	31.4	31.0

(Left vertical label: Rigorous Education)

2015 STAAR Grades 3–8 Reading Key Findings:

• The number of students tested has increased at every grade and subject since 2012.

• While reading performance at the current satisfactory level has decreased over the past three years, the percentage of students performing at the advanced level is the highest it has been over the same time period.

• At the campus level, one-year **improvements** ranged from 52% (90 out of 173 campuses) in third grade and fifth-grade reading to 16% (9 out of 57 campuses) in eighth-grade reading.

• The percentage of students meeting next year's higher standard of Satisfactory phase-in 2 **increased** for the All Students group for STAAR Reading (grades 3–8 combined) when compared to the 2014 results.

• When compared to last year's results, the percentage of students meeting the highest standard of Advanced **increased** for all four student groups (African-American, Asian, Hispanic, and White) in STAAR Reading for grades 3, 4, 5, and 6.

• Slight **declines** at the phase-in 1 standard are seen in almost all grade levels when compared to the 2012 and 2014 results. Slight **increases** are seen in grade 3 reading.

• When comparing the 2012 STAAR gap results to the 2015 gap results, the student performance **gaps appear to be widening** between White, African-American, and Hispanic students for almost all grades over time.

• 26% of the students who failed STAAR reading in 2014, passed STAAR reading in 2015.

• 13% of all students taking the **new STAAR A** reading assessment met the phase-in 1 standard and 83% of all students taking the **new STAAR Alternate 2** met the standard.

• 78% of grade 3-8 ELL students tested STAAR reading in English. This figure represents a **7% increase** since 2012 in ELL students testing in English.

Improvement Strategies
1. Continue to provide principal and teacher training to support *Literacy By 3* with an emphasis on comprehension of complex text to think deeply and critically aligned to the rigor of the STAAR Reading.
2. Evaluating STAAR results and identify elementary campuses with significant gains to determine elements that contributed to their success. There are over two dozen elementary campuses with double-digit increases in STAAR reading this past school year.
3. Provide teacher training to implement the Writer's Workshop framework across the district.
4. Provide pre-kindergarten (pre-k), grades 4 and 5 classroom libraries, and kindergarten–grade 2 Spanish language materials along with teacher training to expand the success of *Literacy By*
5. Partner with the Multilingual department to create systems, practices, and supports for students transitioning from Spanish to English
6. Partner with Elementary School Offices to create networks in order for principals and teachers to share best practices, look at student work, analyze formative assessment data, plan lessons grounded in the district curriculum, and collaborate with teachers on demonstration campuses. Teacher Development Specialists and School Support Officers will leverage school leaders and teacher leaders on demonstration campuses in the following ways:

• Instructional coaching

• Peer observation

• Formative assessment collaboration

• Data-driven instruction

• Collaborative lesson planning

Elementary Curriculum and Development
In responses to the grades 3–5 STAAR results, Elementary Curriculum and Development will implement the following actions to support campuses and increase student achievement:
  • Literacy is crucial to our efforts at HISD. Read Houston Read is a volunteer program, which provides reading mentors to our elementary school students. The program is part of the district's Literacy by 3 movement to ensure every student is reading at or above grade level by the end of

third grade. A volunteer can spend 30 minutes virtually at a computer working with one student or an hour in-person working with two students each week to improve their reading skills. This reinforcement and practice will increase a student's confidence and help them become a better reader.

- Continue to provide principal and teacher training to support *Literacy By 3* with an emphasis on comprehension of complex text to think deeply and critically aligned to the rigor of the STAAR Reading.
- Evaluating STAAR results and identify elementary campuses with significant gains to determine elements that contributed to their success. Provide teacher training to implement the Writer's Workshop framework across the district.
- Provide pre-kindergarten (pre-k), grades 4 and 5 classroom libraries, and kindergarten–grade 2 Spanish language materials along with teacher training to expand the success of *Literacy by 3.*
- Partner with the Multilingual department to create systems, practices, and supports for students transitioning from Spanish to English

Secondary Curriculum and Development

After reviewing the 2014–2015 grades 3–8 STAAR results, the Office of Secondary Curriculum and Development confirmed that recent changes in staffing structure, literacy priorities, and digital content are needed to increase student achievement in HISD at the secondary level. We will continue to prioritize literacy strategies in all content areas, develop teachers of reading intervention classes, and work with external literacy partners to further the work of *Literacy By 3* at the secondary level. In spring 2015, a Director of Secondary Literacy was hired to focus on efforts in grades 6–12. Our department has completed a reorganization to ensure that our staff who develop curriculum are also part of the implementation of professional learning for teachers throughout the summer and during the school year. Five Transformation Institutes are being offered during the summer of 2015 to support 2000+ secondary teachers in the development of content knowledge, pedagogy, technology integration, the use of formative assessments, project-based learning, and Reader's/Writer's workshop.

Elementary- and Secondary-School Offices

• The focus will remain on all students reading on grade level. Fourth- and fifth-grade classrooms will receive additional resources to assist with "Just Right" reading materials.

• Fourth- and fifth-grade teachers will receive training in effective practices for independent reading, small group instruction and close reading.

• Campuses will administer running records, checks on fluency and comprehension at the beginning, middle, and end of year to monitor student reading growth.

• Professional development will be offered throughout the summer to support teachers in planning and delivering effective writing instruction.

• Lead4ward will provide targeted professional development in all content areas. It will include on-site coaching around data analysis at targeted schools.

• Elementary- and middle-school teachers will participate in an ongoing Lead4ward training series on curriculum mapping beginning this summer.

• Middle-school staffs are analyzing master schedules and student data to ensure that the most effective teachers are paired with our struggling students.

• Middle school is exploring a secondary literacy program that is aligned to the *Literacy By 3* initiative.

• Middle school will work directly with the 15 schools with the highest discipline rates. Professional development will be provided to target the specific needs of middle-school students and their teachers.

• Elementary and middle-school administrators are receiving training this summer to support ELL students.

This training will continue throughout the year with an emphasis on progress monitoring. Students will be expected to increase by at least one English proficiency level each year. Training will be provided to help administrators use data-driven decisions to identify exemplary instructional strategies that will meet students' needs. The goal is to monitor students so they successfully meet exit criteria prior to the end of their third year in United States schools or before they transition to the middle school level.

• Intensive systematic academic vocabulary instruction will continue this year (i.e., Academic Language Instruction for All Students [ALIAS], Imagine Learning).

Office of Special Education Services

• Scale up the implementation of Universal Design for Learning (UDL) in curriculum development by embedding four positions in the curriculum departments paid by the special education department; provide districtwide site license to Goalbook (www.goalbookapp.com) and Kurzweil to incorporate UDL strategies in instructional planning and delivery; and work with the curriculum departments to use Kurzweil to adapt the district-level assessment modeled after STAAR-Accommodated.

• Provide professional development and monitor the use of appropriate and effective instructional accommodations based on students' ability/disability and ensure these accommodations are also provided during all assessments: formal/informal, formative/summative, state/national.

• Increase inclusive options for students with disabilities from pre-k—grade 12 so they receive Tier One instruction by content area experts.

• Another way to improve student outcomes is system-wide implementation of a Multi-Tiered System of Supports (MTSS) incorporating Response to Intervention that is well-articulated, understood, and uniformly practiced   across   the   district.

School Transformation School Offices

Reorganization: Under the previous structure, five chief schools officers (three at the elementary level, and one each at the middle- and high-school levels) reported directly to a chief school support officer and indirectly to the superintendent. Starting in 2015-2016, there will be six chief school officers (two each at the elementary and secondary levels, and two new "transformation" officers tasked exclusively with supporting struggling schools), and all will report directly to the superintendent. Each will have a director assigned to them to help manage daily operations. HISD will also be expanding its corps of school support officers, with 15 SSOs dedicated to serving the two transformation officers, to ensure a small school-to-SSO ratio.

Schools Offices: HISD has two chief schools officers (CSOs) to oversee elementary, secondary, and transformation schools. Chief schools officers provide leadership to school improvement officers (SIOs) and principals, align resources and supports for teachers, and ensure that the district is providing equitable and quality educational opportunities for its students.

Elementary- and Secondary-School Offices
• The focus will remain on all students reading on grade level. Fourth- and fifth-grade classrooms will receive additional resources to assist with "Just Right" reading materials.
• Fourth- and fifth-grade teachers will receive training in effective practices for independent reading, small group instruction and close reading.
• Campuses will administer running records, checks on fluency and comprehension at the beginning, middle, and end of year to monitor student reading growth.
• Professional development will be offered throughout the summer to support teachers in planning and delivering effective writing instruction.
• Lead4ward will provide targeted professional development in all content areas. It will include on-site coaching around data analysis at targeted schools.
• Elementary- and middle-school teachers will participate in an ongoing Lead4ward training series on curriculum mapping beginning this summer.
• Middle-school staffs are analyzing master schedules and student data to ensure that the most effective teachers are paired with our struggling students.
• Middle school is exploring a secondary literacy program that is aligned to the *Literacy By 3* initiative.
• Middle school will work directly with the 15 schools with the highest discipline rates. Professional development will be provided to target the specific needs of middle-school students and their teachers.
• Elementary and middle-school administrators are receiving training this summer to support ELL students. This training will continue throughout the year with an emphasis on progress monitoring. Students will be expected to increase by at least one English proficiency level each year. Training will be provided to help administrators use data-driven decisions to identify exemplary instructional strategies that will meet students' needs. The goal is to monitor students so they successfully meet exit criteria prior to the end of their third year in United States schools or before they transition to the middle school level.

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• Increase inclusive options for students with disabilities from pre-k—grade 12 so they receive Tier One instruction by content area experts.

• Another way to improve student outcomes is system-wide implementation of a Multi-Tiered System of Supports (MTSS) incorporating Response to Intervention that is well-articulated, understood, and uniformly practiced across the district.

2015 STAAR Gr 3-8 Mathematics Key Findings:

- The number of students tested has increased in 1st – 7th grade since 2012.
- Although results are not directly comparable to prior years, math passing rates stayed constant at the Satisfactory level across grades; however, there are by-grade differences.
- The STAAR mathematics results show that 5th grade students had the highest passing rates for all proficiency standards.
- The grade level performance gaps show that for both Spring 2012 and Spring 2015, the performance gaps between White and African American student groups are greater than the gaps between White and Hispanic student groups.
- White and Asian student groups continue to outperform all other groups while African American student group performance remains the lowest across all grade and proficiency levels.

Secondary Curriculum and Development:

To build on the first year of implementing the new Texas Essential Knowledge and Skills (TEKS) grades 3-5 mathematics, Elementary Curriculum and Development is supporting campuses in the following ways:

- **Produced Grade 3, 4, 5 Problem Solving Journals:** Aligned to the New

Math TEKS, follows the scope & sequence and spirals problem-solving questions into daily math block, connected to new math rubrics for scoring open-ended items

- **Provided New Math Problem Solving Rubrics** : Instructional explanation page for grading open- ended items, student exemplars for open-ended items on the Snapshot included on the teacher directions page, student exemplars being embedded into our unit planning guide formative assessments for grades 1-5
- **Created a First 25 Days of Math Launch Document**: Provides structure and mini-lessons for implementing essential math routines and procedures in the classroom, 5 exemplar videos created, adaptable K-5 with grade-level differentiation recommendations
- **Math Teacher Development Specialist Campus-Specific Professional Development**: Elementary Math TDS are providing job-embedded support and training as a part of district-wide training with an emphasis on Elementary Transformation campuses.
- **Providing Online Math Learning Opportunities:** The elementary math curriculum and professional development team are creating videos and online learning opportunities in partnership with Professional Support and Development. Topics include: How to use the math problem solving rubric; How to utilize problem solving journal journals; Lower-grades Fraction Concepts—how to use linear models to teach developing fraction concepts.
- **Continual updates to HISD Curriculum Unit Planning Guides & Formative assessments**: Math curriculum specialists are analyzing recently released reporting category information from Student Assessment to identify where we need additional support in HISD elementary math documents according to data: building more robust examples, activities accordingly (e.g., 4th grade geometry/measurement low performance, working to bolster those guides/examples); in addition, have been working to create more structure in the Unit Planning Guides with clearer arrangement of background information (by TEKS), and activities that follow a unit-specific recommended sequence of instruction (by TEKS).

Secondary Curriculum and Development:

The Secondary Curriculum and Development math team continues to place emphasis on Process Standards (in instruction and planning) as well as the tracking of critical TEKS over time, via formative assessments. Any differences that occurred between 2013-2014 and 2014 – 2015 are most likely due to a shift to more rigorous TEKS that include algebraic expectations moved into middle school. Continued efforts are being made to make Algebra 1 accessible to more students on more campuses in addition to increased training for middle school graphing calculator use. More content and pedagogy training will be provided to middle school teachers since mathematical content shifts from concrete mathematics to abstract concepts as students move from elementary TEKS to middle school TEKS (For example, introductory calculus concepts such as slope and rate of change are introduced in middle school). 2015- 2016 Department Chairperson meetings are addressing culturally relevant instructional strategies that can be represented in

campus PLCs. Instructional materials are inclusive of new, engaging activities and instructional strategies that leverage technology to include personalized learning experiences for 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 funds and grant funds. 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 2016.

Evaluation

Formative assessments will be used throughout the year to measure efficacy of improvement strategies. STAAR/EOC results for 2016 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.

STAAR End of Course (EOC) Results

Objective: Houston ISD campuses and the District as whole will continue to meet or exceed the required targets for STAAR End of Course exams. The percent of students who meet Level II or Level III performance will increase by 10%.

Board Monitoring Scorecard

	Student Achievement:	Subject	2012-2013	2013-2014	2014-2015
Rigorous Education	Percent of Students at Level III - **Advanced** Academic Performance STAAR EOC (9-12)	**ELA I & II**	N/A	4.9	5.4
	Percent of Students at Level II - **Satisfactory** Academic Performance STAAR EOC (9-12)	**ELA I & II**	N/A	53.9	51.0
	Percent of Students at Level I - **Unsatisfactory** Academic Performance STAAR EOC (9-12)	**ELA I & II**	N/A	46.1	49.0
	Percent of Students at Level III - **Advanced** Academic Performance STAAR EOC (9-12)	**Algebra I**	5.5	6.6	8.3
	Percent of Students at Level II - **Satisfactory** Academic Performance STAAR EOC (9-12)	**Algebra I**	67.2	68.1	65.3
	Percent of Students at Level I - **Unsatisfactory** Academic Performance STAAR EOC (9-12)	**Algebra I**	32.8	31.9	34.7
	Percent of Students at Level III - **Advanced** Academic Performance STAAR EOC (7,8)	**Algebra I**	44.0	50.1	60.9
	Percent of Students at Level II - **Satisfactory** Academic Performance STAAR EOC (7,8)	**Algebra I**	97.6	98.6	98.8
	Percent of Students at Level I - **Unsatisfactory** Academic Performance STAAR EOC (7,8)	**Algebra I**	2.4	1.4	1.2

Data Reviewed: STAAR End Of Course

2015 STAAR Algebra I, English I and II EOC Key Findings:

• The number of first-time students tested has increased in each subject over time.

• When compared to last year's results, the percentage of students meeting the highest standard of **Advanced increased** for the All Students group for Algebra I for both high-school and middle-school students and for English I/English II performance.

• The percentage of middle-school students (grades 7 and 8) meeting the highest standard of **Advanced increased** 10 percentage points from 2014 to 2015 while satisfactory rates increased to 98.8%.

• The 2015 STAAR EOC results for students at the Satisfactory Standard show **slight declines** when compared to 2014 results for high-school students in English Language Arts and Algebra I.

• The percentage of students meeting next year's higher standard of **Satisfactory phase-in 2 increased** for the All Students group.

• When comparing the "First Spring Administered" STAAR EOC gap results to the 2015 gap results between White, African-American, and Hispanic students (first-time testers only), the gaps appear to be **slightly decreasing and/or stable over time** for Algebra I and English I. English II appears to have the **greatest gaps** between those same student groups.

• In 2012, 3, 500 EOC tests were administered to ELL students. In 2015, that number increased to 8,300 EOC tests. This represents a **130% increase** in the number of EOC tests administered to ELL students in four years.

• 3% of all students taking the **new STAAR A** English I and English II assessments met the phase-in 1 standard; and the Algebra I STAAR A passing rates for all students was 14%.

• The percentage of students who met the phase-in 1 standard on the **new STAAR Alternate 2** EOC assessments ranged from 84% on Algebra I to 90% on English II.

Secondary Curriculum and Development

After reviewing the 2014–2015 STAAR EOC results, the Office of Secondary Curriculum and Development confirmed that recent changes in staffing structure, literacy priorities, and digital content are needed to increase student achievement in HISD at the secondary level. We will continue to prioritize literacy strategies in all content areas, develop teachers of reading intervention classes, and work with external literacy partners to further the work of *Literacy By 3* at the secondary level. In spring 2015, a Director of Secondary Literacy was hired to focus on efforts in grades 6–12. Our department has completed a reorganization to ensure that our staff who develop curriculum are also part of the implementation of professional learning for teachers throughout the summer and during the school year. Five Transformation Institutes are being offered during the summer of 2015 to support 2000+ secondary teachers in the development of content knowledge, pedagogy, technology integration, the use of formative assessments, project-based learning, and Reader's/Writer's workshop.

Secondary Schools Office

     • Implementation of the "mission-minded" practices:
- Data-Driven Instruction
- Scholar Adult Culture
- Planning and Instruction
- Observation and Feedback

     • Continue providing differentiated, strategic supports based on identified strengths and challenges

     • Linked Learning, PowerUp

     • Secondary Literacy framework that is supported by Secondary Reading Initiative's (SRI's) universal screener

     • Increase Advanced Placement/International Baccalaureate (AP/IB) participation and passing rates with underrepresented populations

- Instructional Leadership Team (Professional Learning Communities)

- Re-tester support plan

- Technology Integration

- Minimum of two administrative instructional rounds per semester

- Lead4ward will provide targeted professional development in all content areas. It will include on-site coaching around data analysis at targeted schools.

- High-school teachers will participate in an ongoing Lead4ward training series on curriculum mapping beginning this summer.

- High-school staffs are analyzing master schedules and student data to ensure that the most effective teachers are paired with our struggling students.

- Administrators and teachers will participate in targeted professional development that is designed to build capacity using the HUB and increase effectiveness of the digital conversion.

Office of Special Education Services

- Scale up the implementation of Universal Design for Learning (UDL) in curriculum development by embedding four positions in the curriculum departments paid by the special education department; provide districtwide site license to Goalbook (www.goalbookapp.com) and Kurzweil to incorporate UDL strategies in instructional planning and delivery; and work with the curriculum departments to use Kurzweil to adapt the district-level assessment modeled after STAAR-Accommodated.

- Provide professional development and monitor the use of appropriate and effective instructional accommodations based on students' ability/disability and ensure these accommodations are also provided during all assessments: formal/informal, formative/summative, state/national.

- Increase inclusive options for students with disabilities from pre-kindergarten–grade 12 so they receive tier one instruction by content area experts.

- Another way to improve student outcomes is system-wide implementation of a Multi-Tiered System of Supports (MTSS) incorporating Response to Intervention that is well-articulated, understood, and uniformly practiced across the district.

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.

Evaluation

Cycle grades 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.

Norm Reference Test Results

District leadership is discussing the role of the Norm Referenced Tests for the future. Below is the data and instructional strategies to assist with instruction for our students.

Data Reviewed: Percent of students who scored at or above the 50th percentile in reading and math on the Iowa and Logramos assessments. (Student Data File July 2015) Findings relate to a comparison with previous year results.

Board Monitoring Scorecard					
Student Achievement: Norm Reference Test Performance	**Subject**	**2012–2013**	**2013–2014**	**2014–2015**	
Percentage of Students at or above 50th percentile on Norm Reference Test in Grades 1–5*	**READING (ELA Total)**	**N/A**	**N/A**	**54.9**	
Percentage of Students at or above 50th percentile on Norm Reference Test in Grades 1–5*	**MATH (Math Total)**	**N/A**	**N/A**	**63.3**	
Percentage of Students at or above 50th percentile on Norm Reference Test in Grades 6–8	**READING (ELA Total)**	**N/A**	**N/A**	**37.7**	
Percentage of Students at or above 50th percentile on Norm Reference Test in Grades 6–8	**MATH (Math Total)**	**N/A**	**N/A**	**45.0**	

(Rigorous Education)

Reading – Iowa / Logramos ELA Total

• 54.9% and 37.7% of all students scored at or above the 50th National Percentile Rank (NPR) (Iowa and Logramos ELA Total combined) in grades 1–5 and grades 6–8 respectively.

Math – Iowa / Logramos Math Total

• 63.3% and 45.0% of all students scored at or above the 50th NPR (Iowa and Logramos Math Total combined) in grades 1–5 and grades 6–8 respectively.

Table 1 below provides the percentage of all students (Iowa and Logramos combined) at or above the 50th NPR for each subject and each grade in the district, and shows the higher percentage score (in green) and the lowest (in red) by subject and grade.

Table 1: Percentage of All Students At or Above the 50th NPR (Iowa and Logramos Combined), 2015				
Grade	Reading ELA Total	Math Total	Social Studies	Science
	2015	2015	2015	2015
1	66	67	57	59
2	60	68	57	62
3	54	68	51	59
4	49	58	43	52
5	42	53	53	51
6	35	44	37	43
7	40	48	38	41
8	38	43	43	43
Total	50	58	48	52

• The highest percentage of students at or above the 50th NPR for all subjects are in grades 1 or 2, except for math which had the highest percentage scale in grades 2 and 3.

• The lowest percentage of students at or above the 50th NPR for reading (ELA Total) and social studies was in grade 6. Grade 8 had the lowest math percentage and grade 7 had the lowest science percentage.

Table 2 below provides the percentage of students at or above the 50th NPR by subject and student group for the Iowa and Logramos combined.

Table 2: Percentage At or Above the 50th NPR (Iowa and Logramos Combined) By Student Group and Subject, 2015								
Subject / Student Group	All Students	Afr. Amer.	Asian	Hispanic	White	Econ. Disadv.	ELL	SwD
Reading – ELA Total	50	35	81	50	81	42	50	11
Math Total	58	41	87	60	82	52	60	17
Social Studies	48	33	78	49	80	41	46	14
Science	52	37	80	53	83	46	51	16

• Asian and White student groups had similar performance levels in all content areas.

• The performance gaps between White and Hispanic student groups ranged from 22 percentage points in math total to 31 percentage points in reading (ELA total) and social studies.

• The performance gaps between White and African American students ranged from 41 percentage points in math total to 47 percentage points in social studies.

Improvement Strategies

Elementary Curriculum and Development
Elementary Curriculum and Development will implement the following actions to support campuses and increase student achievement:

1. Elementary Curriculum and Development will continue to provide principal and teacher training to support Literacy By 3 with an emphasis on comprehension of complex text to think deeply and critically.
2. Provide teacher training to implement the Writer's Workshop framework across the district.
3. The department will continue to build on the success of Literacy By 3 in grades K–3. As an expansion, the district will provide prekindergarten, grades 4 and 5 classroom libraries, and K–2 Spanish-language materials along with teacher training.
4. Partner with the Multilingual department to create systems, practices, and supports for students transitioning from Spanish to English.
5. Partner with Elementary School Offices to create networks for principals and teachers to share best practices, look at student work, analyze formative assessment data, plan lessons grounded in the district curriculum, and collaborate with teachers on demonstration campuses. Teacher Development Specialists and School Support Officers will leverage school leaders and teacher leaders on demonstration campuses in the following ways:

• Instructional coaching

• Peer observation

• Formative assessment collaboration

• Data-driven instruction

• Collaborative lesson planning

Secondary Curriculum and Development
Secondary Curriculum and Development will implement the following actions to support campuses and increase student achievement:

1. Secondary Curriculum and Development will continue to provide principal, teacher and student support to assure the highest-quality education available for each of our children.
2. We will assure that teachers of all disciplines are provided with the needed pedagogy so that students will engage with and comprehend complex text.
3. The department will leverage gains of campuses to inform the practices of campuses in need of support.
4. Teacher training will be provided to assure that authentic reading, both digital and print, is personalized for each student and provides a variety of reading, writing, and discussion experiences that are modeled, supported, and monitored.

5. We will provide support and training to assure that students receive explicit instruction that includes modeling and demonstrating to support students' ability to comprehend and demonstrate their understanding of grade-level text in ELA, science, social studies and mathematics.

6. The department will build on the success of Literacy By 3 in grades K–3. As an expansion, the district will provide an addendum to the plan for secondary schools as well as expand materials and training to assure continuity.

7. Secondary Curriculum and Development will partner with the Multilingual department to create training and support for students entering the educational system in the United States at multiple points and with various educational experiences.

8. Secondary Curriculum and Development will partner with secondary school offices to create networks for principals and teachers to share best practices, look at student work, analyze formative assessment data, plan lessons grounded in the district curriculum, and collaborate with teachers on campuses. Instructional Coaches and School Support Officers will leverage school leaders and teacher leaders on campuses in the following ways:

• Instructional coaching

• Peer observation and action planning

• Formative assessment collaboration

• Data-driven instruction

• Collaborative lesson planning

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, classroom assessments, and other formative assessments will be used throughout the year to measure efficacy of improvement strategies. Norm reference assessment results for 2016 will be used for final analysis of impact. Trainings will be monitored through attendance and participation logs. Expenditures will be monitored through budget spreadsheets, contracts, invoicing, and financial reports.

AREA 2:   Graduation & Dropout

<u>Data Reviewed:</u>   Class of 2014 Four Year Cohort Graduation Rate, and the percent of students (in the cohort) who dropped out.

	College and Career Readiness	Class of 2012	Class of 2013	Class of 2014
Rigorous Education	Four-Year Cohort Graduation Rate*	81.7	81.6	81.8
	Percent of Students (in a High School Cohort) Who Dropped Out*	11.3	11.1	10.8

Key Findings

HISD Graduation and Dropout Rates with Exclusions (State Accountability): Class of 2014

Out of 11,088 students in the class of 2014, 9,071 (81.8 percent) graduated. The graduation rate for the class of 2014 was 0.2 percentage points higher than the rate for the class of 2013. An additional 742 (6.7 percent) of students continued in high school the fall after their anticipated graduation date, and 74 (0.7 percent) received GED certificates. The combined graduation, continuation, and GED certification rate for the class of 2014 was 89.2 percent.

Among the four major ethnic groups in the class of 2014, Asian students had the highest graduation rate (93.2 percent), followed by White students (87.5 percent) and Hispanic students (81.6 percent). African American students had the lowest graduation rate (78.4 percent). Compared to the prior year, the graduation rates for Asian and Hispanic students increased by 4.9 and 1 percentage points, while the graduation rates for White and African American students decreased by 4.2 and 0.8 percentage points, respectively.

The longitudinal dropout rate was 10.8 percent (based on 1,201 dropouts), which was 0.3 percentage points lower than the dropout rate for the class of 2013.

 HISD's 4-year graduation rates with exclusions, while increasing over time, continue to lag behind the state's graduation rates for each student group.

At both the state and district level, the Ever ELL in High School students and Students with Disabilities continue to need additional time to graduate more than any other student group.
Both the state (6.6%) and the district's (10.8%) four-year longitudinal dropout rates for All Students are the same as the rates in 2011.

2014 System Safeguards: Graduation Rate

Student Group	Target		2014 HISD		2015 Goal
	4yr	5yr	4yr	5yr	4 yr rate
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%

Objective: 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 has been placed onto the Achievement, Principal, and Teacher Dashboards, unlike the DPEW Report which will remain on Chancery.
- Enhancements to 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 collaborating with the Dropout Prevention Office to share the Leaver or Graduation Support Meetings dates for Representatives to gain further knowledge of best practices.
- 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 Communality 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 exposure to Certification and Vocational Programs though 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
- Revise all truancy forms located on Chancery to accommodate the new truancy law per House Bill 2398; and to provide district and one on one campus training to Attendance

Clerks on the new law; and to post truancy prevention measures and forms onto the Fed and State Attendance website to further support campuses help students and parents.

- Support the district initiative of My Brother's Keeper through collaboration with HISD Central Offices and the City of Houston.
- Develop an innovative schedule and course sequence to support ELL student

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.

College & Career Readiness

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 2013.

Findings:

The number of high school graduates increased by 1,325 (16.2 percent) in 2013 compared to 2005.

- The number of high school graduates enrolled in college based on the fall data increased by 641 (15 percent) during the same period.
- The fall enrollment at 4,917 in the class of 2013 increased by 582 (11.8 percent) to 5,499 during the spring and summer.
- The one-year enrollment increased by 740 (15.5 percent) from 4,759 for the class of 2005 to 5,499 for the class of 2013.
- The number of college degrees awarded within six years after graduation from high school increased by 227 (10.6 percent) from 2,138 for the class of 2005 to 2,365 for the class of 2008.
- The number of college degrees awarded within six years after graduation from high school increased by 165 (7.5 percent) from 2,200 for the class of 2007 to 2,365 for the class of 2008.The one-year enrollment in college decreased from 58.3 percent in 2005 to 58.0 percent in 2013 but has varied across time.
- The one-year enrollment decreased from 59.5 percent in 2012 to 58 percent in 2013.
- Notably, the one-year enrollment peaked at 62.2 percent in 2009 and has trended downward since then.
- The data from 2005 to 2013 indicates that the college enrollment increases by an average of 6.1 percentage points 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 percent for the class of 2005 to 30.0 percent for the class of 2008.
- The rate of college degrees earned within six years after high school graduation increased from 29.2 percent for the class of 2007 to 30.0 percent for the class of 2008.
- As the number of graduates and the number enrolled in college increased from 2005 to 2013, the HISD graduates enrolled in 4-year institutions declined from 37.8 percent in 2005 to 33.9 percent in 2013, while the enrollment in 2-year institutions increased from 20.5 percent to 24.0 percent during the same period.
- Notably, the percent of students attending a 2-year institution showed an increase of 0.4 percentage points in 2013 compared to 2012 while the enrollment in 4-year institutions declined by 2 percentage points.

• As the number of graduates and the number enrolled in college increased from 2005 to 2013, the HISD graduates enrolled in Texas institutions increased from 51.7 percent in 2005 to 51.9 percent in 2013.

• The enrollment in out-of-state institutions peaked for the class of 2008 and 2009 at 7.6 percent and declined to 6.1 percent in 2013.

• As the number of graduates and the number enrolled in college increased from 2005 to 2013, the HISD graduates enrolled in public institutions decreased from 51.8 percent in 2005 to 51.2 percent in 2013.

• The enrollment in private institutions peaked at 8.8 percent in 2009 and declined to 6.8 percent in 2013 although this reflected an increase of 0.2 percentage points from 2012.

• The college-going rate in 2013 varied from 44.1 percent for the American Indian students to 83.3 percent for the Asian/Pacific Islander students.

• The Hispanic students (52.6 percent) performed significantly below the district average (58 percent) but showed an improvement of 1.1 percentage points compared to 2012. The White students improved by 0.2 percentage points.

• The Black and multiracial students showed a significant drop (5.9 and 8.7 percentage points, respectively) and the Asian students dropped by 2.9 percentage points.

• In 2013, the groups that performed above district average (58 percent) were students not classified as economically disadvantaged (66.6 percent), female students (62.5 percent), and those who were not classified as students with disabilities (61.4 percent).

• With the exception of female students, all groups had lower rates of enrollment in college in 2013 compared to 2012. The declines ranged from 0.6 percentage points for the group not classified as economically disadvantaged to 3.5 percentage points for male students.

• The largest gap in 2013 existed between students without and with disabilities (36.9 percentage points) followed by the White-Hispanic gap (27.9 percentage points), the White-Black gap (23 percentage points), the SES gap (12.8 percentage points, and the gender gap (9.5 percentage points) in favor of the female students.

• The gaps in 2013 for the various groups ranged from 9.5 – 36.9 percentage points and showed increases compared to 2012 in all categories ranging from 1.9 percentage points (the disability gap) to 6.1 percentage points (the White-Black gap) except for the White-Hispanic gap that decreased by 0.9 percentage points.

• Hispanic students reflected a smaller percentage of graduates and those enrolling in college than they did in the district's enrollment in 2013.

• The White and Asian students reflected a higher percentage of graduates and those enrolling in college than they did in the district's enrollment in 2013.

Objectives: 75% of Houston ISD graduates will enroll in a college or university within one year of graduating from HISD with a targeted increased in the number enrolling in four-year institutions.

The percent of HISD Graduates who graduate from college within 6 years of graduating from high school will increase by 10%.

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.

Evaluation

Annual reporting from the National Student Clearinghouse *StudenTracker* program will be used to measure efficacy of improvement strategies. Administrative reports in *Naviance* will be used to monitor student progress and access to information and applications for admissions, financial aid, and scholarships. Trainings will be monitored through attendance and participation logs. Expenditures will be monitored through budget spreadsheets, contracts, invoicing, and financial reports.

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

Data Reviewed: 2013-2014 student participation and results for each assessment

Findings:
SAT
- The number of students tested in 2014 was 9,339 an increase 209 students compared to 2013.
- The largest increase in students tested was within the Hispanic student group which increased by 240. The largest decrease in students tested was within the African American student group which decreased by 109 students.
- 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 number of graduating seniors in 2014 with SAT results was 9,339, an increase of 209 students compared to the 9,130 students in the class of 2013.
- In 2014, 90 percent of the seniors were tested compared to 89.8 percent in 2013.

ACT
- ACT participation in 2014 decreased by 31 (1.5 percent) for all students, increased by 39 (4.6 percent) for Hispanic students but declined by 97 (16.1 percent) for African American students while the White students showed a decline of 14 (4.2 percent) compared to 2013.
- The composite score was unchanged for White students but declined for all students, African American, Asian, and Hispanic students in 2014 compared to 2013.
- ACT participation in HISD for graduating seniors continued to decline from 27 percent (2011) to 20 percent (2013) and 19 percent (2014) while participation in the state increased from 36 percent (2011) to 40 percent (2014). In the nation, ACT participation increased from 49 percent (2011) to a new record of 57 percent (2014) which exceeded the participation in SAT for the first time, thereby marking an historic event.
- Twenty-five percent of the HISD students in the class of 2014 met the college readiness benchmark compared to 26 percent in 2013.
- The average ACT composite score remained unchanged at 20.5 from 2012 to 2013.

Objective: Houston ISD will increase the percentage of students taking the SAT or ACT assessments by 10%. HISD students taking ACT/SAT assessments will increase composite scores by 10%.

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 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 continuing for the 2015-2016 school year.

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.

Percentage of Students at or above Benchmark on the PSAT

Data Reviewed: 2014 Test Administration Results

Findings:
When comparing the performance of HISD sophomores from 2013 to 2014, the mean score for mathematics increased by.4 points. Reading decreased by .7 points and writing decreased by 1.5. The average performance of HISD juniors in the fall of 2014 increased in mathematics by .4 points and decreased by .3 points in writing, while reading remained constant.

The College Readiness Benchmark helps educators identify students' potential for college success. For both sophomores and juniors, the PSAT/NMSQT benchmarks are the scores associated with a 65-percent likelihood of achieving a first year college grade point average of 2.67 or higher. The score needed for a junior is a combined score (reading, mathematics, and writing) of 142 and for sophomores, a combined score of 133.

Objectives: All HISD campuses and the District as a whole will increase participation in the PSAT assessment by 10%.

Improvement Strategies

Responsible Staff: Department of College & Career Readiness

In an effort to improve performance on the PSAT/SAT, the district has just acquired PrepMe: an adaptive and personalized online PSAT/SAT prep program that integrates with Naviance for every 9th, 10th, and 11th grader in the district. The program creates a custom course for each student tailored around their individual needs and focuses on content rather than testing strategies.

College Readiness will be working with the schools office, FACE, and Communications to ensure that HISD students and their families are taking advantage of this resource.

In the area of **College Readiness,** all high school campus test coordinators which include administrators, counselors, college access coordinators, and instructional specialists have been provided training on the benefits of using the Summary of Answers and Skills (SOAS) to aid instructional planning at the campus. This has been successful and the district intends to continue providing yearly assistance to campuses that analyze their SOAS as a means to increase academic performance and preparedness for college entrance exams.

In the area of **Student Performance,** College Readiness works 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.

In the area of **Student Participation,** the district is concerned about the number of eligible special education students in the test administration. To improve in this area, College Readiness will collaborate with the Office of Special Education Services (OSES) senior managers for secondary schools and the College Board to ensure that all campus Students with Service Disabilities (SSD) coordinators and campus Special Education Chairpersons are trained on the approval process for testing with accommodations well before submission deadlines.

After a review of the 2014-2015 Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT) report, the department of College Readiness will:

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

Participation and Results in Advanced Placement (AP) Exams

Data Reviewed: 2014 Final Advanced Placement Results

Key Findings
• Student participation in AP courses decreased from 36.1% in 2013 to 33.7% in 2014 in the district.
• The number of AP exam takers decreased by 1% from 12,966 in 2013 to 12,837 in 2014.
• However, the number of AP testers in 2014 represents an increase of 125% compared to 2009 when 5,694 HISD students took AP exams.
• The number of AP exams taken decreased by 1.8% from 22,693 in 2013 to 22,277 in 2014. However, the number of exams taken in 2014 represents an increase of 92.1% compared to 2009 when HISD students took 11,594 AP exams.
• Despite the decreases in AP testers and the number of AP exams taken in 2014, 271 more students had AP exams scored at 3 or higher, reflecting an increase of 3.6% from 2013 to 2014.
• In 2014, 35% of all AP exams taken by HISD students in grades 9-12 had AP scores of 3 or higher compared to 33.2% in 2013.
• History and Social Sciences represented the dominant subject category among the six AP categories with 48% of all AP exams taken, followed by 22% in English. The performance in these two categories lags the performance in the remaining four categories in HISD; concerted efforts targeting these two AP subject areas could lead to dramatic improvement in the overall AP performance.
• The HISD graduate class of 2013 maintained a record high from 2012 with 38% having taken at least one AP exam compared to 33% in the nation. A gain of 4 percentage points compared to the class of 2011.
• The number of AP awards presented to HISD students increased by 37 to a new district record of 1,157 reflecting a 2.5% increase in 2014 compared to 2013 (building upon the 20.6% gain in AP awards in 2013 compared to 2012).
• Seventeen campuses earned more AP awards in 2014 than in 2013 including four campuses that increased the number of AP awards earned by double-digits.

Objective: Increase the number of HISD students in all ethnic categories who enroll in AP coursework and subsequently take the corresponding AP examinations with a passing score by 10%.

To increase enrollment in AP courses, which dropped from 36.1% in 2013 to 33.7% in 2014---as well as to increase the number of students taking AP exams, which also dropped from 2013 to 2014—the Innovative Curriculum and Instruction Department has facilitated the development of eight new AP courses. These courses offer extensive curriculum, online resources, pacing calendars, and brief formative assessments. Additionally, five of the eight new courses have been developed in the five subject areas in which HISD students have realized some of the

lowest AP scores, as indicated by the AP data. These courses are as follows: AP English Literature/Composition, AP English Language/Composition, AP World History, AP US History and AP US Government and Politics. In addition to providing substantive curriculum and resources, the District has also created ongoing PLCs in the eight new curriculum areas. The PLCs are co-facilitated by the District's master AP teachers, as identified by AP Potential data, and by the District's AP specialists. Campus-specific support is also provided to the District's high schools to ensure that individual teachers are trained in effective classroom instruction. To prepare students for rigorous AP classes, Pre-AP curriculum and best practices have been incorporated into the District's curriculum in core-content areas in both middle school and grades 9 and 10. To further support this work, the District contracted with the National Math and Science Institute (NMSI) in March and April of 2014 to offer Saturday tutorials to students in ten District high schools. In August 2014 pre-service, College Board consultants also worked with Advanced Placement teachers to review course content and to address issues of rigor and student engagement.

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.

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.

INTERNATIONAL BACCALAUREATE (IB)

Purpose
The International Baccalaureate Organization is a nonprofit international educational organization established in 1968. This organization offers the International Baccalaureate (IB) Diploma Programme for students aged 16-19. The IB Diploma Programme is a two-year course of study that prepares students for college. The IB Diploma Programme is recognized and accepted by universities around the world. Similar to the AP program, students with high scores on IB exams can earn college credit or advanced placement at a college or university.

Description
Students participating in the IB Diploma Programme are required to take six exams which are in the following subject groups: literature, language, social science, experimental science, mathematics, and art. The students may choose to replace the art exam by a second social

science, experimental science, or a third language. Students test in three of their subjects at the higher level and three of their subjects at the subsidiary level. IB exams are developed by an international board of chief examiners, with input from IB teachers from around the world (IBO, 2004). Students may also choose to take individual IB courses and the exams. In addition, students must fulfill three additional requirements. They must take a critical thinking class known as "Theory of Knowledge," complete an original 4,000 word research project known as "Extended Essay," and participate in a minimum of 150 hours of community service, artistic, and physical activities known as "Creativity, Action, and Service."

Administration

IB exams are administered to students at their high school in two sessions. The first session takes place in November, and the second session takes place in May. IB exams are administered over a period of two weeks.

Scoring

An international body of 3,500 trained IB examiners composed of university professors and master secondary school teachers score the IB exams. An examining board oversees the scoring of the examiners to ensure that scoring is consistent across subjects and across the world. Final scores are given in each subject at the IB Curriculum and Assessment Center in Wales. Each exam is graded on a scale of 1 to 7. Students who earn a score of 4 or higher on an IB exam will be awarded an IB certificate in that subject area. Students must complete the requirements stated previously and achieve a cumulative score of 24 to be awarded the IB Diploma. Results are released each year in July.

Participants

Two HISD high schools participated in the IB Programme in 2013 and 2014. These schools are Bellaire and Lamar high schools. The total number of students who participated in the IB exams increased from 610 students in 2013 to 734 in 2014. Of the two participating schools, Lamar High School had more students who took an IB exam. Note that Reagan HS became a Middle Years IB Programme in July 2013. It is a candidate school to become an IB Diploma Programme. The 2014-2015 ninth-graders will be the first students to take the IB exams when they become juniors and seniors (mostly as seniors). The first results of the IB exams at Reagan HS will be included in the 2016-2017 College-Bound Report.

IB The total number of IB exams (2,037) taken in HISD in 2014 increased by 655 compared to 2013.

- The participating students in HISD in 2014 scoring 4 or higher decreased by 15.9 percentage points compared to a decrease of 1.1 percentage points worldwide.
- The mean score for all IB exams taken by HISD students in 2014 was 3.7 compared to 4.7 worldwide.
- The World Wide-HISD gaps in the mean scores across the six groups ranged from 0.2 points in Language B to 1.4 points in Individuals and Societies and Mathematics.

CAREER AWARENESS – CAREER EXPLORATION – CAREER EDUCATION

The Houston ISD Career Readiness Department provides career awareness, exploration and education to all students. We prepare students for high-skill, high-growth occupations in the Houston region through CTE programming.

Find Passion - Discover Potential - Graduate Ready

Houston ISD CTE programs are specifically tailored to meet the current and future needs of Houston's thriving industries. Upon completion of a CTE program of study, students are prepared to take an industry certification or assessment which allows them to earn a performance acknowledgement on their diploma. In addition, CTE programs position graduating students to be highly sought after by industry as well as two- year technical colleges and four-year colleges and universities.

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Career and Technical Education Strategies include:

- Career Programs of Study
- Career Ready Wagon (Grades K-6)
- "When I Grow Up Career Expo
- Career Exploration
- Careers in Demand
- Certifications
- College Credits/Get Ahead
- Job Opportunities
- Scholarships
- CTE Student Organizations
- High School Transformation
- Linked Learning
- Middle School Career Exploration
- Pathways and Approved CTE Course Sequences
- Business and Industry Partnerships
- Business Partner Spotlight
- Career Programs of Study
- Externships for Teachers
- Student Spotlight

Elementary Career Readiness

The following links are all the areas on our site that may be of interest specifically for elementary.

HISD Career Ready Wagon:
Our Wagon is a school bus that has been converted into a traveling career roadshow that visits elementary schools upon request. The Wagon has a multitude of exhibits that range from engineering to medical. All exhibits are hands inviting students to engage in discovering interests that they may not know they have. Some highlights include robotic arms, circuits for students to create, a flight simulator, a 4 foot anatomy model with moving parts, x-rays, and much more. Availability is limited so elementary schools are encouraged to book early.

Career Readiness Kits that will be checked out to campuses after visits. The kits will include a hands on activity binder full of lessons based on career TEKS that teachers can utilize to get their students excited about career exploration along with all the supplies needed. A few examples of the activities to be included are creating homopolar motors, solar ovens, working stethoscopes and optical illusions to get students' minds thinking about engineering.

The When I Grow Up Expo:
The expo is scheduled for 4/9/2016 and is geared towards inspiring families as a whole to aid students to explore various careers. The expo features booths from a multitude of vendors and demonstrations from our high school programs. Last year attendees were able to demo the bus, build with Home Depot, learn about lucrative careers with Center Point, Play with robots and watch the cosmetology program style. A whole day of fun!

Workforce Solutions:
Workforce Solutions has a superb section dedicated to teaching elementary school students about different fields. They have lessons and activities teachers can download that are aligned with TEKS.

SPECIAL PROGRAMS

&

IMPROVEMENT STRATEGIES

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;
- 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), and Texas English Language Proficiency Assessment System (TELPAS) were analyzed at the district level;
- 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 progress, i.e., whether students gained one or more levels of English language proficiency between testing in 2014 and 2015. For this indicator, the percent gaining one or more proficiency levels in the previous year was analyzed; and
- ELL student exits were obtained from Chancery records.

Findings:
- A total of 56,084 ELL students participated in TELPAS testing in 2014–2015.
- Fifty-three percent of ELL students in grades K–12 gained at least one proficiency level between   2014- 2015. The percentage of ELLs making gains was slightly lower than in the previous year (54 percent) and is the same as the state.
- Current bilingual ELLs performed less well than district students overall on English reading and language measures (STAAR, STAAR EOC, Iowa Assessments). This is not surprising given that ELLs are still in the process of acquiring English.
- Current ESL students performed less well than the district students overall on English reading and language-measures (STAAR, STAAR EOC and Iowa Assessments). This is not surprising given that ELLs are in the process of acquiring English.
- Exited students from both bilingual and ESL programs performed better than the district average on virtually all assessments and subjects.
- 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.

- 56% of students in bilingual programs, and 48% of those in ESL programs, showed improvement in their English language proficiency on TELPAS in 2014–2015, compared to the previous year.
- The number of 1st-Year immigrant students in the district increased by 89% in 2014–2015 (from
2,418 in 2013–2014 to 4,575 in 2014-2015).
- Reading performance of exited bilingual and ESL students improved between 2013 and 2015 on the STAAR (+2 percentage points), whereas district performance declined (-4 points).
- Finally, a total of 5,739 ELLs met the necessary proficiency criteria, and exited ELL status during the 2014–2015 school year. This was a 20% decrease from the previous year.

Objective: 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 2015-2016.

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.
- The district has increased the number of dual-language programs from 28 to 56. These bilingual programs have proven to be highly effective and will increase the achievement of bilingual students.
- The district has developed an online training on the ELPS and linguistic instructional accommodations for ELLs. This training is required of all teachers of ELLS.
- Curricular support materials have been developed for newcomer high school ELLs. Additional resources will be provided to campuses with high numbers of newly arrived newcomer 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, 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 2016.

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.

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

Safety and Environment

Objective: HISD campuses and the District as a whole will reduce the number of Level II-IV disciplinary offenses and reduce the number of reported bullying instances by 20%.

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

A counselor or administrator who receives a report of bullying, sexual harassment, or dating violence will address the issue with the student who was the target of the reported behaviors in a private meeting. They will assist the student in filling out the Student Complaint Form.

Responsible Staff: Federal & State Compliance

Allegations and motives of bullying will be kept in the HISD data system, In addition, HISD has taken the following proactive prevention actions regarding bullying for the 2015-2016 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

- 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.

Discipline

The following results inform the progress of the district as it relates to safety and environment, specifically the number of Level III, Level IV, Level V, and bullying incidents as defined below.

Board Monitoring Scorecard				
	Levels of Offenses	2012–2013	2013–2014	2014–2015
Safety and Environmen	Level III Offenses - Suspension and/or Optional Removal to a Disciplinary Alternative Education Program	5,917	5,800	5,716
	Level IV Offenses - Required Placement in a Disciplinary Alternative Education Program	1,109	1,160	1,291
	Level V Offenses - Expulsion for Serious Offenses	53	42	57
	Bullying Incidents	139	168	115

Examples of Level III, Level IV, and Level V incidents as defined locally and published in the Code of Student Conduct are listed below.

• Level III: Repeated disciplinary infractions of Level I and/or Level II offenses, fighting, gambling, chronic cutting class and/or skipping school, possession of a knife, display of disrespect toward school personnel or campus visitors, or cyber bullying.

• Level IV: Felony conduct, assault, use or selling of drugs and/or alcohol, making a "hit list," or creating a false alarm, report, or terroristic threat.

• Level V: Felony drug charge, aggravated assault, sexual assault, murder, or a discretionary expulsion based upon a student's disciplinary history and the commission of a Level IV offense.

Discipline Data

• From 2013–2014 to 2014–2015, the number of Level III offenses and bullying incidents decreased while the number of Level IV and Level V offenses increased.

• Overall during the 2014–2015 school year, middle schools had the highest number of Level III offenses, combined schools had the highest number of bullying incidents, and high schools had the highest number of Level IV and Level V offenses (Table 1).

TABLE 1. Number of Offenses by Academic Level, 2013–2014 and 2014–2015

Academic Level	Level III		Level IV		Level V		Bullying	
	2013–2014	2014–2015	2013–2014	2014–2015	2013–2014	2014–2015	2013–2014	2014–2015
Elementary	1,153	697	12	15	2	2	40	17
Middle	2,936	2,950	473	426	15	15	65	33
High	1,412	1,750	633	804	23	39	33	28
Combined	299	319	42	46	2	1	30	37

In compliance with the Texas Education Code, Sec. 37.0181, *PROFESSIONAL DEVELOPMENT REGARDING DISCIPLINARY PROCEDURES,* the Student Discipline Department in the Division of Student Support Services has scheduled and held training for all administrators who oversee student discipline and have the authority to make decisions that may result in suspension, assignment to a Discipline Alternative Education Program (DAEP), or expulsion to the Juvenile Justice Alternative Education Program (JJAEP). The training includes a discussion of the HISD *Code of Student Conduct*, discretionary authority of a teacher to remove a disruptive student under Section 37.002(b), the DAEP on-line referral process, discipline-related compliance coding for posting in the HISD Student Information System, Chancery, and how to prepare for a student discipline-related audit.

Furthermore, the district has partnered with Safe and Civil Schools to provide classroom-management professional-development support to teachers. In doing so, the department is supporting teachers in addressing minor misbehaviors and disruptions in the classroom (tier 1 interventions of the behavioral side of the Multi-Tiered Systems of Support framework). Utilizing a positive, proactive and pre-corrective approach, students understand what behavior is expected of them. This has resulted in students remaining in the classroom engaged in learning and has diminished the chances of minor misbehavior escalating. Last school year, we trained approximately 1500 teachers, administrators and their support staff. Positive results from this training should be reflected in the 2015–2016 school year's discipline data as a reduction in discipline incidents. The need for this support is growing, as more schools have expressed an interest in attending such sessions for the 2015–16 school year. The District plans to continue its offering of Classroom Management trainings. Additionally, leadership teams have inquired how to support teachers with classroom-management training through schoolwide systems, so the department is working on professional development to support leadership teams in building schoolwide systems that address student discipline challenges, which ultimately keep students in classrooms rather than removing them from learning environments

Student Support Services and Interventions Office will work in the Multi-Tiered Support Systems (MTSS) during the 2015-2016 school year. MTSS is a systemic behavior and academics intervention model for all students. MTSS is designed to provide access to early identification and intervention to improve academic and behavior outcomes. The framework creates a

conducive learning environment for teachers to teach in a safe atmosphere. The following steps will be taken during 2015-2016 school year:

- In addressing the behavior side of MTSS, the Student Support Services department has partnered with Safe and Civil Schools to provide classroom management professional development support to teachers. In doing so, the department is supporting teachers in addressing minor misbehaviors and disruptions in the classroom (tier 1 interventions of the behavioral side of the MTSS framework). Utilizing a positive, proactive and pre-corrective approach, students understand what behavior is expected of them. The expected outcome of the training is students remaining in the classroom engaged in learning; diminishing the chances of minor misbehavior escalating. The Student Support Services Department will continue to offer Classroom Management trainings as we support campuses already trained. Last school year, we trained approximately 1,500 teachers, administrators and their support staff, including 14 campuses trained school-wide over the summer of 2015. Positive results from this training should gradually be reflected in the 2015-2016 school year's discipline data as a reduction in discipline incidents. Additionally, campus-based leadership teams have inquired how to support teachers with classroom management training through school-wide systems; and so, the department is developing professional development to support leadership teams in building school-wide systems that address student discipline challenges, which ultimately keep students in classrooms rather than removing them from learning environments.

Improvement Strategies: School Offices

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

Middle School Office:
Level III offenses increased while Level IV offenses decreased. This could reflect district and school office efforts 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:
- 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,
- 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 2015-2016 school year, the middle schools will continue supporting the implementation of a proactive system of behavior interventions and supports. Additional actions in addition to those mentioned above include:
- Training of school-based staffs on the new mandatory Chancery reporting requirements for all allegations of bullying. Staffs will also attend special trainings on the proper documentation of bullying to be conducted by Federal and State Compliance.
- Participation in the MTSS initiative. Expansion of the Teach Like a Champion program of classroom management techniques
- Expansion of Envoy classroom management program. 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 Schools saw increases with both Level III and Level IV offenses.
- 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.
- Both Level IV and Level III offenses increased at the high school level 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.

Staff Responsible
Student Support Services Team including MTSS staff

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.

State Compensatory Education
2015-2016

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

Program Needs Assessment
The following figures represent the approximate total HISD budget and Full-Time Equivalents (FTE's) for the supplemental State Compensatory Education Program. This is the planning <u>preliminary</u> 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 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 2014-2015 At-Risk Summary Report

HISD Totals	**Enrollment**	**At-Risk Count**	**% At-Risk**
	215,225	153,946	71.50%

	Grade	**Enrollment**	**At-Risk Count**	**% At-Risk**
	01	18,884	14,347	76.0%
	02	18,673	14,276	76.5%
At-Risk	03	17,686	12,961	73.3%
by Grade	04	17,252	10,836	62.8%
	05	16,133	9,846	61.0%
	06	13,785	7,984	57.9%
	07	13,558	7,719	56.9%
	08	13,754	8,611	62.6%
	09	16,188	11,163	69.0%
	10	12,906	8,735	67.7%
	11	11,690	7,739	66.2%
	12	10,880	7,949	73.0%
	EE	520	47	9.0%
	KG	18,160	17,418	95.9%
	PK	15,156	14,319	94.5%

Evaluation of State Compensatory Education 2014

Overall, from the most recent data, the findings from the State Compensatory Education Report indicated that at-risk students under-perform their not at-risk counterparts in every measure. Continued support for students at risk of dropping out of school is necessary in order to improve their performance and close the achievement gap. At-risk students represent a large proportion of the students in HISD. While gap reductions occurred in the Aprenda subject tests and the Biology EOC exam for the 2013–2014 school year, there were still large gap increases the same year for the Stanford exam and the STAAR English and Spanish subject tests. Similarly, graduation rates for at-risk students continue to lag further behind those of not at-risk students.

Despite the widening achievement gap between at-risk and not at-risk students, there are some schools that are closing the gap in one or more subject areas. For example, Crispus Attucks Middle School closed a 40 percentage point gap with all students passing the Algebra I EOC exam this school year; Mirabeau B. Lamar High School decreased the gap between not at-risk (96% passing) and at-risk students (81% passing) by 21 percentage points from the 2012–2013 to the 2013–2014 school year on the Algebra I EOC exam; Booker T. Washington High School decreased their gap between not at-risk (95% passing) and at-risk students (84% passing) by 17 percentage points on the Biology EOC exam; Stephen F. Austin High School decreased the gap

by 15 percentage points on the EOC Algebra I exam with 92% of not at risk students passing and 69% of at-risk students passing; Thomas Alva Edison Middle School also decreased their gap by 15 percentage points on the EOC Algebra I exam with 98% of the not at-risk students passing and 95 percent of the at-risk students passing.

HISD continues to implement programs to address student achievement and graduation rates. The district is focusing on the recruitment of highly qualified teachers and supporting them with on-going professional development. Additional emphasis in high school is provided to help students complete credits for graduation. At the elementary and middle school levels, the achievement gaps between at-risk and not at-risk students have not been satisfactorily reduced. Further efforts are needed to improve the achievement of at-risk students in the K–8 grade levels.

At the high school level, the gaps between at-risk and not at-risk students also increased, but not to the same magnitude as the elementary and middle school levels. The performance gap from English I and English II drives the result of the performance gap increasing from the 2012–2013 to the 2013–2014 school year. Previous measures of performance on English EOC exams had similarly sized gaps, therefore if a directly comparable measure of English I or English II existed, then the growth between the gaps seen in the report could disappear.

The SCE-funded programs in HISD serve students who are considered at-risk. Enrollment in each program is inconsistent and relatively short-term, making it difficult to draw conclusions and attribute performance patterns to the programs. However, that does not necessarily mean these programs are ineffective. For instance, support from Pregnancy-Related Services assists in the retention of young women who use these services, a result that would not be reflected by test scores.

Completion Rates

Overall, graduation and completion rates of not at-risk students increased from 2012 to 2013, while at-risk students' graduation and completion rates decreased from 2012 to 2013. For the Class of 2013, 89.9 percent of not at-risk students and 74.5 percent of at-risk students graduated from HISD four years after starting ninth grade. The completion rate for not at-risk students was 93.1 percent and the at-risk rate was 85.4 %. The gaps in the graduation and completion rates increased from 2012 to 2013.

| Graduates GED Continuers Completion | Completion Status | | | | | | | |
| | Class of 2012 | | | | | | Class of 2013 | |
N	Not At Risk	At Risk	Diff	N	Not At Risk	At Risk	Diff
9,008	86.9	78.7	-8.2	9,023	89.9	74.5	-15.4
73	0.8	0.6	-0.2	68	0.5	0.7	0.3
700	3.4	8.0	4.6	744	2.7	10.1	7.4
9,781	91.1	87.3	-3.8	9,835	93.1	85.4	-7.7

The full report can be found on the Research and Accountability Website.

Migrant Education Program

DESCRIPTION OF PROGRAM

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

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

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

INTENT AND PURPOSE

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

INTENDED PROGRAM BENEFICIARIES

According to Sections 1115(b)(1)(A) and 1309(2) of the statute and Section 200.81(d) of the regulations, a child is eligible for the MEP if: the child is younger than 22 and has not graduated from high school or does not hold a high school equivalency certificate; *and* the child is a migrant agricultural worker or a migrant fisher *or* has a parent, spouse, or guardian who is a migrant agricultural worker or a migrant fisher; *and* the child has moved within the preceding 36 months in order to obtain (or seek) or to accompany (or join) a parent, spouse, or guardian to obtain (or seek), temporary or seasonal employment in qualifying agricultural or fishing work; *and* such employment is because of economic necessity; *and* the child has moved from one school district

to another; *or* in a state that is comprised of a single school district, has moved from one administrative area to another within such district; *or* resides in a school district of more than 15,000 square miles and migrates a distance of 20 miles or more to a temporary residence to engage in an agricultural or fishing industry.

PROGRAM NEEDS ASSESSMENT

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

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

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

Early Childhood /Primary

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

Grades 3-11

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

Middle School

More migrant middle school students must:

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

Secondary Students

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

Students Migrating Out of State in Summer

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

TARGET 2 GRADES 3-11 **

    STAAR Reading and Math 2-Year Comparison

STAAR	MEP Reading/ELA*		MEP Math	
	13-14	**14-15**	**13-14**	**14-15**
3-8	67.3	56.4	69.5	65.8
EOC	41.1	53.3	65.9	61.3

*2015 STAAR/STAAR EOC integrated writing into the Reading/ELA assessment

STAAR 3-8 Comparison of MEP, District, and PBMAS Standards by Subject for 2015

	2015 HISD MEP	**2015 Migrant PBMAS Standard**
Reading	56.4%	70%
Mathematics	65.8%	70%
Writing	62.3%	70%
Science	46.7%	65%
Social Studies	39.3%	65%

TARGETS 6 AND 7 SECONDARY STUDENTS *

Recently received PBMAS data reveals that the 2012-2013 Migrant Graduation Rate was 75.0%.

Migrant Student Annual Graduation Rates, 2006-2007 to 2012-2013

Source: *PBMAS*

60
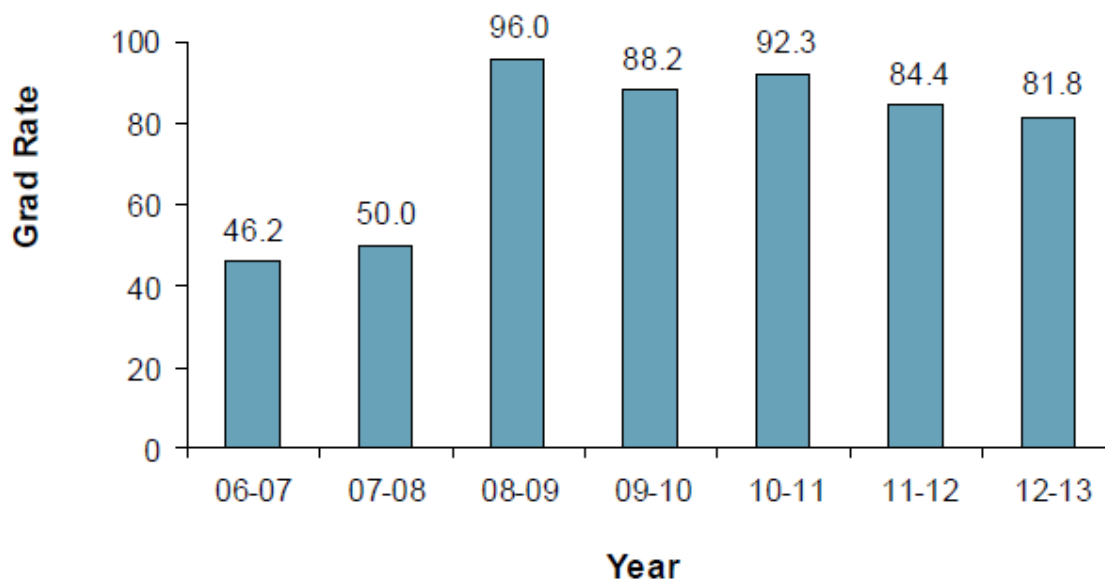
The percentage of students receiving the Recommended High School Program (RHSP)/Distinguished Achievement program (DAP) advanced diplomas for migrant students over the same time period is shown below. This measure is one of the required indicators for migrant students under the PBMAS, and is defined 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
2004-2005 to 2013-2014

04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14
87.5	92.3	75.0	72.7	70.6	92.3	90.0	87.0	76.2	33.3

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 0.0 % in 2013–2014 from 1.8 % in the previous year. The migrant student dropout rate has been highly variable over the past six years, but has dropped below the 2.0% state standard established under PBMAS.

Migrant Student Dropout Rates
2004-2005 to 2013-2014

04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14
5.3	3.5	5.1	3.8	1.6	0.8	1.5	4.1	1.8	0.0

TARGET 8 STUDENTS MIGRATING OUT OF STATE IN SUMMER

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

Percent of Migrant Student Graduating With RHSP/DAP Diplomas
2004-2005 to 2013-2014

04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14
87.5	92.3	75.0	72.7	70.6	92.3	90.0	87.0	76.2	33.3

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 0.0 % in 2013–2014 from 1.8 % in the previous year. The migrant student dropout rate has been highly variable over the past six years, but has dropped below the 2.0% state standard established under PBMAS.

Migrant Student Dropout Rates
2004-2005 to 2013-2014

04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14
5.3	3.5	5.1	3.8	1.6	0.8	1.5	4.1	1.8	0.0

* 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
   - A Bright Beginning program for ages 3-4 not enrolled in an early childhood program
   - Parent Meetings 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:
   - A Bright Beginning program for ages 3-4 not enrolled in an early childhood program
   - 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
   - Provide SOAR Study Skills Program to promote effective learning and study skills

7. Reduce the number of migrant students retained in first grade by:
   - providing tutors
   - web-based tutorial program, Study Island
   - 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 Individual Education Plan (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

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
    - Monitor SOAR Study Skills Program to promote effective learning and study skills

Title I, Part A Program
Activities/Services/Guidelines

The purpose of the Title I, Part A Program is to ensure that all children, particularly low achieving children in the highest-poverty schools, have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging State academic achievement standards and State academic assessments.

Title I, Part A strives to:
- Meet the needs of students who are low-performing in our Nation's highest-poverty schools;
- Close the achievement gap between non-minority and minority students, especially the achievement gap between students who are disadvantaged and their more advantaged peers; and between high-performing students and low performing students;
- Distribute and target resources to the schools with the greatest needs;
- Give parents substantial and meaningful opportunities to participate in the education of their children.

Title I, Part A Program funds must supplement and may not supplant existing state-mandated programs. Schools use of funds includes the following:
- 2016 summer school for students attending Title 1 schools who may not meet the districts 2015-2016 promotion standards;
- 4 Early Childhood Centers in HISD;
- Training, meetings, and other activities to support parent involvement (an NCLB requirement);
- Pre-K programs;
- Literacy for parents
- GED/computer classes for parents;
- Tutorials/extended day programs; Family and Community Engagement that will provide services directly to Title 1, Part A campuses
- See to Succeed
- Dental Program – (Project Saving Smiles Dental Partnership
- Home Instruction for Parents of Pre-School Youngsters (HIPPY)
- Teacher Development Specialists

Each Title I, Part A, Schoolwide Campus is required to conduct a Comprehensive Needs Assessment (CNA) of the entire school and incorporate the Ten (10) components of a schoolwide program in the Campus Improvement Plan (CIP).

Ten Components of a Title I, Part A, Schoolwide 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 CIP 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)

Special Programs & Policy Compliance

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

- District's statement of non-discrimination
- Definition of discrimination
- Prohibited harassment
- Examples of harassment
- Sexual harassment by an employee
- Sexual harassment by others
- Examples of sexual harassment
- Gender-based harassment
- Examples of gender-based harassment
- Dating Violence
- Examples of dating violence
- Retaliation
- Examples of retaliation
- False claims
- Prohibited conduct
- Reporting procedures
- Student reports
- Employee reports
- Definition of district officials
- Identification and contact for the Title IX Coordinator
- Identification and contact for the Section 504 Coordinator
- Alternative reporting procedures
- Timely reporting
- Notice to parents
- Investigation of the report
- Concluding the investigation
- District action
- Corrective action including counseling services and training
- Bullying
- Improper conduct
- Course orders
- Protective orders
- Confidentiality
- Appeal
- Records retention, and
- Access to policy and procedures

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

- Mental health intervention
- Suicide prevention program
- Identification of District Liaison for Suicide Prevention Program
- Reporting procedures
- Notice to parents
- Medical screenings, and
- Consent to counseling

The HISD Department of Psychological Services has implemented the *ASK about Suicide to Save a Life* training. *ASK about Suicide to Save a Life* is a 1.5 to 4-hour workshop for adults who interact with youth or adults at risk for suicide. The program provides participants with an overview of the basic epidemiology of suicide and suicidal behavior, including risk and protective factors. Participants are trained to recognize warning signs—behaviors and characteristics that might indicate elevated risk for suicidal behavior—and how to intervene with a person they think might be at risk for suicide. Using role-playing, participants practice asking other participants about suicidal thoughts, feelings, and intentions. Participants are trained to respond to someone expressing direct suicidal communication by seeking emergency care. Participants are also trained to gather more information about a person's risk and take action consistent with that risk if they identify a person who is not acutely suicidal. In longer workshops, participants are given Texas laws related to suicide and trained to access best practice suicide prevention information online. Length of the training depends on which training modules are used.

TEA WAIVERS

The HISD Waivers address the areas of Staff Development, Technology, and Accelerated Instruction. These waivers have been approved by the Texas Education Agency based on the needs of HISD.

<u>Early Release</u>
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 2015-2016 school year.   The days of early release are indicated on the approved Academic Calendar for the 2015-2016 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.

<u>Teacher Data Portal of the Texas Assessment Management System</u>
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.

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/).

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 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))

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.