

**DISTRICT IMPROVEMENT PLAN
2011-2012**





Houston Independent School District

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Houston Independent School District

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**Houston Independent School District
District Improvement Plan**

2011-2012

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**HOUSTON INDEPENDENT SCHOOL DISTRICT
DISTRICT IMPROVEMENT PLAN - TARGETS
2011-2012**

GOAL: Increase Student Achievement

TARGETS:

A. Eliminate the Achievement Gap – HISD will eliminate any achievement gap between student groups as measured by statewide TAKS examinations for students taking the TAKS tests this year.

1. The achievement gap in all tests taken will decrease by 3 percentage points between White and African-American students and White and Hispanic students to no gap remaining; data by gender will also be provided.
2. The achievement gap will decrease by 3 percentage points annually between non-economically disadvantaged students and economically disadvantaged students to no gap remaining; data by gender will be included.

*** Note - Performance Standards for STAAR will not be set until October 2012 and first reports will not be available until late fall 2012.**

B. Improve Dropout And Completion Rates – HISD schools shall lower the dropout rate and increase the graduation rate with the ultimate goal of having all HISD students graduate with their cohort group. HISD schools shall achieve the decreased dropout and increased completion requirements necessary for each school to receive at least a Recognized rating by the state's accountability system.

1. HISD will increase the percentage of students on a longitudinal four-year cohort for first-time ninth graders.
2. The annual target is a 3 percentage point increase for all students and each student group (All, African American, Hispanic, White and Economically Disadvantaged) until the goal of 95 percent is reached.

C. Maintain Promotion Standards/High School Credit Status – Maintain promotion standards that incorporate statewide test scores, norm reference scores, course grades and attendance standards. Use mandatory summer school to bring students into compliance with the standards.

1. The percent of students who meet promotion standards during the regular school year will increase to 90 percent.
2. The percent of students who meet promotion standards after summer school will increase to 98.5 percent by the end of the fall semester 2012.

D. HISD Will Become A Recognized District – HISD will become a recognized district as defined by the Texas Education Agency. This target will be for TEA Final 2011 Accountability Ratings which will carry over for 2011-2012 school year.

1. HISD will achieve the Recognized standard on each district indicator on the TEA Accountability System.
2. The district did not meet the conditions on the following criteria:
 - ◆ TAKS passing rate greater than or equal to 75 percent for all students and each student group;
 - ◆ Completion rates of 85 percent or greater; and,
 - ◆ No Academically Unacceptable campuses.

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E. Increase the Percentage of TAKS Commended Students – HISD will increase the percent of students scoring at the state-set commended level on TAKS for students taking this test.

1. Percent of students achieving commended status across grades by subject will increase by 3 percentage points annually.
2. HISD will show an annual increase at all campuses with an increased percentage of students reaching the commended level on TAKS by subject.

*** Note: Performance Standards for STAAR will not be set until October 2012 and first reports will not be available until late fall 2012. After those are set in October 2012 HISD will be looking at increasing the percentage of students who meet the STAAR Advanced Academic Performance standard.**

F. Increase College Readiness – HISD students will be provided with a high quality educational experience designed to appropriately prepare them for the rigor and challenges of higher education. It is expected that the percentage of students demonstrating college readiness will increase at a rate greater than the state average.

1. The percent of students who meet or exceed the college-readiness standard in English language arts on the TAKS will reach 70 percent by 2012 for students who take this test.
2. The percent of students who meet or exceed the college-readiness standard in math on the TAKS will reach 70 percent by 2012 for students who take this test.
3. Percent of students scoring at or above 45 on each section of the PSAT shall increase by 4 percentage points annually.
4. Participation rates on the PSAT will meet or exceed 90% of sophomores.
5. The percentage of students scoring at or above 21 on the ACT will reach 50 percent by 2012.
6. The percentage of students scoring at or above 500 on each section of the SAT will reach 50 percent by 2012.
7. The percent of students graduating under the RHSP or higher will reach 95 percent by 2012.

G. Increase the Number of Students Taking Advanced Placement (AP) Exams and Scoring 3 or Higher – HISD will maximize the number of students taking AP exams, the number of exams taken, and the number of exams scored at 3 or higher.

1. All students taking AP courses will also take AP exams.
2. The number of AP exams taken will increase by 10 percent annually.
3. The percent of AP exams scored at 3 or higher will increase by 2 percentage points annually.
4. HISD will show an annual increase at all campuses in the number of exams taken and the number and percent of exams scored 3 or higher.

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H. Dual Credit – HISD will report on the number of students taking dual credit courses and receiving college credit. The Administration will report to the Board on the status of dual credit courses. The number of students enrolled in dual credit courses and the number of students receiving college credit by campus will be provided. This data will be compared to prior year's data. Also, the demographic characteristics of HISD students enrolled in dual credit courses will include district-wide enrollment by gender, ethnicity, and economic status.

I. Demonstrate Value-Added Growth Using EVAAS Data – The District shall show value-added growth of all students as measured by the Educational Value Added Assessment System (EVAAS) data.

1. HISD will show value-added growth in estimated NCE gains greater than 1 standard error above the growth standard in all grades on the composite measure across subjects.
2. HISD will show a cumulative NCE gain across grades and subjects greater than 1.5 NCEs.

J. Performance of HISD Students Will Exceed National Averages – Students will perform at levels exceeding national averages on a norm-referenced test.

1. The percent of non-special education students performing at or above the 50th percentile will reach 66 percent on Stanford for each subject area by 2012.
2. The percent of non-special education students performing at or above the 50th percentile will reach 90 percent on Aprenda for each subject area by 2012.

K. English Acquisition For LEP Students – Individual Limited English Proficient students shall transition into English courses as rapidly as possible. The administration shall provide the Board of Education with a report listing how many LEP students exited bilingual and ESL programs in the prior year by grade level. This data will be compared to prior year's data.

L. Special Education Students Are Appropriately Served – Students with special needs shall be provided appropriate, individualized intensive instruction to enable them to eventually perform at levels comparable to their peer groups. The percentage of students served by special education programs shall be consistent with state and national averages, and students should be exited from the program as soon as possible.

1. The administration shall provide the Board of Education with a report of the percentage of special education students by race and gender compared to the district enrollment. The number of students by disability and ethnicity will also be provided. Finally, the report shall include analysis of the number and percentage of special education students participating in the state's assessment program and the number of special education students in excess of the proficiency cap as measured and defined by the No Child Left Behind Act of 2001 for adequate yearly progress. This data will be compared to prior year's data.

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NEEDS ASSESSMENT

The Houston Independent School District (HISD) is the largest public school system in Texas and the seventh largest in the United States. Its schools are dedicated to giving every student the best possible education through an intensive core curriculum and specialized, challenging instructional and career programs. HISD is working hard to become Houstonians' K-12 school system of choice, constantly improving and refining instruction and management to make them as effective, productive, and economical as possible.

The reform efforts launched in 1990 have made HISD one of the finest urban school systems in America. At that time the HISD Board of Education adopted A Declaration of Beliefs and Visions, which called for a new educational structure that fosters the relationship between the teacher and the student, features shared decision-making through a decentralized system, focuses on performance rather than compliance, and offers a common core of academic subjects for all students. The 2001 Board of Education recommitted itself to A Declaration of Beliefs and Visions with its Addendum; and in 2004, the Board of Education adopted a resolution to reaffirm its own commitment to A Declaration of Beliefs and Visions.

In 2002, the California-based Broad Foundation declared HISD to be the top-performing urban school district in the nation and the winner of the inaugural Broad Prize for Urban Education. The prize is awarded annually for outstanding overall improvement while narrowing the achievement gap between economic and ethnic groups. That success is reflected in consistent improvement in HISD's results on annual state and national achievement tests. The Texas Education Agency (TEA) rated HISD Academically Acceptable.

HISD has more than 200,000 students and encompasses 301 square miles within the greater Houston area. In the 2010-2011 school year, the district has reorganized the campuses into Elementary and Secondary reporting patterns. There will be 3 Chief School Officers (CSO). One CSO is for high schools, one for middle schools and one for elementary schools. Each CSO will have School Improvement Officers, who will work directly with principals to ensure the quality of instruction and improve academic achievement.

The HISD 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.

CAMPUSES AND ENROLLMENT 2010-2011		
Academic	Level	Number Enrollment
Elementary	179	113,380
Middle	52	36,389
High	48	48,234
Combined/Other	20	6,242
Total	299	204,245

STUDENTS BY ETHNICITY 2010-2011	
Ethnicity Number of Students	
African American	53,530
Asian	6,273
Hispanic	126,373
American Indian/Alaskan Native	484
Native Hawaiian/Other Islander	283
Two or	1,382
White	15,920
Total	204,245

STUDENTS BY PROGRAM 2010-2011	
Program Number of Students	
LEP	62,050
ESL	14,375
Bilingual	42,433
At Risk	130,829
Title I	194,716
Special Education	16,402
Gifted/Talented	29,003
Economically Disadvantaged*	162,247

*Meets federal criteria for free and reduced-price lunches

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

STRATEGIC DIRECTION

The fundamental purpose for the Houston ISD Strategic Direction is to map out a pathway that will dramatically increase the number of our students who graduate ready to succeed in the college and career of their choice. The strategic planning process revealed a need for transformation. The purpose of this process has been to identify the big new initiatives that will serve as the focal points for transforming HISD. Five Core Initiatives have been identified below that will allow HISD to transform the District.

Core Initiatives:

1. Effective Teacher in Every Classroom
2. Effective Principal in Every School
3. Rigorous Instructional Standards and Supports
4. Data-Driven Accountability
5. Culture of Trust Through Action

When these initiatives are accomplished, HISD will have ensured that our students are graduating from HISD with the tools to be successful in college and careers, and that HISD is positioned to become the best district in America.

Since the majority of the strategies are in Core Initiatives 1, 3 and 4, you will find the 2010-2011 fourth quarter Strategic Management Report summary for Core Initiatives 1 – Effective Teacher in Every Classroom 3 – Rigorous Instruction Standards and Supports and Core Initiative 4 – Data Driven Accountability is below:

Core Initiative: 1. Effective Teacher in Every Classroom

What we will do

Our district employs about 12,700 teachers in almost 300 different schools, and we are putting into place a thoughtful, bold, systemic, and comprehensive plan of action that will dramatically transform the district's human capital systems and ensure that a highly effective teacher is in place in every one of HISD's classrooms.

Why we will do it

We are committed to improving student achievement across our district, and research tells us that teachers are by far the most powerful school-based factor in a child's academic success or failure. Specifically, studies have shown that students who had very effective teachers for three years in a row were able to improve their performance on standardized tests by more than 50 percent in comparison to students who had three ineffective teachers in a row (Sanders and Rivers, 1996).

Core Initiative: 3. Rigorous Instructional Standards and Supports

What we will do

Redesign the course offerings, curriculum, assessment tests, and social/emotional supports provided in schools throughout HISD, with a particular emphasis on giving all students the same access to educational programs and opportunities, regardless of which school they attend, as well as improving instruction for students at all levels. We will also implement a set of targeted reforms in order to turn around HISD's lowest-performing schools.

Why we will do it

HISD has a number of outstanding academic programs and supports across the district, but on the whole does not prepare students for college and career readiness. Our scores show that, depending on the grade, only about 40 to 70% of our students are reading or doing math at grade level. In addition, student EVAAS growth data show a slowing of growth in mathematics progress from the fifth to sixth grades, resulting in only 18% of HISD eighth-grade students successfully completing Algebra I. The end result is that the majority of HISD students who enroll in community college require remedial courses in their first year.

Core Initiative: 4. Ensure Data-Driven Accountability

What we will do

Build robust systems and processes that enable easy access to and use of key data to inform decisions and manage high levels of performance district-wide.

Why we will do it

Currently, relevant data on students, teachers, and achievement are difficult to access, often not up-to-date, and not always accurate. Furthermore, many people across the district lack the expertise to use data to make decisions.

This creates an opportunity to arm HISD leadership with accessible, timely and accurate data and provide them with the training necessary to understand how to translate data into action. By doing so, we will get better at making the key decisions that affect the performance of the district. Funding for this initiative is focused on Phase 1 which includes minimal training and will provide initial reports. Beyond Phase 1 is a multi-year program of training and learning through use.

APOLLO 20 CAMPUSES

The Apollo 20 Program is a bold initiative to transform public education in Houston and improve the academic achievement of all students. It is a key strategy under Core Initiative 3 of HISD's Strategic Direction—Rigorous Instructional Standards and supports, which is designed to prepare every student for college and career success

The three-year program was launched in four high schools and five middle schools at the start of the 2010-2011 school year. It will be expanded to include eleven elementary schools in the 2011-2012 school year.

Apollo schools use strategies and best practices from successful public and charter schools across the nation. Harvard University's Education Innovation Laboratory, HISD's partner in the Apollo 20 Program, has identified five strategies.

Those strategies include:

- An Effective Principal and Effective Teachers
- More instructional time
- Use of Data to Drive Instruction
- In-School Tutoring
- A Culture of High Expectations

The Apollo 20 schools will prepare all students for college and career success. Hailed as one of the most important efforts going on in the country today to increase performance and close the achievement gap, the Apollo 20 program has received generous financial support from national and local corporations and foundations.

Preliminary – Unofficial TAKS Data shows that HISD students made significant gains on the math and science exams, and nowhere in HISD was the achievement more pronounced than in the schools in the Apollo 20 school turnaround program. Sixth- and ninth-grade students at Apollo 20 schools receive intensive tutoring during the school day. They meet with college-educated math fellows, and the numbers show the tutors' work is really paying off.

Sixth-grade students who were enrolled at Apollo 20 schools for the entire year posted an 85 percent passing rate on the TAKS math exam, which is 22 points higher than sixth-graders at those schools in 2010. Their Commended rate is now at 30 percent, an 18-point increase compared with last year.

Ninth-grade students who were enrolled for the entire year at their Apollo 20 schools had a 72

percent passing rate in math, which is 16 points higher than last year's freshman class. The Commended rate is now at 20 percent, an 8-point increase from 2010.

ACADEMIC ACHIEVEMENT

The Texas Education Agency Accountability System is a method for evaluating school districts and campuses with regard to their performance on certain “base indicators.” Districts and schools may be rated as Exemplary, Recognized, Academically Acceptable, or Academically Unacceptable. Classification is based upon student performance indicators using passing rates from the Texas Assessment of Knowledge and Skills (TAKS), the State-Developed Alternative Assessment (SDAA), dropout, and four-year completion rates. These indicators are used to provide 36 possible performance measures for all students and for African American, Hispanic, White, and Economically Disadvantaged student groups. The school district’s state accountability rating is determined by the indicator on which the lowest rating is achieved. Since 1996, TEA has rated HISD district wide as Academically Acceptable. No ratings were given in 2003 due to the change from TAAS to TAKS.

2011 ACCOUNTABILITY RATINGS	
PRELIMINARY - UNOFFICIAL	
Exemplary	59
Recognized	106
Academically Acceptable	79
Academically Unacceptable	21
AEA: Academically Acceptable	13
AEA: Academically Unacceptable	4

HISD exists to strengthen the social and economic foundation of Houston by assuring its youth the highest-quality elementary and secondary education available anywhere. In fulfilling this goal, the Board of Education has designed a program that will systematically monitor achievement of the district’s goals and adherence to core values.

Innovative support for classroom teachers and their students has played a major role in HISD’s progress. By providing each teacher with a laptop computer and creating the CLEAR (Clarifying Learning to Enhance Achievement Results) curriculum, HISD has demonstrated to teachers that the district supports and values them and their performance in the classroom. HISD also developed its own training academy for principals and was among the first school districts in the nation to adopt alternative certification, which allows professionals with degrees in fields other than education to become teachers.

TAKS ACHIEVEMENT GAP (ENGLISH AND SPANISH COMBINED) 2010-2011

- When examining the percentage passing at the state standard on the Texas Assessment of Knowledge and Skills (TAKS) in 2010 and in 2011, the differences between white students’ and Hispanic and African-American students’ test scores overall decreased from 2010-2011. In 2011, the gap between white students’ test scores and Hispanic students’ test scores decreased in all six subtests reported. The 2011 gap between white students’ test scores and African-American students’ test scores decreased from 2010 on all tests taken, mathematics, science and social studies.

- In 2011, the largest gap between White students' and Hispanic students' test scores was in science, with White students reporting 94.8 percent passing compared with 80.0 percent of Hispanic students. The largest gap between White students' and African American students' test scores was in math, with White students reporting 92.3 percent passing compared with 72.7 percent of African American students.
- When considering economic status at the state passing standard on the TAKS in 2010 and in 2011, there was not a decrease in the gap on any of the subtests reported.

ANNUAL DROPOUT RATE

- In the 2009–2010 school year, the annual dropout rate (grades 7 and 8) decreased from 0.6 percent in the 2008–2009 school year to 0.5 percent
- HISD's dropout rate of 0.5 percent exceeded the state's dropout rate of 0.2 percent.
- The dropout rate for the district is back to an all time low of 0.5 percent since implementing new standards in 2006. The annual dropout rate has steadily decreased since the 2005-2006 school year.

Four-Year Longitudinal Completion Status

- The longitudinal four-year completion status tracks a cohort of first-time ninth-graders to find out their status after four years. Students can only belong to one cohort and can only be assigned one of four statuses: graduated, dropped out, received a GED, or they continued by enrolling in school for a fifth year. These four statuses are computed into rates which total 100 percent.
- HISD graduated the highest percentage (74.3%) of students since the state started tracking cohorts.
- The percentage of students who graduated in the class of 2010 cohort increased over the class of 2009. The graduation rate for the class of 2010 was 74.3 percent, which is 4.3 percentage points higher than last year's graduation rate of 70.0 percent.
- The percentage of students in the ninth grade cohort who dropped out of school by the end of four years decreased from 15.8 percent for the class of 2009 to 12.6 percent for the class of 2010. This is the lowest rate the district has seen since Texas adopted federal dropout definitions.

Four-Year Longitudinal Completion Rate I

- The Completion Rate I is made up of the graduation rate plus the percent of students continuing in school after their fourth year in high school. This rate is used in state accountability system to assign the district and campuses a rating.
- HISD's Completion Rate of 86.6 is the highest percentage of students completing in the district since adopting the federal standards in 2006. The district continues to work towards the goal of 95% (state exemplary standard) by increasing completion rates over the last four years.

Five-Year Graduation Rates

- HISD's All Students and each student groups' five-year graduation rates are lower than the state's five-year graduation rates for the class of 2009.
- The largest graduation gap between HISD (76.4) and the state (85.1) is the All Students group with an 8.7 percentage-point difference.

PROMOTION STANDARDS/HIGH SCHOOL CREDIT STATUS

HISD will maintain the district promotion standards that incorporate statewide test scores, norm reference scores, course grades and attendance standards. The district uses mandatory summer school to bring students into compliance with the standards.

- At the end 2010, 79 percent of HISD first- through eighth-graders met promotion standards compared to 78 percent in 2009. Twenty-one percent of first–eighth graders did not meet promotion standards in 2010 compared to 22 percent in 2009 at the end of the regular school year. The total percentage of summer school attendees in grades 1–8 meeting promotion standards after summer school decreased from 86 percent in 2009 to 82 percent in 2010. After summer school, the total percentage of first through eighth graders meeting promotion standards decreased from 96 percent in 2009 to 94 percent in 2010.
- The percentage of students promoted because they met promotion standards increased from 73 to 74 percent when comparing 2009 to 2010. Those students promoted on the basis of committee decisions decreased from 22 to 19 percent. The percentage of students retained because they did not meet promotion standards increased from 4 to 6 percent, and the percentage retained on the basis of committee decisions remained less than 1 percent.
- The actual fall 2010 grade status for students in first through eighth grades (that is, comparing the grade levels of the students who were enrolled in the 2010 with their grade level in fall 2010), were 87 percent promoted, 2 percent were retained, and 11 percent did not return. By comparison, in fall 2009, 82 percent were promoted, 2 percent were retained, and 15 percent did not return. Among students who did return in the fall of 2010, 97 percent were actually promoted and 3 percent were retained.
- During spring 2010, 25,059 students were referred to summer school. Of the students referred to summer school in the spring of 2010, 71 percent (17,888 students) met promotion standards and were promoted to the next grade at the end of summer. For the 2010, 16 percent (4,051 students) did not meet promotion standards and were retained in the same grade while 12 percent (3,120 students) did not attend summer school. In 2009, of the 25,956 students who were referred to summer school: 80 percent were promoted, 13 percent were retained, and 6 percent did not attend.
- There were 23,262 students whose final status was determined by committee decision at the end of the 2009–2010 school year compared to 26,099 at the end of 2008–2009. The percentage of promotions by grade placement committee decisions decreased with 49.5 percent of the students in 2010 promoted compared to 55.7 percent promoted in 2009. The number and percentage of students being retained based upon committee decisions increased from 55 (0.2 percent) in 2009 to 206 (0.9 percent) in 2010.
- During the 2009–2010 school year four campuses promoted a total of 100 percent of their students: Sharon Halpin Early Childhood Center (2 students promoted based on committee decisions), Briar Meadow Charter (1 student promoted based on promotion standards and 283 students promoted based on committee decisions), River Oaks (566 students promoted based on promotion standards and 8 students promoted based on committee decisions) elementary schools, and Briar Meadow Middle School (128 students promoted based on promotion standards and 2 students promoted based on committee decisions). Among elementary schools, River Oaks had the highest number of students promoted (574) overall. Texas Connections Academy had the highest number of students to be retained (664 student retained based on promotion standards) or 99.8 percent of the total enrollment.
- For 2010, there were 170 schools, which had more than 10 percent of their students promoted by committee decision. Halpin Early Childhood center had the highest percentage of students promoted by committee decision (100 percent, or 2 of 2

students) followed by Briar Meadow Charter Elementary School (99.6 percent or 283 out of 284 students) and Woodrow Wilson Dual Language Academy promoted 93.2 percent or (288 out of 309 students). Among schools with more than 10 percent of students promoted by committee, the highest category of promoted students was the grade placement committee (10,760 students) districtwide. Briar Meadow had the highest number of students promoted by grade placement committee (273).

- In 2010, districtwide, the percentage of high school students with enough credits to advance increased with each grade level. Percentages ranged from 75.3 percent of ninth grade students with the minimum number of credits to advance to tenth grade to 93.4 percent of twelfth grade students with enough credits to earn the core minimum diploma. However, only 80 percent of those seniors have passed the TAKS requirement to graduate.
- Of the district's students who are on track to graduate, 84.4 percent of the ninth grade students who are currently enrolled are eligible to graduate in four years. Seven schools had 100 percent of their students in grades 9–12 on-track to graduate in four years: Andrew Carnegie Vanguard High School, Eastwood Academy, Empowerment College Preparatory High School, Energized E-STEM West High School, Energized for E-STEM Academy, North Houston Early College High School, and South Early College High School. There were 7,336 students (14.9 percent) whose first year in ninth grade was not available.
- The district had 15,403 ninth grade students enrolled in high school who failed three or more courses the previous school year. The failure rate of 3 or more courses for district high schools ranged from 1.9 percent (South Early College) to 80 percent (Reach Charter) for district high schools. Chavez High School had the largest number of students 304 or 34.2 percent of ninth grade students who failed three or more courses the previous year
- Title I students represented 90.8 percent or (107,398) of all students in the district. Of these students, 18.8 percent were promoted based on committee decisions which was 8 percentage points less than Non-Title I students. The percentage of students retained by committee decision, by grade level, was less than one percent for All and Title I students in grades 6–8. Most students in grades 1–5, in all groups, were promoted based on promotion standards. Non-Title I students in grades 6–8 were retained at rate of 20 percentage points or greater than those on Title I campuses

HISD WILL BECOME A RECOGNIZED DISTRICT

HISD, as a district, is currently rated by TEA as an Academically Acceptable school district.

State Criteria for Achieving Recognized Status

- This is the first year under the Accountability rating system that HISD has met all requirements for a recognized district, except for the “no campus rated as unacceptable” measure. HISD has increased its results across six of the seven requirements for recognized status and made great strides in improving standards.
- All of the student groups met the completion rate through the recognized standard or required improvement. Although the African American completion rate was 84.8%, this group demonstrated enough improvement over last year to meet the recognized criteria.
- The Annual dropout indicator, 4-year completion rate indicator, underreported student indicator, English Language Learner Indicator, and Commended Performance indicator all met the criteria for a recognized rating.

Factors Hindering HISD's Achievement of Recognized Status

- A district in which any campus is rated Academically Unacceptable under the Standard Accountability System cannot achieve Recognized or Exemplary status. In HISD, there were 21 Academically Unacceptable campuses rated under the Standard Accountability System

TAKS COMMENDED STUDENTS

HISD will increase the percent of students who reach commended status on the all test version of the TAKS test. This includes TAKS, TAKS-A TAKS-M, and TAKS-Alt.

- On the Reading/ELA section of the TAKS, the percentage of commended students increased by three percentage points, from 27 percent in 2010 to 30 percent in 2011.
- On the Mathematics section of the TAKS, the percentage of commended students decreased by two percentage points, from 26 percent in 2010 to 28 percent in 2011.
- On the Writing section of the TAKS, the percentage of commended students remained the same. In 2010-2011 the passing rate was 29 percent.
- On the Science section of the TAKS, the percentage of commended students increased by four percentage points, from 24 percent in 2010 to 28 percent in 2011.
- On the Social Studies section of the TAKS, the percentage of commended students increased by two percentage points, from 38 percent in 2010 to 40 percent in 2011.
- On the All Tests Taken reporting of TAKS, the percentage of commended students increased by two percentage points, from 12 percent in 2010 to 14 percent in 2011.
- In 2011 the percent commended, which shows exceptional performance on the test, stayed the same or increased for seven grades in English reading and for all three grades in Spanish reading, nine grades in English math and two grades in Spanish math, grade 4 in English writing, all grades in English science, and all three grades in social studies.
- In 2011 the passing rate stayed the same or increased for seven grades in English reading and two grades in Spanish reading, nine in English math and 2 grades in Spanish math, seventh grade writing, grades 8 and 10 in science, and all grades in social studies.
- The average scale score stayed the same or increased for eight grades in English reading and two grades in Spanish reading, all grades in English math and two grades in Spanish math, all grades in English and Spanish writing, all grades in English science, and all grades in social studies.

COLLEGE READINESS

HISD students will be provided with a high quality educational experience designed to appropriately prepare them for the rigor and challenges of higher education. The data below reflects information for College Readiness:

Percentage of Students Meeting Higher Education Readiness Criteria

- In both 2009 and 2010, on the English language arts indicator, the state had a higher percentage of students who met the higher education readiness component of the Texas Success Initiative (TSI) than HISD for all students and three of the four student groups. HISD had a higher score than the state for the White student group. The state decreased in 2010 from 2009 from 63 to 60 percent of all students meeting the higher education readiness standard, while HISD reported a one-point decline on this indicator; from 53 percent in 2009 to 52 percent in 2010.

- On the English language arts higher education readiness component of the TSI, the percentage of Hispanic students in HISD meeting the standard remained constant at 48 percent in 2009 and 2010, while the percentage of African American students meeting the standard increased from 46 percent in 2009 to 48 percent in 2010. In 2010, 75 percent of White students in HISD achieved the higher education readiness standard in English language arts, exceeding both the statewide rate of 70 percent and the district goal of 70 percent. Economically disadvantaged students in HISD decreased the percentage of students meeting the criteria for the same indicator, from 47 percent in 2009 to 46 percent in 2010.
- Overall, the state's rate of change from 2009 to 2010 varied from constant performance for the African American group to a four-percentage-point loss for the White student group. No student group for the state increased in the percentage meeting the standard from 2009 to 2010, while HISD's rate of improvement ranged from a three-percentage-point loss for the White student group to a high of two percentage points for the African American student group. HISD did show a rate of improvement that was greater than the state for one student group, and the district's decreases from 2009 to 2010 were less than the state's for the other student groups.
- HISD reported an increase in the total number of students meeting the English language arts higher education readiness criteria from 4,335 in 2009 to 4,810 in 2010. Each student group increased except White students during the same time period.
- On the mathematics higher education readiness component of the TSI, the state outperformed HISD in 2010 for all students, with the state reporting 66 percent and HISD with 62 percent meeting the higher education readiness indicator for mathematics. HISD outperformed the state on the higher education readiness indicator for mathematics for all other student groups in 2010, with HISD's African American student group performing at 52 percent compared to the state's performance at 49 percent; the Hispanic student group outscored the state with 60 percent compared to 58 percent; students in HISD's White student group outscored their state counterparts, with 86 percent compared to 78 percent statewide; and economically disadvantaged students in HISD reported 57 percent meeting the higher education readiness indicator in mathematics compared to 55 percent for the state.
- HISD's improvement in the percentage of students meeting the TSI higher education readiness criteria in mathematics equaled the improvement for the state for the White student group from 2009 to 2010, while all other student groups showed a lower rate of improvement as the state during the same time period
- The number of HISD students meeting the higher education readiness mathematics criteria increased for each student group from 2009 to 2010. For all students, the numbers increased from 4,855 in 2009 to 5,618 in 2010.

Student Performance on PSAT, ACT, and SAT

- The total number of HISD students (grades 9–11) scoring a 45 or higher on the critical reading section of the PSAT test in the fall of 2010 was 7,048, an increase from 5,070 tenth and eleventh graders in the fall of 2009. However, the percentage of test-takers scoring a 45 or higher in critical reading decreased slightly from 26 percent in 2009 to 22 percent in 2010.
- For the math section of the PSAT, the number of HISD sophomores and juniors scoring a 45 or higher increased from 6,591 in the fall of 2009 to 9,821 ninth through eleventh graders in the fall of 2010. This represents a decrease of four percentage points, from 34 percent in 2009 to 30 percent in 2010.
- On the writing section of the PSAT, 21 percent of HISD sophomores and juniors scored a 45 or higher in 2009, compared to 17 percent of ninth through eleventh graders tested

in 2010. Additionally, the total number of HISD students meeting this standard in 2010 was 5,341, compared to the 4,129 in 2009.

- Participation rates for HISD sophomores have increased steadily since the fall of 2008, with 83.7 percent testing in 2008, 87.8 percent of enrolled sophomores testing in 2009, to 90.4 percent of enrolled sophomores testing in the fall of 2010. The district met its target participation rate of 90 percent.
- On the ACT test, the total number of HISD students with a composite score of 21 or higher increased from 734 in 2009 to 852 in 2010. While there was an increase in the number of students scoring 21 or higher, there was a decrease of four percentage points, from 39 percent in 2009 to 35 percent in 2010. The district missed its goal of 50 percent.
- On the SAT from 2009 to 2010, HISD reported no gains in the percentage of students scoring 500 or higher in critical reading, math, and writing, with 33 percent meeting the standard in critical reading, 39 percent meeting the standard in math, and 31 percent meeting the standard in writing in 2010. The actual number of HISD students scoring 500 or higher on the SAT increased from 1,528 to 1,632 in critical reading, from 1,809 to 1,942 in math, and from 1,448 to 1,519 in writing from 2009 to 2010.

Graduates Receiving the Recommended High School Program Diploma or Higher

- The total percentage of HISD students graduating under either the Recommended High School Program (RHSP) or the Distinguished Achievement Program (DAP) increased from 85.9 percent in the class of 2008 to 86.9 percent in the class of 2009, but decreased to 86.1 for the class of 2010. The district did not meet the goal of 95 percent.
- The percentage of HISD students graduating under the Recommended High School or Distinguished Achievement Programs decreased from 2009 to 2010 for all students and for the Hispanic and White student groups. The decreases were slight for each subgroup, with all students, Hispanic, and White student groups decreasing their percentage of students receiving the RHSP or higher by 0.8, 1.0, and 1.5 percentage points, respectively, from 2009 to 2010. The percentage of HISD students graduating under the Recommended High School or Distinguished Achievement Programs increased for the African American student groups, from 80.7 percent in 2009 to 81.4 percent in 2010.
- The number of HISD students graduating in the class of 2007 under the RHSP or higher increased by 614 students, from 6,855 in 2008 to a total of 7,470 in the class of 2009. That total increased for the class of 2010 by 385 students, to 7,855. For the classes of 2008 and 2009, HISD reported a higher percentage of graduates receiving the RHSP or DAP than did the state. State data for the class of 2010 are not available at the present time.

College-Going Rates: Applications, Enrollments, and Scholarships

- According to Texas Higher Education Coordinating Board data, a total of 3,448 HISD students out of 8,595 graduates in 2009 submitted a total of 6,484 applications to Texas Public colleges and universities, with the majority of those students (1,783) applying to only one college.
- The percent of HISD graduates enrolled in college for the fall semester immediately following high school graduation has increased from 51 percent in 2007, to 53 percent in 2008, and again to 54 percent for 2009. Twice as many graduates enrolled in 4-year institutions (36 percent) as opposed to 2-year institutions (18 percent) in the class of 2009. HISD graduates were awarded a total of \$51,430,434.00 in scholarship money in the class of 2009, and for the class of 2010,

that total increased to \$97,133,202.00. Graduates from DeBakey and Bellaire had the highest combined totals in scholarship dollars awarded.

The qualifying scores for higher education readiness in English language arts for the Texas Success Initiative (TSI) are scale scores of 2200 on the exit-level TAKS English language arts test with a written composition score of '3' or higher on the writing component.

NUMBER OF STUDENTS TAKING ADVANCED PLACEMENT (AP) COURSES, EXAMS, AND THE NUMBER AND PERCENTAGE OF STUDENTS SCORING 3 OR HIGHER

- In 2010–2011, 11,825 high-school students enrolled in AP courses, and 12,287 high school students took at least one AP exam; once again the largest total of AP test takers in HISD over the last six years. In 2009–2010, 8,789 students enrolled in an AP course and 8,875 took an AP subject test . In both years, there were more students taking an AP exam than there were students taking an AP course. The district's goal was met.
- The number of AP exams taken by high-school students increased by 29 percent, from 16,556 in 2010 to 21,336 in 2011. The district exceeded the target for a 10-percent annual increase in the number of AP exams taken annually by 19 percentage points. This is the largest increase over the last six years.
- Over the past six years, the number of Advanced Placement (AP) examinations taken by HISD high-school students has increased from 8,098 in 2006 to 21,336 in 2011 representing the largest total number of examinations taken in HISD history.
- While the number of examinations scored at a 3 or higher has increased from 6,262 in 2010 to 6,656 in 2011 at the high-school level, the percentage has decreased to 31 percent in 2011 from 38 percent in 2010. It is not unusual, when increasing the number of AP tests taken and providing more students than ever before the opportunity to take AP examinations, to see a dip in the percentage scoring a 3 or higher. Based on this decline in the percentage of AP examinations that scored at 3 or higher, the district did not meet its target for an increase of two percentage points annually.
- At the middle-school level, 299 students were enrolled in AP courses in 2011, and 301 middle school students from 11 campuses took AP examinations. From 2006 to 2011, the number of AP examinations taken has increased from 22 to 301. While the number of examinations scored at 3 or higher has increased from 173 in 2010 to 197 in 2011, the percentage scoring 3 or higher decreased from 73 percent in 2010 to 65 percent in 2011.
- The percentages of students in grades 10–12 taking at least one AP examination, the total number of examinations taken, and the number and percentages of examinations scored at 3 or higher for 2009–2010 and 2010–2011. Eight high schools of the campuses who offered AP exams in both school years met the district target of increasing the number of AP examinations taken and both the number and percent of examinations scored at 3 or higher from 2009–2010 to 2010–2011, for students in grades 10–12.

DUAL CREDIT

Number of Students Taking and Completing Dual-Credit Courses

- When comparing the level of student enrollment in dual-credit courses from spring 2010 to spring 2011, there was an increase from 5,925 to 6,182. Students who enrolled in

multiple courses were counted for each course they took, resulting in a duplicated count.

- Dual-credit course enrollment levels for the 2010 spring semester were highest for females (55.8 percent), Hispanic students (60.3 percent), and students who were economically disadvantaged (67.6 percent). Similarly, 2011 spring-semester enrollments were highest for females (56.7 percent), Hispanic students (65.5 percent), and economically disadvantaged students (72.2 percent).
- Of the 5,925 students enrolled in dual-credit courses for the 2010 spring semester, 5,051 or 85.2 percent completed the course(s) to earn college credit. Regarding racial/ethnic groups, percentages for course completion ranged from 83.2 percent for Asian American students to 90.4 percent for White students. The completion rate for females (85.6 percent) exceeded that of males (84.8 percent). The percentage of economically disadvantaged students completing dual-credit courses in 2010 was 84.1 percent.
- A total of 3,954 students enrolled in at least one dual-credit course during the 2010 spring semester, with enrollment levels in at least one dual credit course increasing to 4,289 students for the 2011 spring semester (2010–2011 school year). Hispanic students represented the predominant racial/ethnic group with 58 percent and 63 percent (spring 2010 and spring 2011 semesters, respectively). All student groups except for Asian American and White students experienced increased numbers participating in the dual-credit program for spring 2011.
- The campus offering the highest level of enrollment in dual-credit courses for the 2011 spring semester was East Early College High School with 945 followed by Challenge Early High School with 664. These represent duplicated counts since students may take more than one course.
- From 2010 to 2011, 14 out of 30 campuses open and offering dual credit courses in both school years showed an increase in dual-credit enrollments.

VALUE-ADDED GROWTH USING EVAAS DATA

Value-added growth is specifically measured using the annual estimated mean Normal Curve Equivalent (NCE) gain.

NCE Gain: Composite Across all Subjects for Each Grade

- HISD's target is to show value-added growth in estimated mean NCE gain greater than one standard error above the growth standard in all grades on the composite measure across all subjects. For the 2010–2011 school year, HISD met this target in six of the nine grades for which value-added data is calculated.
- Between 2009–2010 and 2010–2011, the composite mean NCE gain improved in fifth grade, remained the same and above the growth standard in seventh-grade, decreased but remained above the growth standard in four grades (3, 4, 8, and 11), and decreased and remained below the growth standard in grades 6 and 9.

NCE Gain: Cumulative Across Grades for Each Subject

- HISD's target is to show a cumulative NCE gain across grades and subjects greater than 1.5 NCEs. For the second year in a row, HISD met this target. The 2010–2011 composite NCE gain across all grades and subjects was 3.3, exceeding the previous school year's gain of 3.2.

- The composite NCE gain across all grades for each of the five tested subjects had mean NCE gains exceeding 1.5. Two subjects, Language and Science, had higher cumulative gains in 2010–2011 than in 2009–2010.

NCE Gain: For Each Subject by Grade

- HISD’s Math mean NCE gains for 2010–2011 were above the growth standard of 1.5 in six of the nine grades. These are the same grade levels that met the target in 2009–2010. The mean NCE gain improved in fifth- and sixth-grade, raising the mean NCE gains at these grades from negative to positive values. The mean NCE gain remained above the growth standard and improved in two grade levels (3 and 4) and decreased in four (7, 8, 9, and 11). In tenth-grade, where the mean NCE gain was already below the standard in 2009–2010, results decreased from -1.5 to -3.4.
- HISD’s Reading/ELA mean NCE gains for 2010–2011 were above the growth standard of 1.5 in five of the nine grades, similar to the 2009–2010 results. Compared to 2009–2010, the mean NCE gain rose in three grades (5, 6, and 7), remained the same in one grade (tenth), and decreased in five grades (3, 4, 8, 9, and 11).
- HISD’s Language mean NCE gains for 2010–2011 were above the growth standard of 1.5 in five of the six grades for which there were value-added analyses. The only exception, sixth-grade, still showed an improvement, with a -3.6 mean NCE gain in 2010–2011 compared to a -4.8 in 2009–2010. Compared to 2009–2010, the mean NCE gain rose in three grades for which there were value-added analyses. Due to the timing of the testing for high schools in the 2010–2011 school year, Stanford test results, upon which Language value-added calculations are based, could not be included in the analysis.
- HISD’s Science mean NCE gains for 2010–2011 were above the growth standard of 1.5 in five of the seven grades for which there are value-added analyses. Compared to 2009–2010, the mean NCE gain rose in two grades (5 and 6) and decreased in five grades (4, 7, 8, 10, and 11.) Although sixth-grade results were still well below the standard, the mean NCE gain improved the most at this grade level, rising from a -13.5 to -11.6. Due to the timing of the testing for high schools in the 2010–2011 school year, Stanford test results, which are used for ninth-grade Science value-added calculations, could not be included in the analysis.
- HISD’s Social Studies mean NCE gains for 2010–2011 were at or above the growth standard of 1.5 in four of the seven grades for which there are value-added analyses. Compared to 2009–2010, the mean NCE gain rose in three grades (5, 6, and 7) and decreased in four grades (4, 8, 10, and 11). The most noteworthy improvement was in seventh-grade, where the mean NCE gain went from 9.1 to 11.5. Due to the timing of the testing for high schools in the 2010–2011 school year, Stanford test results, which are used for ninth-grade Social Studies value-added calculations, could not be included in the analysis.

ENGLISH ACQUISITION FOR LEP STUDENTS

Limited English Proficient (LEP) students shall make the transition into English courses as rapidly as individually possible.

- The total number of exited students increased by 35 percent, going from 5,418 in 2009–2010 to 7,326 in 2010–2011.
- During the 2010–2011 school year, the largest number of exited students was in the fifth grade with 1,659, followed by fourth grade with 1,616.

- In Figure 3, the total number of first- or second-year exited LEP students (i.e., “monitored” students) declined from 10,912 in 2009–2010 to 10,626 in 2010– 2011, a decrease of 3 percent.
- During the 2010–2011 school year, the largest number of monitored students was in the fifth grade with 1,978, followed by the sixth grade with 1,698.
- LEP exits declined in 2006–2007 in large part due to new exit criteria mandated by Texas Education Agency (TEA), specifically those requiring evidence of oral and written English proficiency. The Multilingual Department subsequently introduced, and continues to emphasize, an increased focus on productive (i.e., oral and written English) language for English Language Learner’s (ELLs) in professional development activities for the district’s bilingual and English as a Second Language (ESL) teachers.
- Since these initiatives, the number of LEP exits has increased and returned to that reported historically.
- While the number of monitored students declined slightly in 2010-2011, there were still almost twice as many monitored LEPs as there were just two years ago.

The Bilingual/ESL Program Guidelines describe an exited LEP student as a LEP student who was reclassified as a non-LEP student in the last school year. Reclassification is based on state criteria.

- Most exits in 2010-2011 occurred in the fourth and fifth grades, as has been the case in prior years. During the past academic year, the number of exits increased by 35 percent, going from 5,418 in 2009-2010 to 7,326. This is higher than levels observed in 2006 and prior years. New, more stringent LAEP exit criteria were mandated by the TEA as of August 2006. These new standards required LEPs at all grade levels to demonstrate proficiency in or and written English as well as in reading. Since 2007, the multilingual department has focused on increasing the emphasis on productive aspects of English language proficiency (i.e., speaking and writing) in its professional development activities for bilingual and ESL teachers. Other initiatives that took place during the most recent school year included (a) identifying students who had met the reading and writing criteria, to ensure that they also took the appropriate oral language assessments, (b) holding additional training for schools to improve teacher scoring of Texas English Language Proficiency Assessment System (TELPAS) writing samples, and (c) reminding campuses of the oral language proficiency requirements and the need to assess all ELL students individually before they could meet exit criteria. These steps are largely responsible for the increase in LEP exits observed in the past school year.

The Bilingual/ESL Program Guidelines describe a monitored LEP student as a LEP student who was reclassified as a non-LEP student sometime during the previous two school years. The total number of monitored students declined from 10,912 in 2009-2010 to 10,626 in 2010-2011, decrease of 3 percent.

- The largest number of monitored students were in the fifth grade, with the next highest count in the sixth grade. The number of monitored LEP students has increased markedly over values observed just two years go. Before the decline in LEP exits discussed previously, the number of monitored LEPs was typically close to 11,000 per year or more. The count of monitored LEPs is increasing as the number of LEP exits returns to more historically observed levels. That is, the relatively low number of monitored LEPs observed in 2008-2009 was a reflection of two consecutive years with low exit numbers. With these apparently approaching more typically observed levels of 5000+ annually, the number of monitored LEPs has rebounded as well. The large increase in LEP exits

seen in the just completed school year is expected to lead to an increase in the number of monitored LEPs for 2011-2012.

SPECIAL EDUCATION SERVICES

Percent of Special Education Students by Gender and Race Compared to the District Enrollment

- The majority of HISD special education students are male at 67.5 percent compared to 32.5 percent who are female. Male students are over-represented in special education by 16.4 percentage points, while female students are under-represented by 16.4 percentage points. The same is true for male and female students in Texas who are over – and under – represented by 16.0 percentage points.
- HISD African American students are over-represented in special education by 10.4 percentage points compared to African American students in Texas who are overrepresented in special education by 2.9 percentage points. HISD Hispanic students are under-represented in special education by 8.4 percentage points compared to Hispanic students in Texas who are under-represented by 2.8 percentage points.

Ethnic Distribution of Special Education Students by Primary Disability

- The majority of African American special education students were identified with a learning disability at 53.0 percent followed by 13.2 percent with mental retardation, and 10.7 percent with Other Health Impairment.
- The majority of Hispanic special education students were identified with a learning disability at 53.8 percent followed by 13.8 percent with speech impairment, and 11.0 percent with mental retardation.
- The highest percent of White special education students were identified with a learning disability at 27.8 percent followed by 21.9 percent with speech impairment, and 16.5 % with Other Health Impairment.

Analysis of Special Education Students' Participation in State Assessments

- A total of 1,446 special education students participated either on the Spanish or English TAKS compared to 2,431 who participated on the TAKS (Accommodated) form in reading for the 2010 Adequate Yearly Progress (AYP) accountability system. Also, 5,012 special education students took the TAKS-Modified (TAKS-M), 999 the TAKS-Alternate (TAKS-ALT), 16 took the Texas English Language Proficiency Assessment System Reading (TELPAS-R), and 5 the Linguistically Accommodated Testing (LAT) of the TAKS or TAKS-M.
- A total of 1,517 special education students participated either on the Spanish or English TAKS compared to 2,528 who participated on the TAKS (Accommodated) form in math for the 2010 AYP accountability system. Also, 4,823 special education students took the TAKS-M, 999 the TAKS-ALT, and 4 the LAT.
- The number of special education students who exceeded the federal AYP cap was 1,550 for reading and 1,064 exceders for math.

African American Over-representation:

- The goal of the district is to meet the state standard of no more than 1.0 percentage point difference between the percentage of all African American students enrolled in the district and students with disabilities that are African American.

- The district has reviewed African American over representation data for the last seven years and has observed little to no change in the percentage point difference rate. A core team is analyzing the data by examining multiple contributing causes to develop an action plan for improvement.

Assessment of Students with Disabilities:

- The district is below the state standard for students with disabilities taking the TAKS and TAKS (Accommodated) (State standard=50%, 2010 district rate 35.2%); and above the state standard for their participation in the TAKS-M (State standard=20%, 2010 district rate 38.5%); and higher than the state standard for TAKS-Alt (State standard=10%, 2010 district rate 8.9%). The district goal is to meet the state standard at a minimum. The rates used for federal accountability which are shown in this report are calculated differently but still show that the district is not meeting the standards (state or federal) in terms of assessing students with disabilities.
- District teams of specialists are working with all campuses to improve staff knowledge of the Admission Review and Dismissal Committee decision-making process for the Texas assessments, as it specifically relates to determining appropriate accommodations and modifications for routine instruction and for each assessment.

HOUSTON INDEPENDENT SCHOOL DISTRICT
District Improvement Plan
District Improvement Plan – State Compensatory Education
2011-2012

STATE COMPENSATORY EDUCATION

Compensatory Education is defined in law as programs and/or services designed to supplement the regular education program for students identified as at risk of dropping out of school. The purpose is to increase the academic achievement and reduce the drop out rate of these students.

The goal of State Compensatory Education is to reduce any disparity in performance on assessment instruments administered under Subchapter B, Chapter 39, or disparity in the rates of high school completion between students at risk of dropping out of school, as defined by section 29.081, and all other students.

Houston Independent School District provides funds for supplemental state compensatory education programs and services for students at risk of dropping out of school. The programs and services were designed for these students using TAKS and the Stanford tests results in order to improve and enhance the regular education program. Each campus and program has a coordinator/contact person who is responsible for and oversees the administration of each supplemental State Compensatory Education Program. A detailed list of programs and contact persons is included in the Compensatory, Intensive and Accelerated Instruction – Programs and Services Guide for State Compensatory Education.

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

Program Needs Assessment

Based on the preliminary budget for school year 2011-2012 the following figures represent the approximate total HISD budget and Full-Time Equivalents (FTE's) for State Compensatory Education. These were the planning preliminary budgeted amounts for 2011-2012 55% of the allocation:

- Total Approximate District SCE Budget - \$ 93,479,134
- Total Approximate FTE's - 928.33

The district will provide programs and services for students who are at risk of dropping out of school for the 2011-2012 school year which will include: Disciplinary Alternative Education Schools, Centers and Programs; the Excess Cost Model for Class Size Reduction; Student Support Services Programs; Pregnancy Related Services and Decentralized 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:

Community Education Partners SW/SE Campuses

(CEP) 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 CEP 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, CEP creates a win-win solution for students, parents, teachers, school districts and communities.

PEIMS Final 2010-2011 At-Risk Summary Report

LEVEL	ENROLLMENT	AT-RISK	% RISK
ELEMENTARY	117,909	77,064	65.36%
MIDDLE	36,920	19,757	54.44%
HIGH	50,046	34,008	67.95%
<u>HISD Totals</u>	Enrollment	At-Risk	% Risk
	204,245	130,829	64.05%

In an effort to evaluate the effectiveness of the state compensatory education programs, the district compared the District-wide TAKS results for spring 2008, for spring 2009, and spring 2010. This was done in order to determine the effectiveness in reducing any disparity in the performance on assessment instruments between “students at risk of dropping out of school” and all other district students.

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

ENGLISH TAKS RESULTS % PASSING, SPRING 2010			
	Not At-Risk	At-Risk	
Subject	% Pass	% Pass	Difference
Reading	96	79	-17
Mathematics	93	70	-23
Writing	98	88	-10
Science	95	69	-26
Social Studies	99	91	-8
SPANISH TAKS RESULTS % PASSING, SPRING 2010			
	Not At-Risk	At-Risk	
Subject	% Pass	% Pass	Difference
Reading/ELA	89	89	2
Mathematics	91	83	-8
Writing	98	96	-2
Science	0	48	N/A

ENGLISH TAKS RESULTS % PASSING, SPRING 2009			
	Not At-Risk	At-Risk	
Subject	% Pass	% Pass	Difference
Reading	95	75	-20
Mathematics	91	62	-29
Writing	97	83	-14
Science	92	59	-33
Social Studies	98	85	-13
SPANISH TAKS RESULTS % PASSING, SPRING 2009			
	Not At-Risk	At-Risk	
Subject	% Pass	% Pass	Difference
Reading/ELA	88	87	-1
Mathematics	89	84	-4
Writing	92	95	3
Science	0	44	N/A

ENGLISH TAKS RESULTS % PASSING, SPRING 2008			
	Not At-Risk	At-Risk	
Subject	% Pass	% Pass	Difference
Reading	93	72	-21
Mathematics	88	57	-31
Writing	95	79	-16
Science	88	56	-32
Social Studies	98	82	-16
SPANISH TAKS RESULTS % PASSING, SPRING 2008			
	Not At-Risk	At-Risk	
Subject	% Pass	% Pass	Difference
Reading/ELA	85	86	1
Mathematics	85	84	-1
Writing	93	93	0
Science	0	69	N/A

Completion Status								
Class of 2008					Class of 2009			
<u>Type</u>	<u>N</u>	<u>Not At-Risk</u>	<u>At Risk</u>	<u>Difference</u>	<u>N</u>	<u>Not At-Risk</u>	<u>At Risk</u>	<u>Difference</u>
Graduates	7,274	88.6	56.8	-31.8	7,894	79.6	65.0	-14.6
GED	77	0.6	0.8	0.2	106	1.2	0.8	-.04
Continuers	1,323	2.5	18.0	15.5	1,486	5.0	17.6	12.6
Completion	8,674	91.7	75.5	-16.2	9,486	85.7	83.4	-2.3

- TAKS data from the past 3 years has shown a decrease in the disparity in the performance on assessment instruments between “students at risk of dropping out of school” and all other district students.
- It appears that each year there is a slight narrowing of the gap on most of the TAKS tests by subject.
- For completion status the same appears true. However, for GED participants, it appears that more students who were not at-risk took the GED exam in 2009 than in 2008.

Houston Independent School District
District Improvement Plan
Migrant Education Program Supplement
2011-2012

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 postsecondary 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 TAKS in any content area must attend summer TAKS remediation.

Middle School

More migrant middle school students must...

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

Secondary Students

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

Students Migrating Out of State in Summer

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

TARGET 1: EARLY CHILDHOOD /PRIMARY *

Migrant student overall retention rate (1.9) was lower than that of both the district (2.8) as well as ELL students (3.1). However, grades 2, 6, and 8 retention rates for migrants were higher than that for both groups.

Migrant Student Retention Rates Grades 1 through 8, 2009-2010									
Student Group	1	2	3	4	5	6	7	8	Total
Migrant	2.6	3.6	2.3	2.0	0.0	2.1	0.0	2.6	1.9
ELL	4.6	2.7	3.1	3.1	2.5	2.5	2.5	2.0	3.1
HISD	5.2	3.0	3.2	2.6	1.6	1.9	1.9	1.4	2.8

TARGET 2 GRADES 3-11 **

Based on the first administration of TAKS for 2011, the percent of migrant students passing TAKS **reading** was lower (76%) than the HISD passing rate (85%) at each grade level except in grade 8. In 2010-2011 there were increases in the passing rates for grades 4,6,8, and 11. However, there were decreases in the passing percentage rate for grades 3, 5,7,9, and 10. The percent of migrant students passing the TAKS math (83%) was higher than the district passing rate (80%). A decrease in performance level was shown in grades 4 and 5.

TAKS Reading/ELA and Math 4-Year Comparison

Grades	MATH						READING					
	MEP 07-08	MEP 08-09	MEP 09-10	MEP 10-11	HISD 09-10	HISD 10-11	MEP 07-08	MEP 08-09	MEP 09-10	MEP 10-11	HISD 09-10	HISD 10-11
3	88	83	73	89	83	85	75	81	86	78	89	87
4	86	81	89	81	87	88	81	56	74	79	81	83
5	76	72	91	80	85	86	65	70	77	70	81	84
6	52	71	78	83	79	83	77	71	72	73	81	81
7	54	57	85	89	78	80	66	51	78	73	82	83
8	61	65	65	90	75	78	79	77	78	88	87	87
9	34	50	63	71	64	65	58	77	80	68	85	83
10	41	46	66	68	68	71	82	67	80	79	87	87
11	63	92	84	88	87	87	95	86	72	83	90	92
Total 10-11	79			83	79	80	78			76	85	85

TAKS Comparison of MEP, District, and PBMAS Standards by Subject for 2010

	2010 District	2010 HISD MEP	2010 Migrant PBMAS Standard
Reading/ELA	85%	78%	70%
Mathematics	79%	79%	60%
Writing	93%	85%	70%
Science	79%	71%	55%
Social Studies	94%	93%	70%

TARGETS 3, 4, AND 5 MIDDLE SCHOOL **

Extracting grades 6, 7, and 8 TAKS data from the overall results indicates that grades 6 and 7 are below the district passing rates in ELA and a four year comparison shows that grades 6 and 7 TAKS ELA scores have remained below the district passing rate. Grade 8 has made significant increases in the passing rate for both math and ELA.

TAKS Math and English 4 year Comparison 07-08 **

	07-08 Math	08-09 Math	09-10 Math	10-11 Math	10-11 HISD	07-08 ELA	08-09 ELA	09-10 ELA	10-11 ELA	10-11 HISD
6	52	71	78	83	83	77	71	72	73	81
7	54	57	85	89	80	66	51	78	73	83
8	61	65	65	90	78	79	77	78	88	87

The difference between the Stanford scores was calculated to determine if there was a gain or loss in NCEs. Results indicated improvements for grade 7 and grade 8 migrant students in reading, mathematics, and language. Grade 6 showed a decline in reading but an increase in math and language. Overall reading NCE results for migrant students were below the accepted normal range (45–55), which is equivalent to a range of 40th to 60th percentiles).

Stanford 2 Year Comparison

	2010 Math	2011 Math	Gain Or Loss	2010 Reading	2011 Reading	Gain Or Loss	2010 Language	2011 Language	Gain Or Loss
6	47	54	7	38	37	-1	38	40	2
7	51	53	2	36	37	1	38	41	3
8	46	58	12	34	39	5	36	43	7

Migrant Students Attending Summer School, 2010*

The table below shows data for all students who attended summer school during summer of 2010 for any reason, and not simply those who had failed a TAKS test during the previous year. Overall, the percentage of migrant students enrolled in summer school was higher than that for the district as a whole (35.4% versus 28.4%), but lower than that for the ELL student population (41.5%). The percentage of migrant students enrolled in summer school was higher than that for the district at every grade level.

Percent of Migrant Students Attending Summer School, 2010 Source Chancery

Student Group	1	2	3	4	5	6	7	8	9	10	11	Total
Migrant	34.9	32.2	47.8	50.9	34.0	36.0	34.8	22.2	30.2	26.8	36.7	35.4
ELL	36.3	39.7	45.8	55.1	44.9	44.1	45.3	38.1	27.4	29.9	33.4	41.5
HISD	31.3	31.7	34.9	40.0	26.9	26.2	27.4	20.1	24.0	21.0	21.1	28.4

TARGETS 6 AND 7 SECONDARY STUDENTS *

Simple graduation rates or completion rates (i.e., number of migrants graduating in a given school year divided by the number of migrants enrolled in 12th grade in that same year) are shown below. The migrant student graduation rate was 96.0% for 2008–2009, the most recent year for which data are available. This is a sizeable improvement over the previous year, when graduation rate was only 50.0%.

Migrant Student Completion Rates, 2003-2004 to 2008-2009

03-04	04-05	05-06	06-07	07-08	08-09
76.5	71.8	56.0	46.2	50.0	96.0

An alternative definition of graduation rate is used in TEA's Performance Based Monitoring Analysis System (PBMAS), and these data are shown below. That formula is based on the graduation rate for the cohort of students who were enrolled in grade 9 and progressed through to grade 12 in the reporting year. This is a more rigorous definition than the one used to generate the completion rate, and the reported graduation rate in the 2010 PBMAS report was 90.9% for migrant students. This was an increase of 51 percentage points from 2007-08.

Migrant Student Graduation Rates, 2005-2006 to 2008-2009

03-04	04-05	05-06	06-07	07-08	08-09
---	--	42.5	30.4	39.1	90.9

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. This rate declined slightly from 72.7% in 2007–2008 to 70.6 in 2008-2009.

Percent of Migrant Student Graduating With RHSP/DAP Diplomas, 2003-2004 to 2008-2009

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

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

Migrant Student Dropout Rates, 2003-2004 to 2008-2009

03-04	04-05	05-06	06-07	07-08	08-09
2.2	5.3	3.5	5.1	3.8	1.6

Target 8 Students Migrating Out of State in Summer

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

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

** Source: Resource and Accountability preliminary program evaluation for 2010-2011

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
- Supplemental reading and math materials
- Reading is Fundamental book distributions
- 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
- Building Bridges home-based “parent is the child’s first teacher” program, ages 3-5
- Parent Information Meetings (PIM) which include 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:

- Tuition Vouchers
- Credit by exam (CBE)
- Periodic reviews of report cards

3. Provide support to schools with MS and HS migrant students through actions which include:

- Monitor late entries and withdrawals
- Phone calls and home visits to inform parents of academic progress and opportunities for grade recovery.
-

4. Monitor the academic progress of migrant students and provide and/or coordinate academic support through activities that include:

- In-home Building Bridges Program for ages 3-5
- In-school and out of school tutoring
- Review Migrant report card grades every 6-9 weeks
- Meetings with parents and/or teachers to discuss needed interventions

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

6. Provide assistance to MS migrant students which include:

- Training of middle school staff to increase their awareness of migrant middle school needs for timely attention and appropriate interventions for academic and non-academic problems or concerns
- Training to migrant middle school parents about in-district and non-district resources
- Providing migrant students with necessary homework tools
- Begin pilot literacy program for select middle school migrant students

7. Reduce the number of migrant students retained in first grade by:

- providing tutors
- supplemental materials
- monitoring of grades
- providing at home supplemental instruction when available

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

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

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

11. Assign tutors to senior migrant students to:

- Dialogue about progress toward graduation and needs
- Explain TAFSA/FAFSA
- Assist student and parent with FAFSA application
- Explain college application process

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

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

14. Disseminate information regarding migrant student criteria for priority for services (PFS) status to campus and MEP staff during month of October:

- Run NGS PFS reports on a monthly basis
- Make home visits to PFS students during the month of January
- 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.

Core Initiatives:

1. Effective Teacher in Every Classroom
2. Effective Principal in Every School
3. Rigorous Instructional Standards and Supports
4. Data-Driven Accountability
5. Culture of Trust Through Action

HOUSTON INDEPENDENT SCHOOL DISTRICT DISTRICT IMPROVEMENT PLAN 2011-2012

GOAL: Increase Student Achievement

TARGETS:

A. Eliminate the Achievement Gap – HISD will eliminate any achievement gap between student groups as measured by statewide TAKS examinations for students taking the TAKS tests this year.

1. The achievement gap in all tests taken will decrease by 3 percentage points between white and African-American students and white and Hispanic students to no gap remaining; data by gender will also be provided.
2. The achievement gap will decrease by 3 percentage points annually between non-economically disadvantaged students and economically disadvantaged students to no gap remaining; data by gender will be included.

***Note – Performance Standards for STAAR will not be set until October 2010 and first reports will not be available until late fall 2012.**

Core Initiative	Strategies	Timeline	Department and Person(s) Responsible	Resources Needed	Evaluation
	Curriculum, Instruction and Assessment (CIA)				
#3 & #4	1. Implement and sustain a targeted set of district-wide assessment tools, including: <ol style="list-style-type: none"> a. <u>Handheld-Based Assessments for TPRI/Tejas LEE</u> Provide teachers and school administrators with information on student strengths and weaknesses to guide instruction by using district-wide early reading formative assessment programs. b. <u>HISD Pre-K Assessment</u> Implement a district-created assessment based on Marie Clay's <i>Observational Survey</i>, with hands on activities that provide a formal means of assessing students' alphabet awareness, phonological awareness, and writing and math abilities. Results inform teachers of each child's literacy and numeracy development, supporting appropriate 	August 2011 - June 2012	CIA: TPRI/ Tejas LEE: C. Gonzalez Pre-K Assessment: M. Gomez	District funds School-based budgets	End-of-year student performance report to TEA End-of-year student performance; Kindergarten Stanford and Aprenda scores

Core Initiative	Strategies	Timeline	Department and Person(s) Responsible	Resources Needed	Evaluation
#4 #3 #3 & #4	<p>small group instruction and monitoring of student progress and growth over time.</p> <p>c. <u>Fitness Reporting System</u> Collaborate with the Technology Department to maintain and monitor the Fitness Reporting System (FRS) that represents physical fitness data from students in grades 3-12 as mandated by state law.</p> <p>d. <u>District Curriculum Assessments</u> Create and support implementation of regular core foundation district-wide formative and summative assessments for secondary courses and elementary grades based on the HISD Curriculum.</p> <p>e. <u>Texas Middle School Fluency Assessment (TMSFA)</u> Support implementation of TMSFA for all grade 6-8 students to identify at-risk readers in order to provide intervention.</p>		<p>Fitness Reporting: R. Haggerty, M. Crawford</p> <p>Assessments: M. Hartling, M. Kendall, Sec. Sci. mgr, A. Miller, Elem ELA mgr, Elem Math mgr, Elem Sci mgr, M. Dorsey</p> <p>TMSFA: M. Hartling T. Angelo</p>	<p>Health/Physical Education staff</p> <p>CIA staff \$600,000 SR1 for Campus Online</p> <p>District funds</p>	<p>Increased number of students reaching the Healthy Fitness Zone; reports generated by the FRS; increased number of schools included on the TEA annual report</p> <p>Campus Online reports; student performance on TAKS and STAAR</p> <p>End-of-year student performance reports</p>
#3 & #4	<p>2. Provide teachers and school administrators with detailed information on student strengths and weaknesses in reading to guide instruction by using a district-wide K-2 early reading formative assessment program. Teacher use of a hand-held/PDA device and a web-based management system eliminates paperwork and provides teachers with instant electronic reports, in order to differentiate instruction.</p>	<p>August 2011 - June 2012</p>	<p>CIA: C. Gonzalez</p>	<p>District funding</p>	<p>End-of-year student performance report to TEA</p>
#1 & #3	<p>3. Implement and sustain the HISD/Baylor College of Medicine K-12 Science Institutes through which 550 science teachers will be trained on content and pedagogy skills and receive access to online supplemental instructional resources.</p>	<p>August 2011– July 2012</p>	<p>CIA: D. Alcazar-Roman, H. Domjan</p>	<p>External Funding: National Science Resources Center</p>	<p>Improved teacher content and pedagogy knowledge. Improved student achievement.</p>

Core Initiative	Strategies	Timeline	Department and Person(s) Responsible	Resources Needed	Evaluation
#1 & #3	4. Support the implementation of the National Science Resources Center DOE i3 Grant through which 960 teachers will be provided with professional development that supports content-pedagogical knowledge, access to high quality materials, and local community support for science education.	August 2011– July 2012	CIA: D. Alcazar-Roman, H. Domjan	External Funding: National Science Resources Center	Improved teacher content and pedagogy knowledge. Improved student achievement.
#3 & #4	5. Support the implementation of the instructional materials clearinghouse that includes high-quality, research-based, effective tools (including technology tools) aligned to state and national standards.	August 2011 - May 2012	CIA: R. Vincent, K. Yost	CIA staff	Number of items reviewed, usage statistics of the instructional materials in the clearinghouse
#3 & #4	6. Implement the Renzulli Learning System, a web-based learning coach that allows teachers to use differentiated curriculum in the classroom by creating an individualized assessment of each child's interests and preferred methods of engagement learning.	August 2011 - June 2012	CIA: R. Vincent	GF1 funds \$510,250	RLS Utilization Reports; Assessment Data
#3	7. Continue the Healthy Kids Healthy Schools Initiative to support campus-level Coordinated School Health Programs (CSHP) as mandated by state law.	August 2011 - May 2012	CIA: R. Haggerty, M. Crawford	Health/Physical Education staff	Increased partnerships to support the health and wellness of all students; implementation of district wide CSHPs
#3	8. Provide Career & Technical Education (CTE) teachers with curriculum writing support to ensure quality curriculum for 16 career clusters and integrating core academics.	July 2011 – June 2012	CTE: R. Garcia, L. Trendell, T. Chenier, J. Greene, S. Kueht, M. Pesin, R. Chaney	Extra duty pay from Perkins funds	Performance Based Analysis System (PBMAS) Report
Multilingual Programs					
#1 & #2	9. Provide training and support to MS/HS administrators and teachers of LEP students utilizing training highlighting Sheltered	July, 2011 - July, 2012	Multilingual Programs: J. Alexander	SR1 - Title III, Part A funds	Course evaluations; Sign-in sheets; TAKS/TELPAS/Exit

Core Initiative	Strategies	Timeline	Department and Person(s) Responsible	Resources Needed	Evaluation
	Instruction Observation Protocol (SIOP) strategies.				results
#1	10. Support ES/MS/HS LEP student achievement and gains in English Language proficiency by providing 15 Teacher Development Specialists to assist teachers with instructional delivery for ELL students.	July 2011 - May 2012	Multilingual Programs: J. Alexander	SR1 - Title III, Part A funds	Contact logs; TAKS/TELPAS/Exit results
#1, #2 & #3	11. Provide support and training to Dual Language (DL) ES administrative and instructional campus-based personnel utilizing Project GLAD (Guided Language Acquisition Design) strategies.	July 2011 - May 2012	Multilingual Programs: T. Armstrong	GF1 funds; Collaboration through St. Thomas University	Course evaluations; Sign-in sheets; TAKS/TELPAS/Exit results
#1,#2 & #3	12. Provide support and training to administration, teachers and parents in DL schools and provide technical assistance to new prospective DL programs.	August 2011 - July 2012	Multilingual Programs: T. Armstrong	GF1 funds	Sign in sheets; Student Chancery Report reflecting the number of students coded as Dual Language
#1, #2 & #3	13. Provide support, training and technical assistance to administration and teachers concerning "Best Practice" implementation of the ES Bilingual Program.	August 2011 - July 2012	Multilingual Programs: T. Armstrong	GF1 funds	Course evaluations Sign in sheets TELPAS/TAKS/Exit Results
#1,#2 & #3	14. Provide support, training and technical assistance to administration and teachers concerning "Best Practice" implementation of the secondary ESL Program.	August 2011 - July 2012	Multilingual Programs: T. Armstrong	GF1 funds	Course evaluations Sign in sheets TELPAS/TAKS/Exit Results
#1,#2	15. Create and provide a training module for MS/HS administrators and teachers on assisting long-term ELL students.	July 2011 - January 2012	Multilingual Programs: J. Alexander	GF 1 Funds Title III Funds	e-TRAIN code Course evaluations Sign-in sheets
#3	16. Identify and recruit migrant students and coordinate academic support services with parents, schools and external agencies. Supports include: <ul style="list-style-type: none"> • In-school and out of school tutoring • Supplemental reading and math materials • Reading is Fundamental book 	July 2011 - July 2012	Multilingual/ Migrant Programs: M. Galindo	SR1 - Title 1, Part C (Migrant) funds	Travel Logs; Recruiter Logs; Tutor Logs; New Generation System reports ; Parent sign in sheets; Program Agendas;

Core Initiative	Strategies	Timeline	Department and Person(s) Responsible	Resources Needed	Evaluation
	distributions <ul style="list-style-type: none"> • 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 • Building Bridges home-based “parent is the child’s first teacher” program, ages 3-5 • Provide Parent Information Meetings (PIM) which include information about promotion/retention standards, credit accrual, college readiness, etc. 				Building Bridges pre and post assessment
	Advanced Academics				
#3	17. Provide documents to support all schools on the revised G/T curriculum framework Scholars & Knowledge.	July 2011 - September 2011	Advanced Academics: Manager	GF1 Funds - \$1500 – CDs, print materials for 300 schools	Evaluations
#1	18. Provide GT Expo support to facilitate schools hosting or participating in GT Expos during the school year.	March - April 2012	Advanced Academics: Manager	GF1 Funds - \$400 – print materials	Agendas, sign-in sheets, spreadsheet of all G/T Expo dates
#1 & #3	19. Provide Entering Kindergarten Vanguard Magnet and Neighborhood training and scoring support.	November 2011 - June 2012	Advanced Academics: Manager	GF1 Funds - \$2000 - print materials, testing materials	Agendas, sign-in sheets
#3	20. Provide Texas Performance Standards Project (TPSP) implementation support to cohort ES, MS and HS GT teachers.	September 2011- February 2012	Advanced Academics: Manager	GF1 Funds - \$1000 – print materials	Agendas, sign-in sheets, participant surveys
#3	21. Provide TPSP implementation support to K – 12 G/T Coordinators.	September 2011 - May 2012	Advanced Academics: Manager	GF1 Funds - \$1000 – print materials	Agendas, sign-in sheets
#3	22. Facilitate PLC meetings for MS and HS teachers to provide support for implementation of Research skills,	September 2011 – April 2012	Advanced Academics: Manager	SR1 Funds - \$58,000 – print materials, reading	Agendas, sign-in sheets, participant surveys

Core Initiative	Strategies	Timeline	Department and Person(s) Responsible	Resources Needed	Evaluation
	Independent Studies and TPSP.			materials, extra duty pay for participants	
	External Funding				
#3 & #4	23. Implement procedures, develop manual, and provide technical support to school personnel for the Title I, Part A Extended-Year Summer School Program.	March 2012 - July 2, 2012	External Funding: Q. Jarrett C. Holmes, A. Lunde, S. Haynes,	SR1 - Title I, Part A funds	Budget worksheets
#3 & #4	24. Implement procedures, develop manual, and provide technical support for Supplemental Educational Services (SES) to campuses that are in AYP School Improvement, Stage 2 and above.	July 2011 - August 2012	External Funding: Q. Jarrett M. Medina, T. Green C. Holmes, A. Lunde, S. Haynes	SR1 - Title I, Part A 20% Set – Aside funds	EZSES Reports
#5	Title I, Part A Parental Involvement 25. Inform parents about their student's academic progress.	August 2011 – June 2012	Parent Eng. Rep., Title I Coord.	PS Connect	End of Year Parent Involvement Survey
#3 & #5	Title I, Part A Parental Involvement 26. Assist parents working in partnership with school staff to help their child achieve at the highest levels.	August 2011 – June 2012	Parents, All Campuses, Parent Eng. Rep., Title I Designee	CX2 Funds 1% of Title I, Part A Allocation	End of Year Parent Involvement Survey
#3 & #5	Title I, Part A Parental Involvement 27. Encourage parents to participate in parent/teacher conferences, school activities, and meetings to improve student academic achievement.	August 2011 – June 2012	Parents, All Campuses, Parent Eng. Rep., Title I Designee	PS Connect	End of Year Parent Involvement Survey
#3 & #5	Title I, Part A Parental Involvement 28. Assist parents supporting their School-Parent Compact including ensuring their	August 2011 – June 2012	Parents, All Campuses, Parent Eng. Rep.,	CX2 Funds 1% of Title I, Part A Allocation	Chancery Report

Core Initiative	Strategies	Timeline	Department and Person(s) Responsible	Resources Needed	Evaluation
	child completes homework timely, use of extracurricular time positively, and monitor their child's, friends, and internet/electronic usage including TV time.		Title I Designee		
#3	Title I, Part A Parental Involvement 29. Establish Parent Engagement Center to support parenting skills and literacy.	August 2011 – June 2012	Parents, Title I, Part A Campuses, Parent Eng. Rep., Title I Designee	CX2 Funds 1% of Title I, Part A Allocation	Program Evaluation
	Special Education				
#1	30. Provide professional development for special and general education teachers on implementing IEP accommodations for instruction and for state assessment.	September 2011 - April 2012	Special Education Senior Mgrs Sp Ed Prog Specialists; Directors of Curriculum Instruction and Assessment	Special Education staff; Curriculum Dept. staff; IDEA funds	e-TRAIN documentation of professional development for teachers; campus summaries
#1 & #3	31. Collaborate with the Curriculum Department to provide training and technical assistance for special and general education staff on implementing inclusive support services in general education.	September 2011 - April 2012	Special Education Senior Mgrs Sp Ed Prog Specialists; Directors of Curriculum Instruction and Assessment	Special Education staff; Curriculum Dept. staff; IDEA funds	e-TRAIN documentation of professional development for staff; campus summaries
#4	32. Utilize instructional technology in core curriculum areas using Universal Design for Learning (UDL) principles to differentiate instruction for diverse learners.	September 2011 - May 2012	Special Education Senior Mgrs Sp. Ed. Program Specialists; Directors of Curriculum Instruction and	IDEA funds	Teacher/student surveys; walkthrough visits, classroom/student observations, student performance on state assessments

Core Initiative	Strategies	Timeline	Department and Person(s) Responsible	Resources Needed	Evaluation
			Assessment		
	Professional Development (PSD)				
#1 & #3	33. Field a team of Elementary Teacher Development Specialists who will work with all elementary teachers to: <ul style="list-style-type: none"> provide observations, feedback and coaching aligned to instructional practice criteria Support the implementation of district curriculum Facilitate campus-based professional development where appropriate. 	July 2011 - August 2012	PSD: L. Menster	Title I, II, and III funds	Improved student performance and progress as measured by district, state, and national assessments
#1 & #3	34. Field a team of Secondary Teacher Development Specialists who will work with all secondary teachers to: <ul style="list-style-type: none"> provide observations, feedback , and coaching aligned to instructional practice criteria Support the implementation of district curriculum Facilitate campus-based professional development where appropriate. 	July 2011- August 2012	PSD: G. Tompkins	Title I, II, and III funds	Improved student performance and progress as measured by district, state, and national assessments
#1 & #4	35. Create Professional Development Central Support Team Small design team focused on: <ul style="list-style-type: none"> Designing teacher development aligned to high priority, district-wide initiatives, including: standards-based instruction, classroom management, differentiation, data-driven instruction, literacy, and supporting English language learners. Development of online, user-centered learning tools to enhance connectivity of teachers to resources and to each other. 	July 2011- August 2012	PSD: D. Martinez	Title I & II funds	Improved student performance and progress as measured by district, state, and national assessments.
	School Support Services				
#3	36. Provide continued support to teachers previously	August 2011 -	School Support	GF1 funds	Program Evaluation

Core Initiative	Strategies	Timeline	Department and Person(s) Responsible	Resources Needed	Evaluation
	trained in Character Infusion.	May 2012	Services: C. Craft M. White N. Mundy		
#3 & #5	37. Provide support services for all homeless student and unaccompanied youth to ensure that each student has equitable access to the same public education and related services as non-homeless students.	June 2011 - April 2012	Safe Schools: M. White	SR1 funds	Independent Evaluator, Texas Homeless Education Office, Region 10 Educational Support Center
#3	38. Oversee and implement community and school based programs to carry out the 16 required activities under the McKinney-Vento Law.	August 2011 - July 2012	Safe Schools: M. White	SR1 funds	Independent Evaluator, Texas Homeless Education Office, Region 10 Educational Support Center
#3	39. Provide direct and indirect services to students, teachers, parents, and school staff to address emotional/behavioral/psychological barriers to learning and staying in school.	August 2011 - July 2012	Psychological Services: P. Weger Counseling Services: N. Mundy	GF1 funds; Psychological Services staff Counseling Services	Annual Report of Services
#3	40. Provide crisis intervention and preparedness training to school counselors, nurses and social services school staff.	August 2011 - July 2012	Psychological Services: P. Weger Counseling Services: N. Mundy	GF1 funds; Psychological Services trainers	Annual Report of Services
#1 & #3	41. Using AVID, continue to accelerate student learning, use research based methods of effective instruction, provide meaningful and motivational professional development, and act as a catalyst for systemic reform and change.	August 2011 - July 2012	College & Career Readiness: J. Giddings	GF funds; AVID Staff	Annual Report
#3	42. Support counselors as they encourage students to take rigorous courses and insure all students have access to higher-level	August 2011 - July 2012	Counseling Services: N. Mundy	GF Funds; Counseling Staff School Counselors	Counselor Action plans W/ Measurable Data

Core Initiative	Strategies	Timeline	Department and Person(s) Responsible	Resources Needed	Evaluation
	courses.				
	School Choice				
#3	43. Promote equitable distribution of high-quality magnet program choices across the district.	August 2011 - June 2012	School Choice: M. Aschner J. Todd L. Hinojosa	School Choice and campus personnel	Assessment of Students in Magnet Programs Report District map of magnet programs

**HOUSTON INDEPENDENT SCHOOL DISTRICT
DISTRICT IMPROVEMENT PLAN
2011-2012**

GOAL: Increase Student Achievement

TARGETS:

- B. Improve Dropout And Completion Rates** – HISD schools shall lower the dropout rate and increase the graduation rate with the ultimate goal of having all HISD students graduate with their cohort group. HISD schools shall achieve the decreased dropout and increased completion requirements necessary for each school to receive at least a Recognized rating by the state’s accountability system.
1. HISD will increase the percentage of students on a longitudinal four-year cohort for first-time ninth graders.
 2. The annual target is a 3 percentage point increase for all students and each student group (All, African American, Hispanic, White and Economically Disadvantaged) until the goal of 95 percent is reached.

Core Initiative	Strategies	Timeline	Department and Person(s) Responsible	Resources Needed	Evaluation
	Curriculum, Instruction and Assessment				
#1 & #3	1. Support literacy instruction using: <ol style="list-style-type: none"> a. <u>6 + 1 Traits of Writing Initiative</u> Expand the 6 + 1 Traits of Writing Initiative by providing staff development for ELA/Reading teachers in all grades. b. <u>Language! Reading intervention</u> Provide Tier III reading intervention at 6th grade by supporting campus implementation of Language!, a comprehensive, Tier III program. c. <u>Literacy Plan</u> Develop a PK-12 literacy plan to incorporate a system of assessment, student placement guidelines, Tiered reading program options and monitoring system of supports for campuses. 	June 2011 - August 2012 August 2011 - May 2012 August 2011 - May 2012	<u>6 + 1 Traits:</u> Professional Development, T. Angelo, M. Hartling <u>Language!:</u> T. Angelo, K. Booker <u>Literacy Plan:</u> CIA C. Bedard	GF1 funds GF1 funds GF1 funds	Improved student performance and progress in reading and other tested content areas, Stanford10, STAAR/EOC, TAKS scores, contact logs Improved 6th grade reading scores for Tier III students on STAAR/EOC, TAKS, Stanford 10 Improved reading scores on STAAR/EOC, TAKS, Stanford-10 and reading assessments TPRI and TMSFA

Core Initiative	Strategies	Timeline	Department and Person(s) Responsible	Resources Needed	Evaluation
	<u>d. Neuhaus Training</u> Coordinate and implement a systemic professional development plan by Neuhaus Education to ensure that all K-3 teachers have a solid foundation in reading instruction.	September 2011 – February 2012	Neuhaus: CIA: C. Bedard	GF1 funds \$3,600,000	
#3	2. Implement the Youth Risk Behavior Survey to provide critical data to inform the efforts of school personnel in reducing student behaviors that adversely affect student drop-out and completion rates, either directly or indirectly.	August 2011 - May 2012	CIA: R. Haggerty	\$23,853 SR1 funds	Improved 6th grade reading scores for Tier III students on STAAR and Stanford 10
#3	3. Creating, communicating and implementing a district wide Response to Intervention framework.	August 2011-May 2012	T. Angelo	CIA and partnerships with other departments within Academic Services	<ul style="list-style-type: none"> • Student enrollment in intervention courses; • Usage of PGP/RTI platform on Chancery
#3	4. Provide funding for 50% of the full-day prekindergarten cost of participating teachers' salaries through Title funds.	August 2011 - June 2012	CIA: M. Gomez	Title I funds \$21,000,000	Kindergarten TPRI; Tejas LEE data
#3	5. Develop reports based on the 2011 Youth Risk Behavior Survey and 2010 School health Profile to provide critical health-related data to inform the efforts of school personnel in reducing student behaviors that adversely affect student drop-out and completion rates, either directly or indirectly.	August 2011 - May 2012	CIA: R. Haggerty	\$23,853 SR1 funds (research consultant)	<ul style="list-style-type: none"> • Increase collaborative efforts among district departments to better serve the needs of the at-risk students; • Increase SHAC awareness in order to make informed recommendations to the board of trustees related to risk behaviors that impact student achievement, this may include

Core Initiative	Strategies	Timeline	Department and Person(s) Responsible	Resources Needed	Evaluation
					policy revisions and/or development.
#3	6. Provide students with opportunities to participate in Career & Technical Student Organizations (CTSO) that support CTE curriculum via competitions.	July 2011 - June 2012	CTE: R. Garcia, L. Trendell, T. Chenier, J. Greene, S. Kueht, M. Pesin, R. Chaney	Perkins funds to support CTE Programs	Student outcomes from competitions and PBMAS report
#3	7. Provide students with career pathway resources to ensure that CTE programs offer quality experiences and industry certifications.	July 2011 - June 2012	CTE: R. Garcia, S. Allen, M. Simon L. Trendell, T. Chenier, J. Greene, S. Kueht, M. Pesin, R. Chaney	Perkins funds to support CTE Programs and purchase vouchers for students to take industry certifications	
	State Compensatory Education (SCE)				
#3 & #5	8. Prepare and provide at least 3 resources on the State Compensatory Education Program. Information will be provided to all campuses.	August 2011 - September 2012	SCE: B. Cardenas	GF1 funds \$2,000	Review of Materials; Survey
#3	9. Provide programs and services for students who are at risk of dropping out of school which will include: Disciplinary Alternative Education Schools, Centers and Programs; the Excess Cost Model for Class Size Reduction, School Support Services Programs; and Decentralized Programs and Services on individual campuses in order to improve student achievement and increase the graduation rates.	August 2011 - May 2012	SCE: B. Cardenas	GF1 funds Approx. \$93,479,134.00	Observation Checklist; Final Research Report

Core Initiative	Strategies	Timeline	Department and Person(s) Responsible	Resources Needed	Evaluation
#3 & #5	10. Decentralize a portion of the SCE funds to campuses in order to provide programs/services for students at risk of dropping out of school at the campus level.	August 2011	SCE: B. Cardenas; Budgeting: B. Chew	GF1 – Fund 142 Approx. \$15,000,000	Budget Checklist ; Final Budget Reports
#3 & #5	11. Visit campuses, in coordination with the Research Department, to observe the SCE programs and services and document the effectiveness of these programs.	September 2011 - May 2012	SCE: B. Cardenas; Research and Accountability: H. Selig	Observation Forms	Observation Checklist; Final Research Reports
#3	12. Review school improvement plans for compliance to ensure that they are providing assistance and support to students at risk of dropping out of school; plans will be adjusted, if needed.	September 2011 - December 2011	SCE: B. Cardenas	School Improvement Plans	SIP Checklist; Final School Improvement Plan
#4	13. Train school staff and review and monitor Edit+, PEIMS, and Chancery reports in order to provide feedback to provide support to campuses in ensuring accuracy in at risk reporting.	August 2011 - January 2012	SCE: B. Cardenas	GF1 funds \$ 1,000	Preliminary At-Risk Reports; Final PEIMS Reports
#3	14. Evaluate SCE programs and services for their effectiveness in reducing the disparity between students at risk of dropping out of school and all other students.	September 2011 - August 2012	SCE: B. Cardenas; Research and Accountability: H. Selig	Research Staff: K. McCarley	Observation Checklist; Final Research Report
Multilingual Programs					
#1, #2 & #3	15. Provide training and support to MS administrators and teachers of LEP students on implementation of ESL instructional strategies and the Sheltered Instruction Observation Protocol (SIOP).	August 2011 - June 2012	Multilingual Programs: J. Alexander	SR1 – Title III funds	Course evaluations; Sign-in sheets; TAKS/TELPAS/Exit results
#3	16. Support the Teacher Development Specialists to assist schools in the development and implementation of	July 2011 - May 2012	Multilingual Programs: P. Espitia T. Armstrong	SR1 – Title III funds	Contact logs; TAKS/TELPAS/Exit results

Core Initiative	Strategies	Timeline	Department and Person(s) Responsible	Resources Needed	Evaluation
	instructional action plans to improve English language proficiency and LEP student achievement based on data analysis.		J. Alexander		
#3	17. Provide summer school for LEP/immigrant students in targeted schools. Course offerings will include but not be limited to: <ul style="list-style-type: none"> Accelerated ESL World Geography A/B ESL Government and Economics Intensive ESL. 	January 2012 - August 2012	Multilingual Programs: J. Alexander	SR1 – Title III funds	Summer School Handbook; Memo to Schools; Training Agendas; Summer School Brochure; Pre/Post Student Evaluations
#3	18. Provide credit accrual tuition vouchers to identified LEP/immigrant students.	September 2011 - August 2012	Multilingual Programs: J. Alexander	SR1 – Title III funds	Memo to Schools; Voucher forms; Review identified students' cumulative records
#3	19. Coordinate opportunities for migrant students to accrue or recover course credits through activities that include: <ul style="list-style-type: none"> Tuition Vouchers Credit by exam (CBE) Periodic reviews of report cards 	October 2011 - July 2012	Multilingual/ Migrant Programs: M. Galindo	SR1 – Title I, Part C (Migrant) funds	Credit Check lists; Tuition logs; University of Texas CBE reports; SIS Grade reports
#3 & #5	20. Provide support to schools with MS and HS migrant students through actions which include: <ul style="list-style-type: none"> Monitor late entries and withdrawals Phone calls and home visits to inform parents of academic progress and opportunities for grade recovery. 	October 2011 - May 2012	Multilingual/ Migrant Programs: M. Galindo	SR1 – Title I, Part C (Migrant) funds	SIS reports; Student Sign in Sheets; Parent Sign in Sheets; Program Agendas; Migrant Program Evaluation
	External Funding				
#3 & #5	21. Provide technical support for Credit Recovery Coaches.	August 2011 - July 2012	External Funding Staff	SR1 – Title I, Part A	SAS Consolidated Application for Federal

Core Initiative	Strategies	Timeline	Department and Person(s) Responsible	Resources Needed	Evaluation
					Funding
	Special Education				
#1	22. Provide professional development for counselors, special education department chairpersons, and special education teachers on effective transition planning procedures.	September 2011 - February 2012	Special Education: Senior Manager for HS; School Support Services: N. Mundy C. Craft	Special Education Program Specialists	e-TRAIN documentation of professional development for counselors, department chairpersons, special education teachers, campus sign-in sheets from training sessions
	Professional Development (PSD)				
#1 & #3	23. Field a team of Elementary Teacher Development Specialists who will work with all elementary teachers to: <ul style="list-style-type: none"> provide observations, feedback and coaching aligned to instructional practice criteria Support the implementation of district curriculum Facilitate campus-based professional development where appropriate. 	July 2011- August 2012	PSD: L. Menster	Title I, II, and III funds	Improved student performance and progress as measured by district, state, and national assessments
#1 & #3	24. Field a team of Secondary Teacher Development Specialists who will work with all secondary teachers to: <ul style="list-style-type: none"> provide observations, feedback , and coaching aligned to instructional practice criteria Support the implementation of district curriculum Facilitate campus-based professional development where appropriate. 	July 2011- August 2012	PSD: G. Tompkins	Title I, II, and III funds	Improved student performance and progress as measured by district, state, and national assessments
#1 & #4	25. Create Professional Development Central	July 2011-	PSD:	Title I & II funds	Improved student

Core Initiative	Strategies	Timeline	Department and Person(s) Responsible	Resources Needed	Evaluation
	Support Team Small design team focused on: <ul style="list-style-type: none"> • Designing teacher development aligned to high priority, district-wide initiatives, including: standards-based instruction, classroom management, differentiation, data-driven instruction, literacy, and supporting English language learners. • Development of online, user-centered learning tools to enhance connectivity of teachers to resources and to each other. 	August 2012	D. Martinez		performance and progress as measured by district, state, and national assessments.
	School Support Services				
#3	26 Provide continued support to teachers previously trained in Character Infusion.	June 2011- April 2012	School Support Services: C. Craft M. White N. Mundy	GF1 funds	Program Evaluation
#3 & #5	27 Provide Student Caseworkers to work with school faculty and community members to regularly encourage dropouts to return to school and to prevent at-risk students from dropping out.	August 2011 - June 2012	Student Engagement: M. White	GF1 funds; Student Engagement Staff	District Dropout; Completion Rates
#3	28 Implement activities for the 15 identified effective strategies from the National Dropout Prevention Center that have been researched and make the most positive impact on dropout rate. These strategies have been implemented successfully at all education levels and in environments throughout the nation. The strategies include activities related to: <ol style="list-style-type: none"> a. Family Involvement b. Early Childhood Education c. Reading and Writing Programs d. Mentoring/Tutoring 	August 2011 - June 2012	Academic Services: M. Salazar-Zamora CIA PDS Special Populations	GF1 funds; SR1 funds; HS Allotment funds	District Dropout and Completion rates; Annual Retention rates; Assessment data

Core Initiative	Strategies	Timeline	Department and Person(s) Responsible	Resources Needed	Evaluation
	<ul style="list-style-type: none"> e. Service Learning f. Alternative Schooling g. Out-of-School Enhancement h. Professional Development i. Learning Styles and Multiple Intelligences j. Instructional Technologies k. Individualized Instruction l. Systemic Renewal m. Community Collaboration n. Career Education and Workforce Readiness o. Conflict Resolution and Violence Prevention. 				
#1,#3 & #4	29. Provide districtwide training, support, and information on Chapter 37 Law, Code of Student Conduct, PEIMS Discipline Codes, DAEP on-line application for referrals to DAEP and Expulsions to the JJAEP and School Choice Option (USCO) and No Child Left Behind safe school related policies and procedures.	August 2011- June 2010	Student Discipline: L. Gavito	Student Discipline Staff	Final reports; Sign-in Sheets
#1	30. Provide training for school staff members in violence and drug-use prevention strategies, the 40 Developmental Assets, bullying prevention, conflict resolution and peer mediation, anger management, drug trends, youth suicide warnings, and crisis management.	August 2011 - June 2012	School Support: M. White	GF1 funds	Agendas; Staff Activity Reports; Evaluation
#1	31. Provide training in recognizing and assessing threats of harm to self or others to counselors, nurses, social workers, police, and school staff. Provide in-services to address targeted needs. Implement the districts suicide prevention plan.	August 2011 - July 2012	Psychological Services: P. Weger	GF1 Funds; Psychological Services Staff	Agendas; Program evaluations; Staff Activity Reports; Annual Report of Services

Core Initiative	Strategies	Timeline	Department and Person(s) Responsible	Resources Needed	Evaluation
#4	32. Analyze annual data regarding crisis intervention and critical emotional/behavioral incidents.	August 2011 - August 2012	Psychological Services: P. Weger	GF1 Funds; Psychological Services administrative staff	Annual report of services
#5	33. Conduct the Gallup Student Poll to measure Student Engagement, Well-being, and Hope at participating campuses.	October 2011	Student Engagement: M. White	GF1 Funds	Report results
#3	34. Continue to monitor implementation and support campuses as they develop and maintain Personal Graduation Plans for students in grades 6-12.	August 2011-July 2012	Counseling Services: N. Mundy	GF1 Funds: Counseling Services Administrative staff	Progress Monitoring- Chancery

**HOUSTON INDEPENDENT SCHOOL DISTRICT
DISTRICT IMPROVEMENT PLAN
2011-2012**

GOAL: Increase Student Achievement

TARGETS:

- C. Maintain Promotion Standards/High School Credit Status** – Maintain promotion standards that incorporate statewide test scores, norm reference scores, course grades and attendance standards. Use mandatory summer school to bring students into compliance with the standards.
1. The percent of students who meet promotion standards during the regular school year will increase to 90 percent.
 2. The percent of students who meet promotion standards after summer school will increase to 98.5 percent by the end of the fall semester 2012.

Core Initiative	Strategies	Timeline	Department and Person(s) Responsible	Resources Needed	Evaluation
	Curriculum, Instruction and Assessment (CIA)				
#1 & #3	1. Provide professional development, resources, and instructional support to teach beginning reading skills (using data from TPRI/Tejas LEE early reading inventories) and high frequency words (using data from the High Frequency Word Evaluation, or HFWE).	July 2011 - June 2012	CIA: C. Gonzalez	Elementary Reading/ Language Arts staff; GF1 fund, SRI-Title I	Student achievement data; principal and teacher surveys; walk-through checklist records; professional development evaluations
#1 & #3	2. Coordinate and implement a systemic professional development plan by Neuhaus Education to ensure that all K-3 teachers have a solid foundation in reading instruction.	September 2011 – February 2012	CIA: C. Bedard	GF1 funds \$3,600,000	End-of-year student performance data
	Multilingual Programs				
#3	3. Provide a Pre-K/K LEP Bilingual/ESL summer school program.	May 2012 - July 2012	Multilingual Programs: T. Armstrong	GF1 funds	Summer School Handbook; Memo to Schools; Training Agendas; Summer School

Core Initiative	Strategies	Timeline	Department and Person(s) Responsible	Resources Needed	Evaluation
					Brochure; Review identified students' cumulative records
#3	<p>4. Monitor the academic progress of migrant students and provide and/or coordinate academic support through activities that include:</p> <ul style="list-style-type: none"> • In-home Building Bridges Program for ages 3-5 • In-school and out of school tutoring • Review Migrant report card grades every 6-9 weeks • Meetings with parents and/or teachers to discuss needed interventions needed. 	August 2011 - August 2012	Multilingual/ Migrant Programs: M. Galindo	SR1 - Title I. Part C (Migrant) funds; Building Bridges Program	SIS reports; Student Sign in Sheets; Parent Sign in Sheets; Program Agendas
#3	<p>5. Determine individual educational needs of early childhood migrant students, and provide parent training and supplemental home materials to meet those identified needs.</p>	October 2011 - November - 2011	Multilingual/ Migrant Programs: M. Galindo	SR1 - Title I. Part C (Migrant) funds;	Rosters of migrant early childhood students HISD PK Pre-Assessment HISD Post PK Assessments
#1 & #3	<p>6. Provide assistance to MS migrant students which include:</p> <ul style="list-style-type: none"> • 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 home work tools. • Begin pilot literacy program for select 	October 2011 - June 2012	Multilingual/ Migrant Programs: M. Galindo	SR1 - Title I. Part C (Migrant) funds;	Report cards Program Evaluation

Core Initiative	Strategies	Timeline	Department and Person(s) Responsible	Resources Needed	Evaluation
	MS migrant students				
#3	7. Reduce the number of migrant student retained in first grade by <ul style="list-style-type: none"> • providing tutors • supplemental materials • monitoring of grades • providing at home supplemental instruction when available. 	October 2011 - July 2012	Multilingual/ Migrant Programs: M. Galindo	SR1 - Title I. Part C (Migrant) funds;	Report cards Program Evaluation
#3	8. Coordinate out of state summer TAKS testing for migrant students when possible.	June 2012	Multilingual/ Migrant Programs: M. Galindo	SR1 - Title I. Part C (Migrant) funds;	Texas Migrant Interstate program TMIP Contact File Summer out of state TAKS results
	External Funding				
#3	9. Provide technical support for the implementation of the Title I, Part A Extended-Year Summer School Program.	March 2012 - July 2012	External Funding: Q. Jarrett; C. Holmes, A. Lunde, S. Haynes	SR1 - Title I, Part A funds	Program Evaluation
	Professional Development (PSD)				
#1 & #3	10. Field a team of Elementary Teacher Development Specialists who will work with all elementary teachers to: <ul style="list-style-type: none"> • provide observations, feedback and coaching aligned to instructional practice criteria • Support the implementation of district curriculum • Facilitate campus-based professional development where appropriate. 	July 2011 - August 2012	PSD: L. Menster	Title I, II, and III funds	Improved student performance and progress as measured by district, state, and national assessments
#1 & #3	11. Field a team of Secondary Teacher Development Specialists who will work with all secondary teachers to: <ul style="list-style-type: none"> • provide observations, feedback , and 	July 2011 - August 2012	PSD: G. Tompkins	Title I, II, and III funds	Improved student performance and progress as measured by district,

Core Initiative	Strategies	Timeline	Department and Person(s) Responsible	Resources Needed	Evaluation
	coaching aligned to instructional practice criteria <ul style="list-style-type: none"> • support the implementation of district curriculum • Facilitate campus-based professional development where appropriate. 				state, and national assessments
#1 & #4	12. Create Professional Development Central Support Team Small design team focused on: <ul style="list-style-type: none"> • Designing teacher development aligned to high priority, district-wide initiatives, including: standards-based instruction, classroom management, differentiation, data-driven instruction, literacy, and supporting English language learners. • Development of online, user-centered learning tools to enhance connectivity of teachers to resources and to each other. 	July 2011 - August 2012	PSD: D. Martinez	Title I & II funds	Improved student performance and progress as measured by district, state, and national assessments.

**HOUSTON INDEPENDENT SCHOOL DISTRICT
DISTRICT IMPROVEMENT PLAN
2011-2012**

GOAL: Increase Student Achievement

TARGETS:

D. HISD Will Become A Recognized District – HISD will become a recognized district as defined by the Texas Education Agency.

This target will be for TEA Final 2011 Accountability Ratings which will carry over for 2011-2012 school year.

1. HISD will achieve the Recognized standard on each district indicator on the TEA Accountability System.
2. The district did not meet the conditions on the following criteria:
 - TAKS passing rate greater than or equal to 75 percent for all students and each student group;
 - Completion rates of 85 percent or greater; and,
 - No Academically Unacceptable campuses.

Core Initiative	Strategies	Timeline	Department and Person(s) Responsible	Resources Needed	Evaluation
	Curriculum, Instruction and Assessment (CIA)				
#1 & #3	1. Build effective instructional leadership capacity on campuses through support for teachers serving as core foundation elementary lead teachers, and secondary department chairpersons with targeted professional development, resources, relevant communications, and other activities. Provide similar resources and support for campus-based core enrichment lead teachers and department chairpersons at campuses with those positions.	August 2011 - June 2012	CIA – Core Foundation: M. Gomez, Elem ELA mgr, Elem Math mgr, Elem Sci mgr M. Dorsey, M. Hartling, M. Kendall, Sec. Sci. mgr, A. Miller; Core Enrichment:: M. Crawford, W. Smith, R. Haggerty, C. Carrillo S. Vaughan	School budgets for secondary department chairpersons; \$44,000 (SR1) for secondary HPE lead teachers & department chairpersons	Improved student performance and progress in STAAR-tested content areas; favorable evaluations from training sessions; increased participation by schools

Core Initiative	Strategies	Timeline	Department and Person(s) Responsible	Resources Needed	Evaluation
#1, #3 & #4	2. Develop and support the implementation of a user-friendly curriculum template with revised content and strategies aligned to the new STAAR readiness and supporting objectives and college-and-career readiness standards as part of an annual review and revision of the HISD Curriculum. Incorporate data, strategies, and resources from Margaret Kilgo and Lead4ward. Facilitate district-wide curriculum development work using teacher leadership teams PK-12.	July 2011 - June 2012	CIA: R. Vincent, K. Yost, and CIA staff	CIA staff; Literacy Initiative \$500,000	Survey of teachers; improved student performance and progress on district, state, and national assessments
Special Education					
#4	3. Conduct formative assessments and analyze student outcomes frequently to adjust the IEP, placement and assessment for students with disabilities.	Quarterly September 2011- June 2012	Senior Managers at all levels	Campus Online data	Benchmark data
#3 & #4	4. Review student placement and type of assessment selected for each student with disability.	By February 2012	Program Specialists and Senior Managers at all levels	Student IEP documents	Participation of students with disabilities in the modified and alternate assessment decreases to less than 3%
Professional Development (PSD)					
#1 & #3	5. Field a team of Elementary Teacher Development Specialists who will work with all elementary teachers to: <ul style="list-style-type: none"> • provide observations, feedback and coaching aligned to instructional practice criteria • Support the implementation of district curriculum • Facilitate campus-based professional development where appropriate. 	July 2011- August 2012	PSD: L. Menster	Title I, II, and III funds	Improved student performance and progress as measured by district, state, and national assessments
#1 & #3	6. Field a team of Secondary Teacher Development Specialists who will work	July 2011- August 2012	PSD: G. Tompkins	Title I, II, and III funds	Improved student performance and

Core Initiative	Strategies	Timeline	Department and Person(s) Responsible	Resources Needed	Evaluation
	<p>with all secondary teachers to:</p> <ul style="list-style-type: none"> provide observations, feedback , and coaching aligned to instructional practice criteria Support the implementation of district curriculum Facilitate campus-based professional development where appropriate. 				progress as measured by district, state, and national assessments
#1 & #4	<p>7. Create Professional Development Central Support Team Small design team focused on:</p> <ul style="list-style-type: none"> Designing teacher development aligned to high priority, district-wide initiatives, including: standards-based instruction, classroom management, differentiation, data-driven instruction, literacy, and supporting English language learners. Development of online, user-centered learning tools to enhance connectivity of teachers to resources and to each other. 	July 2011- August 2012	PSD: D. Martinez	Title I & II funds	Improved student performance and progress as measured by district, state, and national assessments.
School Choice					
#3	<p>Support for Campus-Based Magnet Programs</p> <p>8. Build effective instructional leadership capacity on campuses through support of Magnet Coordinators with targeted training, resources, relevant communications, and other activities.</p>	August 2011 - June 2012	School Choice: M. Aschner J. Todd L. Hinojosa	School Choice personnel;	Sign-in sheets; meeting agendas; training documents
#3	<p>9. Seek resources and support for campus-based magnet teachers and coordinators.</p>	August 2011 - June 2012	School Choice: M. Aschner J. Todd L. Hinojosa	School Choice and campus personnel; Curriculum Dept.; GF1 funds	Magnet program evaluations
#3	<p>10. Guide and support the implementation of</p>	August 2011 -	School Choice:	School Choice and	Magnet program

Core Initiative	Strategies	Timeline	Department and Person(s) Responsible	Resources Needed	Evaluation
	best-practice enhancements to HISD curriculum documents – including experiential learning opportunities and student performance as part rich focused curriculum which must be offered in magnet classes.	June 2012	M. Aschner J. Todd L. Hinojosa	campus personnel; Curriculum Dept.; Community support	records; Magnet program evaluations
#3	11. Guide and support the development of vertically aligned magnet programs.	August 2011 - June 2012	School Choice: M. Aschner J. Todd L. Hinojosa	School Choice and campus personnel	Magnet brochure w/descriptions of magnet programs

**HOUSTON INDEPENDENT SCHOOL DISTRICT
DISTRICT IMPROVEMENT PLAN
2011-2012**

GOAL: Increase Student Achievement

TARGETS:

- E. Increase The Percentage Of TAKS Commended Students** – HISD will increase the percent of students scoring at the state-set commended level on TAKS for students taking this test.
1. Percent of students achieving commended status across grades by subject will increase by 3 percentage points annually.
 2. HISD will show an annual increase at all campuses with an increased percentage of students reaching the commended level on TAKS by subject.

*** Note: Performance Standards for STAAR will not be set until October 2012 and first reports will not be available until late fall 2012. After those are set in October 2012 HISD will be looking at increasing the percentage of students who meet the STAAR Advanced Academic Performance standard.**

Core Initiative	Strategies	Timeline	Department and Person(s) Responsible	Resources Needed	Evaluation
	Curriculum, Instruction and Assessment (CIA)				
#3 & #4	1. Implement and sustain a targeted set of district-wide assessment tools, including: <ol style="list-style-type: none"> a. <u>Handheld Assessments for A TPRI/Tejas LEE</u> Provide teachers and school administrators with information on student strengths and weaknesses to guide instruction by using district-wide early reading formative assessment programs. 	August 2011 - June 2012	CIA: TPRI/ Tejas LEE: C. Gonzalez	District funds	End-of-year student performance report to TEA
#3 & #4	<ol style="list-style-type: none"> b. <u>HISD Pre-K Assessment</u> Implement a district-created assessment based on Marie Clay's <i>Observational Survey</i>, with hands on activities that provide a formal means of assessing students' alphabet awareness, phonological awareness, and writing and 		Pre-K Assessment: M. Gomez	School-based budgets	End-of-year student performance; Kindergarten Stanford and Aprenda scores

Core Initiative	Strategies	Timeline	Department and Person(s) Responsible	Resources Needed	Evaluation
#4	<p>math abilities. Results inform teachers of each child's literacy and numeracy development, supporting appropriate small group instruction and monitoring of student progress and growth over time.</p> <p>c. <u>Fitness Reporting System</u> Collaborate with the Technology Department to maintain and monitor the Fitness Reporting System (FRS) that represents physical fitness data from students in grades 3-12 as mandated by state law.</p>		<p>Fitness Reporting: R. Haggerty, M. Crawford</p>	<p>Health/Physical Education staff</p>	<p>Increased number of students reaching the Healthy Fitness Zone; reports generated by the FRS; increased number of schools included on the TEA annual report</p>
#3	<p>d. <u>District Curriculum Assessments</u> Create and support implementation of regular core foundation district-wide formative and summative assessments for secondary courses and elementary grades based on the HISD Curriculum.</p>		<p>Assessments: M. Hartling, M. Kendall, Sec. Sci. mgr, A. Miller, Elem ELA mgr., Elem Math mgr. Elem Sci mgr</p>	<p>CIA staff; \$600,000 SR1 for Campus Online</p>	<p>Campus Online reports; student performance on TAKS and STAAR</p>
#3 & #4	<p>e. <u>Texas Middle School Fluency Assessment (TMSFA)</u> Support implementation of TMSFA for all grade 6-8 students to identify at-risk readers in order to provide intervention.</p>		<p>M. Dorsey TMSFA: M. Hartling T. Angelo</p>	<p>District Funds</p>	<p>End-of-year student performance reports</p>
#1 & #3	<p>2. Implement and sustain the HISD/Baylor College of Medicine K-12 Science Institutes through which 550 science teachers will be trained on content and pedagogy skills and receive access to online supplemental instructional resources.</p>	<p>August 2011 - June 2012</p>	<p>CIA: D. Alcazar-Roman, H. Domjan, Sec. Sci. mgr</p>	<p>EduJobs Funding</p>	<p>Improved usage of instructional resources by campuses; student performance on STAAR and Stanford</p>
#1 & #3	<p>3. Support the implementation of the National Science Resources Center DOE i3 Grant through which 960 teachers will be provided with professional development that supports content-pedagogical knowledge, access to high quality materials, and local community</p>	<p>August 2011 - July 2012</p>	<p>CIA: D. Alcazar-Roman, H. Domjan, M. Mckinley, Y. Evans</p>	<p>External Funding: National Science Resources Center</p>	<p>Improved teacher content and pedagogy knowledge. Improved student achievement.</p>

Core Initiative	Strategies	Timeline	Department and Person(s) Responsible	Resources Needed	Evaluation
	support for science education.				
	Multilingual Programs				
#1 & #2	4. Provide training and support to administrators and teachers of LEP students to implement ESL instructional strategies and the Sheltered Instruction Observation Protocol (SIOP) strategies.	July 2011 - June 2012	Multilingual Programs: J. Alexander	SR1 - Title III, Part A funds	Course evaluations; Sign-in sheets; TAKS/TELPAS/Exit results
	Special Education				
#3	5. Increase placement of students with disabilities in more inclusive classroom settings with the appropriate supplementary aids and services.	September 2011 - 2012	Principals, Department Chairpersons, Program Specialists, Senior Managers at all levels	Personnel	Increase in student placement in less restrictive settings
	Professional Development (PSD)				
#1 & #3	6. Field a team of Elementary Teacher Development Specialists who will work with all elementary teachers to: <ul style="list-style-type: none"> • provide observations, feedback and coaching aligned to instructional practice criteria • Support the implementation of district curriculum • Facilitate campus-based professional development where appropriate. 	July 2011 - August 2012	PSD: L. Menster	Title I, II, and III funds	Improved student performance and progress as measured by district, state, and national assessments
#1 & #3	7. Field a team of Secondary Teacher Development Specialists who will work with all secondary teachers to: <ul style="list-style-type: none"> • provide observations, feedback , and coaching aligned to instructional practice criteria • Support the implementation of district 	July 2011 - August 2012	PSD: G. Tompkins	Title I, II, and III funds	Improved student performance and progress as measured by district, state, and national assessments

Core Initiative	Strategies	Timeline	Department and Person(s) Responsible	Resources Needed	Evaluation
	curriculum <ul style="list-style-type: none"> • Facilitate campus-based professional development where appropriate. 				
#1 & #4	8. Create Professional Development Central Support Team Small design team focused on: <ul style="list-style-type: none"> • Designing teacher development aligned to high priority, district-wide initiatives, including: standards-based instruction, classroom management, differentiation, data-driven instruction, literacy, and supporting English language learners. • Development of online, user-centered learning tools to enhance connectivity of teachers to resources and to each other. 	July 2011 - August 2012	PSD: D. Martinez	Title I & II funds	Improved student performance and progress as measured by district, state, and national assessments.

**HOUSTON INDEPENDENT SCHOOL DISTRICT
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GOAL: Increase Student Achievement

TARGETS:

- F. Increase College Readiness** – HISD students will be provided with a high quality educational experience designed to appropriately prepare them for the rigor and challenges of higher education. It is expected that the percentage of students demonstrating college readiness will increase at a rate greater than the state average.
1. The percent of students who meet or exceed the college-readiness standard in English language arts on the TAKS will reach 70 percent by 2012 for students who take this test.
 2. The percent of students who meet or exceed the college-readiness standard in math on the TAKS will reach 70 percent by 2012 for students who take this test.
 3. Percent of students scoring at or above 45 on each section of the PSAT shall increase by 4 percentage points annually.
 4. Participation rates on the PSAT will meet or exceed 90% of sophomores.
 5. The percentage of students scoring at or above 21 on the ACT will reach 50 percent by 2012.
 6. The percentage of students scoring at or above 500 on each section of the SAT will reach 50 percent by 2012.
 7. The percent of students graduating under the RHSP or higher will reach 95 percent by 2012.

Core Initiative	Strategies	Timeline	Department and Person(s) Responsible	Resources Needed	Evaluation
	Curriculum, Instruction and Assessment (CIA)				
#3	1. Implement a new 4 x 4 mathematics course, "Advanced Quantitative Reasoning," at all HISD high schools for the purpose of providing a fourth-year, college-bound mathematics course for seniors.	July 2011 - June 2012	CIA: M. Kendall	Access to resources from UT Dana Center.	Walk-through observations to monitor the implementation of the new curriculum; feedback from teacher focus groups
#3	2. Provide students with CTE - Tech Prep courses that will yield college credits for students.	July 2011 - June 2012	CTE: R. Garcia	Tech Prep curriculum; training for CTE teachers; articulations for tech prep courses	Students' passing rate on Tech Prep courses

Core Initiative	Strategies	Timeline	Department and Person(s) Responsible	Resources Needed	Evaluation
	Multilingual Programs				
#5	3. Provide parent training for LEP regarding graduation plans and college opportunities for LEP/immigrant students.	October 2011 - March 2012	Parent Engagement K. Cline	SR1 - Title III funds	Registration forms; Sign in sheets
#3	4. Meet with LEP/immigrant students in high density LEP population campuses to advise and assist with graduation plans.	October 2011 - March 2012	Multilingual Programs: J. Alexander	SR1 - Title III funds	Sign in sheets; LEP Graduation Rate
#4	5. Enter Graduation Plans for migrant students into the New Generation System (NGS), as required to facilitate cross district/cross state transferability and program continuity.	October 2011 - August 2012	Multilingual/ Migrant Programs: M. Galindo	SR1 - Title 1, Part C (Migrant) funds; NGS	NGS Reports; PBMAS
#3	6. Facilitate use of a variety of strategies for credit accrual for migrant students with late entry and early withdrawal characteristics.	October 2011 - July 2012	Multilingual/ Migrant Programs: M. Galindo	SR1 - Title 1, Part C (Migrant) funds	Federal, State, and Compliance Secondary Guidelines
#3	7. Assign tutors to senior migrant students to: <ul style="list-style-type: none"> • Dialogue about progress toward graduation and needs • Explain TAFSA/FAFSA • Assist student and parent with FAFSA application • Explain college application process. 	January 2012 - June 2012	Multilingual/ Migrant Programs: M. Galindo	SR1 - Title 1, Part C (Migrant) funds	Tutor Notes
	External Funding				
#5	Title I, Part A Parental Involvement 8. Assist parents with communicating with their child the importance of being prepared for college and a career.	August 2011 - June 2012	Parents, All Campuses, Parent Eng. Rep. Title I, Designee	CX2 Title I, Part A Allocation	Chancery Report
	Special Education				
#3	9. Increase placement of students with disabilities in more inclusive classroom settings with the appropriate supplementary aids and services so that they access	September 2011 - September 2012	Principals, Department Chairpersons, Program	Personnel	Increase in student placement in less restrictive settings

Core Initiative	Strategies	Timeline	Department and Person(s) Responsible	Resources Needed	Evaluation
	rigorous grade level curriculum.		Specialists, Senior Managers at all levels		
	School Support Services				
#3 & #5	10. Fulfill Success Express bus requests to participate in district wide and community events to provide information about scholarships, FAFSA/TASFA, Texas Grant, and higher education admission process to parents and students.	July 1, 2011 - June 31, 2012	P16 College and Career Readiness: J. Giddings N. Mundy J. Wilson	A second bus equipped with laptops; additional staff person (College and Career Guidance Specialist)	Provide a post-event survey to requestor and/or teachers. The goal to serve 7000 individuals to the bus.
#4	11. Promote Scholarship Plus, an online system to manage scholarship information for identified district personnel and provide scholarship lists for students and parents to locate scholarships.	July 1, 2011 - June 31, 2012	P16 College and Career Readiness: J. Giddings Counseling Services: N. Mundy	GF1 funds \$13,000	Analyze scholarship information data to determine accuracy; provide survey to district personnel and students to assess how user- friendly and the quality/quantity of scholarships listed
#5	12. Create Scholarship workshops to instruct College Access Coordinators and counselors with the skills to better assist students in completing scholarship applications.	July 1, 2011 - June 31, 2012	P16 College and Career Readiness: J. Giddings Counseling Services: N. Mundy	GF1 funds for refreshments and rental fee for facility	Analyze scholarship data from Scholarship Plus to determine how many scholarships were applied for, how many accepted and the total dollar amount of scholarships received by each campus.
#5	13. Create Scholarship Fairs to provide information about district, local, state, and national scholarships to students and include workshops to provide information to students to complete scholarship applications	September 1, 2011 - June 31, 2012	P16 College and Career Readiness: J. Giddings Counseling	GF1 funds for refreshments and rental fee for facility	Analyze scholarship data from Scholarship Plus to determine how many scholarships were applied for, how many

Core Initiative	Strategies	Timeline	Department and Person(s) Responsible	Resources Needed	Evaluation
	workshops to provide information to students to complete scholarship applications effectively.		J. Giddings Counseling Services: N. Mundy		many scholarships were applied for, how many accepted and the total dollar amount of scholarships received by each campus.
#5	14. Offer bus transportation to middle school and high school campuses for college/university visits.	September 1, 2011 - June 15, 2012	P16 College and Career Readiness: J. Giddings	GF1 funds for bus transportation	Evaluate college going rate based upon attendance on college/university visits.
#5	15. Conduct monthly College Access Coordinators and counselor meetings to provide updated college admissions, financial aid including Texas Grant and scholarship information; provide an venue for college/universities representatives to present the college/university information to CAC.	September 1, 2011 - June 31, 2012	P16 College and Career Readiness; J. Giddings Counseling Services: N. Mundy	GF1 funds for refreshments and rental fee for facility	Evaluate college going rate and scholarships awarded based upon CAC attendance and participation to meetings.
#3	16. Adopt the Kids 2 College 6th grade curriculum district-wide to include all middle schools participation.	September 1, 2011 - May 31, 2012	P16 College and Career Readiness: J. Giddings	GF1 funds for bus transportation and printing costs	Pre and Post surveys given to students and teachers
#5	17. Host the National College Fair and encourage all juniors and their parents to attend.	March 2011 - April 2012	P16 College and Career Readiness: J. Giddings Counseling Services: N. Mundy	GF1 funds for bus transportation and support from administration to encourage all juniors to attend	Evaluate college going rate based upon student attendance to college fair.
#5	18. Maintain relationships with business partners who serve as presenters for the Texas Scholars curriculum, which seeks to share the benefits of earning a college education with all district 8 th & 10 th grade students.	September 1, 2011 – June 30, 2010	Counseling Services: N. Mundy	Counseling Services Administrative staff	Pre and Post Surveys

Core Initiative	Strategies	Timeline	Department and Person(s) Responsible	Resources Needed	Evaluation
	include: AP, PSAT, SAT, Readistep and other topics.	2012	N. Mundy	Administrative Staff College Board Staff	
	Advanced Placement (AP)				
#1 & #3	20. Provide AP Coordinator and AP Potential training.	August 2011 - March 2012	High Schools Office: E. Arriaga	SR1 Funds	Agendas; Sign-in Sheets
#3 & #4	21. Coordinate MS and HS Pre-AP/AP Leadership Institute to review data, set goals, increase participation, etc.	December 2011	High Schools Office: E. Arriaga	SR1 Funds	Participant Evaluations
#1 & #3	22. Continue AP Teacher Mentor Program that pairs new and experienced AP teachers.	August 2011 - June 2012	High Schools Office: E. Arriaga	SR1 Funds	Participant Evaluations
#5	23. Provide AP information for schools and the community to better market AP programs.	August 2011 - December 2011	High Schools Office: E. Arriaga	GF1 Funds	Completed Marketing Documents

**HOUSTON INDEPENDENT SCHOOL DISTRICT
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GOAL: Increase Student Achievement

TARGETS:

- G. Increase The Number Of Students Taking Advanced Placement (AP) Exams And Scoring 3 Or Higher** – HISD will maximize the number of students taking AP exams, the number of exams taken, and the number of exams scored at 3 or higher.
1. All students taking AP courses will also take AP exams.
 2. The number of AP exams taken will increase by 10 percent annually.
 3. The percent of AP exams scored at 3 or higher will increase by 2 percentage points annually.
 4. HISD will show an annual increase at all campuses in the number of exams taken and the number and percent of exams scored 3 or higher.

Core Initiative	Strategies	Timeline	Department and Person(s) Responsible	Resources Needed	Evaluation
	Curriculum, Instruction and Assessment (CIA)				
#3	1. Continue the redesign, development, and implementation of a high-quality curriculum for pre-AP courses, including Springboard ELA and mathematics, in middle and high school core foundation content-area courses.	July 2011 - June 2012	CIA: M. Kendall, M. Hartling Sec. Sci. mgr, A. Miller	SR1 and GF1 funds - extra duty pay for teams of teachers to review and provide input and feedback on documents; curriculum writers; access to Spring Board training and materials	CIA department survey of teachers and their implementation of curriculum documents; walk-through observations to monitor implementation of curriculum documents
#3	2. Continue development and implementation of an articulated pre-AP/AP vertical alignment of skills, strategies, and common vocabulary in secondary English/Language Arts, Math, Science, and Social Studies.	July 2011 - June 2012	CIA: M. Kendall, M. Hartling Sec Sci. mgr, A. Miller	SR1 and GF1 funds - extra duty pay for teams of teachers to review and provide input and feedback	Student scores on English, Math, Science, and Social Studies AP tests, the number of students taking AP tests, survey results of

Core Initiative	Strategies	Timeline	Department and Person(s) Responsible	Resources Needed	Evaluation
					teachers concerning their sense of preparedness to teach AP and pre-AP courses
	Multilingual Programs				
#3	3. Increase the number of Dual language students taking Spanish AP exams at 8 th grade through specialized training/ communication with school personnel and parents.	August 2011 - May 2012	Multilingual Programs: T. Armstrong	GF1 funds	Agendas of DL Coordinator meetings; Roster of students taking test
	Special Education				
#3	4. Increase placement of students with disabilities in more inclusive classroom settings with the appropriate supplementary aids and services so that they access rigorous grade level curriculum.	September 2011-2012	Principals, Department Chairpersons, Program Specialists, Senior Managers at all levels	Personnel	Increase in student placement in less restrictive settings
	School Support Services				
#1 & #4	5. Promote and support online AP course enrollments, train Graduation Coaches, Counselors and AP teachers of record in supporting online AP instruction.	July 2011 – August 2012	School Support Services: J. Wilson	SR1 funds; GF1 funds	Periodic metrics

**HOUSTON INDEPENDENT SCHOOL DISTRICT
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GOAL: Increase Student Achievement

TARGETS:

H. Dual Credit – HISD will report on the number of students taking dual credit courses and receiving college credit.

1. The Administration will report to the Board on the status of dual credit courses. The number of students enrolled in dual credit courses and the number of students receiving college credit by campus will be provided. This data will be compared to prior year’s data. Also, the demographic characteristics of HISD students enrolled in dual credit courses will include district-wide enrollment by gender, ethnicity, and economic status.

Core Initiative	Strategies	Timeline	Department and Person(s) Responsible	Resources Needed	Evaluation
	Curriculum, Instruction and Assessment (CIA)				
#3	1. Facilitate the implementation of a high-quality curriculum for pre-AP courses, including Springboard ELA and mathematics, in middle and high school core foundation content-area courses, which serve as necessary foundational courses for students to succeed in high school dual-credit courses.	July 2011 - June 2012	CIA: M. Kendall, M. Hartling, Sec. Sci, mgr, A. Miller	SR1 and GF1 funds – extra duty pay for teams of teachers to review and provide input and feedback on documents; curriculum writers	CIA department survey of teachers and their implementation of curriculum documents; walk-through observations to monitor implementation of curriculum documents
#3	2. Provide students enrolled in CTE programs opportunities to take dual credit courses in their selected career pathway.	July 2011 – June 2012	CTE: R. Garcia	Tech Prep curriculum and training for CTE teachers; Articulations for college courses	Students’ passing rate on dual credit courses
	Multilingual Programs				
#1 & #3	3. Facilitate use of a variety of strategies for credit accrual for migrant students with late	October 2011 - May 2012	Multilingual/ Migrant	SR1 - Title 1, Part C (Migrant) funds	Federal, State, and Compliance Secondary

Core Initiative	Strategies	Timeline	Department and Person(s) Responsible	Resources Needed	Evaluation
	entry and early withdrawal characteristics.		Programs: M. Galindo		Guidelines
	Special Education				
#3	4. Increase placement of students with disabilities in more inclusive classroom settings with the appropriate supplementary aids and services so that they access rigorous grade level curriculum.	September 2011 - 2012	Principals, Department Chairpersons, Program Specialists, Senior Managers at all levels	Personnel	Increase in student placement in less restrictive settings
	School Support Services				
#3 & #5	5. Fulfill Success Express bus requests to participate in district wide and community events to provide information about scholarships, FAFSA/TASFA, Texas Grant, and higher education admission process to parents and students.	July 1, 2011 - June 31, 2012	P16 College and Career Readiness: J. Giddings	A second bus equipped with laptops; additional staff person (College and Career Guidance Specialist)	Provide a post-event survey to requestor and/or teachers. The goal to serve 7000 individuals to the bus.
#5	6. Conduct monthly College Access Coordinators meetings to provide updated college admissions, financial aid including Texas Grant and scholarship information; provide an venue for college/universities representatives to present the college/university information to CAC.	September 1, 2011 - June 31, 2012	P16 College and Career Readiness; J. Giddings	GF1 funds for refreshments and rental fee for facility	Evaluate college going rate and scholarships awarded based upon CAC attendance and participation to meetings.
#3	7. Continue to provide ongoing education about Texas Scholars criteria to School Counselors, Students, Parents: <ul style="list-style-type: none"> • Two or more courses eligible for College Credit, ie: AP/IB/Dual Credit • Graduating on the RHSP. 	August 2011 – July 2012	Counseling Services: N. Mundy	GF1 funds	Compare numbers of Texas Scholars to previous years

**HOUSTON INDEPENDENT SCHOOL DISTRICT
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GOAL: Increase Student Achievement

TARGETS:

- I. Demonstrate Value-Added Growth Using EVAAS Data** – The District shall show value-added growth of all students as measured by the Educational Value Added Assessment System (EVAAS) data.
1. HISD will show value-added growth in estimated NCE gains greater than 1 standard error above the growth standard in all grades on the composite measure across subjects.
 2. HISD will show a cumulative NCE gain across grades and subjects greater than 1.5 NCEs.

Core Initiative	Strategies	Timeline	Department and Person(s) Responsible	Resources Needed	Evaluation
	Professional Development (PSD)				
#1 & #3	1. Field a team of Elementary Teacher Development Specialists who will work with all elementary teachers to: <ul style="list-style-type: none"> • provide observations, feedback and coaching aligned to instructional practice criteria • Support the implementation of district curriculum • Facilitate campus-based professional development where appropriate. 	July 2011 - August 2012	PSD: L. Menster	Title I, II, and III funds	Improved student performance and progress as measured by district, state, and national assessments
#1 & #3	2. Field a team of Secondary Teacher Development Specialists who will work with all secondary teachers to: <ul style="list-style-type: none"> • provide observations, feedback , and coaching aligned to instructional practice criteria • Support the implementation of district curriculum • Facilitate campus-based professional 	July 2011 - August 2012	PSD: G. Tompkins	Title I, II, and III funds	Improved student performance and progress as measured by district, state, and national assessments

Core Initiative	Strategies	Timeline	Department and Person(s) Responsible	Resources Needed	Evaluation
	development where appropriate.				
#1 & #4	3. Create Professional Development Central Support Team Small design team focused on: <ul style="list-style-type: none"> • Designing teacher development aligned to high priority, district-wide initiatives, including: standards-based instruction, classroom management, differentiation, data-driven instruction, literacy, and supporting English language learners. • Development of online, user-centered learning tools to enhance connectivity of teachers to resources and to each other. 	July 2011 - August 2012	PSD: D. Martinez	Title I & II funds	Improved student performance and progress as measured by district, state, and national assessments.

**HOUSTON INDEPENDENT SCHOOL DISTRICT
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2011-2012**

GOAL: Increase Student Achievement

TARGETS:

- J. Performance of HISD Students Will Exceed National Averages** – Students will perform at levels exceeding national averages on a norm-referenced test.
1. The percent of non-special education students performing at or above the 50th percentile will reach 66 percent on Stanford for each subject area by 2012.
 2. The percent of non-special education students performing at or above the 50th percentile will reach 90 percent on Aprenda for each subject area by 2012.

Core Initiative	Strategies	Timeline	Department and Person(s) Responsible	Resources Needed	Evaluation
	Curriculum, Instruction and Assessment (CIA)				
#3 & #4	1. Implement and sustain a targeted set of district-wide assessment tools, including: <ol style="list-style-type: none"> a. <u>Handheld Assessments for TPRI/Tejas LEE</u> Provide teachers and school administrators with information on student strengths and weaknesses to guide instruction by using district-wide early reading formative assessment programs. b. <u>HISD Pre-K Assessment</u> Implement a district-created assessment based on Marie Clay's <i>Observational Survey</i>, with hands on activities that provide a formal means of assessing students' alphabet awareness, phonological awareness, and writing and math abilities. Results inform teachers of 	August 2011 - June 2012	CIA: TPRI/ Tejas LEE: C. Gonzalez Pre-K Assessment: M. Gomez	District funds School-based budgets	End-of-year student performance report to TEA End-of-year student performance; Kindergarten Stanford and Aprenda scores
#3 & #4					

Core Initiative	Strategies	Timeline	Department and Person(s) Responsible	Resources Needed	Evaluation
#4	each child's literacy and numeracy development, supporting appropriate small group instruction and monitoring of student progress and growth over time.		Fitness Reporting: R. Haggerty, M. Crawford	Health/Physical Education staff	Increased number of students reaching the Healthy Fitness Zone; reports generated by the FRS; increased number of schools included on the TEA annual report
#3	c. <u>Fitness Reporting System</u> Collaborate with the Technology Department to maintain and monitor the Fitness Reporting System (FRS) that represents physical fitness data from students in grades 3-12 as mandated by state law.		Assessments: M. Hartling, M. Kendall, Sec. Sci. mgr, A. Miller, Elem ELA mgr., Elem Math mgr. D. Alcazar, M. Dorsey	CIA staff; \$600,000 SR1 for Campus Online	Campus Online reports; student performance on TAKS and STAAR
#3 & #4	d. <u>Curriculum Benchmark Assessments</u> Create and support implementation of regular core foundation district-wide formative and summative assessments for secondary courses and elementary grades based on the HISD Curriculum. e. <u>Texas Middle School Fluency Assessment (TMSFA)</u> Support implementation of TMSFA for all grade 6-8 students to identify at-risk readers in order to provide intervention.		TMSFA: M. Hartling T. Angelo	District funds	End-of-year student performance reports
Multilingual Programs					
#1 & #2	2. Provide training and support to MS and HS administrators and teachers of LEP students to implement the Sheltered Instruction Observation Protocol (SIOP) strategies.	August 2011 - August 2012	Multilingual Programs: J. Alexander	SR1- Title III funds	Course evaluations; Sign-in sheets; TAKS/TELPAS/Exit results
Special Education					
#3	3. Increase placement of students with disabilities in more inclusive classroom settings with the appropriate supplementary aids and services so that they access rigorous grade level curriculum.	September 2011- September 2012	Principals, Department Chairpersons, Program Specialists, Senior Managers	Personnel	Increase student placement in less restrictive setting

Core Initiative	Strategies	Timeline	Department and Person(s) Responsible	Resources Needed	Evaluation
			at all levels		
#3	4. Increase participation of students with disabilities in state and national assessments with the appropriate allowable accommodations.	September 2011- September 2012	Principals, Department Chairpersons, Program Specialists, Senior Managers at all levels	Personnel	Increase student placement in less restrictive setting
Professional Development (PSD)					
#1 & #3	5. Field a team of Elementary Teacher Development Specialists who will work with all elementary teachers to: <ul style="list-style-type: none"> • provide observations, feedback and coaching aligned to instructional practice criteria • Support the implementation of district curriculum • Facilitate campus-based professional development where appropriate. 	July 2011 - August 2012	PSD: L. Menster	Title I, II, and III funds	Improved student performance and progress as measured by district, state, and national assessments
#1 & #3	6. Development Specialists who will work with all secondary teachers to: <ul style="list-style-type: none"> • provide observations, feedback , and coaching aligned to instructional practice criteria • Support the implementation of district curriculum • Facilitate campus-based professional development where appropriate 	July 2011 - August 2012	PSD: G. Tompkins	Title I, II, and III funds	Improved student performance and progress as measured by district, state, and national assessments
#1 & #4	7. Create Professional Development Central Support Team Small design team focused on: <ul style="list-style-type: none"> • Designing teacher development aligned to high priority, district-wide initiatives, including: standards-based instruction, 	July 2011- August 2012	PSD: D. Martinez	Title I & II funds	Improved student performance and progress as measured by district, state, and national assessments.

Core Initiative	Strategies	Timeline	Department and Person(s) Responsible	Resources Needed	Evaluation
	classroom management, differentiation, data-driven instruction, literacy, and supporting English language learners. <ul style="list-style-type: none"> • Development of online, user-centered learning tools to enhance connectivity of teachers to resources and to each other. 				

**HOUSTON INDEPENDENT SCHOOL DISTRICT
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GOAL: Increase Student Achievement

TARGETS:

- K. English Acquisition For LEP Students** – Individual Limited English Proficient students shall transition into English courses as rapidly as possible.
1. The administration shall provide the Board of Education with a report listing how many LEP students exited bilingual and ESL programs in the prior year by grade level. This data will be compared to prior year's data.

Core Initiative	Strategies	Timeline	Department and Person(s) Responsible	Resources Needed	Evaluation
	Curriculum, Instruction and Assessment (CIA)				
#3	1. Enhance HISD Curriculum documents to provide teachers with effective, best-practice strategies for accommodating the needs of English language learners.	July 2011 - June 2012	CIA: M. Hartling, M. Kendall, Sec. Sci. mgr, A. Miller, Elem ELA mgr, Elem Math mgr, Elem Sci mgr, M. Dorsey; Multilingual Dept.	Curriculum Specialists; teacher input and feedback	CIA department survey of teachers and their implementation of curriculum documents; walk-through observations to support implementation of curriculum documents
#1	2. Provide CTE teachers with Sheltered Instruction Observation Protocol (SIOP) training / follow up training to ensure that LEP students receive appropriate support in CTE courses.	July 2011 - June 2012	CTE: R. Garcia, L. Trendell, J. Alexander	Perkins funding to purchase resources and materials for SIOP training; Support from Multilingual department	Classroom walk through documentation during the school year to ensure implementation of SIOP model in classrooms
#1 & #3	3. Provide CTE teachers with English Language Proficiency Standards (ELPS) training and support to ensure that LEP	July 2011 - June 2012	CTE: R. Garcia, L. Trendell,	Perkins funding to purchase resources and materials for	Classroom walk through documentation during the school year to ensure

Core Initiative	Strategies	Timeline	Department and Person(s) Responsible	Resources Needed	Evaluation
	students receive appropriate support in CTE courses.		J. Alexander	ELPS training; Support from Multilingual department	implementation of SIOP model in classrooms
	Multilingual Programs				
#1 & #3	4. Provide training and support to school personnel concerning the implementation of their chosen Elementary Bilingual or Secondary ESL Program Model and topics to include the following: <ul style="list-style-type: none"> • How to Improve Your Bilingual/ESL Elementary or Secondary ESL Program • LPAC training on identification, placement, and exit of LEP students. 	August 2011 - January 2012	Multilingual Programs: T. Armstrong P. Espitia J. Alexander	GF1 funds	Course Evaluations; Sign-in sheets; School Support documentation forms; TAKS/TELPAS/Exit results
#3 & #4	5. Offer on-line Moodle trainings accessible on e-TRAIN on: <ul style="list-style-type: none"> • ESL Frameworks, • TELPAS Data Analysis • ELPS implementation • LPAC training • ESL strategies. 	August 2011 - July 2012	Multilingual Programs: T. Armstrong	SR1 - Title III funds	e-TRAIN catalog; On-line attendance transcripts; On-line assessment results
#3	6. Coordinate with Special Education Department staff to ensure that LEP Special Education students who qualify are exited from LEP status using the “alternative” state approved criteria.	August 2011 - June 2012	Multilingual Programs: J. Alexander	GF1 funds	Sign in sheets; Number of students exiting the “alternative” method
#3	7. Identify migrant LEP students most in need of intervention services, and coordinate services with Title I and Title III.	October 2011 - May 2012	Multilingual/ Migrant Programs: M. Galindo	SR1 - Title 1, Part C (Migrant) funds	NGS Rosters; SIS grade reports
	Special Education				
#3	8. Update forms and documents related to the alternate LEP exit criteria for students with disabilities.	August 2011 - September 2012	Special Education Senior	Alternate LEP Exit Criteria Forms &	Forms posted to the Web Portal on websites for Multilingual and

Core Initiative	Strategies	Timeline	Department and Person(s) Responsible	Resources Needed	Evaluation
			Manager and Multilingual Managers	Documents TEA Updates on Process for Alternate LEP Exit Criteria	Special Education Departments.
#1 & #3	9. In collaboration with the Multilingual Department, provide professional development for LPAC members and special education department chairpersons on alternate LEP exit criteria for students with disabilities.	September 2011 - December 2012	Special Education Senior Manager and Multilingual Managers	LPAC members TEA Performance Based Monitoring Analysis System (PBMAS);	e-TRAIN documentation of professional development for LPAC members and department chairpersons

**HOUSTON INDEPENDENT SCHOOL DISTRICT
DISTRICT IMPROVEMENT PLAN
2011-2012**

GOAL: Increase Student Achievement

TARGETS:

- L. Special Education Students Are Appropriately Served** – Students with special needs shall be provided appropriate, individualized intensive instruction to enable them to eventually perform at levels comparable to their peer groups. The percentage of students served by special education programs shall be consistent with state and national averages, and students should be exited from the program as soon as possible.
1. The administration shall provide the Board of Education with a report of the percentage of special education students by race and gender compared to the district enrollment. The number of students by disability and ethnicity will also be provided. Finally, the report shall include analysis of the number and percentage of special education students participating in the state’s assessment program and the number of special education students in excess of the proficiency cap as measured and defined by the No Child Left Behind Act of 2001 for adequate yearly progress. This data will be compared to prior year’s data.

Core Initiative	Strategies	Timeline	Department and Person(s) Responsible	Resources Needed	Evaluation
	Curriculum, Instruction and Assessment (CIA)				
#3	1. Enhance HISD Curriculum documents to provide teachers with effective, best-practice strategies for accommodating the needs of special education students.	July 2011 - June 2012	CIA: M. Hartling, M. Kendall, Sec. Sci. mgr, A. Miller, Elem ELA mgr, Elem Math mgr, Elem Sci mgr, M. Dorsey; Special Education Dept.	Curriculum Specialists; teacher input and feedback	CIA department survey of teachers and their implementation of curriculum documents; walk-through observations to support implementation of curriculum documents
#3	2. Provide CTE teacher representation at Admission, Review and Dismissal (ARD) meetings for students enrolled in CTE courses	July 2011 – June 2012	School Improvement Officers and	Time for CTE teachers to attend ARD meetings	ARD meeting notes

Core Initiative	Strategies	Timeline	Department and Person(s) Responsible	Resources Needed	Evaluation
	to ensure that students receive appropriate placement, accommodations, and modifications in CTE courses.		Campus Principals		
	Multilingual Programs				
#3	3. Identify migrant special education students most in need of intervention services and coordinate services based upon needs identified in student's IEP.	October 2011 - May 2012	Multilingual/ Migrant Programs: M. Galindo	SR1 - Title 1, Part C (Migrant) funds	NGS Special Needs reports; SIS Special Needs reports
	Special Education				
#3	4. Provide training for Child Study evaluation staff on assessment and identification of students with dyslexia as required by state dyslexia guidelines.	October, 2011 - January, 2012	Special Education Senior Manager of Child Study	Region 4 Staff TEA Dyslexia Procedures Child Study Staff	E-train documentation of professional development training
#1, #2 & #3	5. Provide training for general education and special education reading teachers, principals, special education support staff, program specialists, Teacher Development Specialists on strategies for providing reading instruction for students with dyslexia.	September, 2011- August, 2012	Special Education Senior Manager and Program Specialist for Reading Intervention; Curriculum Dept.	Special Education Senior Manager and Program Specialist for Reading Intervention; Curriculum Dept Neuhaus Education Center	Sign-in rosters from training, roster of trained teachers per campus
#1 & #3	6. Provide professional development and technical assistance for special and general education teachers on implementing IEP accommodations and accommodations for state and national assessments.	September 2011 - April 2012	Special Education Senior Manager and Program Specialist for Reading Intervention; Curriculum Department	Special Education staff; Curriculum Dept. staff; TEA Handbook on accommodations	e-TRAIN documentation of professional development for teachers; campus summaries; student performance on state assessments
#1 & #3	7. Collaborate with the Curriculum Department to provide training and technical assistance	September 2011 - April 2012	Special Education	Special Education staff;	e-TRAIN documentation of

Core Initiative	Strategies	Timeline	Department and Person(s) Responsible	Resources Needed	Evaluation
	for special and general education staff on implementing inclusive support services in general education.		Senior Manager and Program Specialist for Reading Intervention; Curriculum Dept	Curriculum Dept. staff; IDEA funds	professional development for staff; campus summaries
#3	8. In collaboration with the Early Childhood Department, develop and Implement strategies to increase the number of four-year olds with disabilities with nondisabled peers in pre-k classes.	September 2011 - April 2012	Special Education Senior Managers; Sp. Ed. Prog Specialists; Manager for Early Childhood	Federal & State Compliance Dept, TEA Performance Based Monitoring Analysis System (PBMAS); IDEA funds	Chancery roster of preschoolers with disabilities enrolled in instructional settings 40 and 41 (general education pre-K)
	School Support Services				
#3	9. Continue to provide Counseling as a Related Service to Identified Special Education students.	August 2011 – September 2012	Special Education Staff/ARD School Counselor: N. Mundy	Counseling Staff	IEP/Programs Monitoring Data