

District Advisory Committee Meeting

March 8, 2023

Christy Dafonte, Director, District Compliance

Roshunda Roberts-Jackson, Exec Director Federal and State Compliance

Glenda Calloway, Exec Director Counseling and Student Assistance

Robert Reeves, Sr. Manager Research and Accountability



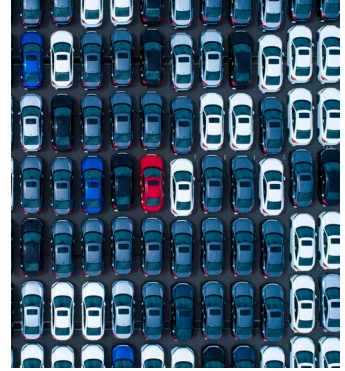
Agenda

<i>Topics</i>	<i>Presenter</i>	<i>Time</i>
Welcome and Introductions What is DAC? Review Meeting Norms	Christy Dafonte Director, District Compliance	10 min
DAC Co-Chair Elections	Christy Dafonte	10 min
Student/Parent Handbook	Roshunda Roberts Jackson, Exec Director Federal & State Compliance	20 min
Dropout Prevention	Glenda Calloway, Exec Director Counseling & Compliance	20 min
TAPR	Robert Reeves, Sr. Manager Performance & Accountability	20 min

*All time windows include Q&A.

DAC Meeting Norms

- ✓ Treat each other with dignity and respect
- ✓ Mute your microphone when you are not talking.
- ✓ Use the raise hand icon/emoji when you would like to speak.
- ✓ Balance talk time so all can participate and share their thoughts.
 - Try to limit comments to 2 minutes for each agenda item.
 - Do not speak over or interrupt others when it is their turn to talk.
 - Limit comments only to the current agenda item being discussed.
- ✓ Stay present and engaged throughout the entire meeting.
 - Stay focused on the agenda topics
 - Listen with an open mind and remain positive



Padlet Parking Lot

<https://padlet.com/p00165541/jk1tyle9izvt7fz3>



Our Collective Purpose



- To promote excellence in education and specialized supports for all HISD students through community representation.
- The DAC provides valuable input to the Superintendent and his leadership team and the Board of Trustees, who ultimately have decision-making responsibility for the district.

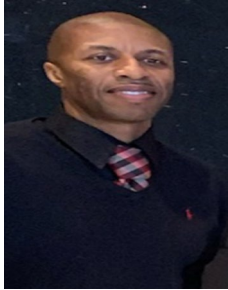
Brief Introductions

(30 seconds)

- Name
- Position
- Why wanted to join DAC?



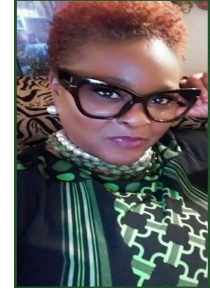
DAC Co-Chair Elections



Dr. Gregory Thompson



Clara Gerard



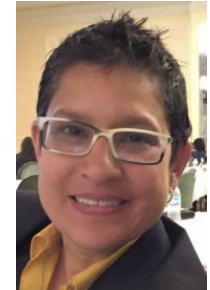
Deitra Ford-Robinson



Christopher Warner
Busby



Daniel Santos



Naomi Doyle-Madrid

Federal State and Compliance Division

Date: March 6, 2023

Presenter:






Roshunda Roberts-Jackson
Executive Director,
Federal and State
Compliance



2023-2024 Parent Student Handbook Section 2



Recommendation Added

-  Welcome Page from Superintendent
-  Family and Community Engagement
-  Approved 2023-2024 Academic Calendar
-  Detailed Information for Graduation Requirements
-  Detailed Information pertaining to Student Grading

Section Two Review



Section Two: Other Important Information for Parents and Students

This section contains important information on academics, school activities, and school operations and requirements.

It is organized alphabetically to serve as a quick-reference guide. Where applicable, the topics are further organized by grade level.

Parents and children should take a moment together to become familiar with the issues addressed in this section. For guidance on a particular topic, please contact the principal.

Section Two Survey

Please complete survey
below on or before
March 24, 2023

<https://s.surveyplanet.com/44qvz06>

V

Office of Federal State and Compliance

Contact and Support

Federal State and Compliance Division

Roshunda Roberts Jackson, Executive Director

Roshunda.RobertsJackson@houstonisd.org

Dropout Prevention and Recovery

Counseling & Student Assistance Department

Glenda Calloway, Executive Director Counseling & Student Assistance

January 25, 2023



Dropout Calculations

- We are held accountable for all 7th-12th grade students who attended an HISD campus at any time during this school year.
- We have until September 29, 2023, to locate and/or recover any students who were enrolled this year and withdrew this year or no-shows next year. (Always the last Friday in September.)

At Risk Indicators

- The AT-RISK-INDICATOR-CODE **indicates whether a student is currently identified as “at-risk” of not meeting standards or dropping out of school using state-defined criteria** (TEC §29.081, Compensatory and Accelerated Instruction).
- TEA currently has 15 At Risk Indicators

At Risk Indicators: Instructional

- was not advanced from one grade level to the next for one or more school years; [excludes prekindergarten or kindergarten students who were not advanced as a result of a documented request by the student's parent under TEC §29.081 (d-1).]
- is in grade 7, 8, 9, 10, 11, or 12 and did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester;
- did not perform satisfactorily on an assessment instrument administered to the student under TEC Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument;
- is in prekindergarten, kindergarten or grade 1, 2, or 3 and did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;
- is an emergent bilingual student, as defined by Section 29.052;

At Risk Indicators: Non-instructional

- is pregnant or is a parent;
- has been placed in an alternative education program in accordance with TEC §37.006 during the preceding or current school year;
- has been expelled in accordance with TEC §37.007 during the preceding or current school year;
- is currently on parole, probation, deferred prosecution, or other conditional release;
- was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school;

At Risk Indicators: Non-instructional

- is in the custody or care of the Department of Family and Protective Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official;
- is homeless, as defined by 42 U.S.C. Section 11434 (a), and its subsequent amendments;
- resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, cottage home operation, specialized child-care home, or general residential operation;
- has been incarcerated or has a parent or guardian who has been incarcerated, within the lifetime of the student, in a penal institution as defined by Section 1.07, Penal Code; or
- is enrolled in a school district or open-enrollment charter school, or a campus of a school district or open-enrollment charter school, that is designated as a dropout recovery school under TEC §39.0548.

Brock Re-engagement Center

- Located at 1417 Houston Avenue, Houston, Texas 77007.
- Onsite food bank, with mass distributions every Wednesday.
- Direct resources onsite for students who meet a non-instructional at-risk criteria. Resource will vary depending on the at-risk indicator because of restrictions on certain federal funds for homeless students only.
- Social workers are housed at the location to provide additional supports
- Employment resources for parents

Programs Added in 22-23

- Supports for parenting student, both mothers and fathers.
- Supports for student who have been incarcerated or has a parent or guardian who has been incarcerated
- Support for students who have parent who are or have been in the military.

Graduation Support Meeting Goals

Meeting Goals:

- ✓ Early identification of barriers and behaviors that may interrupt school
- ✓ Application of appropriate interventions
- ✓ Referrals to necessary entities (Licensed Counselor, TRIAD, Wrap-Around or other community partners)
- ✓ Track progress of at-risk students

Questions and Answers



Contact Information

Glenda Calloway

gcallowa@houstonisd.org

713-556-6988

District Annual Report

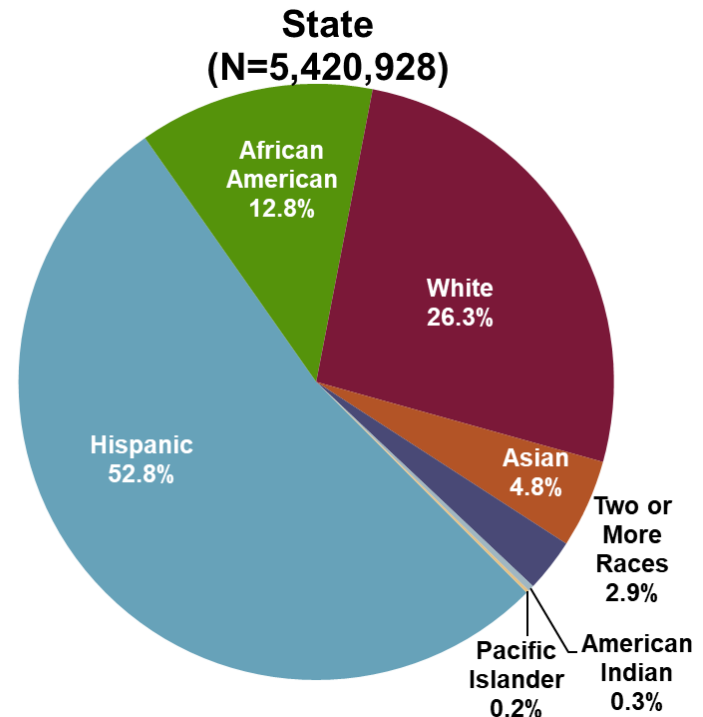
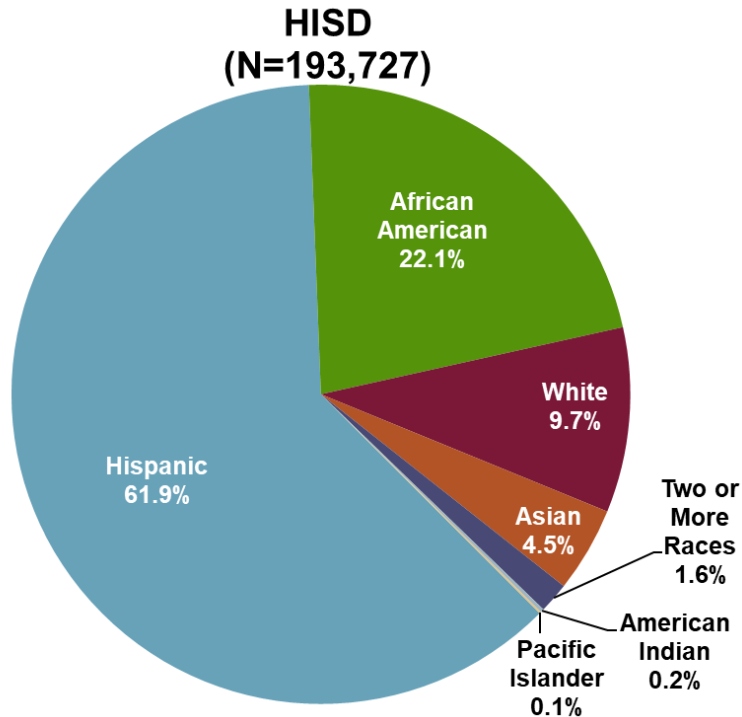
2021–2022 District Performance



Texas Academic Performance Report

- Required by Texas Education Code Chapter 39
- Reports produced at the state, education service center region, district, and school levels
- Data disaggregated by:
 - Race/Ethnicity
 - Special Education
 - Economically Disadvantaged
 - English Learner (EL) / Emerging Bilingual (EB)

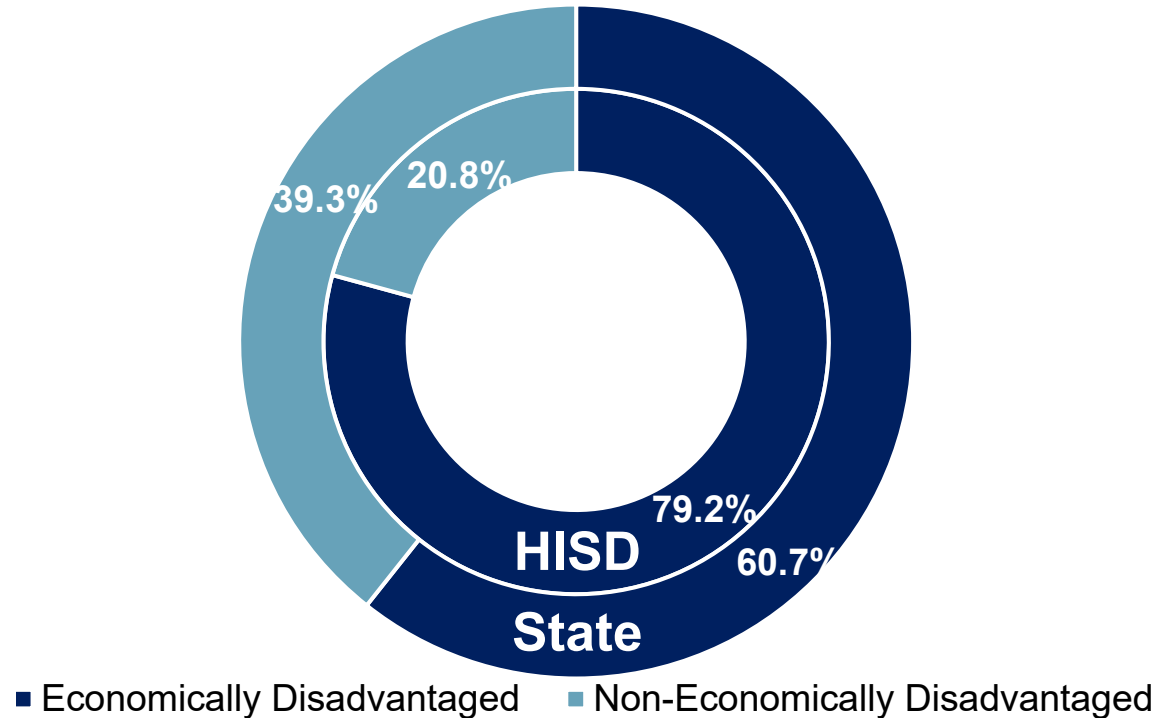
Enrollment by Race/Ethnicity 2021–2022



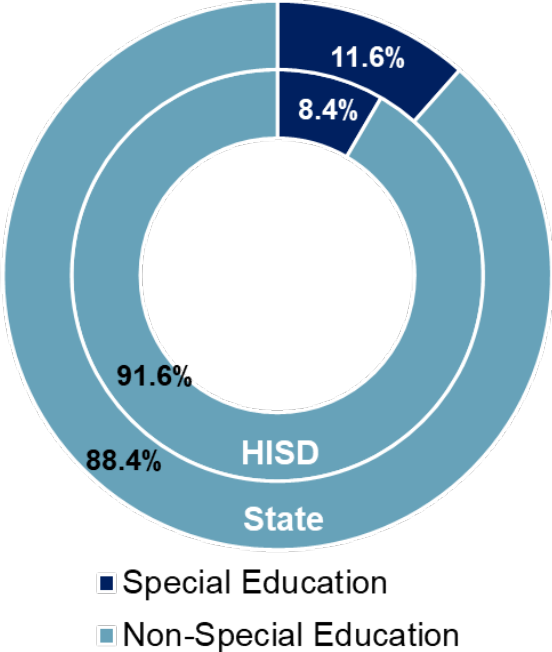
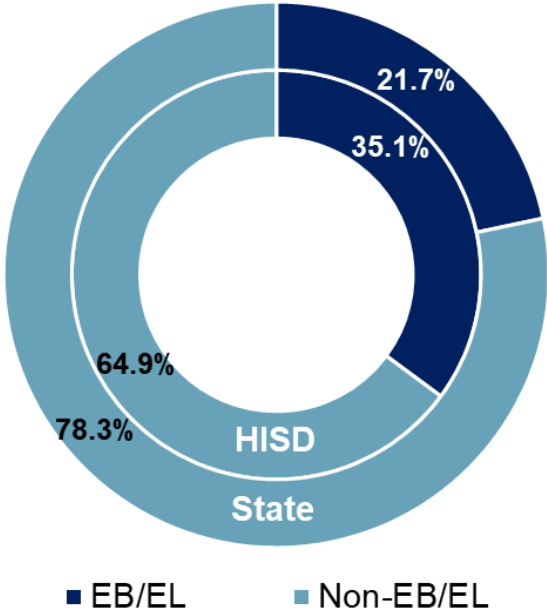
2021–2022 District Enrollment

- **Student Enrollment**
 - 1.4% Decrease in Total Enrollment
 - 2.5% Decrease in African American Enrollment
 - 1.1% Decrease in Hispanic Enrollment
 - 3.0% Decrease in White Enrollment
 - 0.3% Decrease in Asian Enrollment
 - 0.6% Decrease in Economically Disadvantaged Enrollment
 - 3.7% Increase in EL/EB Enrollment
 - 1.4% Increase in Special Education Enrollment

Enrollment by Economically Disadvantaged Status 2021–2022



Enrollment by Emergent Bilingual/English Learner and Special Education Status 2021–2022

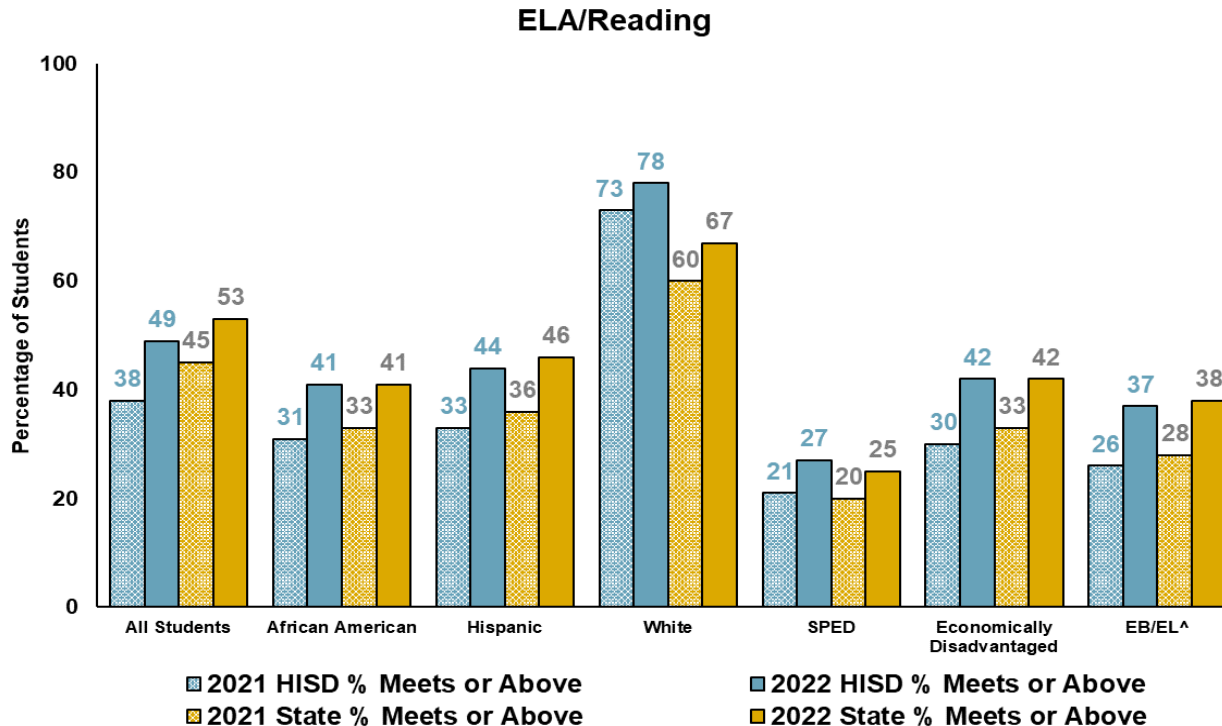


2021–2022 District Performance

STAAR

- **ELA/Reading**
 - District percentage of students at Meets or Above increased 11% points
 - District percentage of students at Meets or Above 4% points lower than the state
- **Mathematics**
 - District percentage of students at Meets or Above increased 11% points
 - District percentage of students at Meets or Above 4% points lower than the state
- **Science**
 - District percentage of students at Meets or Above increased 6% points
 - District percentage of students at Meets or Above 8% points lower than the state
- **Social Studies**
 - District percentage of students at Meets or Above increased 2% points
 - District percentage of students at Meets or Above 6% points lower than the state
- **All Subjects**
 - District percentage of students at Meets or Above increased 10% points
 - District percentage of students at Meets or Above 5% points lower than the state

HISD and State STAAR ELA/Reading Percentage at Meets or Above All Grades, 2021 and 2022



- Exceeded or Matched State Performance in 2022
 - African American
 - White
 - Special Education
 - Economically Disadvantaged
- Within 2 Percentage Points of State in 2022
 - Hispanic
 - EB/EL

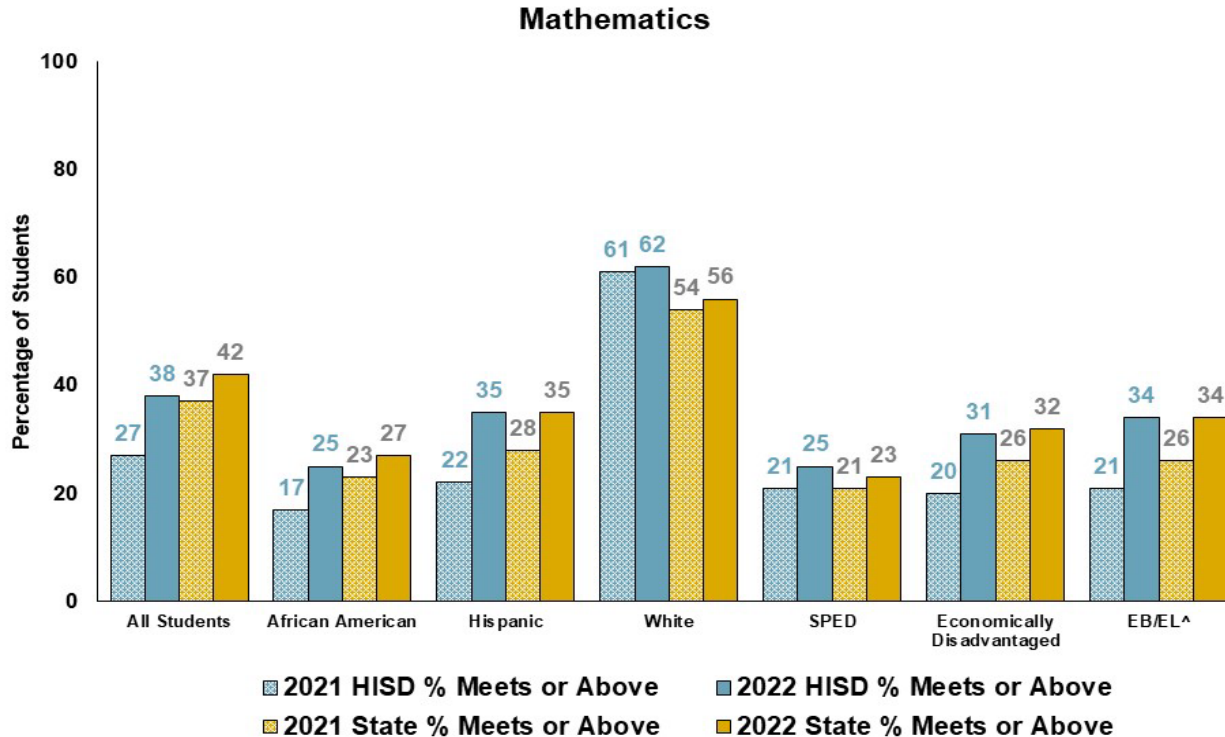
Notes: 'A' Indicates that EB/EL rates include current and monitored students

Includes STAAR 3–8 and EOC

HISD and State STAAR Mathematics

Percentage at Meets or Above

All Grades, 2021 and 2022

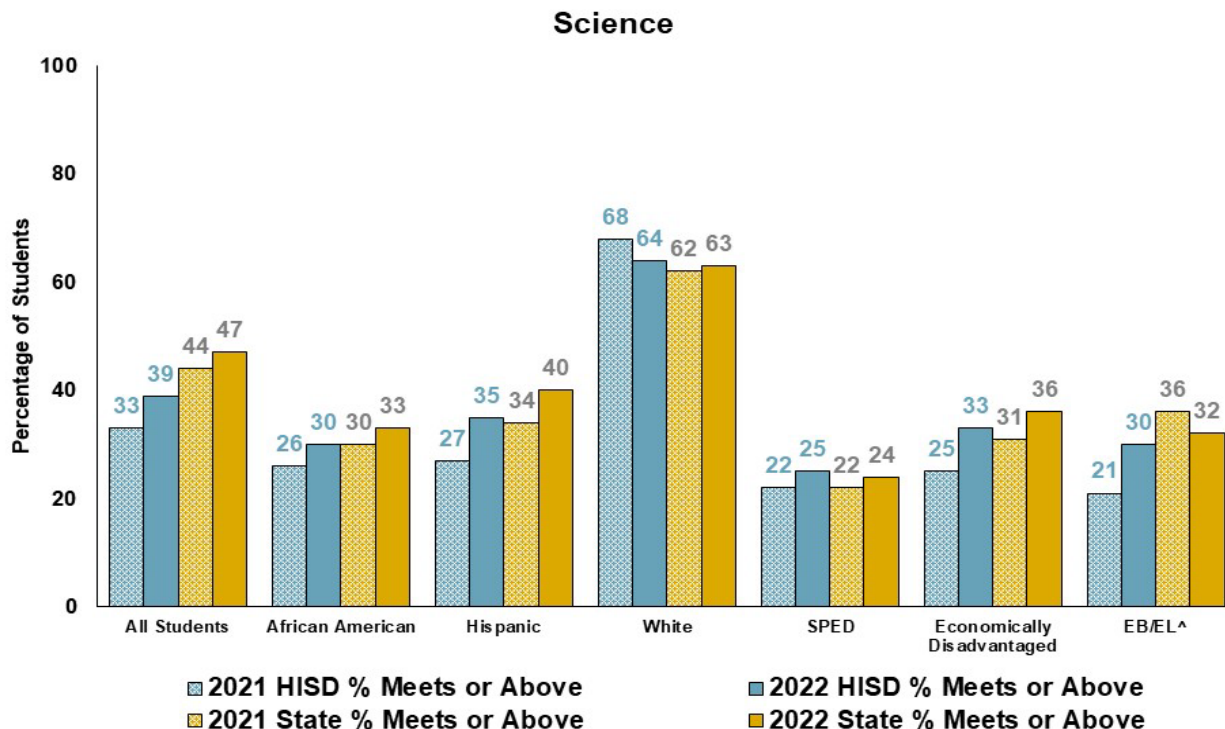


- Exceeded or Matched State Performance in 2022
 - Hispanic
 - White
 - Special Education
 - EB/EL
- Within 2 Percentage Points of State in 2022
 - African American
 - Economically Disadvantaged

Notes: '^' Indicates that EB/EL rates include current and monitored students

Includes STAAR 3–8 and EOC

HISD and State STAAR Science Percentage at Meets or Above All Grades, 2021 and 2022

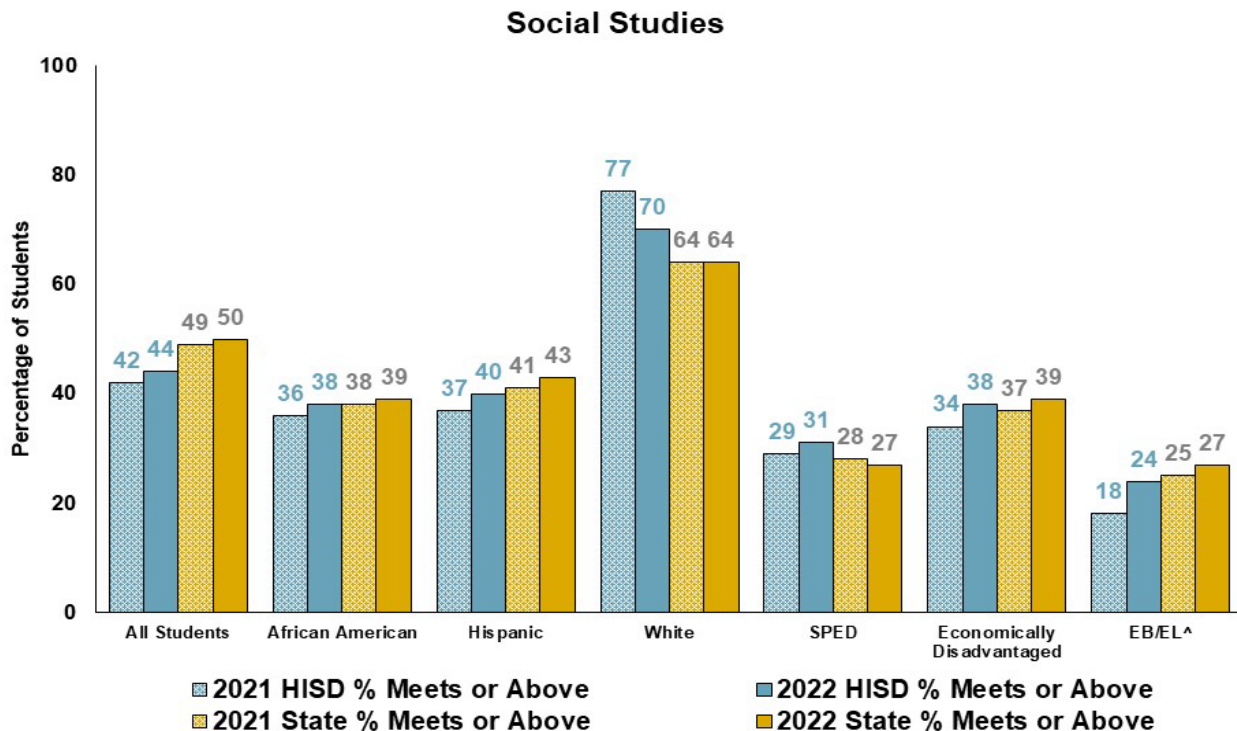


- Exceeded or Matched State Performance in 2022
 - White
 - Special Education
- Within 2 Percentage Points of State in 2022
 - EB/EL

Notes: 'A' Indicates that EB/EL rates include current and monitored students

Includes STAAR 3–8 and EOC

HISD and State STAAR Social Studies Percentage at Meets or Above All Grades, 2021 and 2022



- Exceeded State Performance in 2022
 - White
 - Special Education
- Within 2 Percentage Points of State in 2022
 - African American
 - Economically Disadvantaged

Notes: '^' Indicates that EB/EL rates include current and monitored students

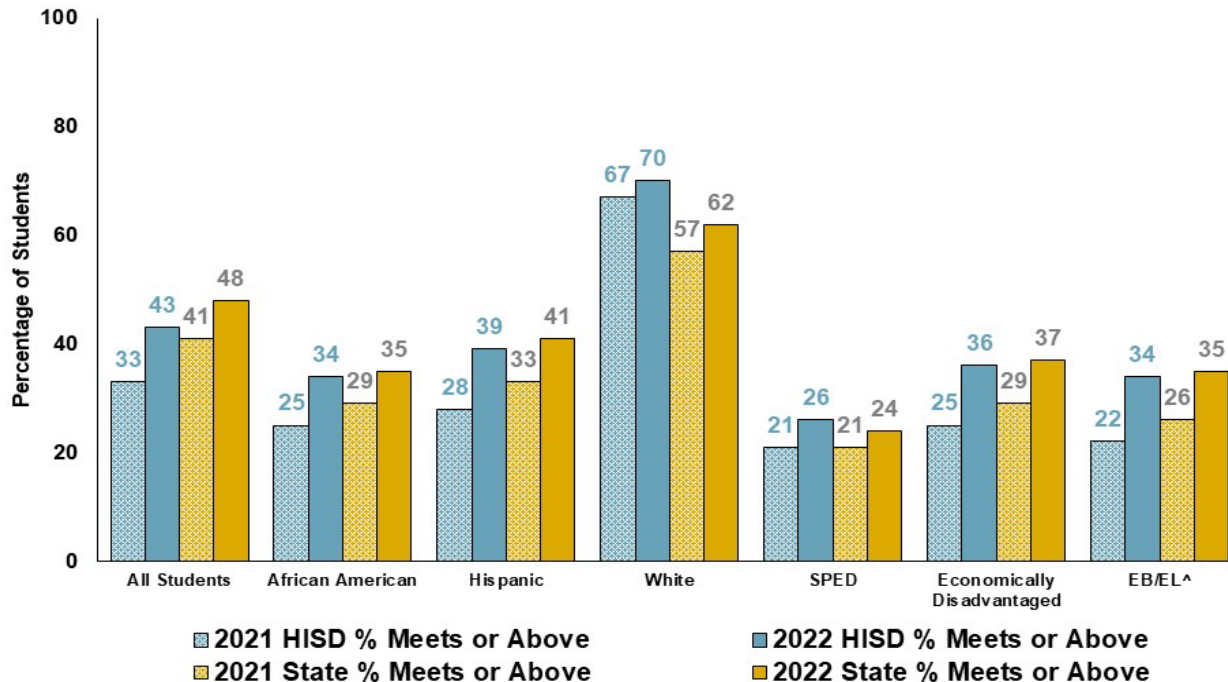
Includes STAAR 3–8 and EOC

HISD and State STAAR All Subjects

Percentage at Meets or Above

All Grades, 2021 and 2022

All Subjects

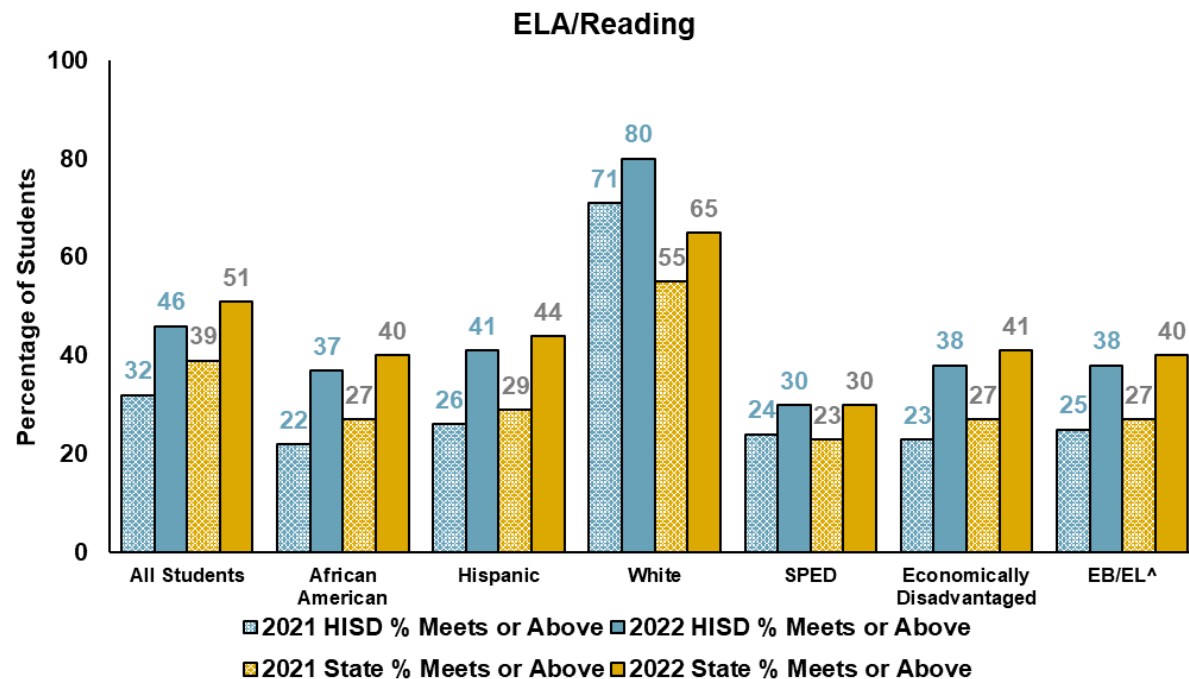


- Exceeded State Performance in 2022
 - White
 - Special Education
- Within 2 Percentage Points of State in 2022
 - African American
 - Hispanic
 - Economically Disadvantaged
 - EB/EL

Notes: '^' Indicates that EB/EL rates include current and monitored students

Includes STAAR 3–8 and EOC

HISD and State STAAR ELA/Reading Percentage at Meets or Above 3rd Grade, 2021 and 2022



- Exceeded or Matched State Performance in 2022
 - White
 - Special Education
- Within 2 Points of State in 2022
 - EB/EL

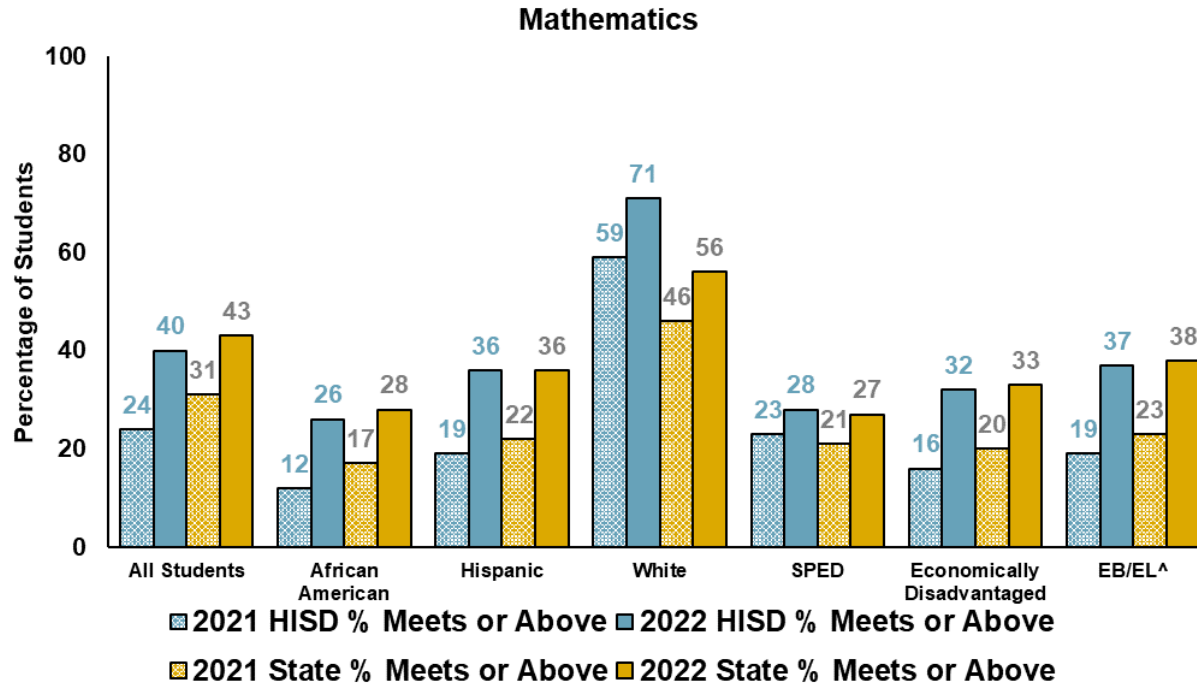
Notes: '^' Indicates that EB/EL rates include current and monitored students

Includes STAAR 3–8 and EOC

HISD and State STAAR Mathematics

Percentage at Meets or Above

3rd Grade, 2021 and 2022



- Exceeded or Matched State Performance in 2022
 - Hispanic
 - White
 - Special Education
- Within 2 Points of State in 2022
 - African American
 - Economically Disadvantaged
 - EB/EL

Notes: '^' Indicates that EB/EL rates include current and monitored students

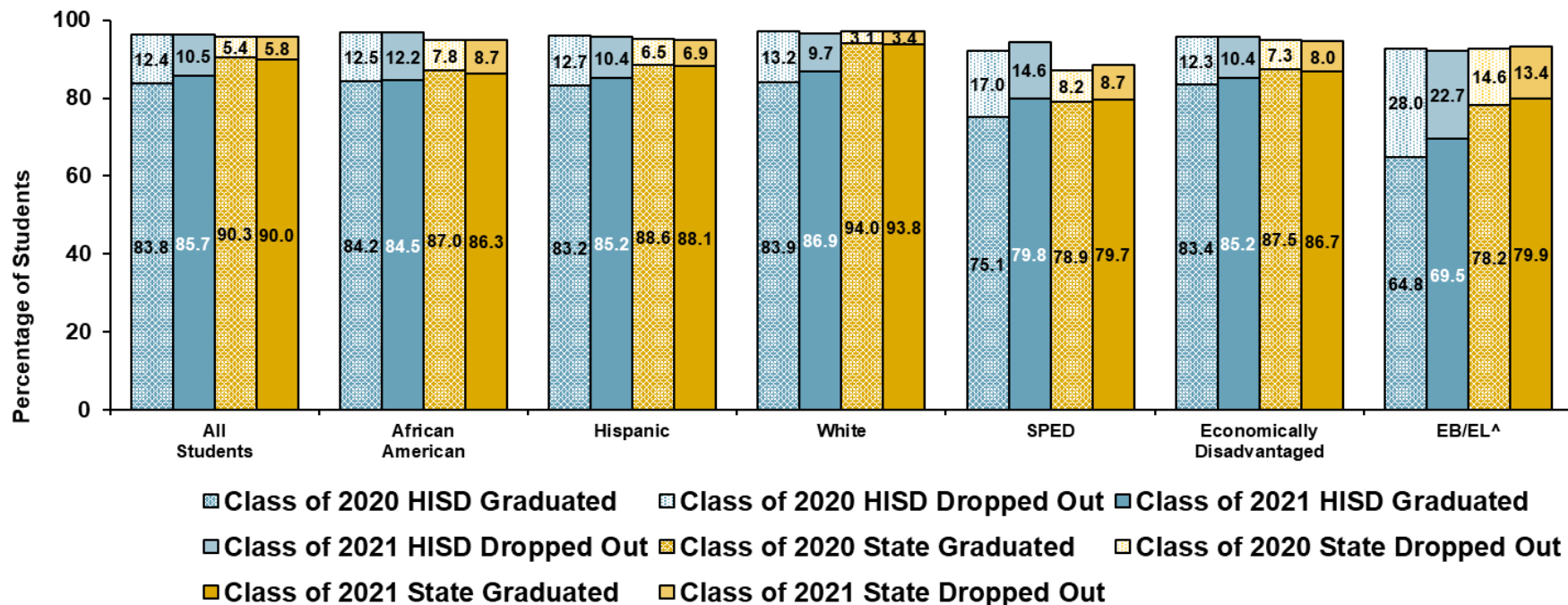
Includes STAAR 3–8 and EOC

2021–2022 District Performance

Graduation and Dropout

- **2021 4-Year Longitudinal Graduation Rate**
 - District rate increased 1.9% points
 - District rate lower than the state by 4.3% points
 - District rate increased for all student groups (African American, Hispanic, White, Special Education, Economically Disadvantaged, and EB/EL students)
- **2021 4-Year Longitudinal Dropout Rate, Grades 9–12**
 - District rate decreased by 1.9% points
 - District rate higher than the state by 4.7% points

HISD and State Four-Year Longitudinal Graduation and Dropout Rates 2020 and 2021

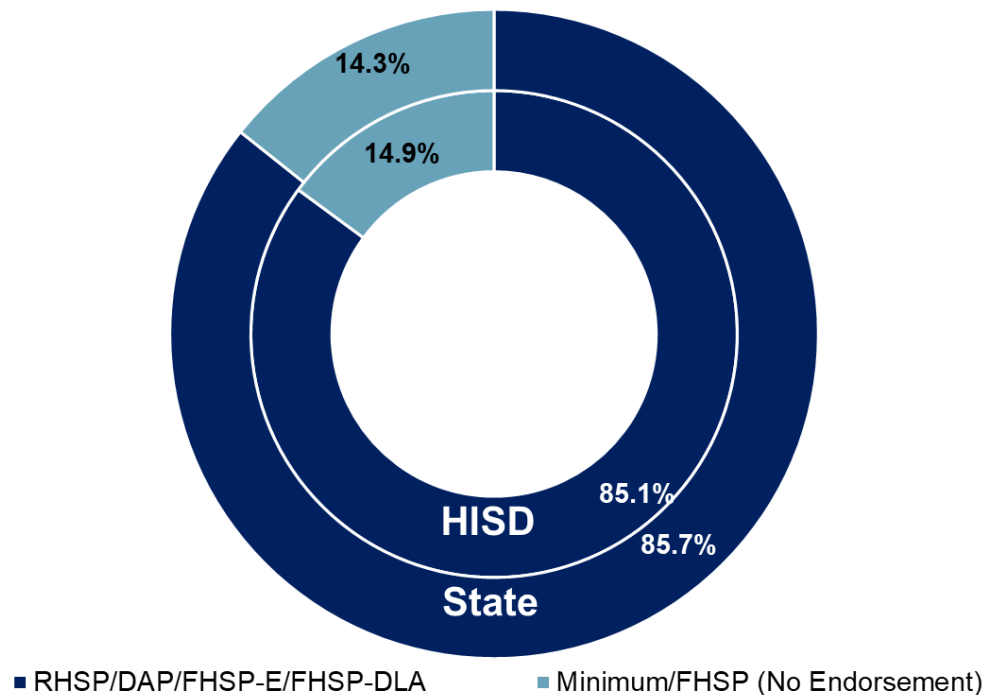


Notes: '^' Indicates that EB/EL rates include current and monitored students

HISD and State Total Graduates by Type

Longitudinal Rate

Class of 2021



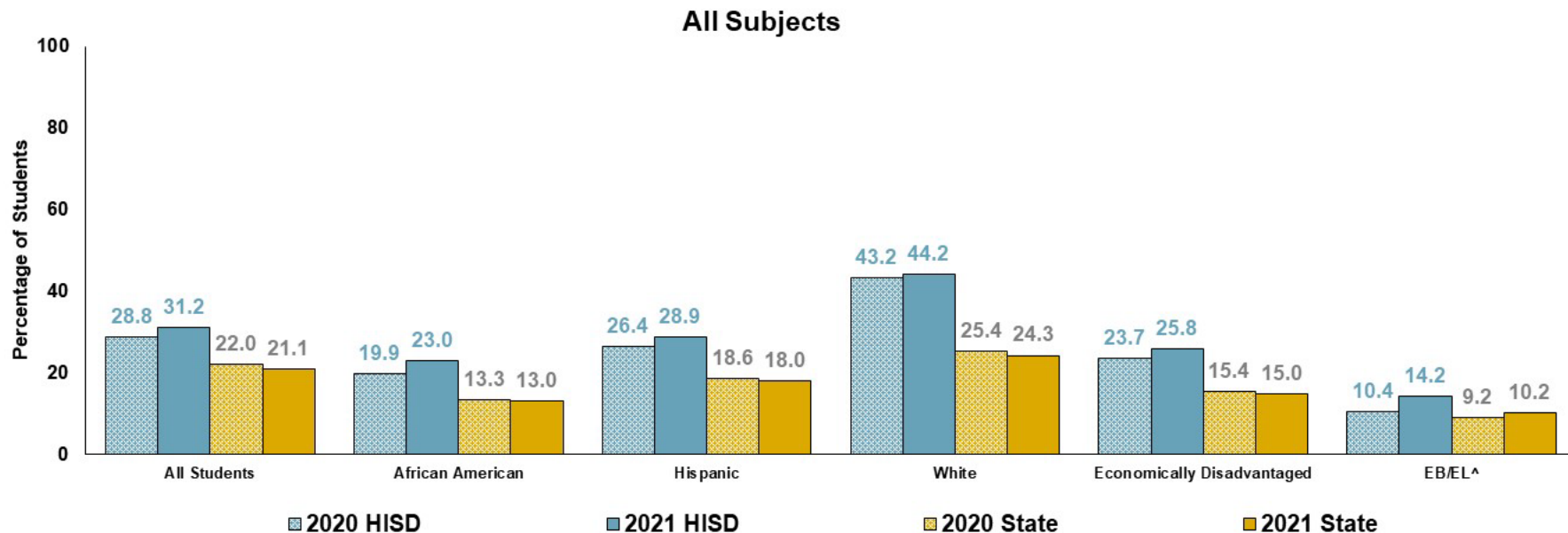
Note: Percentages may not equal 100 due to rounding

2021–2022 District Performance

Grades 11–12 AP/IB

- **2021 AP/IB Examination Participation Rates**
 - District participation increased 2.4% points
 - District participation rate 10.1% points higher than the state
 - District participation rate increased for all presented student groups (African American, Hispanic, White, Economically Disadvantaged, and EB/EL students)
- **2021 AP/IB Examination Performance Results**
 - District percentage of testers meeting criterion decreased 12.9% points
 - District rate 5.8% points lower than the state
 - District percentage of testers meeting criterion decreased for all presented student groups (African American, Hispanic, White, Economically Disadvantaged, and EB/EL students)

HISD and State AP/IB Exam Participation Percentage Tested Grades 11–12, 2020 and 2021

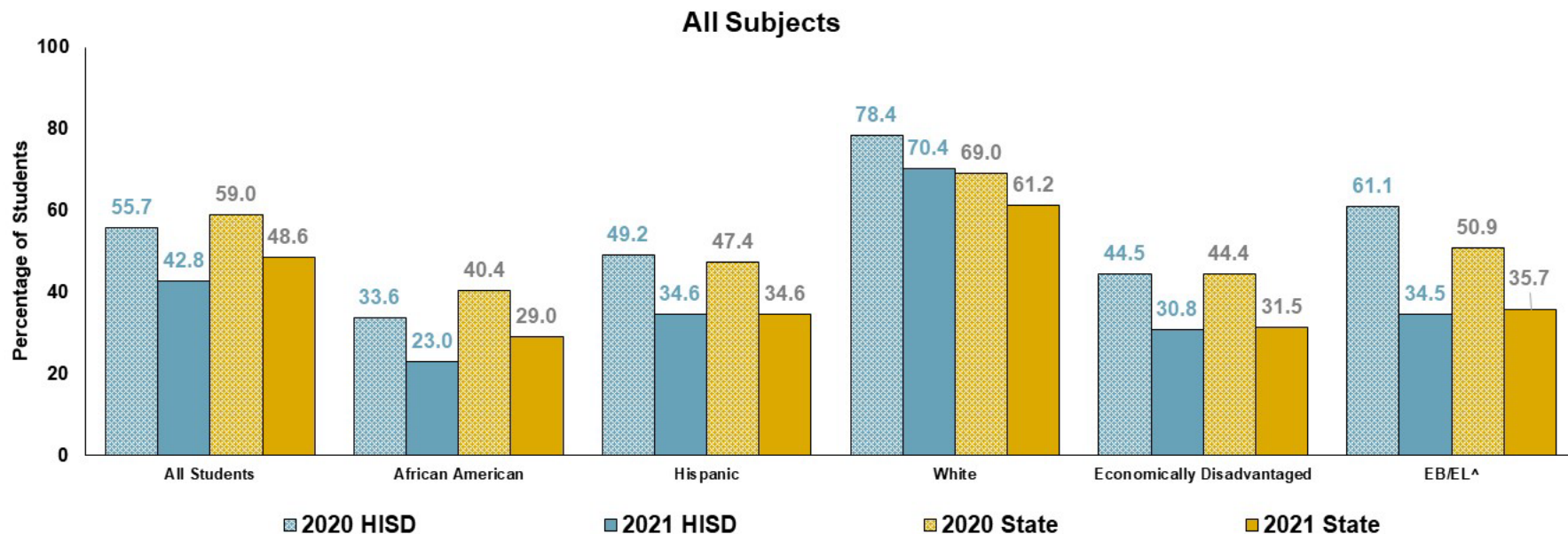


Note: '^' Indicates that EB/EL rates include current and monitored students

HISD and State AP/IB Exam Results

Percentage of Testers \geq Criterion

Grades 11–12, 2020 and 2021



Note: '^A' Indicates that EB/EL rates include current and monitored students

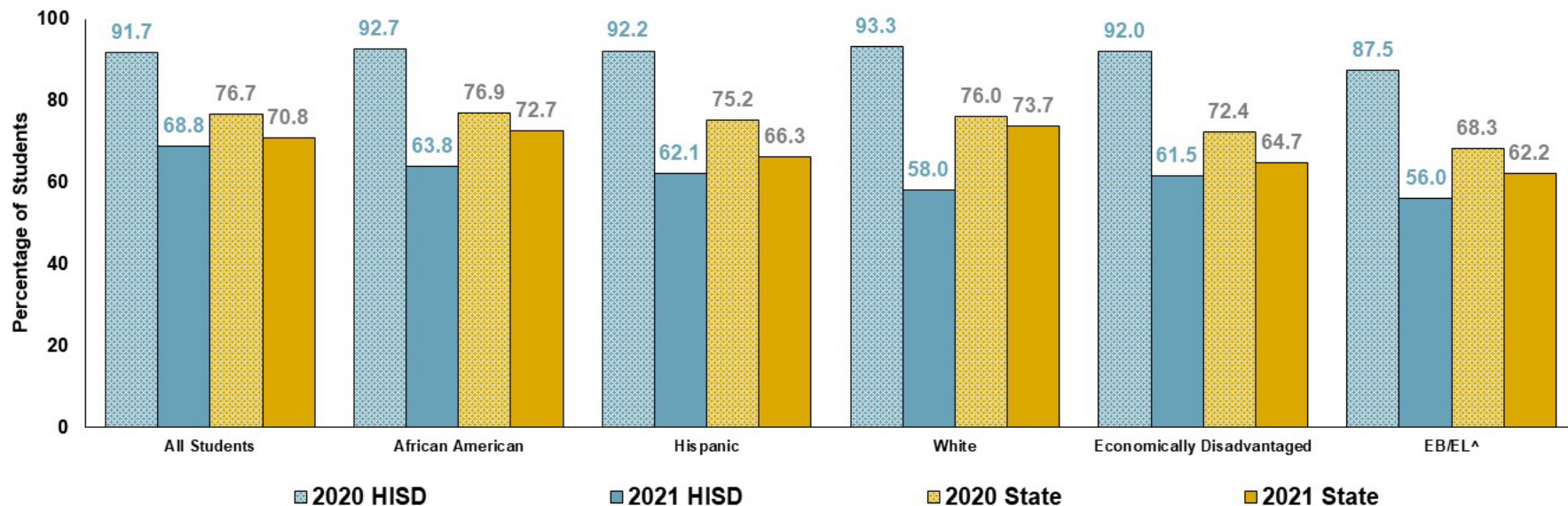
2021–2022 District Performance

SAT/ACT

- **2021 SAT/ACT Annual Graduates Participation Rates**
 - District participation rate decreased 22.9% points
 - District participation rate 2% points lower than the state
- **2021 SAT Annual Graduates Performance Results**
 - District average score increased 0.5% points
 - District average score 4.4% points lower than the state

HISD and State SAT/ACT Participation Percentage Tested

Annual Graduates, 2020 and 2021

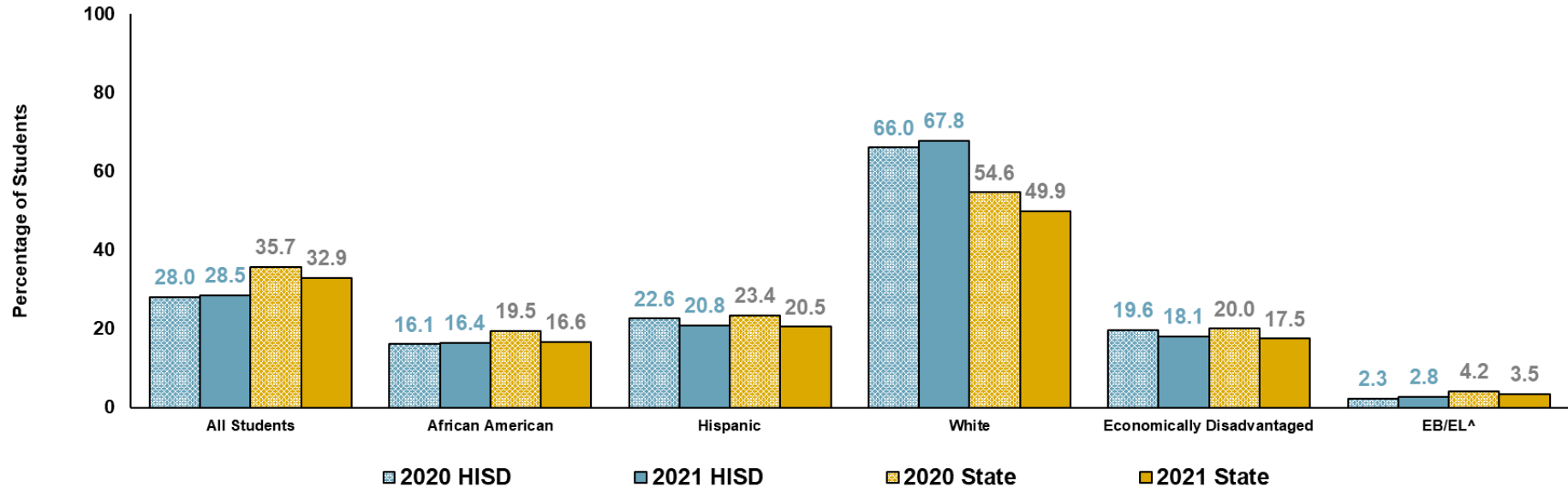


Note: ^A Indicates that EB/EL rates include current and monitored students

HISD and State SAT/ACT Results

Percentage of Testers \geq Criterion

Annual Graduates, 2020 and 2021

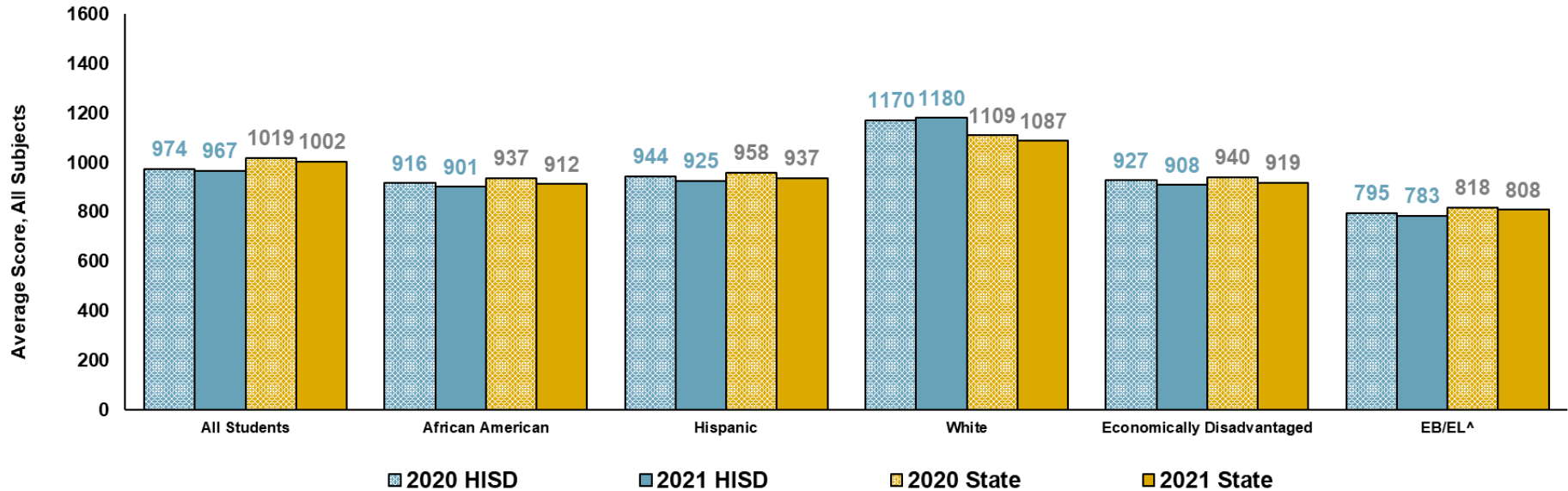


Note: 'A' Indicates that EB/EL rates include current and monitored students

HISD and State SAT Results

Average Test Score

Annual Graduates, 2020 and 2021



Note: '^' Indicates that EB/EL rates include current and monitored students

2021–2022 District Performance

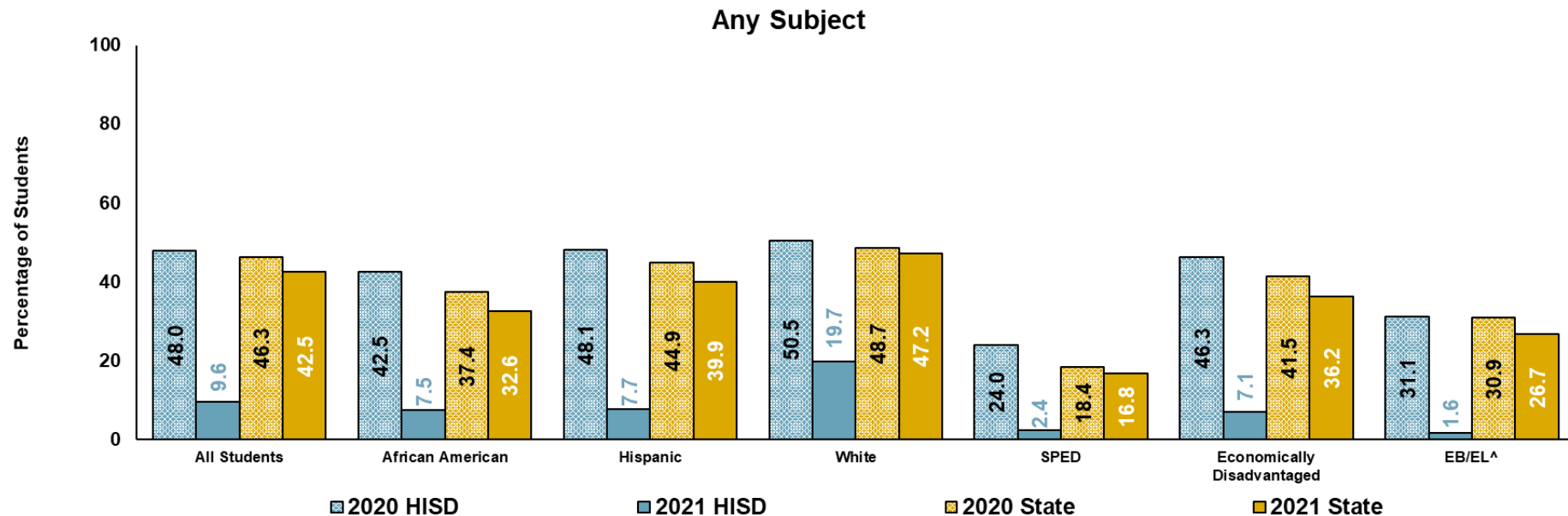
Advanced/Dual Credit Courses

- **2020–2021 Advanced/Dual Credit Course Completion (Grades 9–12)**
 - District completion rate decreased 38.4% points
 - District completion rate 32.9% points lower than the state
 - Matney: I will let you choose the phrasing regarding course completion

HISD and State Advanced/Dual-Credit Results

Course Completion

Grades 9–12, 2019–2020 and 2020–2021



Note: '^' Indicates that EB/EL rates include current and monitored students

2021–2022 District Performance

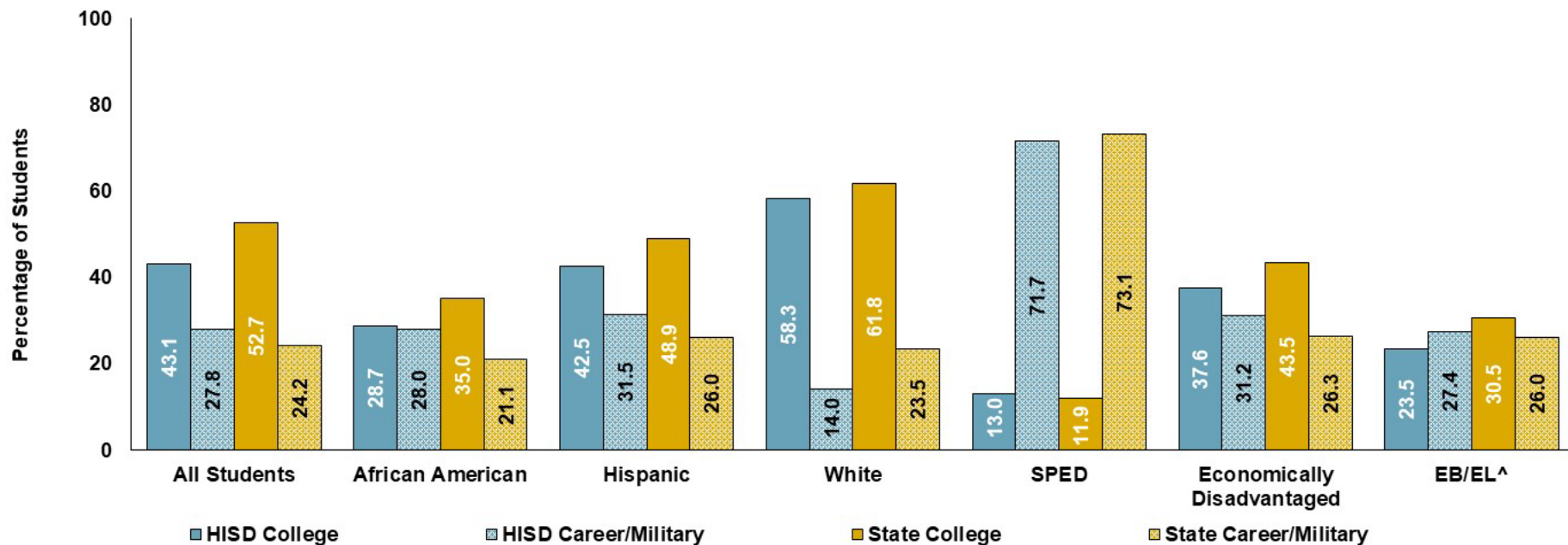
College, Career, and Military Ready (CCMR)

- **2021 College-Ready**
 - District percentage of college-ready students 9.6% points lower than the state
 - District percentage of college-ready Special Education students higher than the state
- **2021 Career/Military Ready**
 - District percentage of career/military-ready students 3.6% points higher than the state
 - District percentage of career/military-ready African American, Hispanic, and Economically Disadvantaged, and EB/EL students higher than the state
- **2021 College, Career, and Military Ready**
 - District percentage of college, career, and military ready students 5.2% points lower than the state
 - District percentage of college, career, and military ready African American students higher than the state

HISD and State CCMR

Percentage of Students Ready

Annual Graduates, 2021

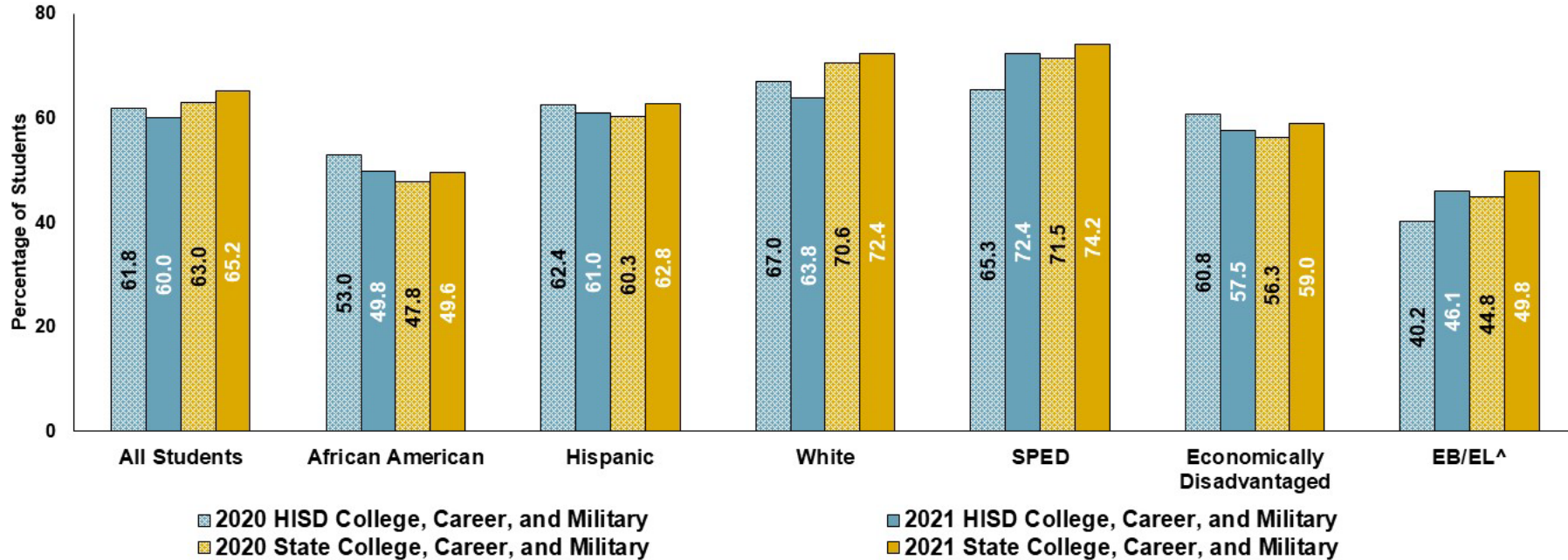


Note: '^' Indicates that EB/EL rates include current and monitored students

HISD and State CCMR

Percentage of Students Ready

Annual Graduates, 2021



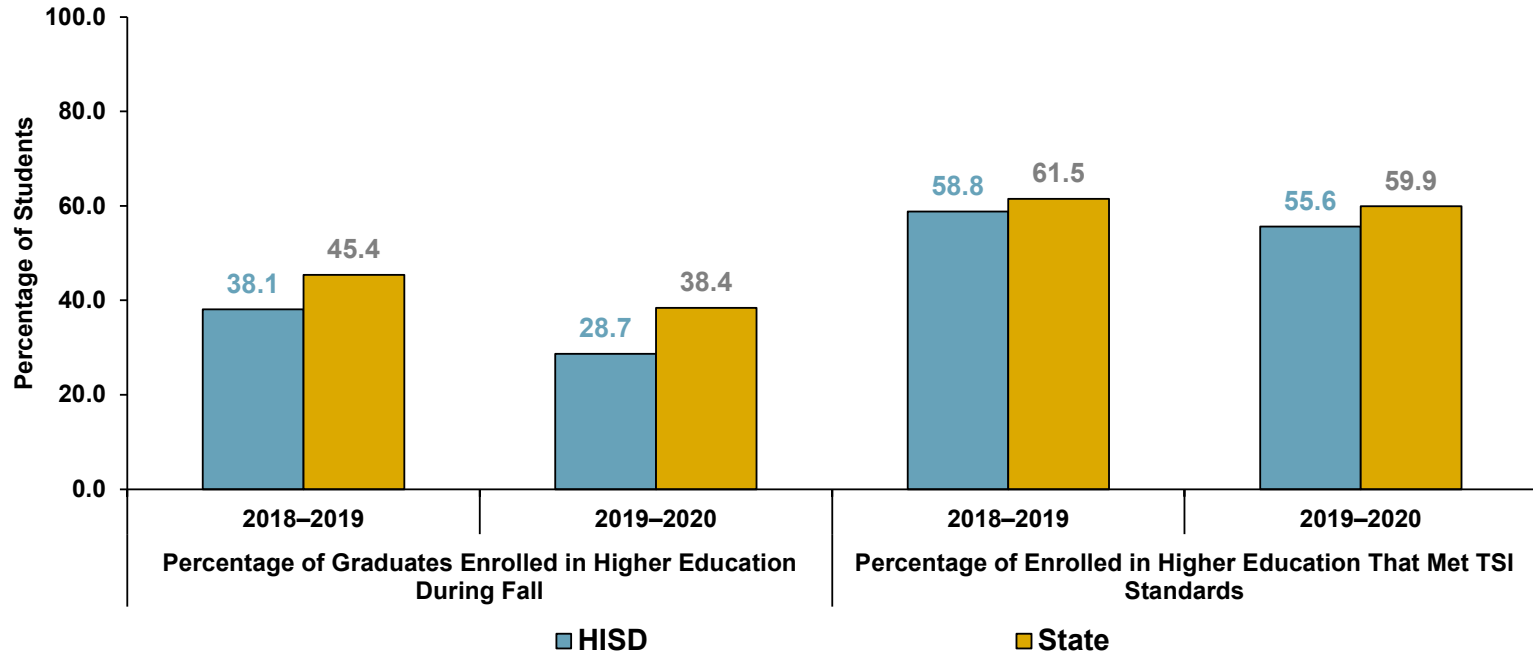
Note: '^A' Indicates that EB/EL rates include current and monitored students

2021–2022 District Performance

Enrollment in Higher Education

- **2018–2019 Graduate Enrollment in TX Institution of Higher Education**
 - District enrollment decreased 1.1% points
 - District enrollment 7.3% points lower than state
- **2018–2019 Graduate Enrollment in TX Institution of Higher Education (without Remediation)**
 - District enrollment decreased 10.6% points
 - District enrollment 4.5% points higher than state

HISD and State Graduates in Texas Higher Education 2018–2019 and 2019–2020



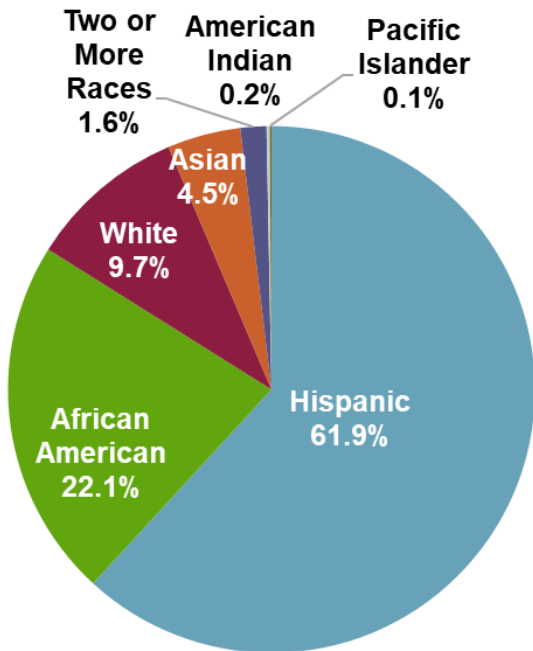
Notes: The percentage of students who enrolled and began instruction at a Texas institution of higher education in the school year following high school graduation. Students did not require a developmental education course, based on meeting the Texas Success Initiative.

2021–2022 District Summary

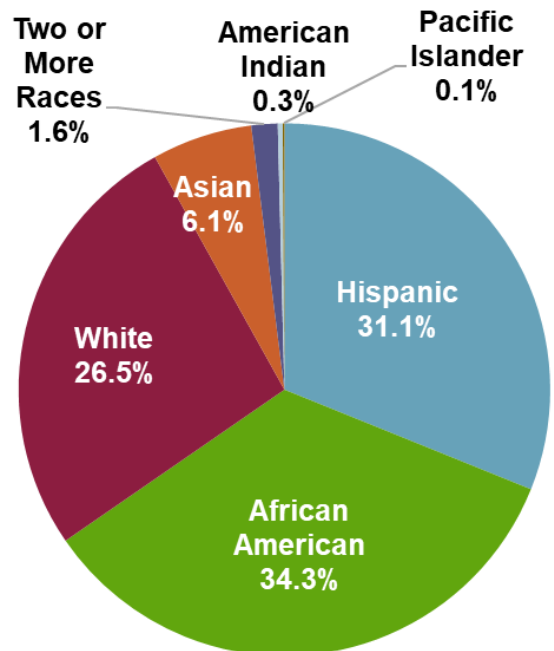
Staff

- **Proportion of Student Population and Teachers by Race/Ethnicity**
 - Hispanic teachers are under-represented and African American and White teachers are over-represented compared to student population.
- **Teaching Staff by Years of Experience**
 - District proportion of teachers with 6-10 years of experience and 21–30 years of experience increased 1.6% points and 0.9% points, respectively.
 - District proportion of beginning teachers and teachers with 1–5 years of experience decreased 1.9% points and 0.7% points, respectively.
 - District proportion of teachers with 1–5 years of experience, and more than 30 years of experience higher than the state (3.0% points and 1.3% points)
 - District proportion of beginning teachers and teachers with 6–10, 11–20, and 21–30 years of experience lower than the state (0.5% points, 0.5% points, 2.6% points, 0.6% points)
- **Average Teaching Staff Salaries**
 - District average teacher salaries lower than the state across all years of experience categories except Over 20 years of experience.

Student Population and Teaching Staff by Race/Ethnicity 2021–2022

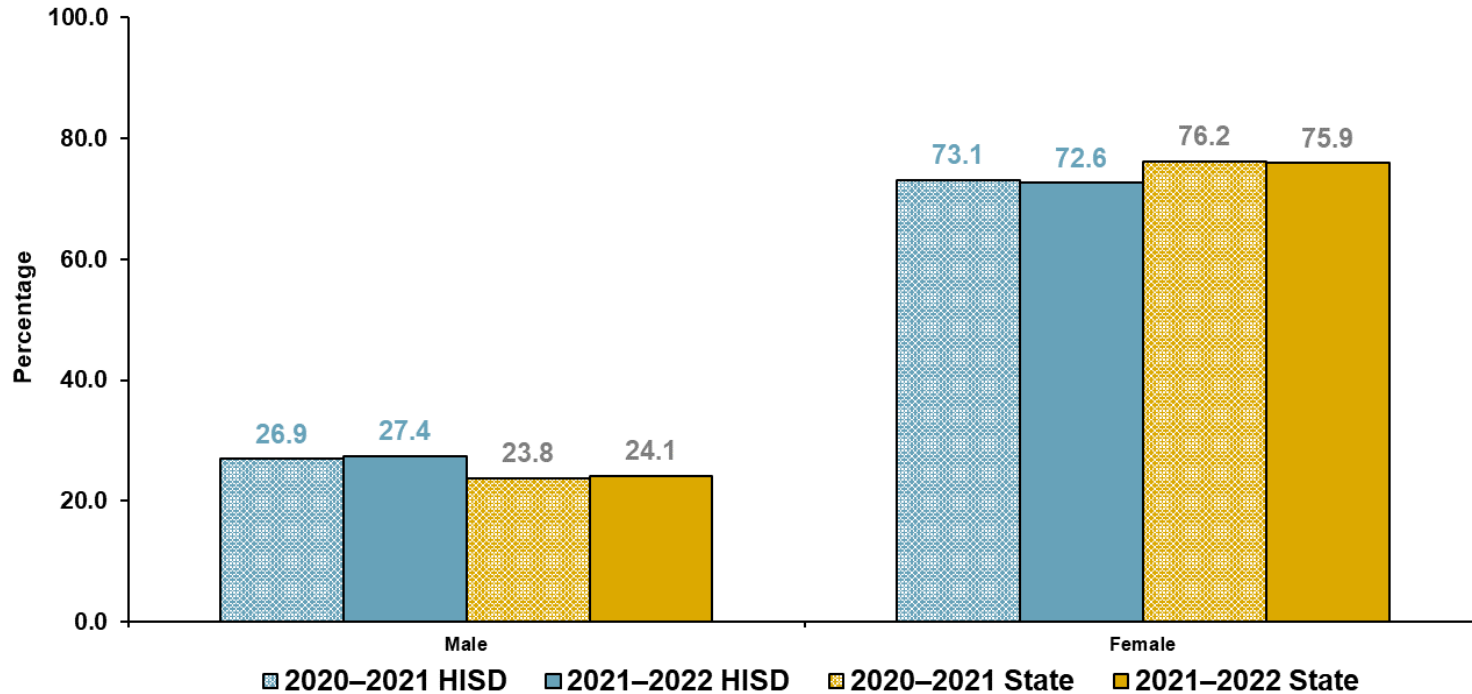


HISD Students

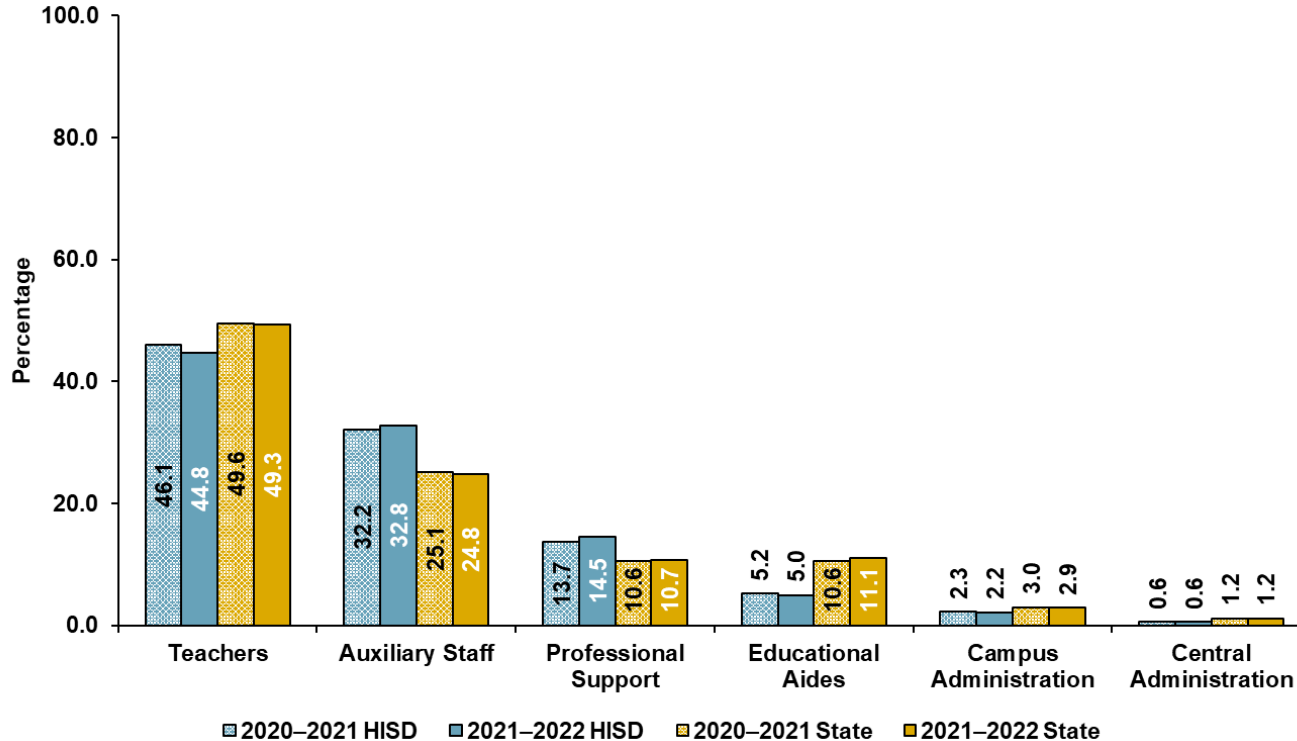


HISD Teachers

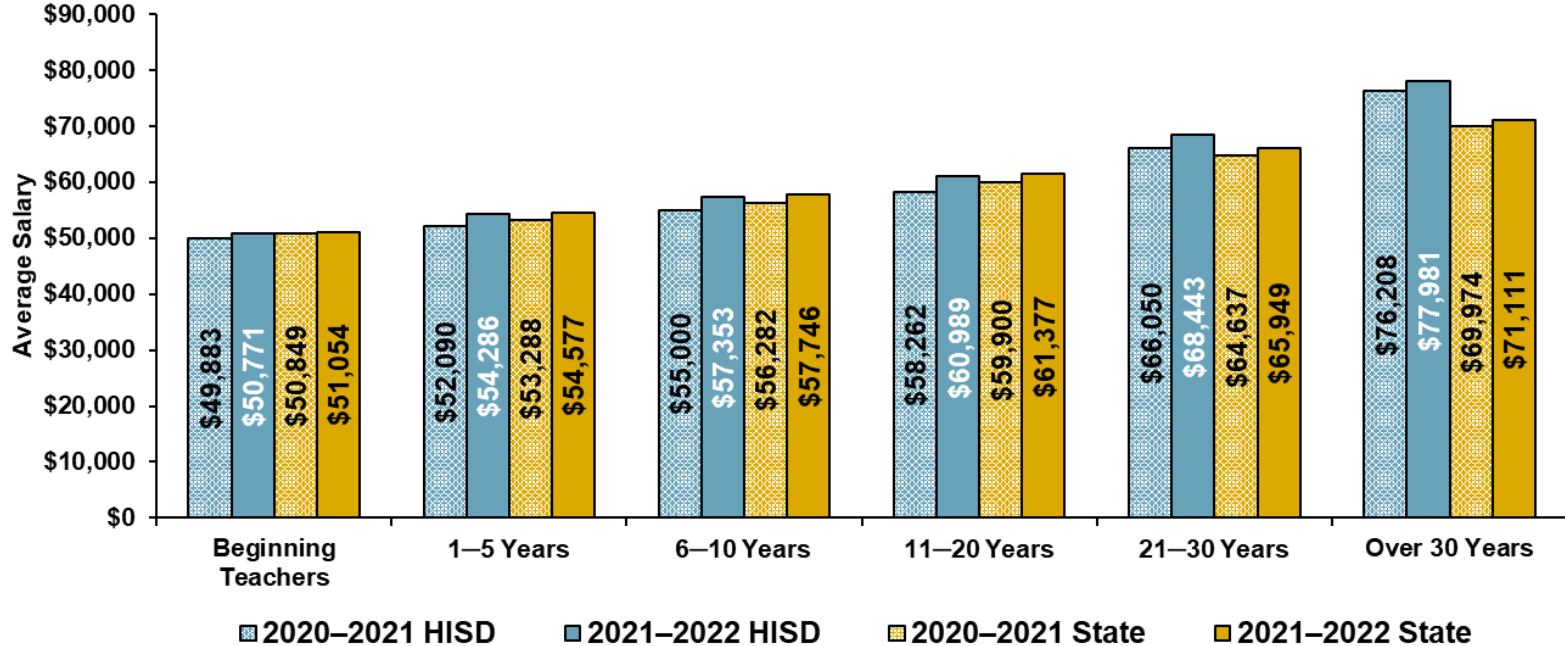
Teaching Staff by Gender 2020–2021 and 2021–2022



Houston ISD Staff 2020–2021 and 2021–2022



Average Teaching Staff Salaries 2020–2021 and 2021–2022



Note: Average salaries were calculated by dividing the total pay for all teachers' regular duties in each category by the total teacher FTE count in that category. TAPR further disaggregated between 21-30 years and over 30 years starting in 2020–2021's report.

2021–2022 District Summary

Class Size

- **Average Class Size**
 - Elementary average class size decreased for grades 1–6
 - Grades K–6 class size **below** state average
 - Secondary average class size **decreased** for all subject areas (English Language Arts (ELA), Foreign Languages, Mathematics, Science and Social Studies).
 - Secondary average class sizes remain **above** state average for all subjects(ELA, Foreign Languages, Mathematics, Science, and Social Studies).

District Summary

- **2022 Accountability Rating**
 - B
- **2022 Results-Driven Accountability**
 - Determination Levels
 - Needs Assistance (2) for RDA indicators: Special Education and BE/ESL/EL
 - Needs Intervention (3) for RDA Indicators: OSP
- **2021–2022 Accreditation Status**
 - Due to the impact of COVID-19, accreditation statuses were not issued for 2021-2022.

Contact Information

Robert Reeves

breeves1@houstonisd.org

713-556-6700

DAC Meeting Schedule and Topics

- Upcoming Meetings:
- Committee members can submit topics for consideration for learning and discussion at the upcoming June and November meetings via email to DAC@houstonisd.org
- Submissions will be reviewed by the DAC Facilitator and Co-chairs when planning upcoming meetings
- Reminder: Visit DAC Website- <https://www.houstonisd.org/Page/41679>

Month/Year	Key Topic	Presenter
March 8, 2023	Dropout Prevention Plan, TAPR, Student/Parent Handbook, DAC Co-chair Election	Glenda Calloway, Robert Reeves, Roshunda Roberts
April 12, 2023	Superintendent's Vision & District Budget, Code of Conduct Revisions	Superintendent, Glenda Calloway
June 13, 2023	TBD	
August 15, 2023	Superintendent- Strategic Plan Update, Professional Development Plan	Superintendent, Staci Taylor
September 19, 2023	District Data Share (CNA) and feedback on DIP goals and objectives	Christy Dafonte & Erica Deakins
November 14, 2023	TBD	

Meeting Adjourned!

Next Meeting: Wednesday, April 12, 2023, 5-6:30pm

