



BOARD MONITORING REPORT

12/4/2017 | Mading ES

Sterling High School Feeder

Nicole Haskins

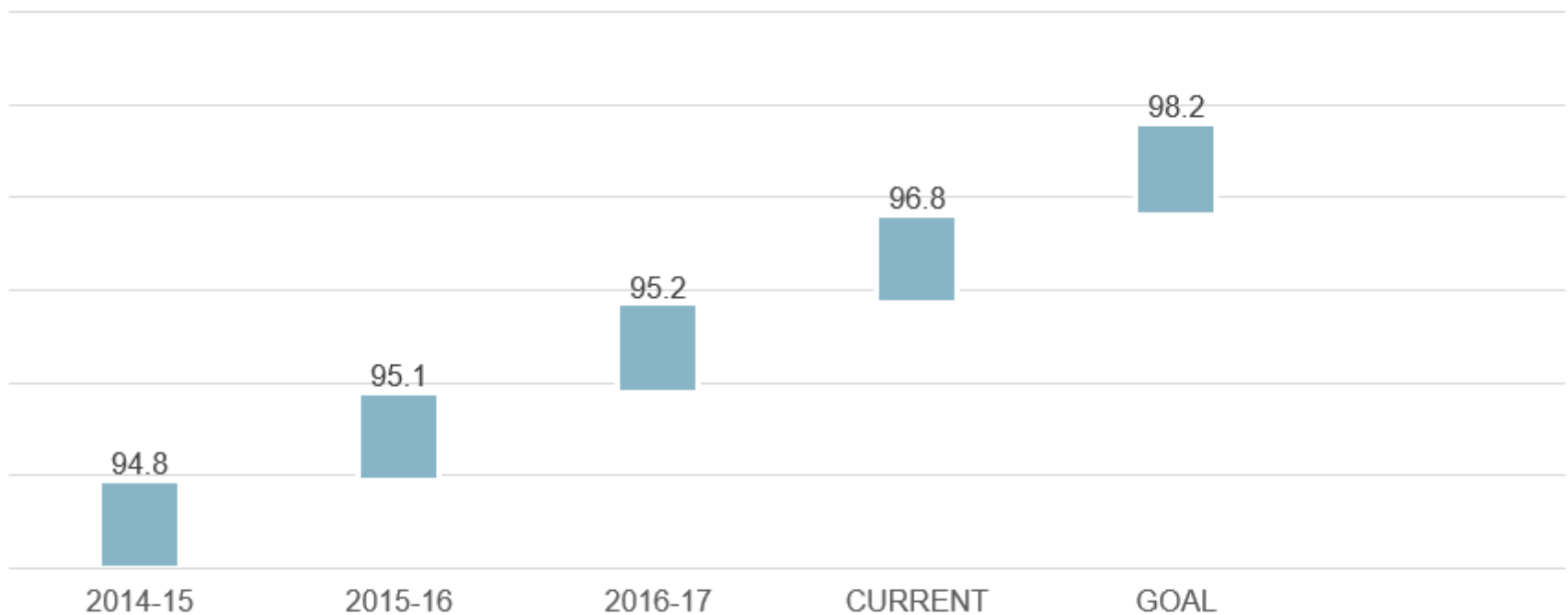
STUDENT ENROLLMENT

		2015–16	2016–17	2017–18
Total Enrollment		600	535	517
Econ. Dis.		86%	95%	95%
ELLs		11%	12%	12%
Special Education		8%	7%	7%
Race/ Ethn.	Afr. Amer.	77%	76%	76%
	Hispanic	21%	23%	22%
	White	0%	<1%	1%
	Other	1%	1%	1%
Grade Level	EE/PK–2nd	57%	54%	54%
	3rd	15%	14%	14%
	4th	14%	17%	14%
	5th	14%	16%	17%

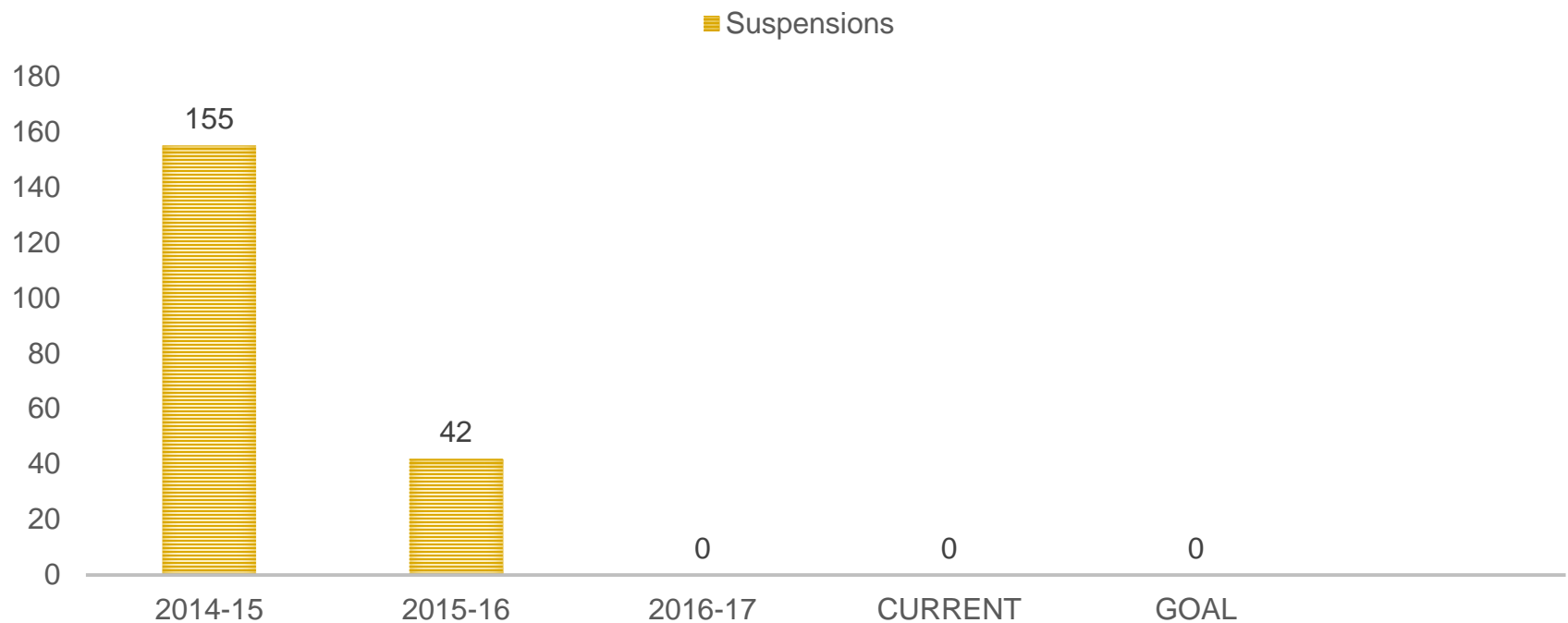
Source: PEIMS 2016 and 2017 data files and Chancery SIS for 2018 data as of 10/22/2017

HOUSTON INDEPENDENT SCHOOL DISTRICT

ATTENDANCE



DISCIPLINE



ACCOUNTABILITY HISTORY

Index	2015 Score	2015 Target	Difference	2016 Score	2016 Target	Difference	2017 Score	2017 Target	Difference
1	45	60	-15	53	60	-7	47	60	-13
2	36	30	+6	45	32	+13	34	32	+2
3	20	28	-8	27	28	-1	26	28	-2
4	5	12	-7	16	12	+4	22	12	+10

Source: TEA 2015–2017 Accountability Campus Summary

HOUSTON INDEPENDENT SCHOOL DISTRICT

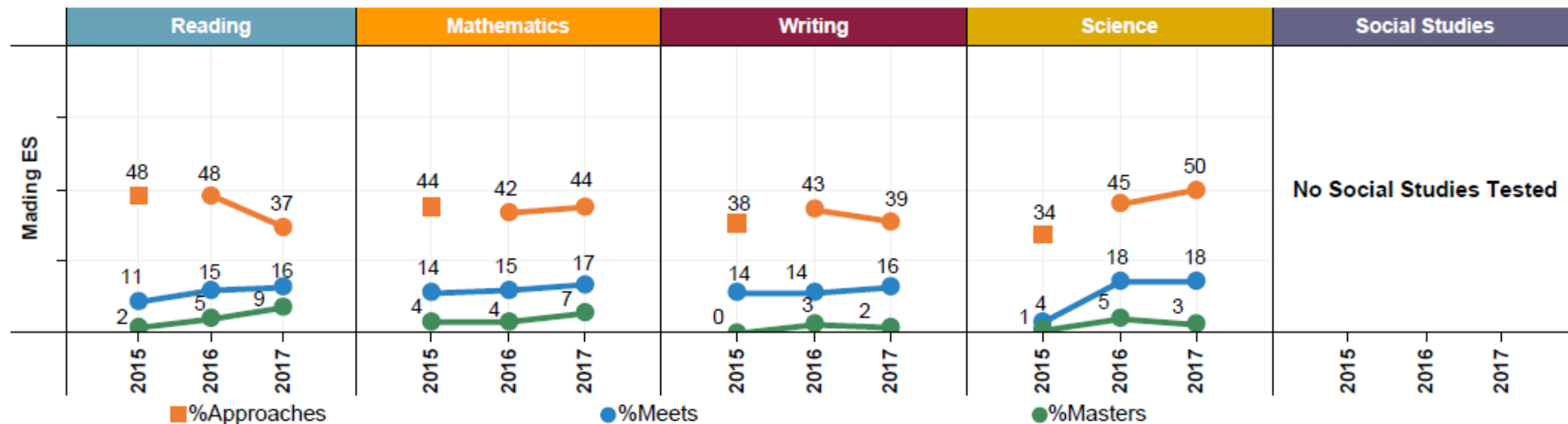
STAAR HISTORY

Mading Elementary School

STAAR English and Spanish Combined by Subject and All Grades: 2015–2017 (Spring Administration)

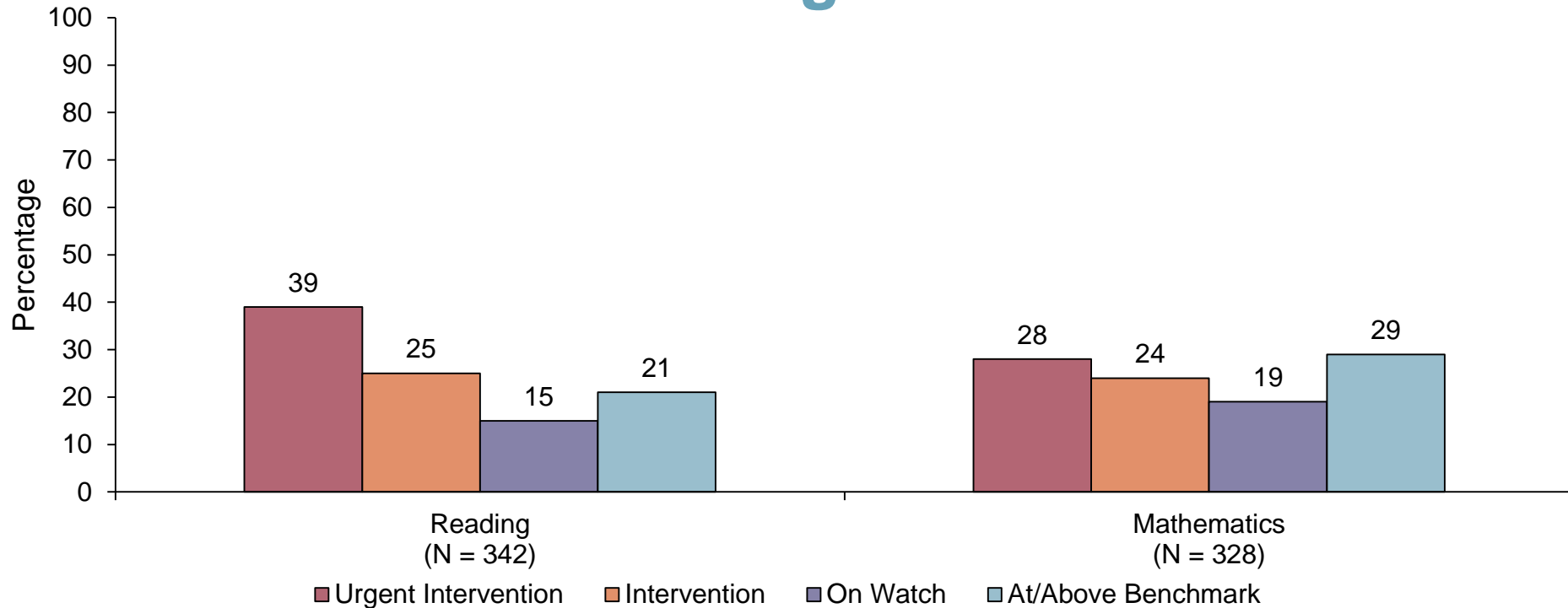
Percent At or Above Approaches, Meets, and Masters Grade Level Standards

All Grades Tested - All Students



Source: TEA-ETS STAAR EOC Student Data Files

Universal Screener – All Grades Tested English Results



Source: Renaissance 360 Reading and Mathematics BOY Student Data Files

Note: Does not include Early Literacy Assessment

2017-2018 Improvement Goals

Root Cause

Lack of effective instructional practices

- Individual Student Data Tracking to Drive Instruction
- Effective First Time Quality Instruction
- Parent Literacy Empowerment

Goal 1: Individual Student Data Tracking to Drive Instruction

- The campus goal for mathematics is 65%. The campus goal for reading and writing is 60%.
- Interventions embedded within the instructional day.
- Scholars in grades 3rd-5th are given TEKS based common formative assessment weekly.
- Student Data Conferences and Data Cards
- Ability Grouping based on student assessment data during interventions.
- Exit Ticket Trackers and Monitoring Daily
- Flexible scheduling based on quintile and STAAR data.
- Teachers will present student common formative assessment data on a weekly basis.

Goal 2: Effective First Time Instruction

- Weekly planning session with At Bats and Feedback
- Weekly learning labs facilitated by TDS and Administration
- Weekly Feedback using effective feedback protocol
- Mathematical Discourse
- Critical Elements of Effective Instruction trained during PLC
- Reteach instruction for 3rd and 4th math and 3rd and 5th reading based on data
- Best practices guided reading walks
- Extended Wednesday Professional development in support of guided reading and math problem solving.
- Math and reading instruction integration during ancillary.
- Differentiated Workstations
- Differentiated instruction provided by TDS and Admin based on teacher needs.
- Campus Attendance Plan (Home Visits)

Goal 3: Parent Literacy Empowerment

- Literacy Tours
- Literacy Report Cards
- Parent Literacy Trainings
- Parent Data Meetings
- Family Literacy Night
- FACE/Family and Friendly Schools
- Student Intake Process
- Extended campus library hours
- Schoolwide Book Projects
- ELL and GED classes for parents
- Content Based Parent Training

Methods for Monitoring the Goals

- Weekly Data Analysis based on campus formative assessments.
- Exit Ticket Tracker daily.
- Fidelity Walks and TADS coaching and feedback
- Writing Rubrics/ Project Based Learning Rubrics
- Imagine Literacy Lexile Growth and Imagine Math Lesson progress.
- Tier Movement for Renaissance 360.
- Progress monitoring for running records.
- Parent Empowerment Surveys

Community and District Support

School-Community Based Support

- Attendance Recapture Initiative
- 21st Century After School Program
- Arts Grants
- Fresh Fruits and Vegetables
- Together Educating All Children (TEACH)
- Emotional Keyboard
- UH Vision Partnership
- Psych on Site
- Community Counsel
- Monthly Principal-Community Meetings
- Foundations

ACHIEVE180 Support

- Wrap Around Specialist
- Full Time Librarian
- Full Time Counselor
- Full Time Nurse
- Staff/Admin Incentives
- Demonstration School
- Superintendent School
- Wednesday Professional Development
- Full Time Teacher Development Specialist for Reading and Math
- New Teacher Coach
- Two Dedicated Associate Teachers
- Imagine Learning

Demonstration School Model Support and Feedback

- Observation of Frost Elementary
- Campus Admin from Frost and Mading have collaborated on instructional rounds.
- Campus Team Leaders from Frost and Mading shared best practices for math and reading.
- Campus Team Leaders will calibrate instructional rounds and provide peer feedback.
- Frost and Mading Principals conducted an analysis of the leadership team to discuss alignment of roles and goals