



# **Liberty High School**

Progress Check on school initiatives

SDMC session

January 29, 2020

# Student Achievement : DLA results

Campus goal: At least 45% of English language learners who have a baseline score on TELPAS will make a year or more of progress compared to 40% in 2019. For ELA EOC, at least 40% of students who are in the accountability group will reach the approaches level, and at least 15% will reach the meets level.

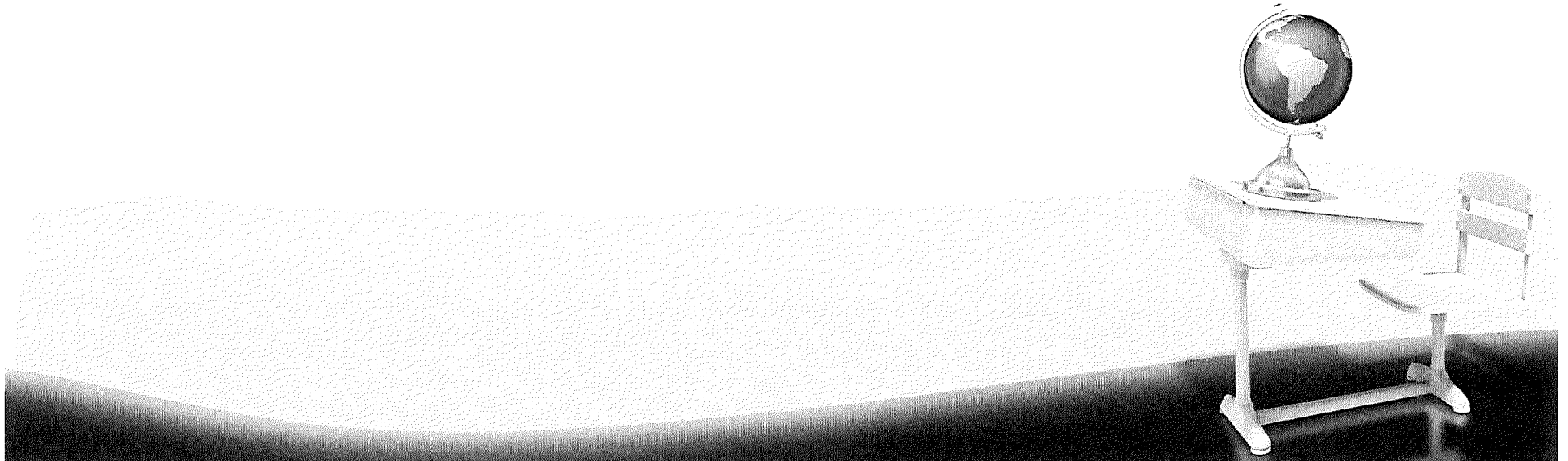
84% or more students will score at the approaches level, 45% at the meets, and 16% at the masters to meet growth goals in domains two and three for Algebra 1.

STAAR	# Tested	Approaches		Meets		Masters	
		#	%	#	%	#	%
English I	96	4	4%	1	1%	0	0%
English II	80	10	13%	4	5%	0	0%
Algebra I	50	6	12%	0	0%	0	0%
Biology	74	35	47%	6	8%	1	1%
US History	79	46	58%	23	29%	3	4%
Total	379	101	27%	34	9%	4	1%



# •School Progress: DLA results

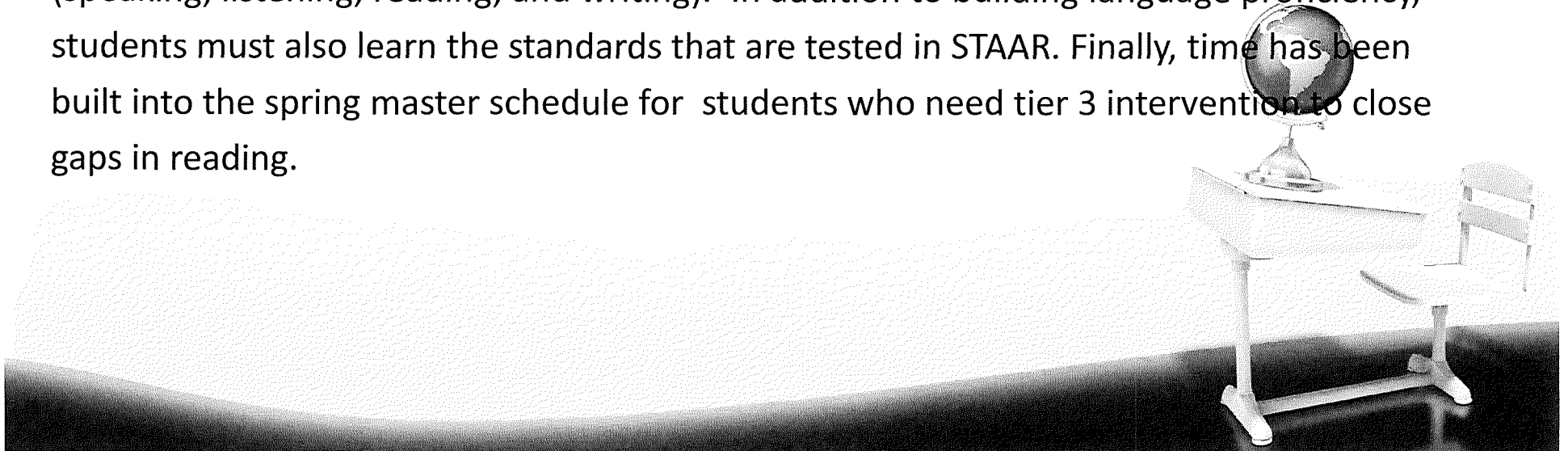
Part A: Student Growth Details	# of Tests with Growth Points	Points Earned	Percent
Reading/ELA	36	24	67%
Math	10	0.5	5%
Total	46	24.5	53%



# •Supports and Interventions for language

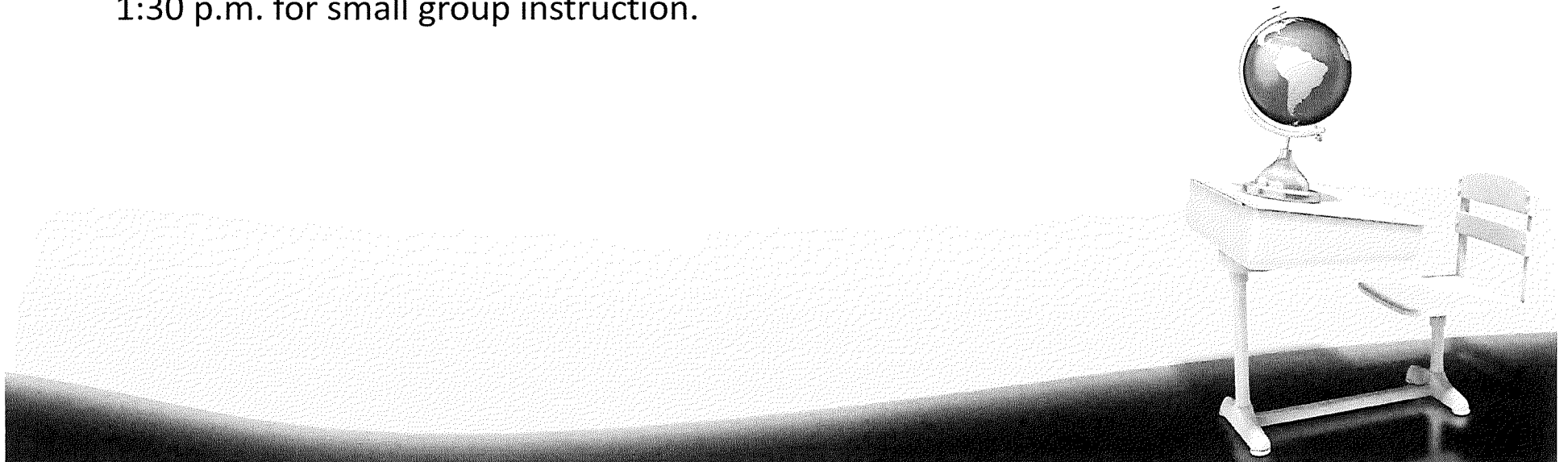
Impact areas: TELPAS, EOC English 1, English 2, TSI, SAT

Students in English 1 and English 2 classes are paired with reading supplemental classes. STAAR re-testers are enrolled in ELA STAAR prep classes during the day and night, and tutorials are offered on Monday, Tuesday, Thursday, and Saturdays, including targeted tutorials built into the weekly schedule (activity period). Liberty is using the QTEL (Quality Teaching for English Learners) for Tier 1 instruction to integrate English language development across content areas. This academic programming addresses the SIP goals as language development will be measured in TELPAS across four domains (speaking, listening, reading, and writing). In addition to building language proficiency, students must also learn the standards that are tested in STAAR. Finally, time has been built into the spring master schedule for students who need tier 3 intervention to close gaps in reading.



# •Supports and Interventions for math

- Newcomers who enroll with significant gaps in math, start in “foundations of math” course, and are supported in “strategic math” course while concurrently enrolled in Algebra 1. The master schedule has been updated for the spring semester to increase instructional time during the school day for students who continue to struggle with skills and concepts. Students who are near the “meets or masters” level will also have additional time to continue to improve their skills to reach a more advanced level by the time they take STAAR math. In addition to the supports that are provided during the school day, tutorials on Saturdays meet from 9:00 a.m. to 1:30 p.m. for small group instruction.



# Post Secondary Readiness

Campus Goal: 55% or more of graduating seniors will have completed ELA and Math college preparation courses, successfully completed an AP course, or earned an industry-based certification.

College preparation courses for math and English are built into both the day and night master schedules.

Larger percentage of students are taking English and math college preparation courses than in the past three years.

Students who are enrolled in college preparation courses are also invited to attend support sessions to improve their outcomes in the CPE and CPM (College Preparation English and Math) courses.

Currently, 33% of graduating seniors have completed or are scheduled to complete the College Prep Courses for math and English. All seniors have taken SAT in the Fall and all seniors who are not in the process of completing CPE/CPM will take the TSI in March.



# •Discipline

- On going training for faculty and staff by SEL staff from HISD
- Liberty is one of six high schools participating in HISD's Wellness and Health Initiative. Involves training staff to implement SEL practices in all classrooms to improve student/staff relationships and to teach students ways in which they can manage/lower their stress and cope with life's challenges.
- Wraparound Specialist, School Counselor, and administrators work with students and families to overcome barriers to learning on a daily basis
- To address the high frequency of student cases where trauma is impacting learning, the campus Wraparound Specialist has built partnerships with Catholic Charities and the Texas Children's Hospital to provide on-site counseling and trauma services

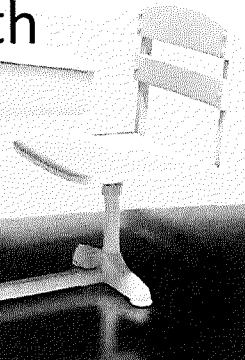
	2018-19	2019-20 to date
ISS	7	3
OSS	13	6



# •Attendance

Goal: Improve attendance rate from 81.3% in 2018-19 to 84% in 2019-20

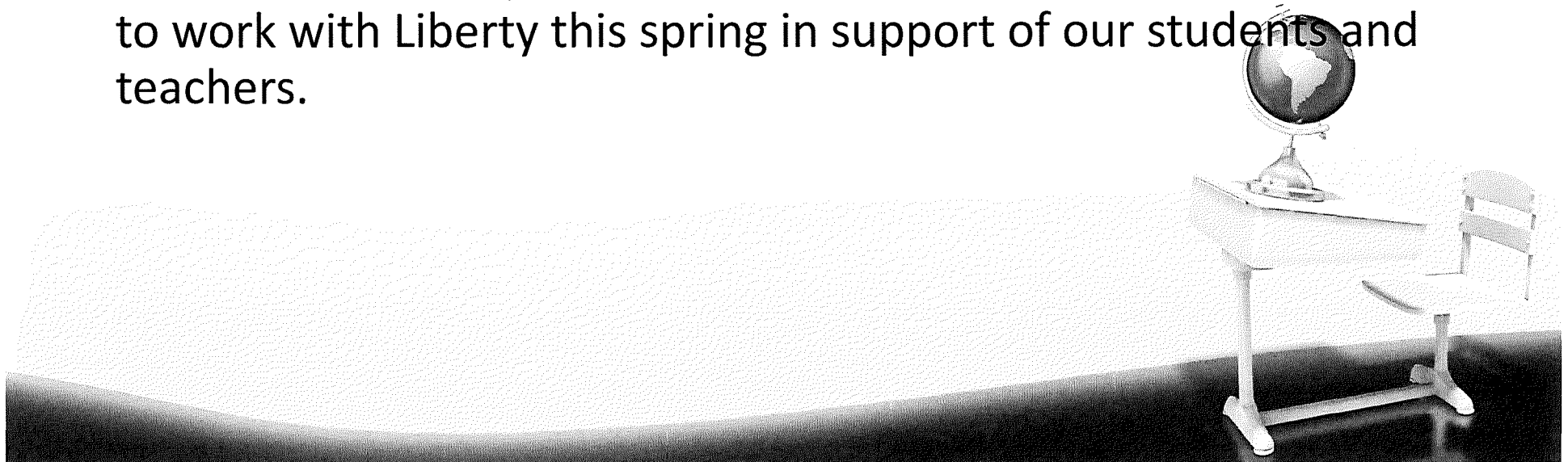
- Campus IAT and Persistence Committees address attendance concerns on a weekly basis to support students with chronic attendance challenges.
- Overall attendance percentage on January 27 is 85.2%, 3% points higher than last school year at this time.
- Many Liberty HS students have responsibilities outside of school such as jobs and taking care of family members while working to earn a high school diploma.
- For the spring, add more time for attendance intervention staff to make home visits and counsel students who struggle with attendance





# •Achievements

- During the 2019-20 school year, the ILT has used coaching cycles, instructional rounds, and consistent professional development to maintain a focus on the campus instructional priorities: Quality interactions, rigor, and a focus on language.
- A campus-wide support program is in place for students have gaps in their learning
- End of cycle academic celebrations are held to recognize students achievement.
- The Children's Hospital trauma unit and HISD's SEL have started to work with Liberty this spring in support of our students and teachers.



# •Challenges

- High percentage of students who enroll with significant gaps in formal schooling and levels of literacy.
- Varying levels of teacher proficiency in the implementation of the academic program.
- Many students struggle with attendance due to work and family responsibilities
- High percentage of students who have experienced or are experiencing traumatic circumstances that require continuous support.
- Limited space to offer more variety of courses.
- 2 ½ years in temporary location.

