

DISTRICT IMPROVEMENT PLAN 2012 - 2013





Houston Independent School District

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Houston Independent School District

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HOUSTON INDEPENDENT SCHOOL DISTRICT

District Improvement Plan 2012-2013



Signatures

District Advisory Committee Parent Representative	Date

District Advisory Committee Community Representative	Date

District Advisory Committee Teacher Representative	Date

Michael Lunceford, HISD Board President	Date

Terry B. Grier, Superintendent of Schools	Date

HOUSTON INDEPENDENT SCHOOL DISTRICT

District Improvement Plan 2012-2013

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HOUSTON INDEPENDENT SCHOOL DISTRICT DISTRICT IMPROVEMENT PLAN - TARGETS 2012-2013

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 grades 3-8 will not be set until Fall of 2012 at which time the point gap differences can be calculated for all grades tested.**

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.

**HOUSTON INDEPENDENT SCHOOL DISTRICT
DISTRICT IMPROVEMENT PLAN - TARGETS
2012-2013**

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 grades 3-8 will not be set until Fall of 2012 at which time the point gap differences can be calculated for all grades tested.**

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.

HOUSTON INDEPENDENT SCHOOL DISTRICT DISTRICT IMPROVEMENT PLAN - TARGETS 2012-2013

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.

HOUSTON INDEPENDENT SCHOOL DISTRICT

District Improvement Plan 2012–2013

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 reorganized the campuses into Elementary and Secondary reporting patterns. There are 3 Chief School Officers (CSO). One CSO is for high schools, one for middle schools and one for elementary schools. For 2012–2013, two additional CSOs for elementary schools are being added. Each CSO has School Improvement Officers, who 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 2011-2012		
Academic	Level	Number Enrollment
Elementary	179	110,517
Middle	52	33,926
High	48	46,779
Combined/Other	20	11,844
Total	299	203,066

STUDENTS BY ETHNICITY 2011-2012	
Ethnicity Number of Students	
African American	51,015
Asian	6,668
Hispanic	126,711
American Indian/Alaskan Native	474
Native Hawaiian/Other Islander	224
Two or	1,526
White	16,448
Total	203,066

STUDENTS BY PROGRAM 2011-2012	
Program Number of Students	
LEP	60,639
ESL	12,829
Bilingual	42,330
At Risk	125,758
Title I	191,346
Special Education	15,900
Gifted/Talented	30,591
Economically Disadvantaged*	163,199

*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 position 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 2011–2012 third 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 11,400 teachers in almost 280 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 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).

Accomplishments

In this period, Progress Conferences were conducted in which appraisers shared midyear feedback to each teacher as a part of the new appraisal system. Nearly 11,000 conferences were held, with preliminary ratings provided in each criteria of the new system. In addition, 89 teachers have already been screened into a pool of candidates to be selected by principals as knew teachers for next school year. In reviewing our new efforts towards individualized professional development for our teachers, a midyear survey showed that over 75 percent of teachers who had more than four observations from their Teacher Development Specialist (TDS) agreed or strongly agreed that their TDS was useful in their professional growth. Also, we have finalized six of the video exemplars that illustrate HISD teachers demonstrating the instructional practice criteria at a highly effective level, and many more are in the editing and field testing phase. Finally, we have begun to develop a plan for piloting a set of three to five teacher leadership roles across roughly 25 schools next year as the first step towards creating true career pathway for our teachers.

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.

Accomplishments

In collaboration with the magnet coordinators, we have developed a series of common magnet documents: Common Notification Letters to parents, Common Magnet Student Entrance Agreements, and Magnet Student Growth Plans. The Advanced Placement (AP)/ International Baccalaureate (IB) team has created an AP Teacher Toolkit which provides mini-lessons to AP teachers on AP student support and instructional strategies to use in AP classes.

The curriculum initiative is underway and completion date is late spring 2012. During this third quarter of reporting, over 700 teachers have been involved in the curriculum development process and more than 100 hours of training has been devoted to teachers' preparation to meet the challenges of the new STAAR assessments. The literacy plan has been written and shared in various venues within the district as well as vetted with a group of seven national experts that provided independent analysis of the district's literacy plan. The external review commended the literacy plan as well as offered recommendations for further strengthening. Next, the Curriculum Department will synthesize the feedback within their team and make revisions. The final product of this effort will be a quality plan that is an aligned, effective, and research-based tool to support successful teaching and learning of literacy skills for all students. The district believes leveraging technology tools as well as accompanying assessment will strengthen the curriculum efforts.

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.

Accomplishments

In this period, the district acquired a majority of hardware, software licenses, and consulting services necessary to integrate data for data warehouse and dashboard development. The district streamlined business processes, configured the technical setup, and created documentation for provisioning access to the PeopleSoft system, which will enable the capture and reporting of EOY performance data for all non-teacher staff. The district began development of an integrated web-based tool that will provide a solution for capturing student performance data and processes for teachers for when the student performance measures are included in the appraisal and development system next year. The district has also completed the first phase of the Microsoft Active Directory upgrade to provide better management of user identities. Additionally, IBM has completed their blueprint of the Secure Network Architecture and Design Report and the district is currently adopting the framework as part of the E-rate deployment. The first cohort of 20 schools, within the 194 E-rate schools, is underway to provide the physical

network and system hardware.

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 was 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 enrolled in Apollo 20 schools posted an 83 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 28 percent, a 17-point increase compared with last year.

Ninth-grade students who were enrolled in Apollo 20 schools had a 70 percent passing rate in math, which is 16 points higher than last year's freshman class. The Commended rate is now at 21 percent, a 9-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), annual dropout rates, 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. No ratings will be given in 2012 due to the change from TAKS to the State of Texas Assessment of Academic Readiness (STAAR).

2011 ACCOUNTABILITY RATINGS	
OFFICIAL	
Exemplary	59
Recognized	106
Academically Acceptable	81
Academically Unacceptable	19
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 of 2010–2011 school year, 83 percent of HISD first- through eighth-graders met promotion standards compared to 79 percent in 2009–2010. Seventeen percent of first–eighth graders did not meet promotion standards in 2011 compared to 21 percent in 2009–2010 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 82 percent in 2010 to 78 percent in 2011. The total percentage of first through eighth graders meeting promotion standards increased from 94 percent in 2010 to 95 percent in 2011 after summer school.
- The percentage of students promoted because they met promotion standards increased from 74 at the end of 2009–2010 compared to 81 percent in 2010–2011. Those students promoted on the basis of committee decisions decreased from 19 to 13 percent. The

percentage of students retained because they did not meet promotion standards decreased from 6 to 5 percent, and the percentage retained on the basis of committee decisions remained less than 1 percent.

- The actual fall 2011 grade status for students in first through eighth grades (that is, comparing the grade levels of the students who were enrolled in the 2010–2011 school year with their grade level in fall 2011), were 97.5 percent promoted and 2.5 percent were retained. By comparison, in fall 2010, 97.2 percent were promoted and 2.8 percent were retained.
- During spring 2011, 19,976 students were referred to summer school. At the end of summer 2011, 69 percent (13,819 students) of the students referred to summer school met promotion standards and were promoted to the next grade. For the 2010–2011 school year, 19 percent (3,800 students) did not meet promotion standards and were retained in the same grade while 12 percent (2,357 students) did not attend summer school. In 2010, of the 25,059 students who were referred to summer school: 71 percent were promoted, 16 percent were retained, and 12 percent did not attend.
- There were 16,214 students whose final status was determined by committee decision at the end of the 2010–2011 school year compared to 23,262 at the end of 2009–2010. The percentage of promotions by grade placement committee decisions increased with 57.0 percent of the students in 2011 promoted compared to 49.5 percent promoted in 2010. The number and percentage of students being retained based upon committee decisions decreased from 206 (0.9 percent) in 2010 to 68 (0.4 percent) in 2011.
- During the 2010–2011 school year five campuses promoted a total of 100 percent of their students: Rice (544 students promoted based on promotion standards and 13 students promoted based on committee decisions), River Oaks (585 students promoted based on promotion standards and 2 students promoted based on committee decisions), Roberts (583 students promoted based on promotion standards and 14 students promoted based on committee decisions), and Rogers (246 students promoted based on promotion standards and 54 students promoted based on committee decisions), and Energized for Excellence Middle School (270 students promoted based on promotion standards and 0 students promoted based on committee decisions).
- For the 2010–2011 school year, there were 94 schools which had more than 10 percent of their students promoted by committee decision. This is an improvement from 2009–2010 where 170 schools met this criterion. Texas Connection Academy had the highest percentage of students promoted by committee decision (97.4 percent, or 819 of 841 students) followed by Briarmeadow Charter Elementary School (97.0 percent or 294 out of 303 students) and Harper Alternative promoted 80.0 percent or (28 out of 35 students). Among schools with more than 10 percent of students promoted by committee, the highest category of promoted students was the grade placement committee (7,444 students) districtwide. Texas Connection Academy had the highest number of students promoted by grade placement committee (819).
- In 2010-2011, districtwide, the percentage of high school students with enough credits to advance increased with each grade level. Percentages ranged from 74.3 percent of ninth grade students with the minimum number of credits to advance to tenth grade to 94.0 percent of twelfth grade students with enough credits to earn the core minimum diploma. However, only 82.4 percent of those seniors have passed the TAKS requirement to graduate.
- Of the district's students who are on track to graduate, 86.6 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: Michael E. DeBakey High School For Health Professions, Eastwood Academy,

Empowerment College Preparatory High School, Energized for STEM Academy Central High School, Energized for STEM Academy West High School, Vision Academy, and Young Men's College Preparatory Academy. There were 4,611 students (9.6 percent) whose first year in ninth grade was not available.

- The district had 3,675 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 1.6 percent (DeBakey High School) to 57.1 percent (Hope Academy) for district high schools. Bellaire High School had the largest number of students 265 or 25.2 percent of ninth grade students who failed three or more courses the previous year.
- Title I students represented 87.3 percent or (104,593) of all students in the district. Of these students, 13.6 percent were promoted based on committee decisions which was 1.2 percentage points greater than Non-Title I students. The percentage of students retained by committee decision, by grade level, was less than one percent for All, Title I, and Non-Title I. Most students in all grades and all groups were promoted based on promotion standards.

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 2010 and 2011 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 district increased in 2011 from 2010 from 52 to 57 percent of all students meeting the higher education readiness standard, while the state reported an increase on this indicator as well, from 60 percent in 2010 to 66 percent in 2011.
- Overall, the state's rate of change from 2010 to 2011 varied from an increase in performance of six percentage points for the All Students and African American groups to a seven-percentage-point gain for the Hispanic, White, and Economically Disadvantaged student groups. HISD's percentage of students meeting higher education readiness criteria increased for all student groups by five percentage points.
- HISD reported an increase in the total number of students meeting the English language arts higher education readiness criteria from 4,810 in 2010 to 5,319 in 2011. Each student group increased from 2010 to 2011.
- On the mathematics higher education readiness component of the TSI, HISD outperformed the state in 2011 for White students, with HISD reporting 83 percent and the state with 79 percent meeting the higher education readiness indicator. The Economically Disadvantaged students in HISD outperformed the state for mathematics reporting 60 percent compared to 59 percent for the state.
- HISD's improvement in the percentage of students meeting the TSI higher education readiness criteria in mathematics varied from a decrease of three percentage points for the White students to an increase of three percentage points by the Hispanic and Economically Disadvantaged students. The state's range of improvement increased from

a one-percentage-point gain for the White students to a five-percentage-point gain for the African American and Hispanic students.

- The number of HISD students meeting the higher education readiness mathematics criteria increased for each student group from 2010 to 2011. For all students, the numbers increased from 5,618 in 2010 to 5,913 in 2011.

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 2011 was 6,712, a decrease from 7,048 ninth through eleventh graders in the fall of 2010. In addition, the percentage of test-takers scoring a 45 or higher in critical reading decreased slightly from 22 percent in 2010 to 21 percent in 2011.
- For the math section of the PSAT, the number of HISD freshman, sophomores and juniors scoring a 45 or higher decreased from 9,821 in the fall of 2010 to 9,595 ninth through eleventh graders in the fall of 2011. The percent of students scoring a 45 or higher in the math section of the PSAT remained constant, from 2010 to 2011 at 30 percent.
- On the writing section of the PSAT, 24 percent of HISD freshman, sophomores, and juniors scored a 45 or higher in 2011, compared to 17 percent of ninth- through eleventh-graders tested in 2010. Additionally, the total number of HISD students meeting this standard increased from 5,341 in 2010 to 7,823 in 2011.
- Participation rates for HISD sophomores decreased slightly from the fall 2010, with 90.4 percent testing in 2010 to 89.5 percent of enrolled sophomores testing in 2011. The district did not meet 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 852 in 2010 to 1,081 in 2011. There was also an increase in the percent of students scoring 21 or higher, from 35 percent in 2010 to 40 percent in 2011. The district missed its goal of 50 percent.
- On the SAT, the actual number of HISD students scoring 500 or higher on the SAT increased from 1,632 to 1,851 in critical reading, from 1,942 to 2,298 in math, and from 1,519 to 1,670 in writing from 2010 to 2011 even though HISD reported no gains in the percentage of students scoring 500 or higher in each subject due to increased participation.

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) decreased from 86.1 for the class of 2010 to 81.1 for the class of 2011. 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 2010 to 2011 for all students and for the African American, Hispanic, and White student groups. The decrease was 5.0 percentage points for all students; 3.5 percentage points for the African American student group; 6.2 percentage points for the Hispanic student group; and 2.8 percentage points for the White student group.
- The number of HISD students graduating in the class of 2010 under the RHSP or higher increased by 385 students, from 7,470 in 2009 to a total of 7,855 in the class of 2010. That total increased for the class of 2011 by 219 students, to 8,074. For the classes of 2010 and 2011, HISD reported a higher percentage of graduates receiving the RHSP or DAP than did the state.

College-Going Rates: Applications, Enrollments, and Scholarships

- The percent of HISD graduates enrolled in college for the fall semester immediately following high school graduation increased from 2008 to 2009, but decreased to 50 percent in 2010 from 54 percent in 2009. Almost twice as many graduates enrolled in 4-year institutions (33 percent) as opposed to 2-year institutions (17 percent) in the class of 2010.
- HISD graduates were awarded a total of \$51,430,434.00 in scholarship money in the class of 2009, \$97,133,202 for the class of 2010, and \$129,583,837 for the class of 2011. Over the last three years, the scholarship award amount has more than doubled for HISD students. Graduates from Westside and DeBakey 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 2011 to spring 2012, there was a slight decrease from 5,819 enrolled in the spring of 2011 to 5,260 enrollment in the spring of 2012. Students that enrolled in multiple courses were counted for each course they took resulting in a duplicated count.
- Dual credit course enrollment rates for the 2011 spring semester were highest for females (57.3 percent), Hispanic students (65.4 percent), and those who were economically disadvantaged students (72.1 percent). Similarly, 2012 spring semester enrollments were highest for females (59.2 percent), Hispanic students (67.6 percent), and economically disadvantaged students (74.1 percent).
- Of the 5,819 total enrollments in dual credit courses for the 2011 spring semester, 5,167 or 88.8 percent were completed to earn college credit. Regarding racial/ethnic groups, percentages for course completion ranged from 96.1 percent for Asian American students to 78.9 percent for Native Hawaiian/Pacific Island students. The completion rate for females (89.7 percent) slightly exceeded that for males (87.6 percent). The percentage of economically disadvantaged students completing dual credit courses was 88.7 percent.
- A total of 4,144 students enrolled in at least one dual credit course during the 2011 spring semester (2010–2011 school year), with enrollment levels in at least one dual credit course decreasing to 3,675 students for the 2012 spring semester (2011–2012 school year). Hispanic students represented the predominant racial/ethnic group with 63.2 percent and 65.5 percent (spring 2011 and spring 2012 semesters, respectively). The percentage of economically disadvantaged students increased slightly from 71.1 percent for the spring 2011 semester to 73.1 percent for the 2012 spring semester.
- The campus offering the highest level of enrollment in dual credit courses for the 2011 spring semester and the 2012 spring semester was East Early College High School with 831 and 951 enrollments, respectively. These represent duplicated counts, since students may take more than one course. Twelve campuses showed an increase in dual credit enrollment from the spring of 2011 to the spring of 2012.
- Two campuses, Barbara Jordan and Mt. Carmel, had 100 percent completion of dual credit enrollments in the spring of 2011, and 16 additional campuses reported at least 90 percent of enrollments resulting in course completions.

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.
- 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 LEP 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 was 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 ago. 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 Students with Disabilities are male at 67.2 percent compared to 32.8 percent who are female. Male students are over-represented as students with disabilities by 16.1 percentage points, while female students are under-represented by 16.1 percentage points. The same is true for male and female students in Texas who are over- and under-represented by 15.8 percentage points.
- HISD African American students are over-represented as Students with Disabilities by 9.9 percentage points compared to African American students in Texas who are over-represented as Students with Disabilities by 3.8 percentage points. HISD Hispanic students are under-represented as Students with Disabilities by 7.7 percentage points compared to Hispanic students in Texas who are under-represented by 3.3 percentage points.
- Overall, HISD is closing the gap between the percentage of students over-represented as Students with Disabilities and the enrollment percentage they represent in the district. Additionally, the district continues to close the gap between the percentage of African American and Hispanic students who are over- and under-represented as Students with Disabilities.

Ethnic Distribution of Special Education Students by Primary Disability

- The majority of African American Students with Disabilities were identified with a learning disability at 52.4 percent followed by 13.6 percent with mental retardation, and 10.8 percent with Other Health Impairment.
- The majority of Hispanic Students with Disabilities were identified with a learning disability at 52.5 percent followed by 14.1 percent with speech impairment and 11.5 percent with mental retardation.
- The highest percent of White Students with Disabilities was identified with a learning disability at 28.0 percent followed by 22.6 percent with speech impairment and 16.4 percent with Other Health Impairment.

Analysis of Special Education Students' Participation in State Assessments

- A total of 1,216 Students with Disabilities participated either on the Spanish or English TAKS compared to 2,508 who participated on the TAKS (Accommodated) form in reading for the 2011 Adequate Yearly Progress (AYP) accountability system. Also, 4,760 Students with Disabilities took the TAKS-Modified (TAKS-M), 1,094 the TAKS-Alternate (TAKS-ALT), 18 took the Texas English Language Proficiency Assessment System

Reading (TELPAS-R), and 8 the Linguistically Accommodated Testing (LAT) of the TAKS or TAKS-M.

- A total of 1,277 Students with Disabilities participated either on the Spanish or English TAKS compared to 2,600 who participated on the TAKS (Accommodated) form in math for the 2011 AYP accountability system. Also, 4,579 Students with Disabilities took the TAKS-M, 1,094 the TAKS-ALT, and 11 the LAT.
- The number of Students with Disabilities who exceeded the federal AYP cap of 3.0 percent was 1,935 for reading and 1,531 for math.

Houston Independent School District

District Improvement Plan State Compensatory Education 2012-2013

Description of Program: State Compensatory Education

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

The following figures represent the approximate total preliminary HISD budget and Full-Time Equivalents (FTE's) for the supplemental State Compensatory Education Program. This is the planning preliminary budgeted amounts for 2011-2012 towards 52% of the allocation:

- Total Approximate District SCE Budget - \$ 93,000,00
- Total Approximate FTE's - 1062

The district will provide supplemental programs and services for students who are at risk of dropping out of school for the 2012-2013 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 Supplemental Programs and Services on Individual Campuses in order to improve student achievement and increase the high school completion rates.

Disciplinary Alternative Education Programs

The Houston Independent School District has a great need to serve students who qualify for Disciplinary Education Programs. The program that is provided to students with State Compensatory Education funds in HISD includes the following:

Community Education Partners - SW Campus

(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 2011-2012 At-Risk Summary Report

HISD Totals		
Enrollment	At-Risk Count	% At-Risk
203,066	125,758	61.9%

At-Risk by Grade			
Grade	Enrollment	At-Risk Count	% At-Risk
01	17,253	13,883	80.5%
02	16,564	11,131	67.2%
03	16,812	8,745	52.0%
04	15,888	8,920	56.1%
05	15,646	7,944	50.8%
06	13,391	6,104	45.6%
07	12,842	6,576	51.2%
08	12,597	6,778	53.8%
09	14,724	8,931	60.7%
10	11,980	7,840	65.4%
11	11,094	7,322	66.0%
12	10,616	7,080	66.7%
EE	538	35	6.5%
KG	16,675	11,607	69.6%
PK	16,446	12,862	78.2%

Evaluation of State Compensatory Education

In an effort to evaluate the effectiveness of the state compensatory education programs, the district compared the District-wide TAKS results for spring 2011, for spring 2010, and spring 2009. 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 2011			
	Not At-Risk	At-Risk	
Subject	% Pass	% Pass	Difference
Reading	96	78	-18
Mathematics	94	72	-22
Writing	97	85	-12
Science	96	71	-25
Social Studies	99	93	-6
SPANISH TAKS RESULTS % PASSING, SPRING 2011			
	Not At-Risk	At-Risk	
Subject	% Pass	% Pass	Difference
Reading/ELA	90	90	0
Mathematics	93	84	-9
Writing	99	95	-4
Science	0	50	N/A

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	87	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	96	78	-18
Mathematics	92	64	-28
Writing	97	83	-14
Science	92	60	-32
Social Studies	99	85	-14
SPANISH TAKS RESULTS % PASSING, SPRING 2009			
	Not At-Risk	At-Risk	
Subject	% Pass	% Pass	Difference
Reading/ELA	92	90	-2
Mathematics	90	85	-5
Writing	92	95	+3
Science	0	44	N/A

Completion Status								
Class of 2009					Class of 2010			
Type	N	Not At-Risk	At Risk	Difference	N	Not At-Risk	At Risk	Difference
Graduates	7,894	79.6	65.0	-14.6	8,191	87.5	64.2	-23.3
GED	106	1.2	0.8	-0.4	82	0.8	0.7	-0.1
Continuers	1,486	5.0	17.6	12.6	1,361	3.5	19.1	15.6
Completion	9,486	85.7	83.4	-2.3	9,634	91.8	83.9	-7.9

- TAKS data from the past 3 years has shown a slight decrease in the disparity in the performance on assessment instruments, on most subtests, between “students at risk of dropping out of school” and all other district students.
- The class of 2010 showed an increase in graduates who were “not at-risk” compared 2009. The at-risk graduates showed a slight decrease.
- The gap narrowed slightly between students who took their GED when comparing the class of 2009 and the class of 2010.
- The students who were at-risk “continuers” in the class of 2010 showed an increase from 2009.

Houston Independent School District

District Improvement Plan Migrant Education Program 2012-2013

DESCRIPTION OF PROGRAM

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

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

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

INTENT AND PURPOSE

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

INTENDED PROGRAM BENEFICIARIES

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

obtain (or seek), temporary or seasonal employment in qualifying agricultural or fishing work; *and* such employment is because of economic necessity; *and* the child has moved from one school district to another; *or* In a State that is comprised of a single school district, has moved from one administrative area to another within such district; *or* resides in a school district of more than 15,000 square miles and migrates a distance of 20 miles or more to a temporary residence to engage in an agricultural or fishing industry.

PROGRAM NEEDS ASSESSMENT

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

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

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

Early Childhood /Primary

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

Grades 3-11

- **Target 2:** More migrant students who failed the 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

Student Group	1	2	3	4	5	6	7	8	Total
Migrant	2.4	4.9	2.0	2.6	2.6	2.5	2.0	0.0	2.4
ELL	4.9	3.4	3.2	2.0	1.7	3.2	2.8	1.1	3.1
HISD	5.5	3.4	3.4	1.9	1.0	1.9	1.8	1.2	2.6

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

	2011 District	2011 HISD MEP	2011 Migrant PBMAS Standard
Reading/ELA	85%	81%	70%
Mathematics	80%	85%	65%
Writing	91%	89%	70%
Science	81%	82%	60%
Social Studies	95%	94%	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 6 and grade 7 migrant students in reading, mathematics, and language. Grade 8 showed a decline in math and language, but an increase in reading. 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, 2011

Source: Chancery

Student Group	1	2	3	4	5	6	7	8	9	10	11	Total
Migrant	10.9	11.6	30.2	26.8	27.5	30.2	30.6	14.3				23.1
ELL	12.1	13.0	26.0	31.2	24.2	39.4	38.0	25.6	No Data Available			23.6
HISD	12.8	12.3	24.6	26.1	16.2	26.0	25.6	15.4				19.6

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 Annual Graduation Rates, 2003-2004 to 2009-2010

03-04	04-05	05-06	06-07	07-08	08-09	09-10
76.5	71.8	56.0	46.2	50.0	96.0	88.2

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 Longitudinal Graduation Rates, 2005-2006 to 2009-2010

03-04	04-05	05-06	06-07	07-08	08-09	09-10
---	--	42.5	30.4	39.1	90.9	80.9

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 2009-2010

03-04	04-05	05-06	06-07	07-08	08-09	09-10
73.5	87.5	92.3	75.0	72.7	70.6	92.3

Dropout rate is defined using the PBMAS procedures for this indicator, i.e., total number of migrant students in grades 7–12 dropping out in a given year divided by the total number of migrant students enrolled in that year. This data reveals that the dropout rate fell to 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 2009-2010

03-04	04-05	05-06	06-07	07-08	08-09	09-10
2.2	5.3	3.5	5.1	3.8	1.6	0.8

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 Research and Accountability preliminary first TAKS administration findings; interpretation of data is by the MEP.

MIGRANT EDUCATION PROGRAM

Activities/Services/Guidelines

1. Identify and recruit migrant students and coordinate academic support services with parents, schools and external agencies. Supports include:
 - In-school and out of school tutoring
 - Supplemental reading and math materials
 - 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
 - Stepping Stones, 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 Stepping Stones 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
 - Support 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.

Houston Independent School District
District Improvement Plan - Addendum

Educating the "Whole Child"
Recommended by the District Advisory Committee
2012-2013

The District Advisory Committee (DAC) is responsible for assisting in the development of the district improvement plan. § 11.252. DISTRICT-LEVEL PLANNING AND DECISION-MAKING states that "(a) Each school district shall have a district improvement plan that is developed, evaluated, and revised annually, in accordance with district policy, by the superintendent with the assistance of the district-level committee established under Section 11.251. The purpose of the district improvement plan is to guide district and campus staff in the improvement of student performance for all student groups in order to attain state standards in respect to the academic excellence indicators adopted under Section 39.051."

During the 2011-2012 school year, the DAC discussed pursuing and recommending a concept that focuses on the "whole child". Currently, much of the emphasis is on testing and test scores to improve student achievement. The committee understands that our goal as a district is improved student achievement for all students. However, the committee has determined there is a growing need to broaden the scope of education in our schools in order to better prepare our students for success in the 21st Century. Student success in today's changing world requires additional skills, outside of traditional academics, that will equip all students with the necessary tools to adapt to change as a productive member of society.

According to BQA (Local) policy, "the DAC shall advise the Board or its designee in establishing and reviewing the district's educational goals, objectives and major Districtwide classroom instructional programs identified by the Board or its designee." Therefore, the DAC, in its advisory capacity, has concluded that there may be a need for a broader, more expansive way to measure success in our schools. Therefore the committee recommends that the Board considers the concept of the "whole child". This concept would begin to look at social and emotional aspects of learning. This also follows suit with the District's position that every child in our district deserves to attend a safe school and receive a consistently rigorous, quality education.

Initiating a shift of this kind includes determining where we are by identifying the status of the school climate, learning environment and social environment as perceived by students, parents, and teachers. The committee has researched various instruments and discussed the best way to proceed with this concept. The use of a survey would be the first step in moving forward with educating the "whole child". The data gathered from the survey could be used to plan and create strategies for our district, including determining the staff development which would be needed to implement this concept. The goal would be to strengthen the school learning environment by addressing the various needs of our students.

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
2012-2013**

DRAFT

As of 9/18/2012 12:18 PM

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 grades 3-8 will not be set until Fall of 2012 at which time the point gap differences can be calculated for all grades tested.**

Core Initiative	Strategies	Timeline	Department and Person(s) Responsible	Resources Needed	Evaluation
	Advanced Academics				
#1	1. Provide GT Expo support to facilitate schools hosting or participating in GT Expos during the school year.	September 2012 - May 2013	Advanced Academics: M. Gomez, Specialists	Advanced Academics Dept. Support	Spreadsheet of all G/T Expo dates
#1 & #3	2. Provide Entering Kindergarten Vanguard Magnet and Neighborhood training and scoring support.	November 2012 - June 2013	Advanced Academics: ,, Specialists	GF1 Funds - \$3000 - print materials, testing materials	Agendas, sign-in sheets
#1 & #3	3. Provide Texas Performance Standards Project (TPSP) and G/T Curriculum Framework implementation support to cohort ES, MS and HS GT teachers.	September 2012- February 2013	Advanced Academics: M. Gomez, Specialists	Advanced Academics Dept. Support	Agendas, sign-in sheets, participant surveys
#1 & #3	4. Provide TPSP implementation support to K – 12 G/T Coordinators.	September 2012 - May 2013	Advanced Academics: M. Gomez, Specialists	Advanced Academics Dept. Support	Agendas, sign-in sheets
#1 & #3	5. Facilitate PLC meetings for ES, MS and HS teachers to provide support for	September 2012 – April	Advanced Academics:	SR1 Funds-\$58,000 – print	Agendas, sign-in sheets, participant

Core Initiative	Strategies	Timeline	Department and Person(s) Responsible	Resources Needed	Evaluation
	implementation of Research skills, Independent Studies, G/T Curriculum Framework, and TPSP.	2013	M. Gomez, Specialists	materials, reading materials, extra duty pay for participants	surveys
	College and Career Readiness				
#1 & #3	6. 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 2012 - July 2013	College & Career Readiness: A. Summers	GF funds; AVID Staff	Annual Report
	Curriculum, Instruction and Assessment (CIA)				
#3 & #4	7. Implement and sustain a targeted set of district-wide assessment tools, including: a. <u>Handheld-Based Assessments for TPR/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 2012 - June 2013	CIA: TPRI/ Tejas LEE: R. Raymond	GF1 Funds \$455,000	End-of-year student performance report to TEA
#3 & #4	b. <u>HISD Pre-K Assessment</u> Implement assessments 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 small group instruction and monitoring of student progress and growth over time.		Pre-K Assessment: ECH Manger	GF1 Funds \$110,500	End-of-year student performance; Kindergarten Stanford and Aprenda scores
#4	c. <u>Fitness Reporting System</u> Collaborate with the Technology		Fitness Reporting:	Health/Physical Education staff	Increased number of students reaching the

Core Initiative	Strategies	Timeline	Department and Person(s) Responsible	Resources Needed	Evaluation
#3 #3 & #4	<p>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 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>R. Haggerty, M. Crawford</p> <p>Assessments: M. Hartling, M. Kendall, H. Campbell, A. Miller, R. Raymond, D. Enriquez T. Phillips, M. Dorsey</p> <p>TMSFA: M. Hartling</p>	<p>CIA staff \$600,000 SR1 for Campus Online</p> <p>GF1 Funds \$455,000</p>	<p>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	8. 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.	August 2012 - June 2013	CIA: R. Raymond	District Funding	End-of-year student performance report to TEA
#1 & #3	9. 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.	August 2012– July 2013	CIA: T. Phillips, H. Campbell	External Funding: National Science Resources Center	Improved teacher content and pedagogy knowledge. Improved student achievement.
#1 & #3	10. Support the implementation of the National Science Resources Center DOE i3 Grant through which 960 teachers will be provided with professional development that supports	August 2012– July 2013	CIA: T. Phillips, H. Campbell	External Funding: National Science Resources Center	Improved teacher content and pedagogy knowledge. Improved student

Core Initiative	Strategies	Timeline	Department and Person(s) Responsible	Resources Needed	Evaluation
	content-pedagogical knowledge, access to high quality materials, and local community support for science education.				achievement.
#3 & #4	11. 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 2012 - June 2013	CIA: R. Vincent	GF1 funds \$510,250	RLS Utilization Reports; Assessment Data
#3	12. Continue the Healthy Kids Healthy Schools Initiative to support campus-level Coordinated School Health Programs (CSHP) as mandated by state law.	August 2012 - May 2013	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
External Funding					
#3 & #4	13. Implement procedures, develop manual, and provide technical support to school personnel for the Title I, Part A Extended-Year Summer School Program.	March 2013 - July 2, 2013	External Funding: C. Gonzalez Q. Jarrett C. Holmes, A. Lunde, S. Haynes,	SR1 - Title I, Part A Funds	Budget worksheets
#3 & #4	14. 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 2012 - August 2013	External Funding: M. Medina, Title I Specialists S. Alexander C. Gonzalez	SR1 -Title I, Part A 20% Set – Aside Funds	EZSES Reports
#5	Title I, Part A Parental Involvement 15. Inform parents about their student's academic progress.	August 2012 – June 2013	T. Green Title I Contacts Title I Specialists K. Cline	PS Connect	End of Year Parent Involvement Survey

Core Initiative	Strategies	Timeline	Department and Person(s) Responsible	Resources Needed	Evaluation
#3 & #5	Title I, Part A Parental Involvement 16. Assist parents working in partnership with school staff to help their child achieve at the highest levels.	August 2012 – June 2013	Parents, All Campuses, Parent Eng. Rep., Title I Designee K. Cline	Parental Involvement Funds 1% of Title I, Part A Allocation	End of Year Parent Involvement Survey
#3 & #5	Title I, Part A Parental Involvement 17. Encourage parents to participate in parent/teacher conferences, school activities, and meetings to improve student academic achievement.	August 2012 – June 2013	Parents, All Campuses, Parent Eng. Dept., Title I Contacts K. Cline	PS Connect	End of Year Parent Involvement Survey
#3 & #5	Title I, Part A Parental Involvement 18. Assist parents supporting their School-Parent Compact including ensuring their child completes homework timely, use of extracurricular time positively, and monitor their child's, friends, and internet/electronic usage including TV time.	August 2012 – June 2013	Parents, All Campuses, Parent Eng. Dept., Title I Contacts K. Cline	Parental Involvement Funds 1% of Title I, Part A Allocation	Chancery Report
#3	Title I, Part A Parental Involvement 19. Establish Parent Engagement Center to support parenting skills and literacy.	August 2012 – June 2013	Parents, Title I, Part A Campuses, Parent Eng. Dept., Title I Contacts K. Cline	Parental Involvement Funds 1% of Title I, Part A Allocation	Program Evaluation
Multilingual Programs					
#1 & #2	20. Provide training and support to MS/HS administrators and teachers of LEP students utilizing training highlighting Sheltered Instruction strategies.	July, 2012 - July, 2013	Multilingual Programs: J. Alexander	SR1 - Title III, Part A Funds	Course evaluations; Sign-in sheets; TAKS/TELPAS/Exit Results
#1	21. 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 2012 - May 2013	Multilingual Programs: J. Alexander P. Espitia	SR1 - Title III, Part A Funds	Contact logs; TAKS/TELPAS/Exit results
#1, #2 &	22. Provide support and training to Dual	July 2012 -	Multilingual	GF1 Funds;	Course evaluations;

Core Initiative	Strategies	Timeline	Department and Person(s) Responsible	Resources Needed	Evaluation
#3	Language (DL) ES administrative and instructional campus-based personnel.	May 2013	Programs: T. Armstrong P. Espitia		Sign-in sheets; TAKS/TELPAS/Exit results
#1,#2 & #3	23. Provide support and training to administration, teachers and parents in DL schools and provide technical assistance to new prospective DL programs.	August 2012 - July 2013	Multilingual Programs: T. Armstrong P. Espitia	GF1 Funds	Sign in sheets; Student Chancery Report reflecting the number of students coded as Dual Language
#1, #2 & #3	24. Provide support, training and technical assistance to administration and teachers concerning "Best Practice" implementation of the ES Bilingual Program.	August 2012 - July 2013	Multilingual Programs: P. Espitia	GF1 Funds	Course evaluations Sign in sheets TELPAS/TAKS/Exit Results
#1,#2 & #3	25. Provide support, training and technical assistance to administration and teachers concerning "Best Practice" implementation of the secondary ESL Program.	August 2012 - July 2013	Multilingual Programs: j. Alexander	GF1 Funds	Course evaluations Sign in sheets TELPAS/TAKS/Exit Results
#1 & #2	26. Provide training for MS/HS administrators and teachers on assisting long-term ELL students.	July 2012 - January 2013	Multilingual Programs: J. Alexander	GF 1 Funds Title III Funds	e-TRAIN code Course evaluations Sign-in sheets
#3	27. 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 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 Stepping Stones home-based "parent is 	July 2012 - July 2013	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; Building Bridges pre and post assessment

Core Initiative	Strategies	Timeline	Department and Person(s) Responsible	Resources Needed	Evaluation
	<p>the child's first teacher" program, ages 3-5</p> <ul style="list-style-type: none"> • Provide Parent Information Meetings (PIM) which include information about promotion/retention standards, credit accrual, college readiness, etc. 				
	Professional Development (PSD)				
#1 & #3	<p>28. Provide a team of Elementary Teacher Development Specialists who will work with all elementary 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. 	July 2012 – August 2013	PSD: L. Menster	Title I, II, and III Funds	Improved student performance and progress as measured by district, state, and national assessments
#1 & #3	<p>29. Provide a team of Secondary Teacher Development Specialists who will work 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. 	July 2012 – August 2013	PSD: G. Tompkins	Title I, II, and III Funds	Improved student performance and progress as measured by district, state, and national assessments
#1 & #4	<p>30. Provide Professional Development Central Support Team 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 	July 2012 – August 2013	PSD: D. Martinez B. McCowan	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
	learning tools to enhance connectivity of teachers to resources and to each other.				
#1 & #3	<p>31. Provide Central Support coordination of mentoring and induction support for beginning and alternative certification teachers to:</p> <ul style="list-style-type: none"> strengthen knowledge of content, curriculum, instructional resources, and effective practices through induction and ongoing training; provide observations, feedback, and coaching aligned to instructional practice criteria to accelerate instruction practices of novice teachers; and support the implementation of district curriculum. 	July 2012 – August 2013	<p>PSD: G. McGee</p> <p>ACP: N. Hernandez</p>	Title I, II, and III Funds	Improved student performance and progress as measured by district, state, and national assessments
	School Choice				
#3	32. Promote equitable distribution of high-quality magnet program choices across the district.	August 2012 - June 2013	Assistant Superintendent-School Choice	Magnet, Student Transfer, and Campus Personnel	Assessment of Students in Magnet Programs Report District map of magnet programs
#3	33. Provide parents and community members with current relevant information on educational options available and assist them in accessing schools of choice.	August 2012 – June 2013	Magnet Specialist and Student Transfer Manager and Specialists	School Choice and Parent Liaison personnel	Satisfactory Surveys Phone logs Student transfer reports
	School Support Services				
#3 & #5	34. 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.	August 2012- July 2013	Student Engagement: Homeless Liaison	SR1 Funds	Independent Evaluator, Texas Homeless Education Office, Region 10 Educational

Core Initiative	Strategies	Timeline	Department and Person(s) Responsible	Resources Needed	Evaluation
					Support Center
#3	35. Oversee and implement community and school based programs to carry out the 16 required activities under the McKinney-Vento Law.	August 2012- July 2013	Student Engagement: Homeless Liaison	SR1 Funds	Independent Evaluator, Texas Homeless Education Office, Region 10 Educational Support Center
#3	36. 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 2012 - July 2013	Psychological Services: P. Weger Counseling Services: N. Mundy C. Craft	GF1 Funds; Psychological Services staff Counseling Services	Annual Report of Services
#3	37. Provide crisis intervention and preparedness training to school counselors, nurses and social services school staff.	August 2012 - July 2013	Psychological Services: P. Weger Counseling Services: N. Mundy C. Craft	GF1 Funds; Psychological Services trainers	Annual Report of Services
#3	38. Support counselors as they encourage students to take rigorous courses and insure all students have access to higher-level courses.	August 2012 - July 2013	Counseling Services: N. Mundy	GF Funds; Counseling Staff School Counselors	Counselor Action plans W/ Measurable Data
	Special Education				
#1 & #3	39. Provide professional development for special and general education teachers on implementing IEP accommodations for instruction and for state assessment.	August 2012 – June 2013	Special Education Senior Managers Special Education Program Specialists; Directors of Curriculum Instruction and	Special Education staff; Curriculum Dept. staff; Teacher Development Specialists; IDEA Funds	e-TRAIN documentation of professional development for teachers; campus summaries

Core Initiative	Strategies	Timeline	Department and Person(s) Responsible	Resources Needed	Evaluation
			Assessment; Teacher Development Specialists		
#1 & #3	40. Provide training and technical assistance for special and general education staff on implementing inclusive support services in general education.	August 2012 – June 2013	Special Education Senior Managers Special Education Program Specialists; Directors of Curriculum Instruction and Assessment; Teacher Development Specialists	Special Education staff; Curriculum Dept. staff; Teacher Development Specialists; Region 4 Collaboration; IDEA Funds	e-TRAIN documentation of professional development for staff; campus summaries; Region 4 documentation
#3	41. Utilize instructional technology in core curriculum areas using Universal Design for Learning (UDL) principles to differentiate instruction for diverse learners.	August 2012 – June 2013	Special Education Senior Mgrs Special Education Program Specialists; Directors of Curriculum Instruction and Assessment; Teacher Development Specialists	IDEA Funds	Teacher/student surveys; walkthrough visits, classroom/student observations, student performance on state assessments

**HOUSTON INDEPENDENT SCHOOL DISTRICT
DISTRICT IMPROVEMENT PLAN
2012-2013**

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> Further revise the PK-12 literacy plan to incorporate a system of assessment, student placement guidelines, tiered reading program options and monitoring system of supports for campuses. d. <u>Neuhaus Training</u> Coordinate and implement a systemic 	June 2012 - August 2013 August 2012 - May 2013 August 2012 - May 2013 September 2012– February 2013	<u>6 + 1 Traits:</u> Professional Development; M. Hartling <u>Language!:</u> K. Booker <u>Literacy Plan:</u> CIA C. Bedard <u>Neuhaus:</u> CIA:	GF1 Funds GF1 Funds GF1 Funds GF1 Funds \$1,700,000	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
	professional development plan by Neuhaus Education to ensure that all K-12 teachers have a solid foundation in reading instruction.		C. Bedard		
#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 2012 - May 2013	CIA: R. Haggerty	\$23,853 SR1 Funds	Improved 6th grade reading scores for Tier III students on STAAR and Stanford 10
#3	3. Create, communicate and implement a district wide Response to Intervention framework.	August 2012 - May 2013	CIA: C. Bedard	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 2012 - June 2013	CIA: ECH Manager	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 2012 - May 2013	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 policy revisions and/or

Core Initiative	Strategies	Timeline	Department and Person(s) Responsible	Resources Needed	Evaluation
					development.
#1 & #2 & #3	6. Reading Intervention classes for grade 6 and 9 students who are below the 50% on Stanford.	Aug 2012-June 2013	CIA and the Middle and High School offices	Neuhaus curriculum, adopted literature textbook, Portals (Tier 2), Language! (tier 3), reading diagnostic	Improved student achievement on standardized reading diagnostics
	Multilingual Programs				
#1, #2 & #3	7. Provide training and support to MS administrators and teachers of LEP students on implementation of ESL instructional strategies and the Sheltered Instruction.	August 2012 - June 2013	Multilingual Programs: J. Alexander	SR1 – Title III Funds	Course evaluations; Sign-in sheets; TAKS/TELPAS/Exit results
#3	8. Support the Teacher Development Specialists to assist schools in the development and implementation of instructional action plans to improve English language proficiency and LEP student achievement based on data analysis.	July 2012 - May 2013	Multilingual Programs: P. Espitia J. Alexander	SR1 – Title III Funds	Contact logs; TAKS/TELPAS/Exit results
#3	9. 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"> Intensive ESL. 	January 2013 - August 2013	Multilingual Programs: J. Alexander	SR1 – Title III Funds	Summer School Handbook; Memo to Schools; Training Agendas; Summer School Brochure; Pre/Post Student Evaluations
#3	10. Provide credit accrual tuition vouchers to identified LEP/immigrant students.	September 2012 - August 2013	Multilingual Programs: J. Alexander	SR1 – Title III Funds	Memo to Schools; Voucher forms; Review identified students' cumulative records

Core Initiative	Strategies	Timeline	Department and Person(s) Responsible	Resources Needed	Evaluation
#3	11. 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 2012 - July 2013	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	12. 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 2012 - May 2013	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
Professional Development (PSD)					
#1 & #3	15. Provide 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 2012 – August 2013	PSD: L. Menster	Title I, II, and III Funds	Improved student performance and progress as measured by district, state, and national assessments
#1 & #3	16. Provide 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 	July 2012 – August 2013	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
	professional development where appropriate.				
#1 & #4	17. Provide Professional Development Central Support Team 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 2013	PSD: D. Martinez B. McCowan	Title I & II Funds	Improved student performance and progress as measured by district, state, and national assessments.
#1 & #3	18. Provide Central Support coordination of mentoring and induction support for beginning and alternative certification teachers to: <ul style="list-style-type: none"> • strengthen knowledge of content, curriculum, instructional resources, and effective practices through induction and ongoing training; • provide observations, feedback, and coaching aligned to instructional practice criteria to accelerate instruction practices of novice teachers; and • support the implementation of district curriculum. 	July 2012 – August 2013	PSD: G. McGee ACP: N. Hernandez	Title I, II, and III Funds	Improved student performance and progress as measured by district, state, and national assessments
	School Choice				
#3	13. Provide parents and student with a wide array of school choice programs to	August 2012- July 2013	Magnet Specialist and	Parent Liaisons staff and programs	Phone Logs Student Transfer Reports

Core Initiative	Strategies	Timeline	Department and Person(s) Responsible	Resources Needed	Evaluation
	accommodate individual socio- educational needs.		Student Transfer Manager and Specialists	such as HILZ, HAS, AVA, Texas Connections, etc.	Satisfaction Surveys
	School Support Services				
#3 & #5	14. 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 2012 - June 2013	Student Engagement: Manager	GF1 Funds; Student Engagement Staff	District Dropout; Completion Rates
#3	<p>15. 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:</p> <ul style="list-style-type: none"> a. Family Involvement b. Early Childhood Education c. Reading and Writing Programs d. Mentoring/Tutoring 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 	August 2012 - June 2013	<p>School Support Services: A. Alaniz</p> <p>Curriculum and Instruction Professional Development</p>	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
	Prevention.				
#1, #3 & #4	18. Provide district wide training, support, and information on Chapter 37 Law, <i>Code of Student Conduct</i> , 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 2012-June 2013	Student Discipline: L. Gavito	Student Discipline Staff	Final reports; Sign-in Sheets
#1	19. Provide training for school staff members in bullying prevention.	August 2012 - June 2013	School Support Services: Staff	GF1 Funds	Agendas; Staff Activity Reports; Evaluation
#1	20. 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 2012 - July 2013	Psychological Services: P. Weger	GF1 Funds; Psychological Services Staff	Agendas; Program evaluations; Staff Activity Reports; Annual Report of Services
#4	21. Analyze annual data regarding crisis intervention and critical emotional/behavioral incidents.	August 2012 - August 2013	Psychological Services: P. Weger	GF1 Funds; Psychological Services administrative staff	Annual report of services
#5	22. Conduct the Gallup Student Poll to measure Student Engagement, Well-being, and Hope at participating campuses.	October 2012	Student Engagement: Manager	GF1 Funds	Report results
#3	23. Continue to monitor implementation and support campuses as they develop and maintain Personal Graduation Plans for students in grades 6-12.	August 2012-July 2013	Counseling Services: N. Mundy	GF1 Funds: Counseling Services Administrative staff	Progress Monitoring-Chancery
#1	24. Provide training in utilization of online database, "Teen Health and Wellness" available through the Department of Library Services. An excellent resource for	August 2012-July 2013	Psychological Services: P. Weger	GF1 Funds; Psychological Services administrative staff	Agendas; Program evaluations; Staff Activity Reports; Annual Report of Services

Core Initiative	Strategies	Timeline	Department and Person(s) Responsible	Resources Needed	Evaluation
	secondary students as well as teachers, parents and other personnel who work with teens and young adults.				
	Special Education				
#1	25. Provide professional development for counselors, special education department chairpersons, transition coaches, and special education teachers on effective transition planning procedures.	August 2012 – June 2013	Special Education: Senior Manager for HS; School Support Services: N. Mundy C. Craft	Special Education Program Specialists; Special Education Transition Coaches	e-TRAIN documentation of professional development for counselors, department chairpersons, special education teachers, transition coaches, campus sign-in sheets from training sessions
	State Compensatory Education (SCE)				
#3 & #5	26. Prepare and provide at least 3 resources on the State Compensatory Education Program. Information will be provided to all campuses.	August 2012 - September 2013	SCE: B. Cardenas	GF1 Funds \$6,000	Review of Materials; Survey
#3	27. 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 2012 - May 2013	SCE: B. Cardenas	GF1 Funds Approx. \$93,000,000.00	Observation Checklist; Final Research Report
#3 & #5	28. 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 2012	SCE: B. Cardenas; Budgeting: B. Chew	GF1 – Fund 142 Approx. \$15,000,000	Budget Checklist ; Final Budget Reports

Core Initiative	Strategies	Timeline	Department and Person(s) Responsible	Resources Needed	Evaluation
#3 & #5	29. Visit campuses, in coordination with the Research Department, to observe the SCE programs and services and document the effectiveness of these programs.	September 2012 - May 2013	SCE: B. Cardenas; Research and Accountability: H. Selig	Observation Forms	Observation Checklist; Final Research Reports
#3	30. 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 2012 - December 2012	SCE: B. Cardenas	School Improvement Plans	SIP Checklist; Final School Improvement Plan
#4	31. 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 2012 - January 2013	SCE: B. Cardenas	GF1 Funds \$ 4,000	Preliminary At-Risk Reports; Final PEIMS Reports
#3	32. 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 2012 - August 2013	SCE: B. Cardenas; Research and Accountability: H. Selig	Research Staff: K. McCarley	Observation Checklist; Final Research Report
#3 and 4	33. Attend trainings and in-services for updates on various program changes for State Compensatory Education, Budget, Evaluation, School Improvement Planning, and State Laws.	July 2012-June 2013	SCE: Bernadette Cardenas	Region IV Harris County Dept. of Ed. GF1 Funds -\$2,000	Certificates Evaluations
Virtual School					
#3 & #5	34. Provide technical support for Credit Recovery Coaches.	August 2012 - July 2013	Virtual School Dept., Title I Part A Campuses	SR1 – Title I, Part A	SAS Consolidated Application for Federal Funding

**HOUSTON INDEPENDENT SCHOOL DISTRICT
DISTRICT IMPROVEMENT PLAN
2012 - 2013**

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 2013.

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 2012 - June 2013	CIA: R. Raymond	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-12 teachers have a solid foundation in reading instruction.	August 2012 – February 2013	CIA: C. Bedard	GF1 Funds \$1,700,000	End-of-year student performance data
	External Funding				
#3	3. Provide technical support for the implementation of the Title I, Part A Extended-Year Summer School Program.	March 2013 - July 2013	External Funding: C. Gonzalez, Title I Specialists	SR1 - Title I, Part A Funds	Program Evaluation
	Multilingual Programs				
#3	4. Provide a Pre-K/K LEP Bilingual/ESL summer school program.	May 2013 - July 2013	Multilingual Programs:	GF1 Funds	Summer School Handbook;

Core Initiative	Strategies	Timeline	Department and Person(s) Responsible	Resources Needed	Evaluation
			T. Armstrong		Memo to Schools; Training Agendas; Summer School Brochure; Review identified students' cumulative records
#3	<p>5. 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 Stepping Stones 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 2012 - August 2013	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>6. Determine individual educational needs of early childhood migrant students, and provide parent training and supplemental home materials to meet those identified needs.</p>	October 2012 - November 2013	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>7. Provide assistance to MS migrant students which include:</p> <ul style="list-style-type: none"> • Provide support to 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 	October 2012 - June 2013	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
	<ul style="list-style-type: none"> Providing migrant students with necessary home work tools. Support literacy program for select MS migrant students. 				
#3	8. 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 2012 - July 2013	Multilingual/ Migrant Programs: M. Galindo	SR1 - Title I. Part C (Migrant) Funds;	Report cards Program Evaluation
#3	9. Coordinate out of state summer TAKS testing for migrant students when possible.	June 2013	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
Professional Development (PSD)					
#1 & #3	10. Provide-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 2012 – August 2013	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. Provide 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 2012 – August 2013	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	12. Provide Professional Development Central Support Team 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 2012 – August 2013	PSD: D. Martinez B. McCowan	Title I & II Funds	Improved student performance and progress as measured by district, state, and national assessments.
#1 & #3	13. Provide Central Support coordination of mentoring and induction support for beginning and alternative certification teachers to: <ul style="list-style-type: none"> strengthen knowledge of content, curriculum, instructional resources, and effective practices through induction and ongoing training; provide observations, feedback, and coaching aligned to instructional practice criteria to accelerate instruction practices of novice teachers; and support the implementation of district curriculum. 	July 2012 – August 2013	PSD: G. McGee ACP: N. Hernandez	Title I, II, and III Funds	Improved student performance and progress as measured by district, state, and national assessments

**HOUSTON INDEPENDENT SCHOOL DISTRICT
DISTRICT IMPROVEMENT PLAN
2012-2013**

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 2012 - June 2013	CIA : Core Foundation: R. Raymond, D. Enriquez, T. Phillips, M. Hartling, M. Kendall, H. Campbell, A. Miller, Core Enrichment: M. Crawford, W. Smith, R. Haggerty, C. Carrillo	School Budgets for Secondary Department Chairpersons	Improved student performance and progress in STAAR-tested content areas; favorable evaluations from training sessions; increased participation by schools
#1, #3 & #4	2. Support the implementation of a user-friendly curriculum including revised content and	July 2012 - June 2013	CIA: R. Vincent,	CIA Staff; Teacher Writers	Survey of teachers; improved student

Core Initiative	Strategies	Timeline	Department and Person(s) Responsible	Resources Needed	Evaluation
	strategies aligned to the new STAAR readiness and supporting objectives and college-and-career readiness standards. Use annual review feedback to make additional revisions to the HISD Curriculum.		M. Dorsey, and CIA staff	\$500,000 GF1 Funds	performance and progress on district, state, and national assessments
	Professional Development (PSD)				
#1 & #3	3. Provide 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 2012 – August 2013	PSD: L. Menster	Title I, II, and III Funds	Improved student performance and progress as measured by district, state, and national assessments
#1 & #3	4. Provide 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 2012 – August 2013	PSD: G. Tompkins	Title I, II, and III Funds	Improved student performance and progress as measured by district, state, and national assessments
#1 & #4	5. Provide Professional Development Central Support Team 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 	July 2012 – August 2013	PSD: D. Martinez B. McCowan	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
	<p>supporting English language learners.</p> <ul style="list-style-type: none"> Development of online, user-centered learning tools to enhance connectivity of teachers to resources and to each other. 				
#1 & #3	<p>6. Provide Central Support coordination of mentoring and induction support for beginning and alternative certification teachers to:</p> <ul style="list-style-type: none"> strengthen knowledge of content, curriculum, instructional resources, and effective practices through induction and ongoing training; provide observations, feedback, and coaching aligned to instructional practice criteria to accelerate instruction practices of novice teachers; and support the implementation of district curriculum. 	July 2012 – August 2013	<p>PSD: G. McGee</p> <p>ACP: N. Hernandez</p>	Title I, II, and III 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>7. Build effective instructional leadership capacity on campuses through support of Magnet Coordinators with targeted training, resources, relevant communications, and other activities.</p>	August 2012- July 2013	Magnet Specialist	Magnet Personnel School Offices Professional Development	Sign-in sheets; meeting agendas; training documents; workshop evaluations
#3	<p>8. Seek resources and support for campus-based magnet teachers and coordinators.</p>	August 2012- July 2013	Assistant Superintendent and Magnet Specialist	Magnet Personnel School Offices Strategic Partnerships Curriculum Dept. Grant Dept.	Magnet program evaluations
#3	<p>9. Guide and support the implementation of best-practice enhancements to HISD</p>	August 2012- July 2013	Magnet Specialist	Magnet personnel School Offices	Magnet program records;

Core Initiative	Strategies	Timeline	Department and Person(s) Responsible	Resources Needed	Evaluation
	curriculum documents – including experiential learning opportunities and student performance as part rich focused curriculum which must be offered in magnet classes.			Curriculum Dept. Grant Dept.	Magnet program evaluations
#3	10. Guide and support the development of vertically aligned magnet programs.	August 2012- July 2013	Assistant Superintendent and Magnet Specialist	Magnet personnel School Offices Curriculum Dept.	Magnet brochure w/descriptions of magnet programs
	Special Education				
#4	11. Analyze student outcomes frequently to review IEP, placement and assessment for students with disabilities.	Quarterly August 2012 - June 2013	Senior Managers and Program Specialists at all levels	Campus Online data, Student IEP documents	Benchmark data, Participation of students with disabilities in the modified and alternate assessments decreases to less than 3%

**HOUSTON INDEPENDENT SCHOOL DISTRICT
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2012-2013**

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 grades 3-8 will not be set until Fall of 2012 at which time the point gap differences can be calculated for all grades tested.**

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: 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 2012 - June 2013	CIA: TPRI/ Tejas LEE: R. Raymond	GF1 Funds \$455,000	End-of-year student performance report to TEA
#3 & #4	b. <u>HISD Pre-K Assessment</u> Implement assessments 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		Pre-K Assessment: ECH Manager	GF1 Funds \$110,500	End-of-year student performance; Kindergarten Stanford and Aprenda scores

Core Initiative	Strategies	Timeline	Department and Person(s) Responsible	Resources Needed	Evaluation
	Multilingual Programs				
#1 & #2	4. Provide training and support to administrators and teachers of LEP students to implement ESL instructional strategies and Sheltered Instruction.	July 2012 - June 2013	Multilingual Programs: J. Alexander	SR1 - Title III, Part A Funds	Course evaluations; Sign-in sheets; TAKS/TELPAS/Exit results
	Professional Development (PSD)				
#1 & #3	5. Provide 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 2012 – August 2013	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. Provide 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 2012 – August 2013	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. Provide Professional Development Central Support Team 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 	July 2012 – August 2013	PSD: D. Martinez B. McCowan	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
	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. 				
#1 & #3	8. Provide 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 2012 – August 2013	PSD: L. Menster	Title I, II, and III Funds	Improved student performance and progress as measured by district, state, and national assessments
	Special Education				
#3	9. Increase placement of students with disabilities in more inclusive classroom settings with the appropriate supplementary aids and services.	August 2012 - June 2013	Principals, Department Chairpersons, Program Specialists, Senior Managers at all levels	Personnel	Increase in student placement in less restrictive settings

**HOUSTON INDEPENDENT SCHOOL DISTRICT
DISTRICT IMPROVEMENT PLAN
2012-2013**

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
	College and Career Readiness				
#1 & #3	1. Provide AP Coordinator and AP Potential training.	August 2012 - March 2013	College & Career Readiness: E. Arriaga	SR1 Funds	Agendas; Sign-in Sheets
#3	2. Provide Pre-AP and AP Teacher Professional Development.	August 2012 - June 2013	College & Career Readiness: E. Arriaga	SR1 Funds	Agendas; Sign-in Sheets
#3 & #4	3. Coordinate MS and HS Pre-AP/AP Leadership Institute to review data, set goals, increase participation, etc.	Fall 2012	College & Career Readiness: E. Arriaga	SR1 Funds	Participant Evaluations
#1 & #3	4. Continue AP Teacher Mentor Program that pairs new and experienced AP teachers.	August 2012 - June 2013	College & Career Readiness: E. Arriaga	SR1 Funds	Participant Evaluations
#5	5. Provide AP information for schools and the community to better market AP programs.	August 2012 - December 2013	College & Career Readiness:	GF1 Funds	Completed Marketing Documents

Core Initiative	Strategies	Timeline	Department and Person(s) Responsible	Resources Needed	Evaluation
			E. Arriaga		
#3 & #5	6. 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, 2012 - June 31, 2013	College & Career Readiness: E. Arriaga 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	7. 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, 2012 - June 31, 2013	College & Career Readiness: E. Arriaga 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	8. Create Scholarship workshops to instruct College Access Coordinators and counselors with the skills to better assist students in completing scholarship applications.	July 1, 2012 - June 31, 2013	College & Career Readiness: E. Arriaga 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	9. 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 effectively.	September 1, 2012 - June 31, 2013	College & Career Readiness: E. Arriaga 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.

Core Initiative	Strategies	Timeline	Department and Person(s) Responsible	Resources Needed	Evaluation
#5	10. Offer bus transportation to middle school and high school campuses for college/university visits.	September 1, 2012 - June 15, 2013	College & Career Readiness: E. Arriaga	GF1 Funds for bus transportation	Evaluate college going rate based upon attendance on college/university visits.
#5	11. 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, 2012 - June 31, 2013	College & Career Readiness; 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	12. Adopt the Kids 2 College 6th grade curriculum district-wide to include all middle schools participation.	September 1, 2012 - May 31, 2013	College & Career Readiness: N. Mundy	GF1 Funds for bus transportation and printing costs	Pre and Post surveys given to students and teachers
#5	13. Host the National College Fair and encourage all juniors and their parents to attend.	March 2012 - April 2013	College & Career Readiness: E. Arriaga 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	14. 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, 2012 – June 30, 2013	Counseling Services: N. Mundy C. Craft	Counseling Services Administrative staff	Pre and Post Surveys
#3	15. Host Fall Counselor Workshops for Secondary Counselors. Topics covered include: AP, PSAT, SAT, Readistep and other topics.	September 2012- November 2012	Counseling Services: N. Mundy C. Craft	Counseling Services Administrative Staff College Board Staff	Workshop Evaluation
	Curriculum, Instruction and Assessment (CIA)				
#3	16. Implement a new 4 x 4 mathematics course, "Advanced Quantitative Reasoning," at all	July 2012 - June 2013	CIA: M. Kendall	Access to resources from UT	Walk-through observations to monitor

Core Initiative	Strategies	Timeline	Department and Person(s) Responsible	Resources Needed	Evaluation
	HISD high schools for the purpose of providing a fourth-year, college-bound mathematics course for seniors.			Dana Center	the implementation of the new curriculum; feedback from teacher focus groups
	External Funding				
#5	Title I, Part A Parental Involvement 17. Assist parents with communicating with their child the importance of being prepared for college and a career.	August 2012 - June 2013	Parents, All Campuses, Parent Eng. Dept, Title I Contacts, K. Cline	Parental Involvement Funds 1% of Title I, Part A Allocation	Chancery Report
	Multilingual Programs				
#5	18. Provide parent training for LEP regarding graduation plans and college opportunities for LEP/immigrant students.	October 2012 - March 2013	Parent Engagement K. Cline	SR1 - Title III Funds	Registration forms; Sign in sheets
#4	19. 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 2012 - August 2013	Multilingual/Migrant Programs: M. Galindo	SR1 - Title 1, Part C (Migrant) Funds; NGS	NGS Reports; PBMAS
#3	20. Facilitate use of a variety of strategies for credit accrual for migrant students with late entry and early withdrawal characteristics.	October 2012 - July 2013	Multilingual/Migrant Programs: M. Galindo	SR1 - Title 1, Part C (Migrant) Funds	Federal State, and Compliance Secondary Guidelines
#3	21. 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 2013 - June 2013	Multilingual/Migrant Programs: M. Galindo	SR1 - Title 1, Part C (Migrant) Funds	Tutor Notes
	Special Education				
#3	22. Increase placement of students with disabilities in more inclusive classroom settings with the appropriate supplementary aids and services so that they access	August 2012 - June 2013	Principals, Department Chairpersons, Special Education	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.		Program Specialists, Senior Managers at all levels		

**HOUSTON INDEPENDENT SCHOOL DISTRICT
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2012-2013**

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 2012 - June 2013	CIA: M. Kendall, M. Hartling, H. Campbell, 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 2012 - June 2013	CIA: M. Kendall, M. Hartling, H. Campbell, 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 teachers concerning

Core Initiative	Strategies	Timeline	Department and Person(s) Responsible	Resources Needed	Evaluation
					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 2012 - May 2013	Multilingual Programs: T. Armstrong	GF1 Funds	Agendas of DL Coordinator meetings; Roster of students taking test
	School Support Services				
#1 & #4	4. Promote and support online course enrollments for regular and AP courses, train Graduation Coaches, Counselors, and AP teachers of record in supporting online instruction.	July 2012 – August 2013	School Support Services: J. Wilson	GF1 funds	Periodic metrics
	Special Education				
#3	5. 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.	August 2012 - June 2013	Principals, Department Chairpersons, Program Specialists, Senior Managers at all levels	Personnel	Increase in student placement in less restrictive settings

**HOUSTON INDEPENDENT SCHOOL DISTRICT
DISTRICT IMPROVEMENT PLAN
2012-2013**

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
	College and Career Readiness				
#3 & #5	1. 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, 2012 - June 31, 2013	College and Career Readiness: E. Arriaga	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	2. 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, 2012 - June 31, 2013	College and Career Readiness; E. Arriaga	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	3. 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 2012 – July 2013	Counseling Services: N. Mundy	GF1 Funds	Compare numbers of Texas Scholars to previous years

Core Initiative	Strategies	Timeline	Department and Person(s) Responsible	Resources Needed	Evaluation
	Curriculum, Instruction and Assessment (CIA)				
#3	4. 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 2012 - June 2013	CIA: M. Kendall, M. Hartling, H. Campbell 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	5. Provide students enrolled in programs opportunities to take dual credit courses in their selected career pathway.	July 2012 – June 2013	CIA: C. Carrillo 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	6. Facilitate use of a variety of strategies for credit accrual for migrant students with late entry and early withdrawal characteristics.	October 2012 - May 2013	Multilingual/ Migrant Programs: M. Galindo	SR1 - Title 1, Part C (Migrant) Funds	Federal, State, and Compliance Secondary Guidelines
	Special Education				
#3	7. 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.	August 2012 - June 2013	Principals, Department Chairpersons, Special Populations Program Specialists, Senior Managers at all levels	Personnel	Increase in student placement in less restrictive settings

**HOUSTON INDEPENDENT SCHOOL DISTRICT
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2012-2013**

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. Provide 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 2012 – August 2013	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. Provide 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 2012 – August 2013	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
#1 & #4	3. Provide Professional Development Central Support Team 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 2012 – August 2013	PSD: D. Martinez B. McCowan	Title I & II Funds	Improved student performance and progress as measured by district, state, and national assessments.
#1 & #3	4. Provide Central Support coordination of mentoring and induction support for beginning and alternative certification teachers to: <ul style="list-style-type: none"> • strengthen knowledge of content, curriculum, instructional resources, and effective practices through induction and ongoing training; • provide observations, feedback, and coaching aligned to instructional practice criteria to accelerate instruction practices of novice teachers; and • support the implementation of district curriculum. 	July 2012 – August 2013	PSD: G. McGee ACP: N. Hernandez	Title I, II, and III Funds	

**HOUSTON INDEPENDENT SCHOOL DISTRICT
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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: 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.	August 2012 - June 2013	CIA: TPRI/ Tejas LEE: R. Raymond	GF1 Funds \$455,000	End-of-year student performance report to TEA
#3 & #4	b. <u>HISD Pre-K Assessment</u> Implement assessments 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		Pre-K Assessment: ECH Manager	GF1 Funds \$455,000	End-of-year student performance; Kindergarten Stanford and Aprenda scores

Core Initiative	Strategies	Timeline	Department and Person(s) Responsible	Resources Needed	Evaluation
#4	appropriate small group instruction and monitoring of student progress and growth over time.				
#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.		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 & #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.		Assessments: M. Hartling, M. Kendall, H. Campbell, A. Miller, D. Enriquez T. Phillips	CIA staff; \$600,000 SR1 for Campus Online	Campus Online reports; student performance on TAKS and STAAR
	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.		R. Raymond, M. Dorsey TMSFA: M. Hartling	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 Sheltered Instruction strategies.	August 2012 - August 2013	Multilingual Programs: J. Alexander	SR1- Title III Funds	Course evaluations; Sign-in sheets; TAKS/TELPAS/Exit results
	Professional Development (PSD)				
#1 & #3	3. Provide 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 	July 2012 – August 2013	PSD: L. Menster	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
	<ul style="list-style-type: none"> Facilitate campus-based professional development where appropriate. 				
#1 & #3	<p>4. Provide a team of Secondary Teacher Development Specialists who will work 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. 	July 2012 – August 2013	PSD: G. Tompkins	Title I, II, and III Funds	Improved student performance and progress as measured by district, state, and national assessments
#1 & #4	<p>5. Provide Professional Development Central Support Team 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 2012 – August 2013	PSD: D. Martinez B. McCowan	Title I & II Funds	Improved student performance and progress as measured by district, state, and national assessments.
#1 & #3	<p>6. Provide Central Support coordination of mentoring and induction support for beginning and alternative certification teachers to:</p> <ul style="list-style-type: none"> strengthen knowledge of content, curriculum, instructional resources, and effective practices through induction and ongoing training; provide observations, feedback, and coaching aligned to instructional 	July 2012 – August 2013	PSD: G. McGee ACP: N. Hernandez	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
	practice criteria to accelerate instruction practices of novice teachers; and <ul style="list-style-type: none"> • support the implementation of district curriculum. 				
	Special Education				
#3	7. 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.	August 2012 - June 2013	Principals, Department Chairpersons, Special Populations Program Specialists, Senior Managers at all levels	Personnel	Increase student placement in less restrictive setting
#3	8. Increase participation of students with disabilities in state and national assessments with the appropriate allowable accommodations.	August 2012 - June 2013	Principals, Department Chairpersons, Special Populations Program Specialists, Senior Managers at all levels	Personnel	Increase student placement in less restrictive setting

**HOUSTON INDEPENDENT SCHOOL DISTRICT
DISTRICT IMPROVEMENT PLAN
2012-2013**

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 2012 - June 2013	CIA: M. Hartling, M. Kendall, H. Campbell A. Miller, R. Raymond, D. Enriquez, T. Phillips 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
	Multilingual Programs				
#1 & #3	2. 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 2012 - January 2013	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	3. Offer on-line Moodle trainings accessible on	August 2012 -	Multilingual	SR1 - Title III	e-TRAIN catalog;

Core Initiative	Strategies	Timeline	Department and Person(s) Responsible	Resources Needed	Evaluation
	e-TRAIN on: <ul style="list-style-type: none"> • ESL Frameworks, • TELPAS Data Analysis • ELPS implementation • LPAC training • ESL strategies. 	July 2013	Programs: T. Armstrong	Funds	On-line attendance transcripts; On-line assessment results
#3	4. 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 2012 - June 2013	Multilingual Programs: J. Alexander	GF1 Funds	Sign in sheets; Number of students exiting the “alternative” method
#3	5. Identify migrant LEP students most in need of intervention services, and coordinate services with Title I and Title III.	October 2012 - May 2013	Multilingual/ Migrant Programs: M. Galindo	SR1 - Title 1, Part C (Migrant) Funds	NGS Rosters; SIS grade reports
Special Education					
#3	6. Update forms and documents related to the alternate LEP exit criteria for students with disabilities.	August 2012 - June 2013	Special Education Senior Manager and Multilingual Managers	Multilingual Department Staff Special Education Staff	Forms posted to the Web Portal on websites for Multilingual and Special Education Departments.
#1 & #3	7. Provide professional development for LPAC members and special education department chairpersons on alternate LEP exit criteria for students with severe disabilities	August 2012 - June 2013	Special Education Senior Manager and Multilingual Managers	Multilingual Department Staff Special Education Staff	e-TRAIN documentation of professional development for LPAC members and special education department chairpersons

**HOUSTON INDEPENDENT SCHOOL DISTRICT
DISTRICT IMPROVEMENT PLAN
2012-2013**

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 2012 - June 2013	CIA: M. Hartling, M. Kendall, H. Campbell, A. Miller, R. Raymond, D. Enriquez, T. Phillips, 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 to ensure that students receive appropriate	July 2012 – June 2013	School Improvement Officers and Campus	Time for CTE teachers to attend ARD meetings	ARD meeting notes

Core Initiative	Strategies	Timeline	Department and Person(s) Responsible	Resources Needed	Evaluation
	placement, accommodations, and modifications in CTE courses.		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 2012 - May 2013	Multilingual/ Migrant Programs: M. Galindo	SR1 - Title 1, Part C (Migrant) Funds	NGS Special Needs reports; SIS Special Needs reports
	School Support Services				
#3	4. Continue to provide Counseling as a Related Service to Identified Special Education students.	August 2012 – September 2013	Special Education Staff/ARD School Counselors: N. Mundy C. Craft	Counseling Staff	IEP/Programs Monitoring Data
	Special Education				
#3	5. Provide training for special education evaluation staff on assessment and identification of students with dyslexia as required by state dyslexia guidelines.	October, 2012 - May 2013	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	6. 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.	August 2012 - June 2013	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	7. Provide professional development for special and general education teachers on implementing IEP accommodations for instruction and for state assessment.	August 2012 - June 2013	Special Education Senior Mgrs Special Education Program	Special Education staff; Curriculum Dept. staff; Teacher Development Specialists;	e-TRAIN documentation of professional development for teachers; campus summaries

Core Initiative	Strategies	Timeline	Department and Person(s) Responsible	Resources Needed	Evaluation
			Specialists; Curriculum Instruction and Assessment staff Teacher Development Specialists	IDEA Funds; TEA Resources	
#1 & #3	8. 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.	August 2012 - June 2013	Special Education Senior Mgrs Special Education Program Specialists; Curriculum Instruction and Assessment Staff; Teacher Development Specialists	Special Education staff; Curriculum Dept. staff; Teacher Development Specialists; Region 4 Collaboration; IDEA Funds	e-TRAIN documentation of professional development for staff; campus summaries; Region 4 documentation
#3	9. 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.	August 2012 - June 2013	Special Education Senior Managers; Special Education Program Specialists; Manager for Early Childhood	Region 4 Collaboration IDEA Funds	Chancery roster of preschoolers with disabilities enrolled in instructional settings 40 and 41 (general education pre-K), Data from TEA Performance Based Monitoring Analysis System (PBMAS)