

REPORT FROM THE SUPERINTENDENT

Office of Superintendent of Schools
Board of Education Meeting of December 8, 2011

SUBJECT: **BOARD MONITORING SYSTEM—GOAL 2: IMPROVE HUMAN CAPITAL**

At the February 11, 2010, board meeting, the Board of Education implemented a revised Board Monitoring System in order to efficiently maintain and measure achievement of Houston Independent School District (HISD) goals and adherence to its core values. The monitoring system was designed to give district administrators clear direction on how to meet the board's expectations in these crucial areas.

Board Policy AE(LOCAL) states “[T]he administration shall report to the Board of Education on each goal and core value using the specific method and timing set out below, . . .”

In reference to the district's **Goal 2: Improve Human Capital**, the attached report provides information regarding the critical outcomes of Recruitment and Selection, Human Capital Assessment and Retention, and Customer Service. This report directly supports HISD's Strategic Direction for Core Initiative 1: An Effective Teacher in Every Classroom, Core Initiative 2: An Effective Principal in Every School, and Core Initiative 4: Data-Driven Accountability.



Board Monitoring System: Goal 2 Improve Human Capital

Purpose

The Houston Independent School District (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, HISD's Board of Education has designed a program to systematically monitor the district's goals and core values. The Board Monitoring System will report on each goal and core value on a routine basis. The goals currently under review are to attract and hire top talent through proactive search strategies and rigorous selection criteria for every job position, to provide every employee ongoing annual feedback that creates opportunities for recognizing excellence, developing skills and leadership, and retaining high performing staff in every job position, and to provide quality service and personal attention to meet the needs of current employees, applicants and external customers (Goal 2, Sections A-C.).

Findings

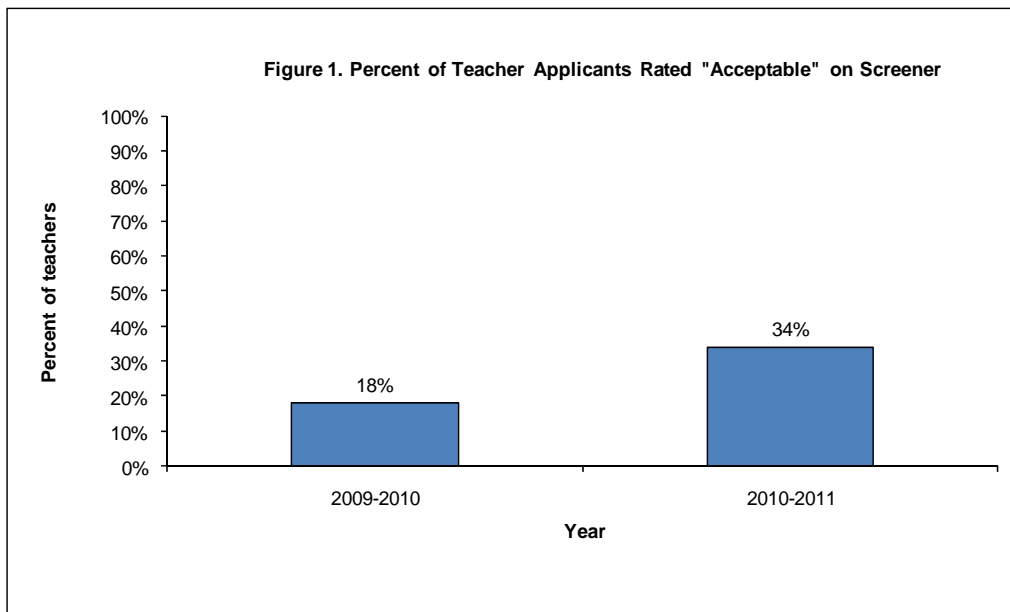
A. Recruitment and Selection

HISD will attract and hire top talent through proactive search strategies and rigorous selection criteria for every job position.

Key Metrics:

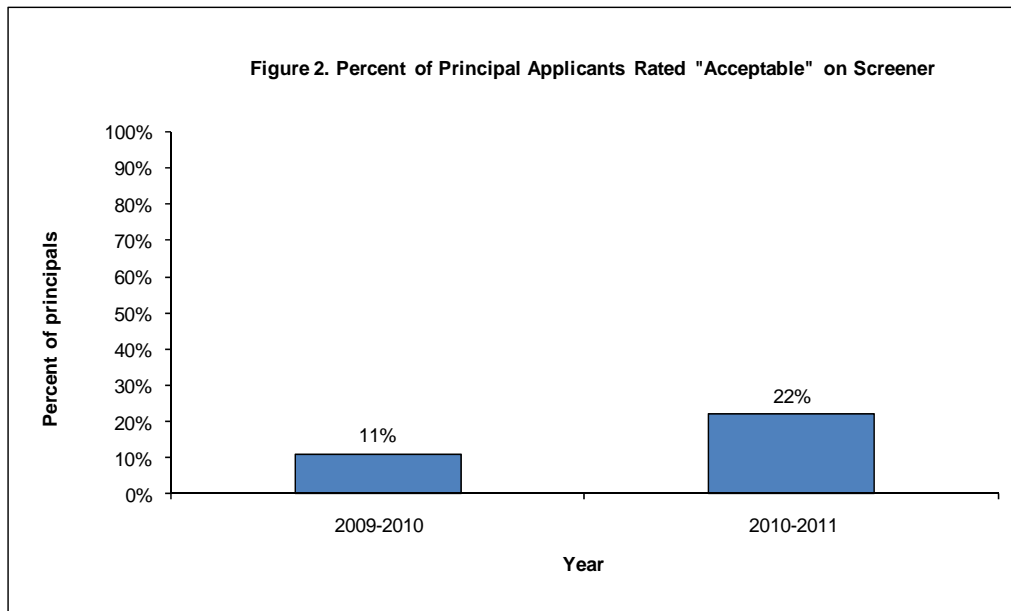
1. Percent of teacher applicants rated in the acceptable range on screener

Of the 5,383 teacher applicants for the 2009-2010 school year, 18% (988) were rated acceptable in the selection process. HISD defines “acceptable” to mean those candidates who successfully completed all phases of the selection process and entered the teacher pool. For the 2010-2011 school year, budget cuts resulted in a hiring freeze, and from March through June, only applicants for vacancies for critical shortage positions were tracked and considered. This limited the number of tracked applicants to 3,191, with 34% (1,088) of these receiving an acceptable rating in the selection process.



2. Percent of principal applicants rated in the acceptable range on screener

During the 2009-2010 school year, 1,085 principal candidates applied to the candidate pool and 115, or 11%, scored in the acceptable range on our screener. HISD defines “acceptable” to mean those candidates who successfully completed all phases of the selection process and entered the principal pipeline pool. For 2010-2011, the percentage of applicants rated “acceptable” increased to 22% because the process became more selective. Whereas in the previous year any principal applicant was considered, the 2010-2011 selection process only considered candidates with two years of assistant principal experience.



3. Percent of HR screened teachers rated in top 10 percent of EVAAS value-added data

During the 2009-2010 school year, 5,383 teachers were screened and 665 were hired for the 2010-2011 school year. Of these teachers, 226 had value-added data from 2010-2011. Of these, 22 (10%) had at least one value-added score that ranked in the top 10%.

4. Percent of HR screened teachers rated in top two quartiles of EVAAS value-added data

Of the 226 teachers for the 2010-2011 school year mentioned above, 135 (60%) had at least one value-added score that ranked in the top two quartiles.

5. Teacher Yield Percent: Number of offers made to teachers versus number of teachers that accepted offer.

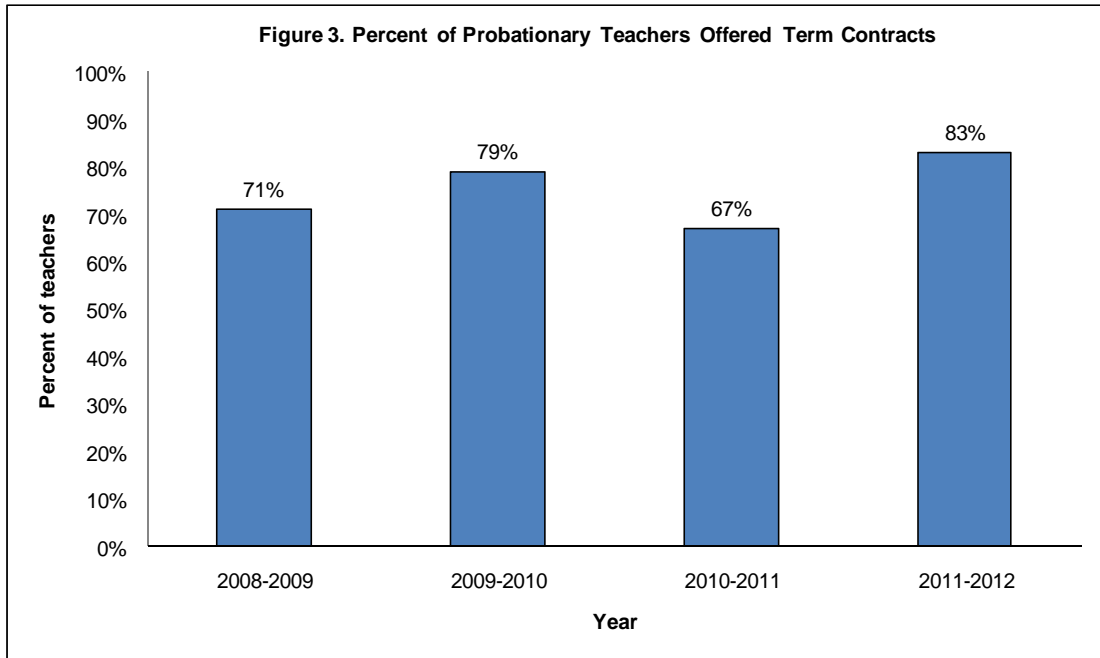
This information is not currently tracked. Many principals make offers to teacher candidates and do not send official documentation to Human Resources (HR) until a candidate accepts. HR will examine this process during the 2011-2012 school year. The Board’s decision to enable the district to upgrade to PeopleSoft 9.1 will greatly improve our ability to track this data in the future.

B. Human Capital Assessment and Retention

HISD will provide every employee ongoing annual feedback that creates opportunities for recognizing excellence, developing skills and leadership, and retaining high performing staff in every job position.

Key Metrics:

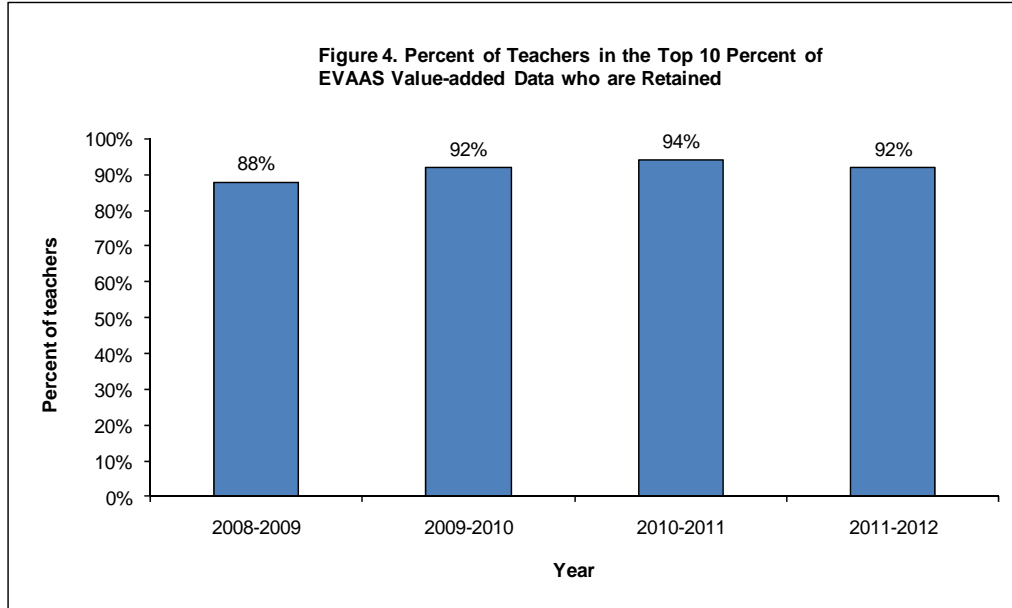
1. Percent of probationary teachers who receive a term contract



Interpretation

Figure 3 shows that of the probationary teachers from the 2007-2008 school year, 71% were given term contracts for the 2008-2009 school year. 79% of the probationary teachers from the 2008-2009 school year were given term contracts for the 2009-2010 school year, and 67% of the probationary teachers from 2009-2010 received term contracts for the 2010-2011 school year. For the current school year, 83% of probationary teachers from 2010-2011 were given term contracts.

2. Percent of teachers in the top 10 percent of EVAAS value-added data who are retained

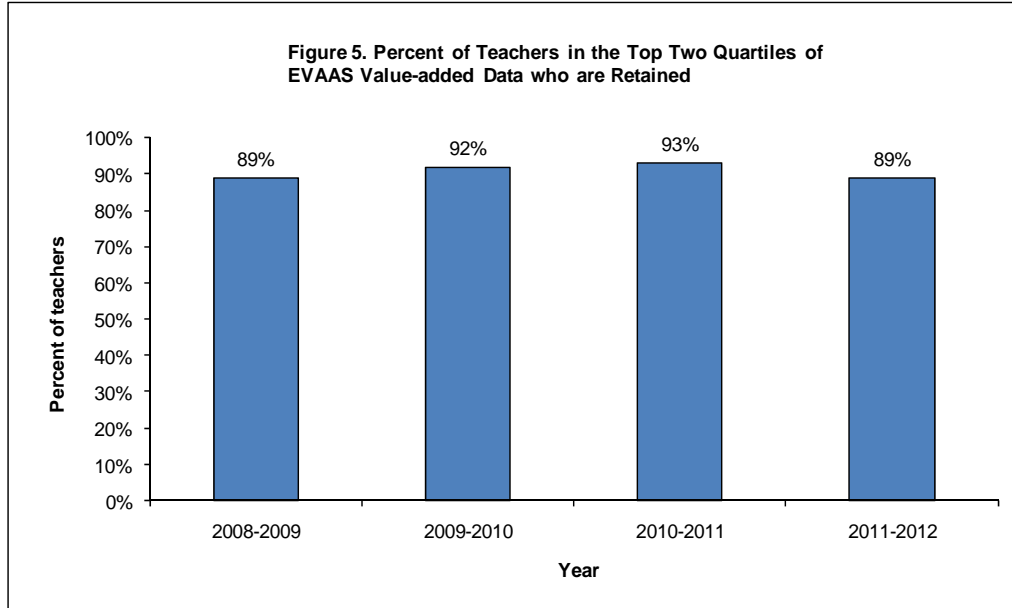


Interpretation

Teachers of core foundation subjects to third to eighth graders typically receive value-added scores for each subject they teach. Having a value-added score ranked in the top 10% in any subject qualifies a teacher to be included in this metric. Retention is defined as continuing to serve within the district, regardless of position.

Figure 4 shows that 88% of the teachers who had at least one subject that ranked in the top 10 percent of EVAAS value-added scores in the 2007-2008 school year remained an active employee in the district in the 2008-2009 school year. Ninety-two percent (92%) of the teachers with at least one top-ranked value-added score in 2008-2009 were retained for the 2009-2010 school year. Ninety-four percent (94%) of the teachers with at least one top-ranked value-added score in 2009-2010 were retained for the 2010-2011 school year. Among the 666 who had at least one subject in the top 10% of EVAAS value-added scores in 2010-2011, 610 (92%) were retained in 2011-2012.

3. Percent of teachers in the top two quartiles of EVAAS value-added data who are retained

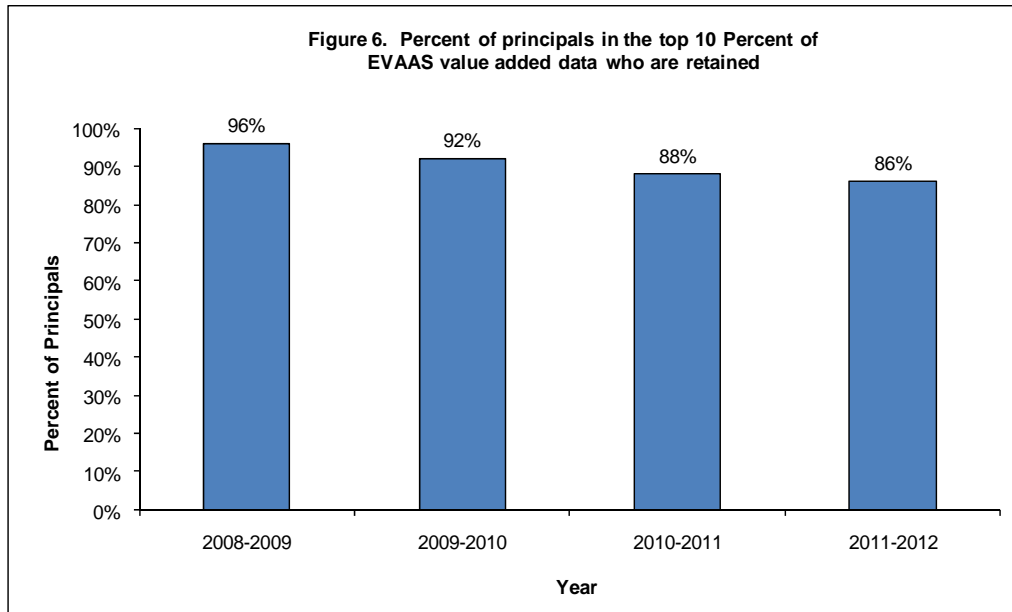


Interpretation

Teachers of core foundation subjects to third to eighth graders typically receive value-added scores for each subject they teach. Having a value-added score ranked in the top two quartiles in any subject qualifies a teacher to be included in this metric. Retention is defined as continuing to serve within the district, regardless of position.

Figure 5 shows that among the teachers who had at least one subject in the top two quartiles of EVAAS value-added scores in the 2007-2008 school year, 89% of them remained active employees in the district in the 2008-2009 school year. Of the teachers who had at least one subject that ranked in the top two quartiles of EVAAS value-added scores in 2008-2009, 92% were retained for the 2009-2010 school year. Ninety-three percent (93%) of the teachers who had at least one subject in the top two quartiles of EVAAS value-added scores in 2009-2010 were retained for the 2010-2011 school year. In the 2010-2011 school year, of the 2,556 teachers who had at least one value-added score in the top two quartiles, 89% (2,269) continued their employment in the current school year.

4. Percent of principals in the top 10 percent of EVAAS value-added data who are retained

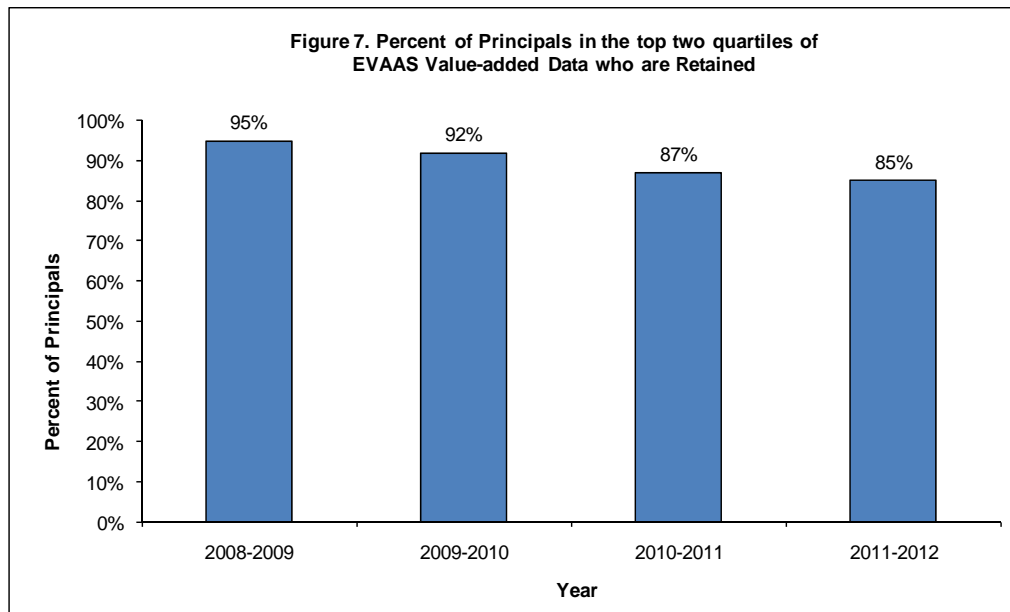


Interpretation

For this metric, the campus value-added composite cumulative gain index was used to rank those who were identified as campus principals as of the fall semester of the school year. All campuses whose composite value-added score ranked in the top 10% of their school level and whose principals have retention or termination data are included in the analysis for this metric. Charter school principals whose campuses' value-added scores may have ranked in the top 10% are not included in the analysis. Retention is defined as continuing to serve within the district, regardless of position.

Figure 6 shows that among the principals whose campuses had a composite value-added score ranking in the top 10% for the 2007-2008 school year, 96% remained in the district for 2008-2009. Among those principals from top-ranking campuses in the 2008-2009 year, 92% remained in the district for the 2009-2010 school year. For the 2010-2011 school year, 85% of the principals from top-ranked campuses remained in the district. As of the start of the 2011-2012 school year, of the 29 principals whose campus' EVAAS composite score ranked in the top 10%, 86% (25) were retained by the district.

5. Percent of principals in the top two quartiles of EVAAS value-added data who are retained

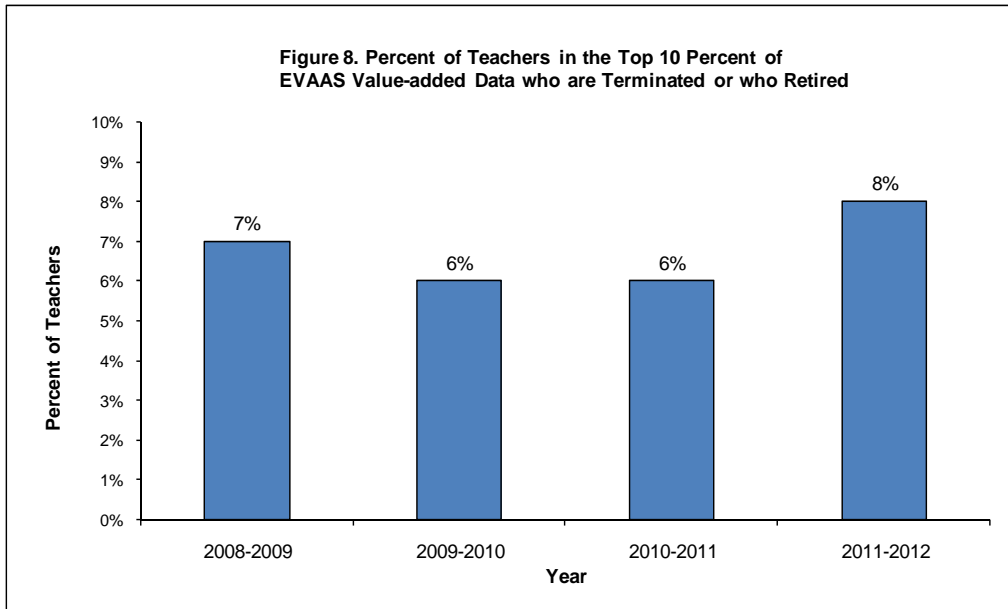


Interpretation

For this metric, the campus value-added composite cumulative gain index was used to rank those who were identified as campus principals as of the fall semester of the school year. All campuses whose composite value-added score ranked in the top two quartiles of their school level and whose principals have retention or termination data are included in the analysis for this metric. Charter school principals whose campuses' value-added scores may have ranked in the top two quartiles are not included in the analysis. Retention is defined as continuing to serve within the district, regardless of position.

Figure 7 shows that among the principals whose campuses had a composite value-added score ranking in the top two quartiles for the 2007-2008 school year, 95% remained in the district for 2008-2009. Among those principals from top-ranking campuses in the 2008-2009 school year, 92% remained in district for the 2009-2010 school year. Among top-ranking campus principals from 2009-2010, 87% are still serving the district in 2010-2011. Of the 143 principals from campuses with EVAAS composite scores rankings in the top-two quartiles in 2010-2011, 85% (121) were retained by the district for the current school year.

6. Percent of teachers in the top 10 percent of EVAAS value-added data who are terminated or who retired

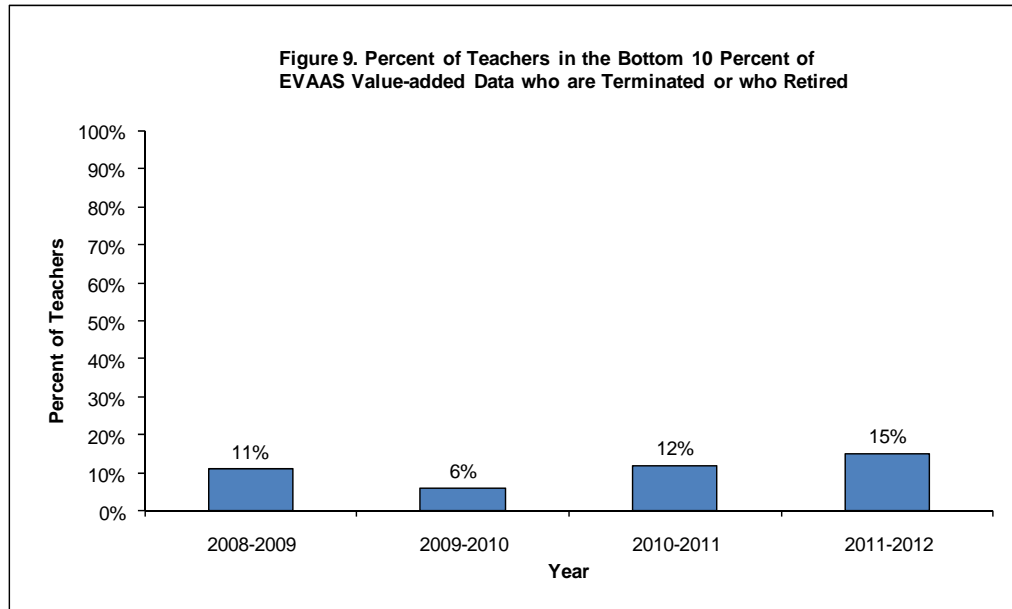


Interpretation

Teachers of core foundation subjects to third to eighth graders typically receive value-added scores for each subject they teach. Having a value-added score rank in the top ten percent in any subject qualifies a teacher to be included in this metric. All instances of termination of employment are included in this metric except death of an employee.

Figure 8 represents the percentage of teachers who had at least one subject that ranked in the top 10 percent of EVAAS value-added scores but retired or were terminated from the district during the next school year. Of the top-ranked teachers from the 2007-2008 school year, 7% no longer served the district in 2008-2009. Of the top-ranked teachers from the school year 2008-2009, 6% were no longer in the district in 2009-2010. The same percentage of top-ranked teachers from the 2009-2010 school year, (6%) no longer served the district in 2010-2011. As of the 2011-2012 school year, 8% of the top-ranked teachers from the prior year had been terminated or retired from the district.

7. Percent of teachers in the bottom 10 percent of EVAAS value-added data who are terminated or who retired

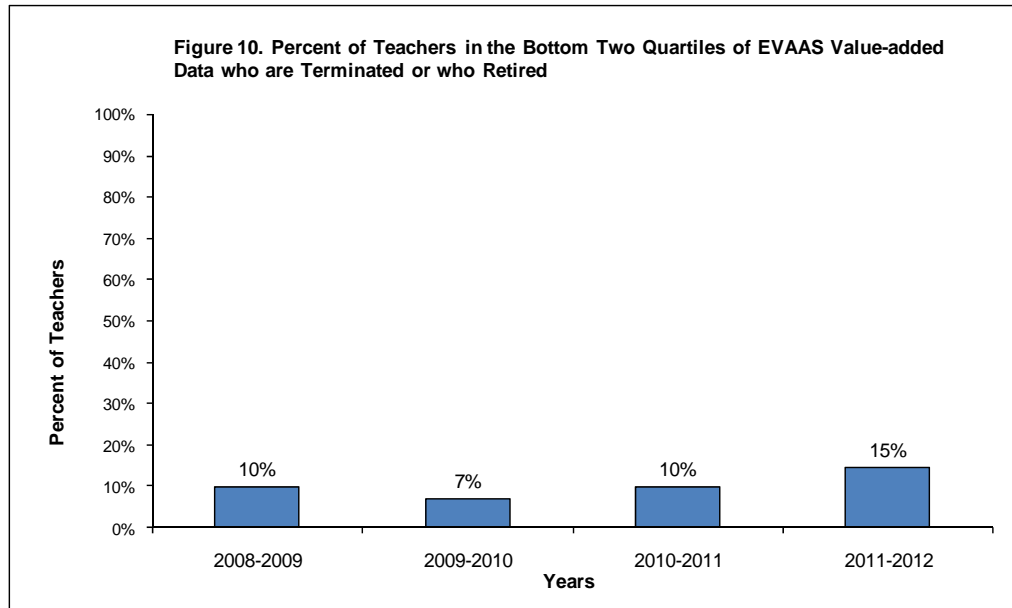


Interpretation

Teachers of core foundation subjects to third to eighth graders typically receive value-added scores for each subject they teach. Having a value-added score rank in the bottom ten percent in any subject qualifies a teacher to be included in this metric. All instances of termination of employment are included in this metric except death of an employee.

Figure 9 represents the percentage of teachers who had at least one subject that ranked in the bottom ten percent of EVAAS value-added scores and were terminated or retired by the next school year. Among the low-ranking teachers in the 2007-2008 school year, 11% retired or were terminated in 2008-2009. Six percent (6%) of the low-ranked teachers from the 2008-2009 school year retired or were terminated in 2009-2010. Twelve percent (12%) of the low-ranked teachers from the previous year no longer served the district in the 2010-2011 school year. This rate increased to 15% as of the 2011-2012 school year.

8. Percent of teachers in the bottom two quartiles of EVAAS value-added data who are terminated or who retired

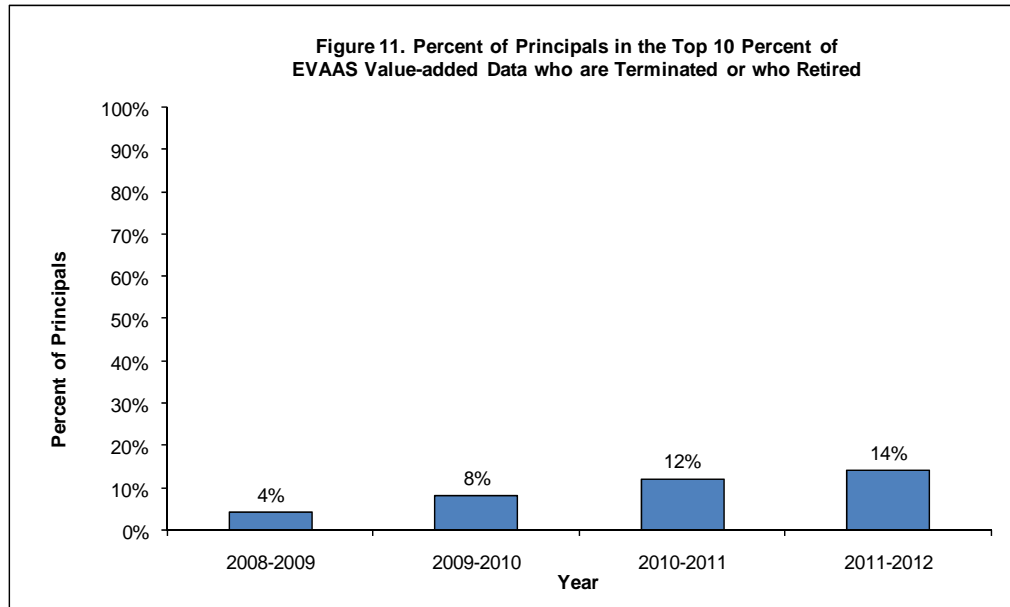


Interpretation

Teachers of core foundation subjects to third to eighth graders typically receive value-added scores for each subject they teach. Having a value-added score rank in the bottom ten percent in any subject qualifies a teacher to be included in this metric. All instances of termination of employment are included in this metric except death of an employee.

Figure 10 represents the percentage of teachers who had at least one subject that ranked in the bottom two quartiles of EVAAS value-added scores and resigned or were terminated in the next school year. Among the lowest-ranking teachers in the 2007-2008 school year, 10% retired or were terminated in 2008-2009, 7% of the low-ranked teachers from the 2008-2009 year retired or were terminated in 2009-2010, and 10% of the low-ranked teachers from the 2009-2010 school year no longer served the district in 2010-2011. This rate increased in 2011-2012; 15% of low-ranked teachers from the 2010-2011 school year were terminated or retired as of the start of the current school year.

9. Percent of principals in the top 10 percent of EVAAS value-added data who are terminated or who retired

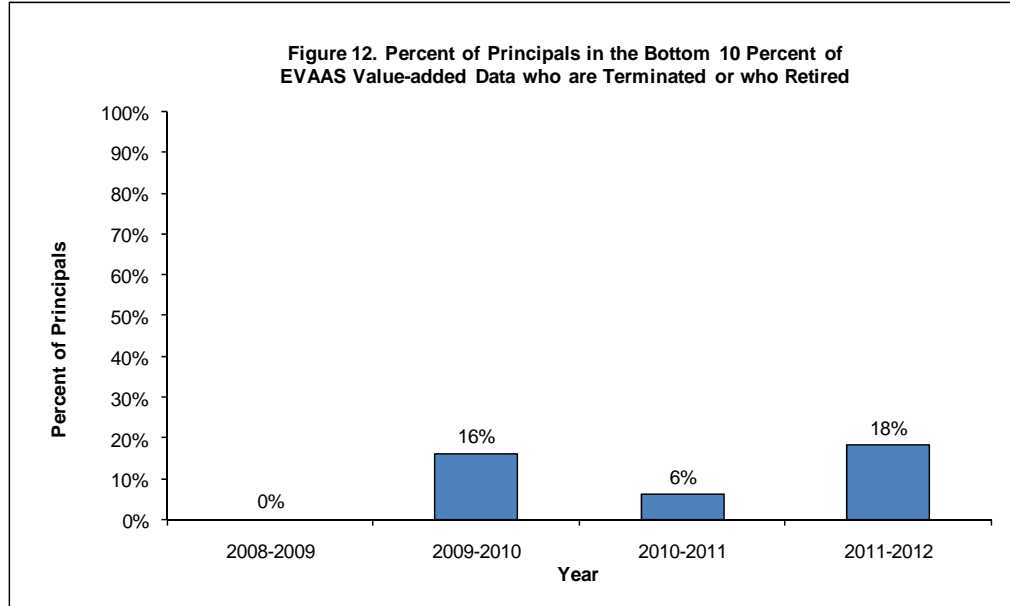


Interpretation

For this metric, the campus value-added composite cumulative gain index was used to rank those who were identified as campus principals as of the fall semester of the school year. All campuses whose composite value-added score ranked in the top 10% of their school level and whose principals have retention or termination data are included in the analysis for this metric. Given this, charter school principals whose campuses' value-added scores may have ranked in the top 10% are not included in the analysis. All instances of termination of employment are included in this metric except death of an employee.

Figure 11 shows 4% of principals from the top-ranking campuses of 2007-2008 retired or were terminated from the district in 2008-2009. Among the principals from top-ranked campuses in 2008-2009, 8% retired or were terminated in 2009-2010. Eleven percent (11%) of principals from top-ranked campuses no longer served the district in 2010-2011. In the 2010-2011 school year, 12% of the principals from top-ranked campuses in 2009-2010 had been terminated or retired. Among the principals whose campus ranked in the top 10% in 2010-2011, 14% had been terminated or had retired by 2011-2012.

10. Percent of principals in the bottom 10 percent of EVAAS value-added data who are terminated or who retired

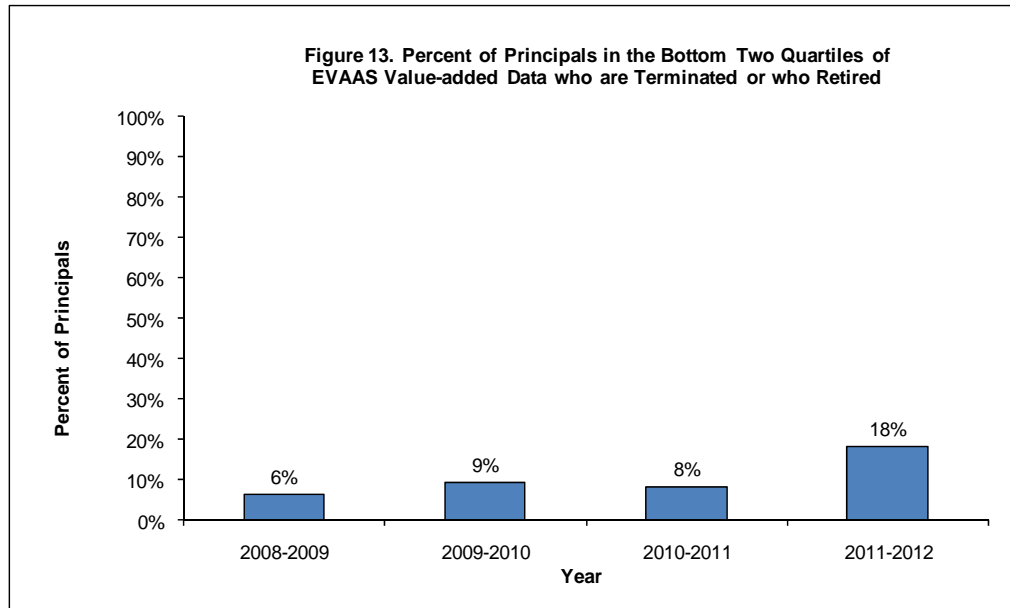


Interpretation

For this metric, the campus value-added composite cumulative gain index was used to rank those who were identified as campus principals as of the fall semester of the school year. All campuses whose composite value-added score ranked in the bottom 10% of their school level and whose principals have retention or termination data are included in the analysis for this metric. Given this, charter school principals whose campuses' value-added scores may have ranked in the bottom 10% are not included in the analysis. All instances of termination of employment are included in this metric except death of an employee.

Figure 12 shows the percent of principals whose campus composite value-added score ranked in the bottom 10% and who retired or were terminated by the next school year. Among the principals whose campuses were lowest ranked in 2007-2008, no one was terminated by the next school year. Among the principals from the lowest ranked campuses in 2008-2009, 16% retired or were terminated in the 2009-2010 school year. Among the principals from the lowest ranked campuses in 2009-2010, 6% no longer served the district in the 2010-2011 school year. As of the current school year, 3 of the 17 principals (18%) whose campuses ranked in the bottom 10% of 2010-2011 EVAAS campus composite scores have been terminated or have retired.

11. Percent of principals in the bottom two quartiles of EVAAS value-added data who are terminated or who retired



Interpretation

For this metric, the campus value-added composite cumulative gain index was used to rank those who were identified as campus principals as of the fall semester of the school year. All campuses whose composite value-added score ranked in the bottom two quartiles of their school level and whose principals have retention or termination data are included in the analysis for this metric. Given this, charter school principals whose campuses' value-added scores may have ranked in the bottom two quartiles are not included in the analysis. All instances of termination of employment are included in this metric except death of an employee.

Figure 13 shows the percent of principals whose campus composite value-added score ranked in the bottom two quartiles and who retired or were terminated in the next school year. Among the principals whose campuses were lowest ranked in 2007-2008, 6% were terminated or retired by the next school year. Among the principals from the lowest ranked campuses in 2008-2009, 9% retired or were terminated in 2009-2010. Among the principals from the lowest ranked campuses in 2009-2010, 8% no longer served the district in 2010-2011. As of the current school year, 22 of the 124 principals (18%) whose campuses ranked in the bottom two quartiles of 2010-2011 EVAAS campus composite scores have been terminated or have retired.

12. Percent of employees on a performance improvement plan by school or department

Campus principals conduct staff reviews to evaluate the teachers on their campuses. For the 2010-2011 Spring Staff Review, 719 (6%) of 11,824 teachers across the district were put on a performance improvement plan, also known as a prescriptive plan for assistance (PPA). The most recent staff review concluded at the end of November 2011. Results of this review will be provided to the Board as soon as they become available.

See Appendix A for a table showing percent of teachers on performance improvement plans by school for spring 2011.

13. Percent of regressive value-added performers on performance improvement plan

Regressive value-added performers are identified as teachers who have at least one value-added score equal to or less than -1.0 from the previous school year using running average data for up to three years.

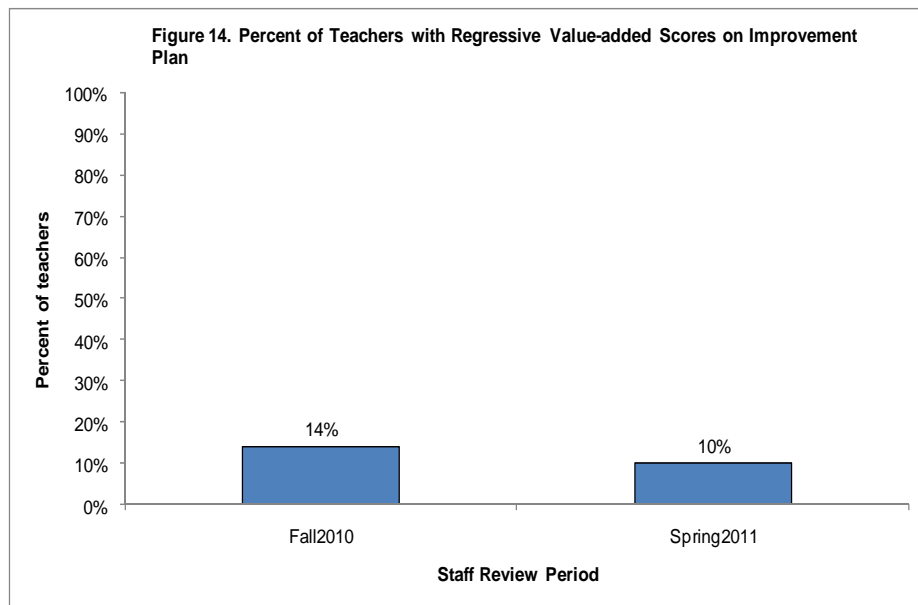


Figure 14 shows that in the fall of 2010, 14% of those who had -1 or less running average from the 2009-2010 school year were put on a performance improvement plan as of the November 2010 staff review. During the staff review of spring 2011, 10% of those who had a value-added running average of -1 or less from the 2010-2011 school year were put on a performance improvement plan.

14. Percent of regressive value-added performers on improvement plans that attain positive value added scores following remediation outlined in the plan.

Regressive value-added performers are identified as teachers who have at least one value-added score equal to or less than -1.0 from the previous school year using running average data for up to three years. A positive value-added score is greater than 0.

There were 204 regressive value-added performers from the 2009-2010 school year who were put on an improvement plan. Of these, 44 (22%) attained positive value-added scores in 2010-2011.

C. Customer Service

Provide such quality service and personal attention that we meet the needs of our current employees, applicants, and external customers.

Key Metric(s):

1. Number of HR functional teams scoring in the top two indicators on the 360 survey.

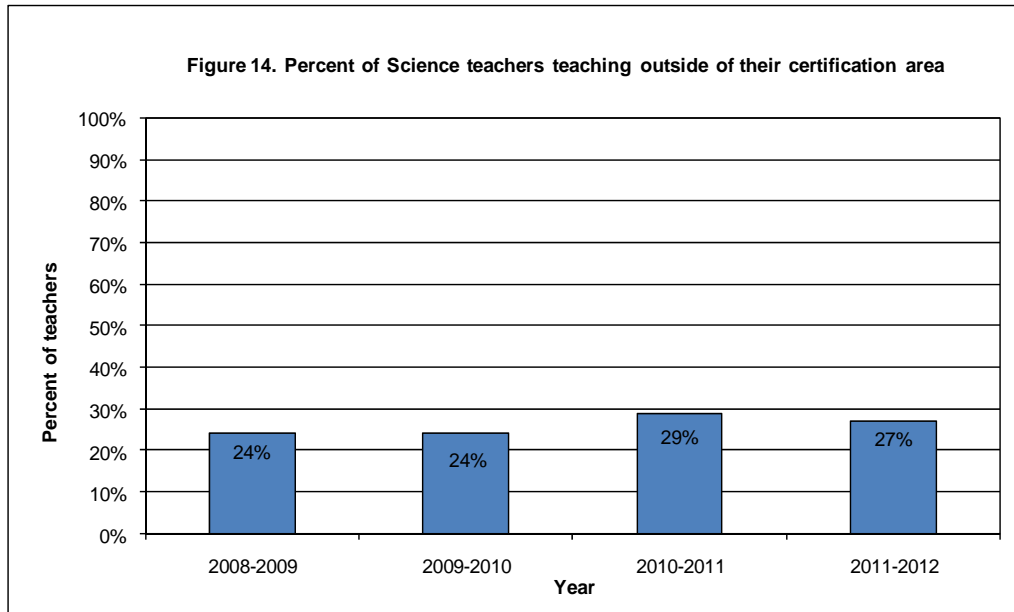
Human Resources is in the process of identifying a comprehensive strategy for using surveys to gauge the following:

1. Employee engagement/satisfaction
2. Community support/perceptions
3. Student engagement/satisfaction
4. 360 Feedback for departments on their service to schools

Please refer to the district survey committee strategy in the binder provided.

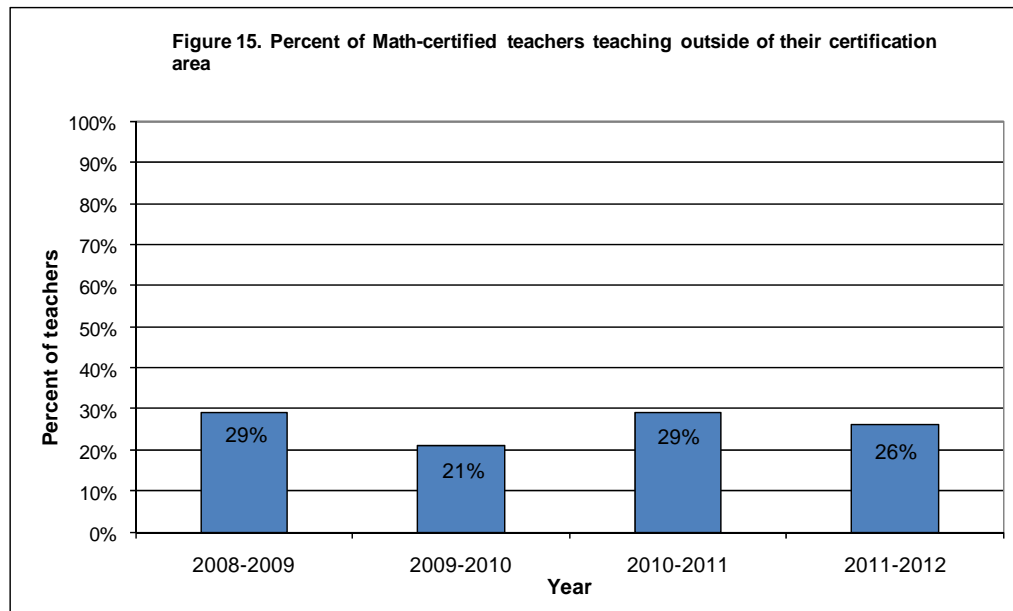
2. HISD HR will show a decrease in the number of math and science teachers teaching outside of their certification area.

Teaching “outside their certification” is defined as any certified teacher without specific science or math job titles, including self-contained elementary teachers. The numbers reflected below represent data collected at the beginning of each school year.



Interpretation

Figure 14 shows that although there is not a consistent trend in the rates of science teachers teaching outside of their certification area, approximately a 25-30% of science teachers in the district have taught outside of their certification in the last four school years. In the current school year, 27% of science teachers are teaching outside of their certification area, a decrease of two percentage points from 2010-2011.

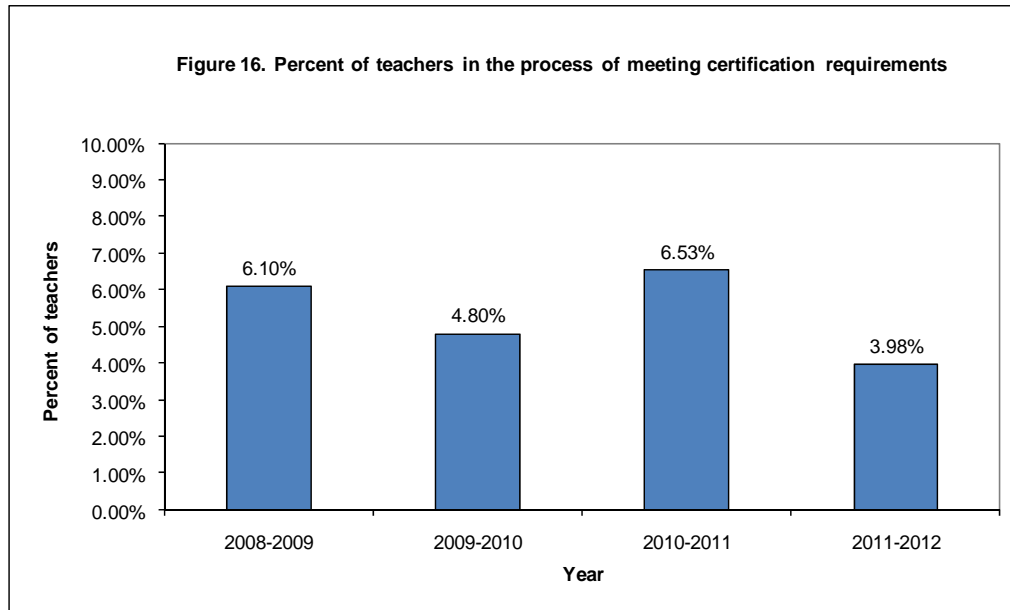


Interpretation

Figure 15 shows that the percentage of math teachers who teach outside of their certification area has hovered between 20-30% for the past four school years. In the current school year, 26% of math teachers are teaching outside of their certification area, a decrease of three percentage points from 2010-2011.

3. HISD HR will show a decrease in the number of teachers still in the process of meeting certification requirements.

The numbers reflected below represent the data collected at the beginning of the school year; they include all persons working toward initial teacher certification.



Interpretation:

Figure 16 shows the percent of teachers who were still in the process of meeting certification requirements at the start of the 2011-2012 school year and each of the past three years. Although there is not a consistent trend on this indicator, between the current and the previous school years, there was a decrease of 2.5 percentage points in teachers still working on certification requirements.

4. HISD HR will report on all critical shortage teacher certification

No information is currently available for this metric.

Appendix A

Percent of Teachers on a Performance Improvement Plan by School Spring 2011

Note: The most recent Staff Review was completed at the end of November 2011.
Results of this review will be provided to the Board as soon as they become available.

Table 1. Percent of Teachers on a Performance Improvement Plan by School

School	Number of Improvement Plans	Total Teachers Reported On	Percent of Teachers Reported on Improvement Plan
9th Grade Preparatory Academy	3	48	6.25%
Alcott Elementary	4	32	12.50%
Almeda Elementary	0	46	0.00%
Anderson Elementary	0	39	0.00%
Ashford Elementary	2	31	6.45%
Askew Elementary	6	47	12.77%
Atherton Elementary	2	24	8.33%
Attucks Middle School	8	37	21.62%
Austin High School	3	126	2.38%
Barbara Jordan HS	1	85	1.18%
Barrick Elementary	3	39	7.69%
Bastian Elementary	2	44	4.55%
Bell Elementary	2	54	3.70%
Bellaire High School	2	202	0.99%
Bellfort ECC	1	21	4.76%
Benavidez Elementary	2	61	3.28%
Benbrook Elementary	3	30	10.00%
Berry Elementary	3	41	7.32%
Black Middle School	1	33	3.03%
Blackshear Elementary	5	25	20.00%
Bonham Elementary	2	58	3.45%
Bonner Elementary	4	55	7.27%
Braeburn Elementary	4	54	7.41%
Briargrove Elementary	0	46	0.00%
Briar Meadow Charter School	0	25	0.00%
Briar Meadow Middle School	0	7	0.00%
Briscoe Elementary	0	33	0.00%
Brookline Elementary	23	57	40.35%
Browning Elementary	0	33	0.00%
Bruce Elementary	1	34	2.94%
Burbank Elementary	1	56	1.79%

Burbank Middle School	3	80	3.75%
Burnet Elementary	2	37	5.41%
Burrus Elementary	0	23	0.00%
Bush Elementary	0	38	0.00%
Cage Elementary	0	40	0.00%
Carnegie Vanguard High School	1	31	3.23%
Carrillo Elementary	0	42	0.00%
Challenge High School	0	20	0.00%
Chavez High School	0	153	0.00%
CLC High School	4	35	11.43%
CLC Middle School	2	11	18.18%
Clifton Middle School	14	51	27.45%
Codwell Elementary	7	38	18.42%
Community Services	1	18	5.56%
Condit Elementary	2	40	5.00%
Coop Elementary	1	43	2.33%
Cornelius Elementary	3	52	5.77%
Crawford Elementary	1	12	8.33%
Crespo Elementary	4	62	6.45%
Crockett Elementary	0	24	0.00%
Cullen Middle School	3	43	6.98%
Cunningham Elementary	0	41	0.00%
Davila ES	0	40	0.00%
Davis High School	5	101	4.95%
De Chaumes Elementary	3	44	6.82%
De Zavala Elementary	1	39	2.56%
Deady Middle School	1	56	1.79%
DeBakey HSHP	2	56	3.57%
Dodson Elementary	1	37	2.70%
Dogan Elementary	1	23	4.35%
Dowling Middle School	17	94	18.09%
Durham Elementary	0	28	0.00%
Durkee Elementary	3	47	6.38%
E O Smith Elementary	1	8	12.50%
E O Smith Middle School	4	23	17.39%
Early College HS East	0	21	0.00%
Eastwood Academy HS	2	22	9.09%
Edison Middle School	6	51	11.76%
Eleanor Tinsley Elementary	3	43	6.98%
Eliot ES	0	37	0.00%
Elrod Elementary	4	36	11.11%

Emerson Elementary	3	48	6.25%
Empowerment College Prep HS	2	8	25.00%
Farias ECC	1	23	4.35%
Felix Cook ES	4	44	9.09%
Field Elementary	1	26	3.85%
Fleming Middle School	0	36	0.00%
Foerster Elementary	1	38	2.63%
Fondren Elementary	1	25	4.00%
Fondren Middle School	1	47	2.13%
Fonville Middle School	3	68	4.41%
Foster Elementary	4	33	12.12%
Franklin Elementary	1	35	2.86%
Frost Elementary	10	29	34.48%
Furr High School	1	51	1.96%
Gabriela Mistral Center ECC	1	23	4.35%
Gallegos Elementary	1	34	2.94%
Garcia Elementary	2	45	4.44%
Garden Oaks Elementary	4	37	10.81%
Garden Villas Elementary	2	64	3.13%
Golfcrest Elementary	5	44	11.36%
Gordon Elementary	0	25	0.00%
Grady Middle School	1	32	3.13%
Gregg Elementary	2	34	5.88%
Gregory-Lincoln Elementary	1	21	4.76%
Gregory-Lincoln Middle School	5	25	20.00%
Grimes Elementary	0	22	0.00%
Grissom Elementary	0	46	0.00%
Halpin Center	0	26	0.00%
Hamilton Middle School	3	74	4.05%
Harper Alternative	6	21	28.57%
Harris R P Elementary	0	37	0.00%
Hartman Middle School	10	94	10.64%
Hartsfield Elementary	0	25	0.00%
Harvard Elementary	0	40	0.00%
Helms Elementary	1	32	3.13%
Henry Middle School	6	62	9.68%
Herod Elementary	0	44	0.00%
Herrera Elementary	4	52	7.69%
High School Ahead Academy	0	19	0.00%
Highland Heights Elementary	2	39	5.13%
Hines-Caldwell ES	1	45	2.22%

Hobby Elementary	2	51	3.92%
Hogg Middle School	4	47	8.51%
Holland Middle School	0	47	0.00%
Horn Elementary	0	35	0.00%
Houston Academy International	1	21	4.76%
Houston Gardens Elementary	2	21	9.52%
HSPVA	0	45	0.00%
International HS At Sharpstown	2	21	9.52%
Isaacs Elementary	0	29	0.00%
J P Henderson Elementary	0	49	0.00%
J R Harris Elementary	0	42	0.00%
Jackson Middle School	4	50	8.00%
Janowski Elementary	2	41	4.88%
Jefferson Elementary	2	35	5.71%
Jenard M Gross Elementary	5	48	10.42%
Johnston Middle School	1	84	1.19%
Jones High School	1	46	2.17%
K Smith Elementary	4	52	7.69%
Kaleidoscope M S	1	6	16.67%
Kashmere Gardens Elementary	0	26	0.00%
Kashmere High School	13	45	28.89%
Kelso Elementary	5	38	13.16%
Kennedy Elementary	0	44	0.00%
Ketelsen Elementary School	0	37	0.00%
Key Middle School	8	40	20.00%
Kolter Elementary	0	34	0.00%
Lamar High School	3	157	1.91%
Lanier Middle School	1	78	1.28%
Lantrip Elementary	1	43	2.33%
Las Americas Middle School	0	4	0.00%
Law Elementary	3	41	7.32%
Law Enf. and Criminal Justice	1	39	2.56%
Lee High School	11	98	11.22%
Lewis Elementary	8	48	16.67%
Liberty High School	0	5	0.00%
Lockhart Elementary	0	43	0.00%
Long Middle School	11	40	27.50%
Longfellow Elementary	0	45	0.00%
Looscan Elementary	2	29	6.90%
Love Elementary	3	28	10.71%
Lovett Elementary	0	40	0.00%

Lyons Elementary	0	53	0.00%
M L King ECC	2	23	8.70%
MacGregor Elementary	2	31	6.45%
Mading Elementary	0	34	0.00%
Madison High School	18	135	13.33%
Mark Twain Elementary	3	48	6.25%
Marshall Middle School	3	61	4.92%
Martinez C Elementary	2	36	5.56%
Martinez Elementary	0	39	0.00%
McDade Elementary	1	20	5.00%
McNamara Elementary	3	44	6.82%
McReynolds Middle School	2	41	4.88%
Memorial Elementary	0	21	0.00%
Milby High School	1	133	0.75%
Milne Elementary	2	36	5.56%
Mitchell Elementary	6	58	10.34%
Montgomery Elementary	2	47	4.26%
Moreno ES	6	44	13.64%
N Q Henderson Elementary	0	23	0.00%
Neff Elementary	3	68	4.41%
Ninfa Lorenzo ECC	0	18	0.00%
North Alternative Elementary	0	5	0.00%
North Houston Early College HS	0	15	0.00%
Northline Elementary	2	45	4.44%
Oak Forest Elementary	1	46	2.17%
Oates Elementary	1	27	3.70%
Ortiz Middle School	8	52	15.38%
Osborne Elementary	0	29	0.00%
Park Place Elementary	0	61	0.00%
Parker Elementary	0	53	0.00%
Patterson Elementary	2	46	4.35%
Peck Elementary	1	32	3.13%
Pershing Middle School	2	107	1.87%
Petersen Elementary	5	42	11.90%
Pilgrim Academy	0	58	0.00%
Pin Oak Middle School	0	68	0.00%
Piney Point Elementary	2	58	3.45%
Pleasantville Elementary	1	22	4.55%
Poe Elementary	0	43	0.00%
Port Houston Elementary	2	21	9.52%
Project Chrysalis MS	0	11	0.00%

Pugh Elementary	2	35	5.71%
Ray Daily ES	3	40	7.50%
Reach Charter	0	12	0.00%
Reagan High School	5	109	4.59%
Red Elementary	2	35	5.71%
Revere Middle School	9	51	17.65%
Reynolds Elementary	4	33	12.12%
Rhoads Elementary	0	18	0.00%
Rice Elementary School	2	34	5.88%
Rice Middle School	1	33	3.03%
River Oaks Elementary	0	37	0.00%
Roberts Elementary	1	46	2.17%
Robinson Elementary	1	46	2.17%
Roderick R Paige ES	3	22	13.64%
Rodriguez Elementary	3	56	5.36%
Roosevelt Elementary	2	37	5.41%
Ross Elementary	4	27	14.81%
Rucker Elementary	2	42	4.76%
Rusk Elementary	2	30	6.67%
Ryan Middle School	5	25	20.00%
Sam Houston School Math/Scienc	3	115	2.61%
Sanchez Elementary	0	36	0.00%
Scarborough Elementary	2	42	4.76%
Scarborough High School	2	56	3.57%
School at St George Place	1	40	2.50%
Scott Elementary	2	23	8.70%
Scroggins Elementary	0	35	0.00%
Seguin Elementary School	3	37	8.11%
Shadowbriar Elementary	3	30	10.00%
Sharpstown High School	13	80	16.25%
Sharpstown Middle School	4	40	10.00%
Shearn Elementary	3	27	11.11%
Sherman Elementary	0	25	0.00%
Sinclair Elementary	3	33	9.09%
South District Alternative ES	2	5	40.00%
Southmayd Elementary	3	43	6.98%
Sterling High School	8	67	11.94%
Stevens Elementary	2	43	4.65%
Stevenson Elementary	1	23	4.35%
Stevenson Middle School	2	80	2.50%
Sugar Grove Academy	0	35	0.00%

Sutton Elementary	2	63	3.17%
T H Rogers Elementary	0	17	0.00%
T H Rogers Middle School	0	72	0.00%
Thomas Middle School	1	40	2.50%
Thompson Elementary	3	45	6.67%
Tijerina Elementary	1	35	2.86%
Travis Elementary	1	43	2.33%
Valley West Elementary	3	36	8.33%
Wainwright Elementary	10	50	20.00%
Walnut Bend Elementary	12	41	29.27%
Waltrip High School	12	108	11.11%
Washington BT High School	5	64	7.81%
Welch Middle School	2	72	2.78%
Wesley Elementary	2	27	7.41%
West Briar Middle School	14	76	18.42%
West University Elementary	0	69	0.00%
Westbury High School	12	141	8.51%
Westside High School	6	161	3.73%
Wharton Elementary	0	26	0.00%
Wheatley High School	2	66	3.03%
Whidby Elementary	7	28	25.00%
White Elementary	0	50	0.00%
Whittier Elementary	0	33	0.00%
Williams Middle School	0	34	0.00%
Wilson Montessori	1	29	3.45%
Windsor Village Elementary	1	44	2.27%
Woodson ES	3	12	25.00%
Woodson MS	16	30	53.33%
Worthing High School	4	64	6.25%
Yates High School	24	76	31.58%
Young ES	3	27	11.11%
Total	719	11824	6.08%