MEMORANDUM June 14, 2018

TO: Board Members

FROM: Grenita Lathan, Ph.D.
Interim Superintendent of Schools

SUBJECT: **ACHIEVE 180 PROGRAM EVALUATION, PART A, 2017–2018**

CONTACT: Carla Stevens, 713-556-6700

Attached is a copy of the Achieve 180 Program Evaluation, Part A: Implementation and Preliminary Findings, 2017–2018. This report provides highlights of the comprehensive action plan designed to increase student achievement at the 27 campuses that received the Texas Education Agency campus accountability of "Improvement Required" in 2016–2017 and at the 18 campuses that had received the "Improvement Required" rating in 2015–2016, but had met the state standard in 2016–2017. Program administrators identified six "pillars" of best practice to provide focus for the massive implementation effort, as described in this initial program report.

Key implementation efforts included:

- Through Pillar I Leadership Excellence, leaders at the 44 actively participating Achieve 180 Program campuses were provided a multitude of professional development options and campus-specific supports, including the services of essential staff members such as a nurse, counselor, and librarian, and targeted assistance funds.
- Pillar II, Teacher Excellence, supports included the addition of dedicated associate (substitute) teachers to mitigate the impact of teacher absences, and extensive Teacher Development Specialist support to provide readily available campus-specific professional development and individualized coaching to teachers.
- Pillar III, Instructional Excellence, focused on providing students with multiple options for accelerated learning to support them in demonstrating the outcomes expected of an HISD Global Graduate. Efforts in this pillar included regular required monitoring of students' changing literacy and numeracy skills, professional development for teachers to support their use of programs such as Literacy by 3, Literacy in the Middle, and Literacy Empowered, and options for online instruction adapted to individual competency levels.
- Pillar IV, School Design, supported an environment and culture of high functioning and achievement on each campus, and included such provisions as equipping students with courses, materials and technology to support their striving to prepare for college and career readiness.
- Pillar V, Social and Emotional Learning Support, was designed to remove non-academic barriers to students' high achievement, and included behavioral, physical, and mental health resources, such as Wraparound Service Resource specialists and Student Assistance events and supports designed to strategically enhance student success.
- Pillar VI, Family and Community Empowerment, focused on increasing parent advocacy by creating family-friendly learning environments in schools, such as by supporting awards for schools that engaged in specified family-friendly activities and by organizing feeder pattern events to educate parents about public education options available within their local neighborhoods.

Detailed descriptions of these efforts, and more, are included in the pages of the report, along with preliminary findings, which will be presented in more detail in Part B of the first-year report. In this program, Houston Independent School District has marshaled its considerable resources, including those from school communities, to focus on its most underserved and under-achieving schools while maintaining full programs for each campus that was not a part of the Achieve 180 Program. The evaluation of the Achieve 180 Program, planned for three years, is designed to identify the most effective interventions to meet the diverse needs of each campus included in the program. In the process, staff members associated with each service to the schools have engaged in maximizing their effectiveness through focusing on issues at the campus and at the individual student and leader levels, through analysis of national research and local data, and through immersion in the schools themselves. The Achieve 180 Program has the potential to awaken a seemingly dormant sense of hope in underserved and underperforming campuses in the district, an awakening that is expected to permeate the entire district, and the communities within which it is embedded, with a sense of pride in achievement.

Should you have any further questions, please contact Carla Stevens in Research and Accountability at 713-556-6700.

Grenita Lathan GL

Attachment

cc: Superintendent's Direct Reports
Area Superintendents
School Support Officers
Achieve 180 Program Leaders

HOUSTON INDEPENDENT SCHOOL DISTRICT



RESEARCH

Educational Program Report

ACHIEVE 180 PROGRAM EVALUATION, PART A: IMPLEMENTATION AND PRELIMINARY FINDINGS 2017–2018

HISD | Research and Accountability
ANALYZING DATA, MEASURING PERFORMANCE.

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Achieve 180 Program Evaluation
Implementation and Preliminary Findings
2017–2018

Executive Summary

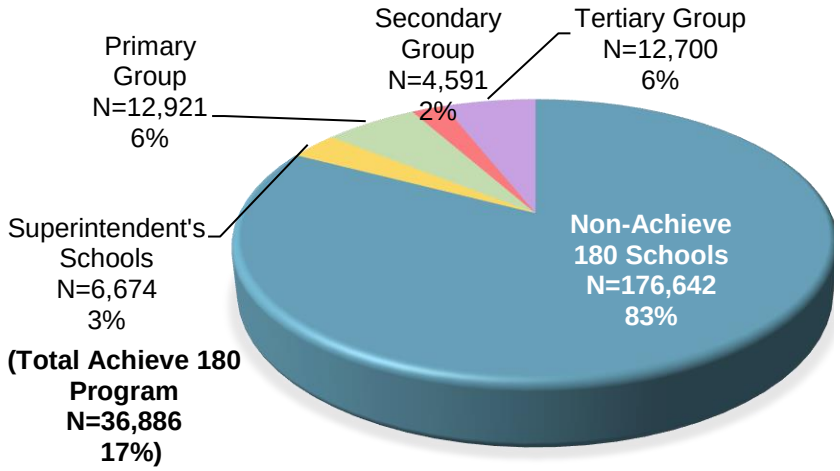
Program Description

In 2017–2018, the Houston Independent School District (HISD) launched Achieve 180, a three-year program centered upon a comprehensive action plan to increase student achievement at 45 schools, including the 27 schools that received the Texas Education Agency Campus Accountability rating of "Improvement Required" (IR) in 2016–2017 and 18 former IR schools that received the IR rating in 2015–2016, but received the "Met Standard" rating in 2016–2017. In February 2018, one of the charter schools closed, leaving 44 participating campuses. The Achieve 180 Program was created to support, strengthen, and empower these underserved and underperforming schools and their communities using best practices for successful school turnaround, including effective teachers, strong principal leadership, and school environments of high expectations for students and staff. The program's six pillars of school improvement are Leadership Excellence, Teaching Excellence, Instructional Excellence, School Design, Social and Emotional Learning Support, and Family and Community Empowerment. The pillars provide the framework to strategically transform educational processes at the 44 Achieve 180 Program schools and throughout their feeder patterns, and impact nearly 2,000 teachers and 30,000 students.

The 44 Achieve 180 Program schools were grouped according to the number of years they had received an IR rating as of 2016–2017. The 27 schools that received the IR rating in 2016–2017 were divided into three treatment groups: Superintendent's Schools (n=10) had received the IR rating for four to eight years, Primary Group schools (n=9) had received the IR rating for two or three years, and Secondary Group (n=7) schools had been rated IR for one year. A fourth treatment group, the Tertiary Group, was comprised of 18 former IR schools that had received the IR rating in 2015–2016, but received the "Met Standard" rating in 2016–2017. Achieve 180 school improvement interventions differed by treatment group affiliation.

A three-year evaluation will be conducted for the Achieve 180 Program. The purpose of this **2017–2018 (Year 1) report** is to evaluate the Achieve 180 Program's alignment to the District's goals, assess program outcomes for 2016–2017 (baseline) and 2017–2018 (Year 1), delineate program implementation in 2017–2018 (Year 1), and assess progress made toward program goals and objectives in 2017–2018 (Year 1). The **2018–2019 (Year 2) report** will delineate program implementation in 2018–2019 (Year 2), assess progress made toward program goals and objectives in 2018–2019 (Year 2), and assess changes in program outcomes for 2016–2017 (baseline), 2017–2018 (Year 1), and 2018–2019 (Year 2). The **2019–2020 (Year 3) report** will delineate program implementation in 2019–2020 (Year 3), summarize program implementation from 2016–2017 (baseline) through 2019–2020 (Year 3), assess progress made toward program goals and objectives in 2019–2020 (Year 3), analyze the impact of program implementation on key outcomes, and analyze changes in program outcomes from 2016–2017 (baseline) to 2019–2020 (Year 3). Evaluation results may inform program improvements, budget decisions, and/or campus or district systems.

Highlights

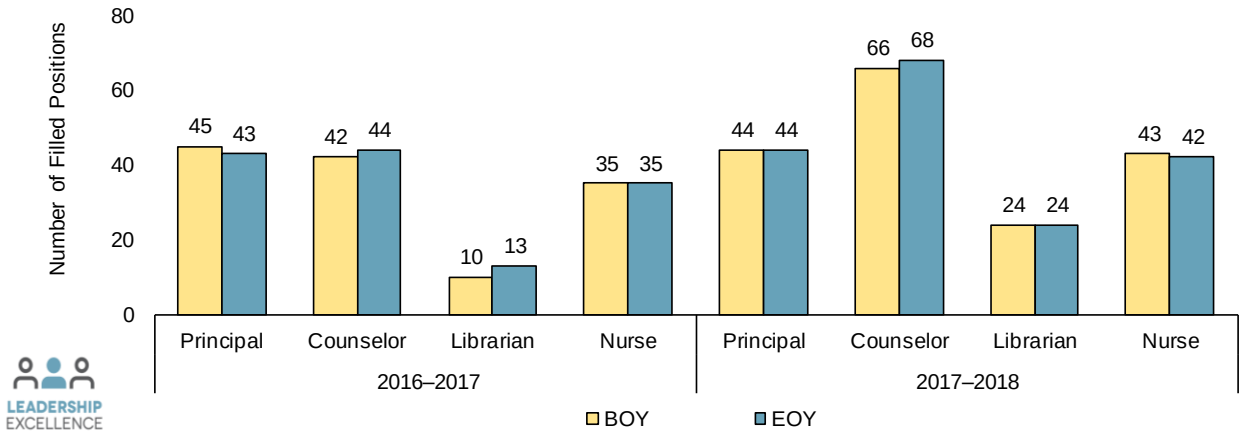


- 17% of HISD students attended Achieve 180 Program Schools in 2017–2018 (Year 1)
- Schools attended by Achieve 180 Program students included:
  - 21 Elementary
  - 8 Middle
  - 12 High
  - 2 K–8
  - 1 Grade 3–12

Superintendent's Schools	Primary Group	Secondary Group	Tertiary Group
4–8 years IR	2–3 years IR	1 year IR	Formerly IR
Blackshear ES (6)	Bonham ES (2)	Attucks MS (1)	Bellfort ECC (3)
Dogan ES (5)	Cullen MS (3)	Fondren ES (1)	Bruce ES
Henry MS (4)	Gregory-Lincoln K-8 (2)	Looscan ES (1)	Cook ES (3)
Highland Heights ES (5)	Hilliard ES (3)	Montgomery ES (1)	Edison MS
Kashmere HS (8)	Lawson MS (3)	Pugh ES (1)	Foerster ES
Mading ES (4)	Madison HS (2)	Sharpstown HS (1)	Forest Brook MS
Wesley ES (4)	North Forest HS (3)	Stevens ES (1)	Gallegos ES
Wheatley HS (6)	Texas Connections		High School Ahead MS
Woodson K-8 (5)	Washington HS (2)		Kashmere Gardens ES (4)
Worthing HS (6)			Key MS
			Lewis ES (3)
			Liberty HS
			Martinez, C. ES
			Milby HS
			Victory Prep South (HS)
			Westbury HS
			Yates HS
			Young ES

- Four treatment groups for Achieve 180 Program's 44 underserved, underperforming schools were formed based on the number of consecutive years each school had received an Improvement Required (IR) school accountability rating as of 2016–2017 (baseline year).
- Program resources, strategies, and activities were developed and implemented for the schools based on their specified treatment group.

- By End-of-Year (EOY) in 2017–2018, there were seven more nurses, 11 more librarians, one more principal, and 24 more counselors than were on staff in Achieve 180 Program schools at EOY in 2016–2017.



Highlights

Principal Staffing and Retention

Fall 2017 New Campus Principals:

- 30% of Superintendent's Schools
- 25% of Primary Group
- 29% of Secondary Group
- 35% of Tertiary Group

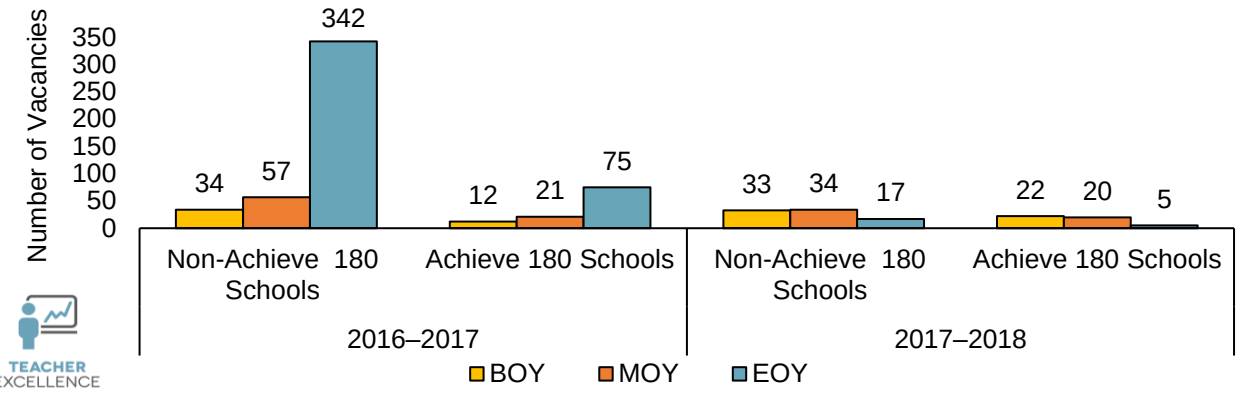
LEADERSHIP EXCELLENCE

Spring 2018 New Principals Hired:

- Cullen MS (Primary Group)
- Key MS (Tertiary Group)
- Looscan ES (Secondary Group)
- Madison HS (Primary Group)
- Wheatley HS (Superintendent's Schools)

Note: The five new principals listed here replaced principals who were not new to their campuses in Fall 2017.

- There were fewer teacher vacancies by the Middle-of-Year and End-of-Year in 2017–2018 than in 2016–2017 for non-Achieve 180 and Achieve 180 Program schools.



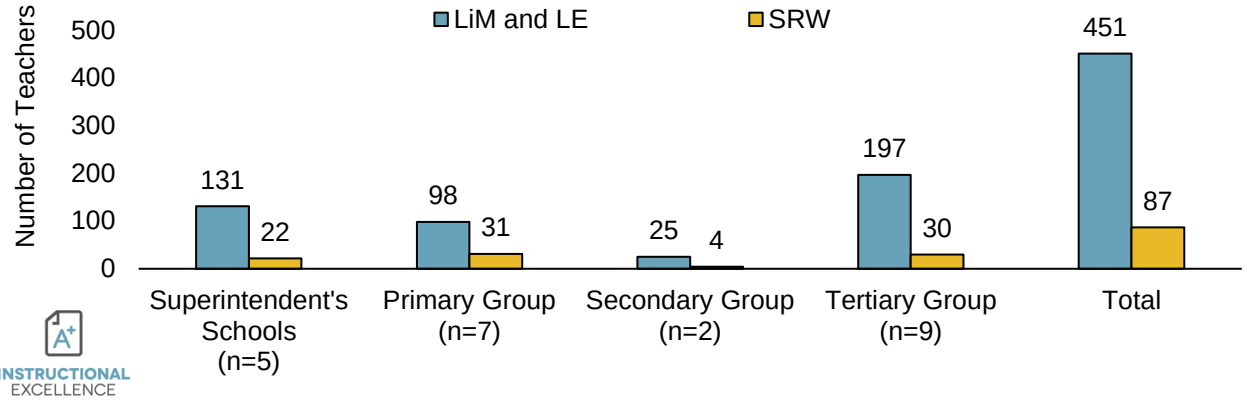
TEACHER EXCELLENCE

- 100% of New Teacher Coaches (NTC) positions were filled at Superintendent's Schools by Fall 2017 and remained staffed in Spring 2018.
- Dedicated Associate Teacher (DAT) positions were 76% filled by the end of Fall 2017, and 89% were filled by the end of April 2018.
    - In 2017–2018,80.8% of teacher absences were filled on non-A180 campuses, 11.8 percentage points higher than on Achieve 180 Program campuses (69.0%)
    - Fill rates decreased districtwide (1.3 percentage-points) and at non-Achieve 180 schools (1.6 percentage-points), while they increased 1.4 percentage-points at Achieve 180 Program schools from Fall 2017 to Spring 2018.

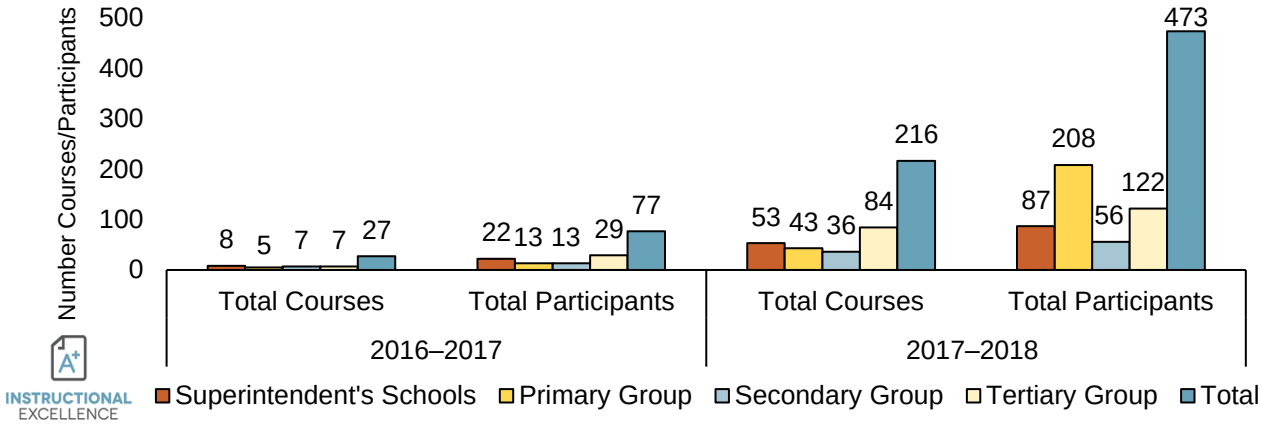
TEACHER EXCELLENCE

Highlights

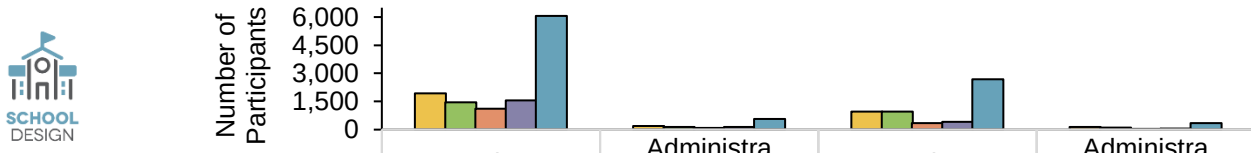
- More than 500 Achieve 180 Program teachers participated in professional development for Literacy in the Middle (LiM), Literacy Empowered (LE), and Strategic Reading and Writing (SRW).



- In 2016–2017, 77 participants from Achieve 180 Program schools attended 27 formative assessment PD courses. In 2017–2018, more than six times that number of participants attended formative assessment PD courses and eight times the number of PD sessions were provided.



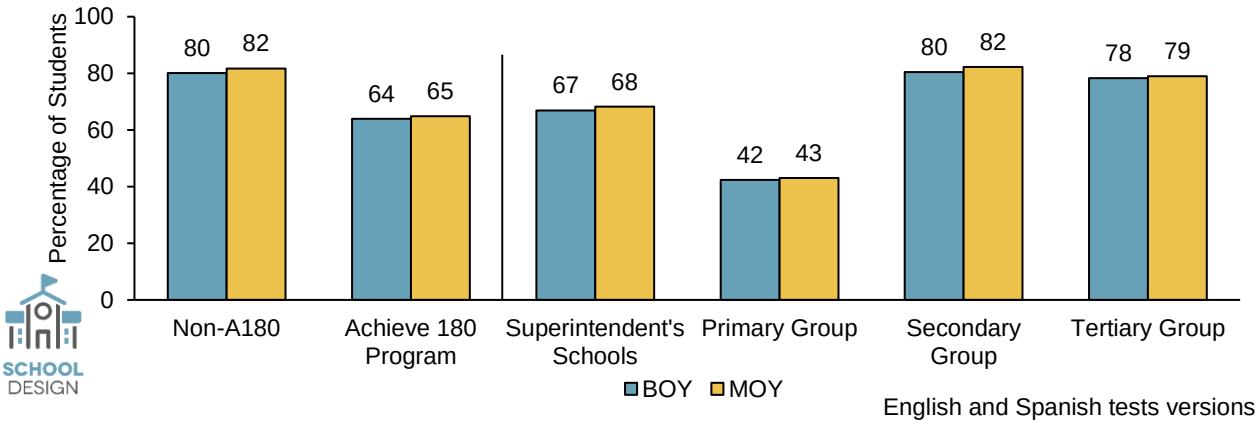
- Duplicated counts of 8,738 Teachers and 915 Administrators participated in Wednesday Extended-day/Flex Wednesday Professional Development sessions in 2017–2018.



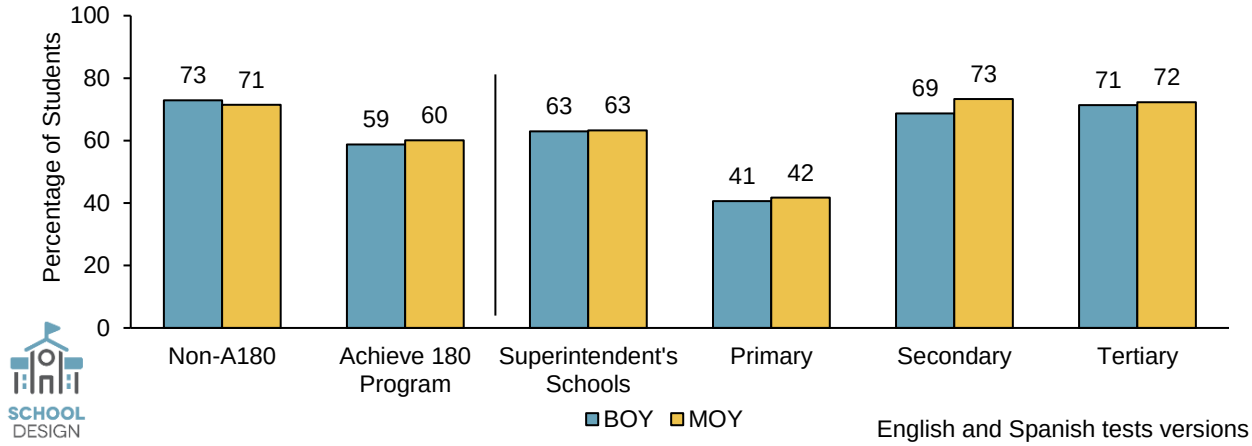
	Fall 2017		Spring 2018	
	Teachers	Administra-tors	Teachers	Administra-tors
Superintendent's Schools	1,934	191	954	145
Primary Group	1,455	139	956	109
Secondary Group	1,106	97	352	37
Tertiary Group	1,566	142	415	55
Total	6,061	569	2,677	346

Highlights

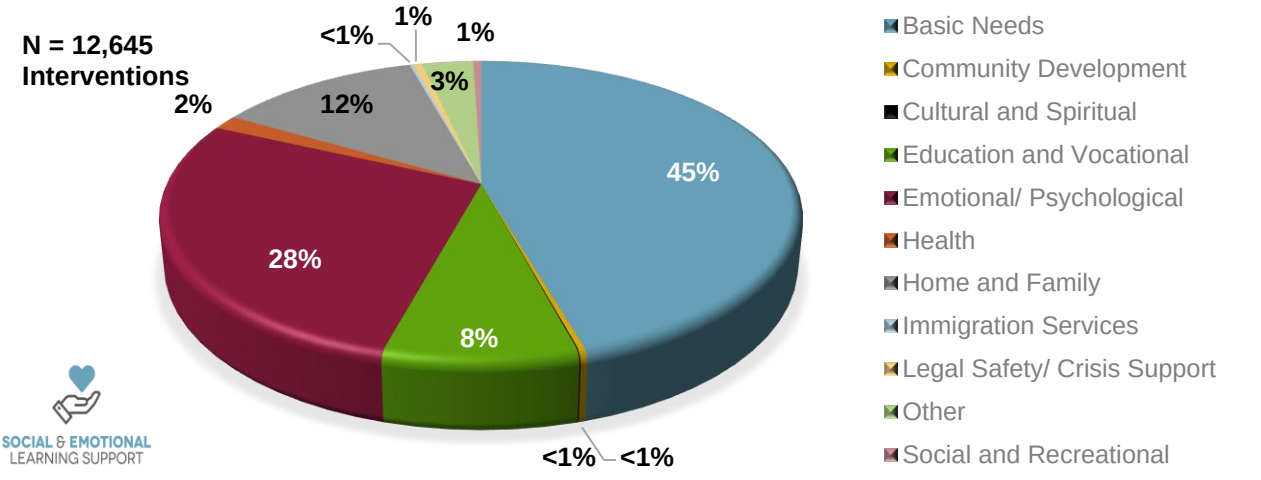
- In 2017–2018, Achieve 180 Program students participated on Renaissance 360 Early Literacy and Reading tests at rates 16–17 percentage points lower than non-Achieve 180 students did.



- In 2017–2018, Achieve 180 Program students participated on Renaissance 360 Mathematic tests at rates 11–14 percentage points lower than non-Achieve 180 students did.



- In 2017–2018, 45 percent of Wraparound Service interventions were to meet students' basic needs.

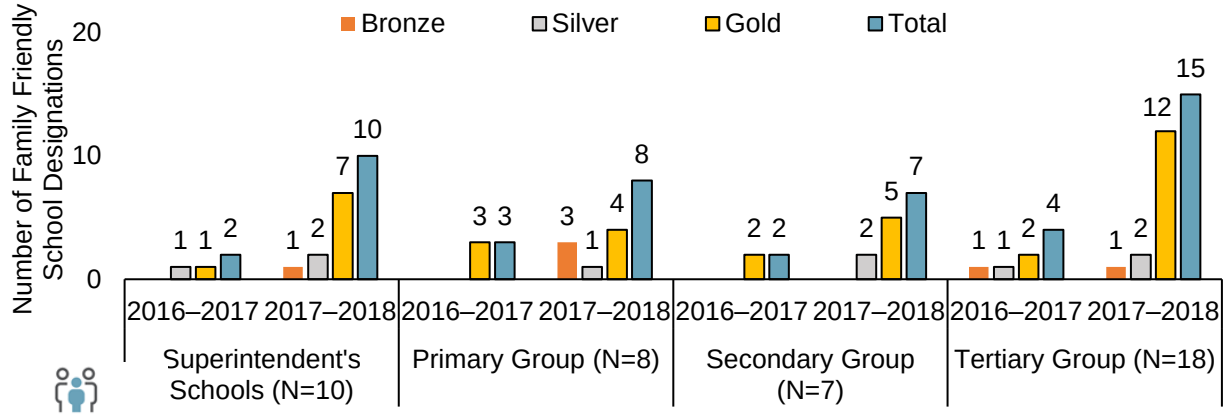


- Participation at Student Assistance Department's Special Events and Activities, 2017–2018 included:
  - Mobile Teacher's Aide Distribution at District-wide Graduation Support Meeting (***74 participants***)
  - Back to School Extravaganza (***500 participants***)
  - Project Prom (***761 participants***)
  - Thanksgiving Dinner Distribution (***1,500 families served***)
  - Advisory Board (***14 stakeholders as committee members***)

- In addition, 931 School-wide Student Assistance Support and Prevention activities and events were conducted in 2017–2018.

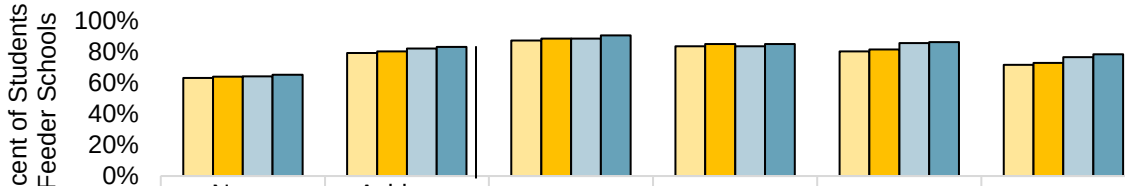
SOCIAL & EMOTIONAL LEARNING SUPPORT

- In 2016–2017, four or fewer schools in each Achieve 180 Program Group achieved Family Friendly School (FFS) designations. By 2017–2018, all Achieve 180 Program schools except three campuses in the Tertiary group had achieved FFS designations.



FAMILY & COMMUNITY EMPOWERMENT

- Students attending Achieve 180 Program schools were more likely to remain enrolled in their feeder pattern school (71%–90%) than were students who attended non-Achieve 180 schools (63%–65%) in 2016–2017 and 2017–2018. Rates were highest for the Superintendent's Schools.



	Non-Achieve 180 Schools	Achieve 180 Program Schools	Superinten-dent's Schools	Primary Group	Secondary Group	Tertiary Group
October 2016	63%	79%	87%	83%	80%	71%
June 2017	64%	80%	88%	85%	81%	73%
October 2017	64%	82%	88%	83%	85%	76%
April 2018	65%	83%	90%	85%	86%	78%

FAMILY & COMMUNITY EMPOWERMENT

Recommendations

- To more effectively engage educators in their professional development, identify blockages to participation and to productively preparing and supporting program educators.
- To address student attendance deficits, further enhance program efforts to address student absenteeism and underlying causes.
- To further develop students' trust in the district's intention to nurture them as whole citizens, escalate student support services and college and career readiness strategies and activities in Year 2.
- Consider providing regular opportunities to hear and respond to the voices of students, their families, teachers, and school leadership regarding Achieve 180 Program planning, implementation, and improvement.
- Consider strategies to productively support and garner evidence of cultural competence among program educators.
- To more fully assess program implementation and utilization of services such as professional development, recruitment incentives, and graduate supports; consider evaluation reporting timelines that allow for the collection of pertinent data that become available after the close of the school year.
- Provide sufficient time and resources to plan, implement, and assess the results of the massive resources and efforts expended throughout the program. For example, provide time to conduct thorough survey administration and focus group activities and analyze them adequately.
- To adequately support evaluation efforts to illuminate the products of the Achieve 180 Program, consider ways to align program implementation with its evaluation and provide ongoing and transparent input of Achieve 180 Program stakeholders and administrators to the Achieve 180 Program researcher.

Introduction

Program Context

A system of student assessment forms the foundation for the Texas public education system of accountability for Texas schools and school districts. The Texas Education Agency, Texas Higher Education Coordinating Board, and Texas educators developed a more rigorous system of student assessment in 2013 in accordance with educational requirements mandated by the 80th and 81st sessions of the Texas Legislature. The accountability system that resulted was in effect for the 2016–2017 school year (when schools were given the accountability ratings used to determine participation in the Achieve 180 Program). This accountability system rated schools and districts using a performance framework of four indexes, based on targets identified annually: (1) student achievement on state-mandated assessments, (2) student progress on state-mandated assessments, (3) performance gap reduction for the lowest performing student groups, and (4) postsecondary readiness, including graduation rates by type of diploma. Schools and districts within the state received a rating of "Met Standard," "Met Alternative Standard," "Improvement Required," or "Not Rated." In 2016–2017, HISD received a "Met Standard" accountability rating with 251 of its 278 rated schools (90.3%) also receiving the "Met Standard" rating. The remaining 27 schools (9.7%) were rated "Improvement Required."

Program Description

In 2017–2018, the Houston Independent School District (HISD) launched Achieve 180, a program centered upon a comprehensive action plan to increase student achievement at 45 schools, including the 27 schools that received the Texas Education Agency Campus Accountability rating of "Improvement Required" (IR) in 2016–2017 and 18 former IR schools, campuses that received the IR rating in 2015–2016, but received the "Met Standard" rating in 2016–2017. In February 2018, one of the charter schools closed, leaving 44 participating campuses.

The Achieve 180 Program was created to support, strengthen, and empower these underserved and underperforming schools and their communities using best practices for successful school turnaround, including effective teachers, strong principal leadership, and school environments of high expectations for students and staff. The program's six pillars of Leadership Excellence, Teaching Excellence, Instructional Excellence, School Design, Social and Emotional Learning Support, and Family and Community Empowerment guide the framework to strategically transform educational processes at the 44 Achieve 180 Program schools and throughout their feeder patterns, and impact nearly 2,000 teachers and 30,000 students.

It is important to note that, in 2016–2017 (baseline year) and 2017–2018 (Year 1), all 44 Achieve 180 Program schools were also designated as participants of the Improving Basic Programs effort in Title I, Part A (Title I) of the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA). The Achieve 180 Program schools had schoolwide Title I programs for campuses with 40 percent or more of students at the poverty level (i.e., qualifying for free or reduced lunch or with other economic disadvantage). The Title I programs are intended to address equitable access for students struggling academically in high-poverty schools. Title I funds and other federal education program funds and resources (as applicable) were allocated to improve the educational programs of entire schools to raise the academic achievement for all campus students (External Funding, 2016; External Funding, 2017; Texas Education Agency, 2010). According to the Guidance for the Implementation of Title I schoolwide programs, Title I schools have autonomy to use Title I funds for reform strategies that increase the amount and quality of student learning and provide a high-quality curriculum for all children, using Title I funds to supplement, rather than supplant the regular educational program (External Funding, 2017; Texas

Education Agency, 2010). Title I strategies must help children meet the state's student performance standards and are expected to ensure that all children have equitable access and significant opportunity to obtain a high-quality education and achieve, at a minimum, proficiency on state academic achievement standards and assessments.

Program Theory of Action

The Achieve 180 Theory of Action was established with the inception of the program in 2017: "If HISD provides a package of essential leadership, instructional, social and emotional, and community supports for our historically underserved and underperforming feeder patterns and school communities, then our schools will be equipped to accelerate preparation of our students to fulfill the qualities and characteristics of the HISD Global Graduate Profile" (Houston Independent School District, 2017).

Program Governance

In 2017–2018, program governance was provided by two HISD Achieve 180 Program Administrators, Pillar Leaders (Superintendent's Cabinet), Pillar Owners (cross-functional team representatives), and the Superintendent's Schools (SS) and Achieve 180 Area Superintendents, School Support Officers, and Directors.

Program Funding

In April 2017, Achieve 180 Program administration reported the total decentralized, campus-based investment for the program to be $21,787,362. Additionally, central office resources were redistributed to support Pillar V, Social and Emotional Learning Support, and Pillar VI, Family and Community Empowerment.

The following are the budgeted allocations of decentralized funds for Pillar I–Pillar IV and do not reflect actual program expenditures:

- Pillar I: Leadership Excellence $13,421,662 (62%)
- Pillar II: Teacher Excellence $5,055,000 (23%)
- Pillar III: Instructional Excellence $616,000 (3%)
- Pillar IV: School Design $2,694,700 (12%)

Supporting Research

Decades of research dating back to Coleman's study, *Equality of Educational Opportunity* (1966), has consistently shown a strong correlation between students' socioeconomic status and academic performance. The Coleman report and other studies suggested that school characteristics have much weaker effects on student achievement than the effects of race, poverty, and family-based variables. In response to this notion, subsequent studies generated extensive literature on effective schools, including research on effective instruction in schools in high-poverty, high-minority communities (Edmonds, 1979a; Edmonds, 1979b; Mortimore, et al., 1988; Sammons, 1999). Such research shifted the focus of attention from concerns about inadequate financing of and investment in public education to possibilities for student success despite inequities in funding and the other resources that impact family, community, and school conditions and thus effect learning outcomes for students of color and low-income students in the schools that primarily serve them (NEPC, 2012).

Trujillo and Rénee (2012) identified seven correlates of effective schools: "a safe and orderly learning environment, high expectations for students, strong instructional leadership, frequent monitoring of student progress, time on task, positive community relations, and a clear mission or vision" (Trujillo and Rénee, 2012, p. 6). However, studies have shown that school-level reforms have not produced wide-range change

or sustainable improvements in student performance (Trujillo and Rénee, 2012). Some effectiveness studies of schools and districts have been ridiculed for using inadequate sampling models (Bowers, 2010), largely basing conclusions on self-reports of school-based personnel (Teddlie and Stringfield, 1993), relying on standardized test scores as the sole measure of effectiveness (Trujillo and Rénee, 2012), and providing inadequate attention to the social, political, and cultural contexts of schools and schooling (Welner, 2001; Oakes and Rogers, 2006), including the structural impacts of poverty and racism on effective schools (Coleman, 1966). Criticisms, like those made of research on school-level reforms, also plague the methodologies of research on district-level reform efforts, with the latter reforms focused on school characteristics associated with rapid and dramatic improvement in low student achievement scores (Trujillo and Rénee, 2012).

Effectiveness research has provided recommendations for school and district turnaround that include "finding strong leaders, focusing on data and monitoring, establishing a safe, orderly climate, and establishing a culture of high expectations" (Trujillo and Rénee, 2015, p. 17). Turnaround studies for schools suggest focusing on strategies to bolster test scores, such as curriculum alignment, test preparation, and test-based achievement goals for students (Trujillo, 2013). Along with these strategies, some studies have suggested implementing additional supports such as teacher recruitment and intensive professional development (Sparks, 2012). In addition to increasing federal and state funding for public education, some researchers propose the following to promote turnaround processes that are equitable and democratic: (1) improving the quality of teaching and learning, (2) engaging teachers, students, parents, and community organizations in developing and implementing turnaround efforts, (3) tailoring strategies to each school and district, (4) utilizing multiple indicators of effectiveness that reflect school objectives, and (5) encouraging research, evaluation, and dissemination to examine each aspect of the school and district turnaround process (Trujillo and Rénee, 2015). The HISD Achieve 180 Program was designed to reap the benefits of research on campus and district turnaround to date.

Purpose of the Evaluation Report

A three-year evaluation plan is in place for the HISD Achieve 180 Program. The purpose of this **2017–2018 (Year 1) report** is to evaluate the Achieve 180 Program's alignment to the District's goals, assess program outcomes for 2016–2017 (baseline) and 2017–2018 (Year 1), delineate program implementation in 2017–2018 (Year 1), and assess progress made toward program goals and objectives in 2017–2018 (Year 1). The **2018–2019 (Year 2) report** will delineate program implementation in 2018–2019 (Year 2), assess progress made toward program goals and objectives in 2018–2019 (Year 2), and assess changes in program outcomes for 2016–2017 (baseline), 2017–2018 (Year 1), and 2018–2019 (Year 2). The **2019–2020 (Year 3) report** will delineate program implementation in 2019–2020 (Year 3) and summarize program implementation from 2016–2017 (baseline) through 2019–2020 (Year 3), assess progress made toward program goals and objectives in 2019–2020 (Year 3), analyze the impact of program implementation on key outcomes, and analyze changes in program outcomes from 2016–2017 (baseline) to 2019–2020 (Year 3). Evaluation results may inform program improvements, budget decisions, and/or campus or district systems.

Specifically, in Year 1, program evaluation reports will address the following research questions:

Part A: Program Implementation and Preliminary Findings

- How does the Achieve 180 Program align with the District's Goals?
- How was the Achieve 180 Program implemented in 2017–2018 (Year 1) relative to its six Pillars of School Improvement, including key adjustments to the implementation process and/or plan to improve program delivery and/or program outcomes (if available)?

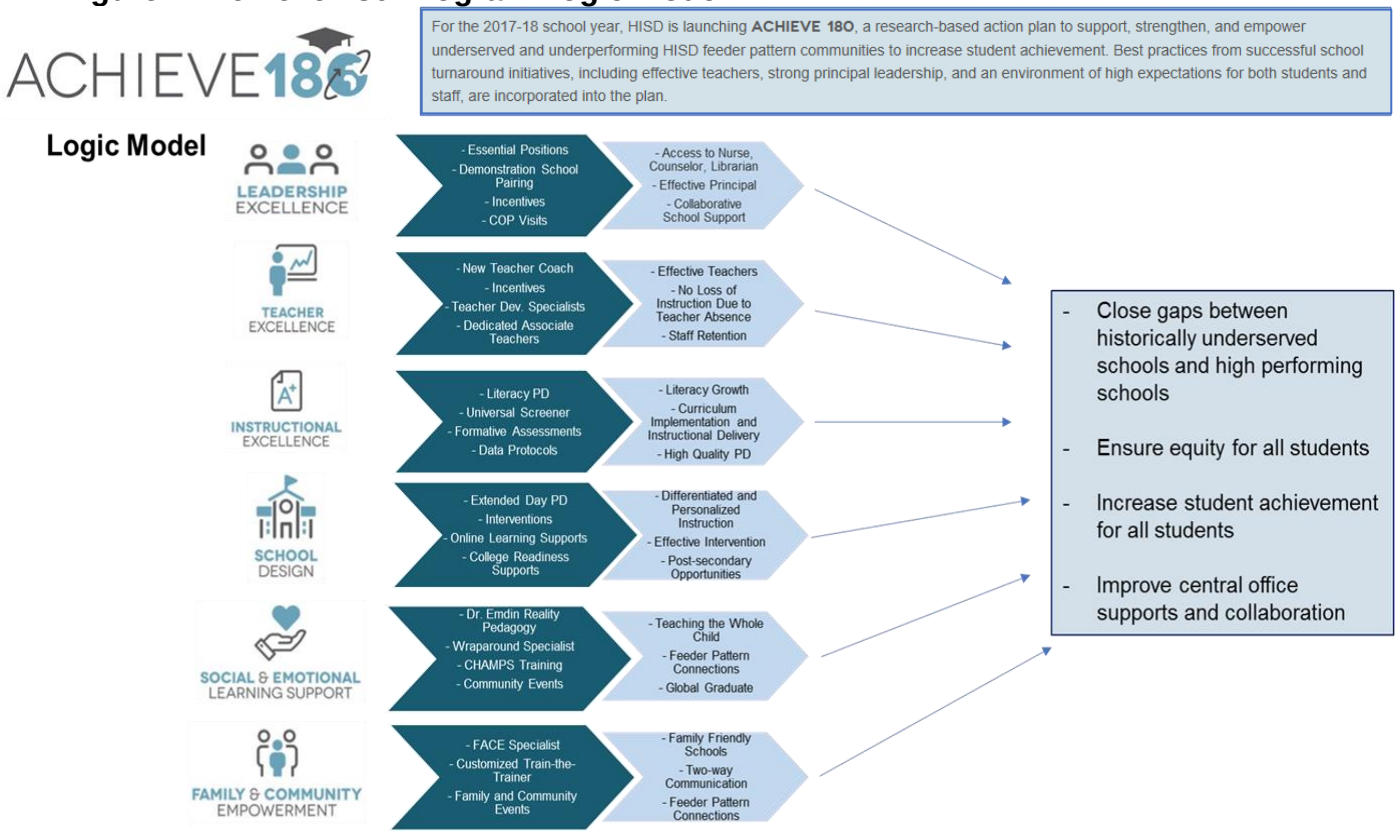
Part B: Program Outcomes

- What were the 2016–2017 (baseline) and 2017–2018 (Year 1) characteristics of Achieve 180 Program schools with regard to the following outcomes: (a) principal effectiveness, (b) hiring and retaining high-quality educators/essential staff, (c) teacher effectiveness, (d) student access to and utilization of social and emotional supports, (e) student attendance, (f) student discipline, (g) student literacy and academic achievement, (h) school design/climate, (i) family and community engagement/empowerment, and (j) state accountability campus ratings, with particular attention to at-risk student performance where applicable?
- What progress was made toward accomplishing Achieve 180 Program goals and objectives?

Conceptual Model for Program Evaluation

The logic model for this program evaluation (**Figure 1)** depicts expected connections between elements of the program which are intricately connected to data collection to evaluate the program's theory of action. The process is dynamic and is used to guide the identification of program linkages that require analyses. Further, program implementation may result in changes to strategies and activities that require additional analyses of the implementation and outcomes (National Science Foundation, 2010; Texas Education Agency, 2018).

Figure 1: Achieve 180 Program Logic Model



Source: Achieve 180 Program Administration, 2017–2018

Methods

Evaluation methods, including data collection and data limitations are provided in **Appendix A,** p. 81. A supplemental document to this report, Achieve 180 Program Evaluation, Part A: Addenda 2017–2018, contains **Addendum 1**, a Summary of Implementation Findings from Pillar Owners' Reports, which was developed by Achieve 180 program administrators. Achieve 180 Program Pillar Owners' 2017–2018 end-of-year reports are referenced in this report and are provided in the supplemental document in **Addendum 2**.

Results

Achieve 180 Program Alignment with District Goals

- The Mission, Vision, and Beliefs of the HISD Board of Education (Board) are fundamentally compatible with the Achieve 180 Program Theory of Action, Plan of Action, Six Pillars of School Improvement, Pillar Explanations, and Focus Areas in ways that include the following:
  - The Achieve 180 Program's Theory of Action to provide essential leadership and instructional, social and emotional, and community supports for HISD's historically underserved and underperforming feeder patterns and school communities to equip schools to accelerate student preparation to fulfill the qualities and characteristics of the HISD Global Graduate Profile supports the Board's mission to educate the whole child to graduate equipped to attain her/his full potential (**Appendix B**, **Table B-1**, p. 85).
  - The Achieve 180 Program's Plan of Action reflects the Board's Vision and Beliefs regarding equitable access and equitable opportunities for every child. Both initiatives highlight providing an effective education that is suited to each student's needs, is provided in a safe, supportive environment, and results in every student being prepared for success in our global society (Table B-1).
  - The explanation for each of the six Achieve 180 Program Pillars of School Improvement is provided in **Table B-2** (Appendix B, p. 86) and encompasses best practices that correlate with the Board's Beliefs of (1) equity in policy and student achievement; (2) the necessity of a systemic commitment to support the social-emotional needs of students; (3) employment and retention of effective instructional leaders and teachers who ensure the provision of personalized, challenging, and deep instruction to meet the learning needs of each student; and (4) transparent engagement with students' communities to inform policy (Table B-1).
  - **Table B-3** (Appendix B, pp. 87–91) shows the sources of program inputs for each Achieve 180 Pillar of School Improvement. Inputs included both HISD's standard support to schools and the Achieve 180 Program's supplemental, centralized, unique support to Achieve 180 Program schools. In each focus area, program supports were tailored to meet the specific needs of students, parents, teachers, instructional leaders, and staff at Achieve 180 Program schools.

- The stated goals of the Board and of the Achieve 180 Program (Appendix B, **Table B-4**, p. 91) are identical. They align with Achieve 180 Program guidance (Table B-1), guiding Pillars (Table B-2), and objectives (Appendix B, **Table B-5**, p. 92). In short, the goals are to:
  - Increase the rates at which grade 3 through English II students score at or above grade level in reading and writing (Goal 1);
  - Improve the proportional representation of Global Graduates on Achieve 180 Program campuses (Goal 2); and

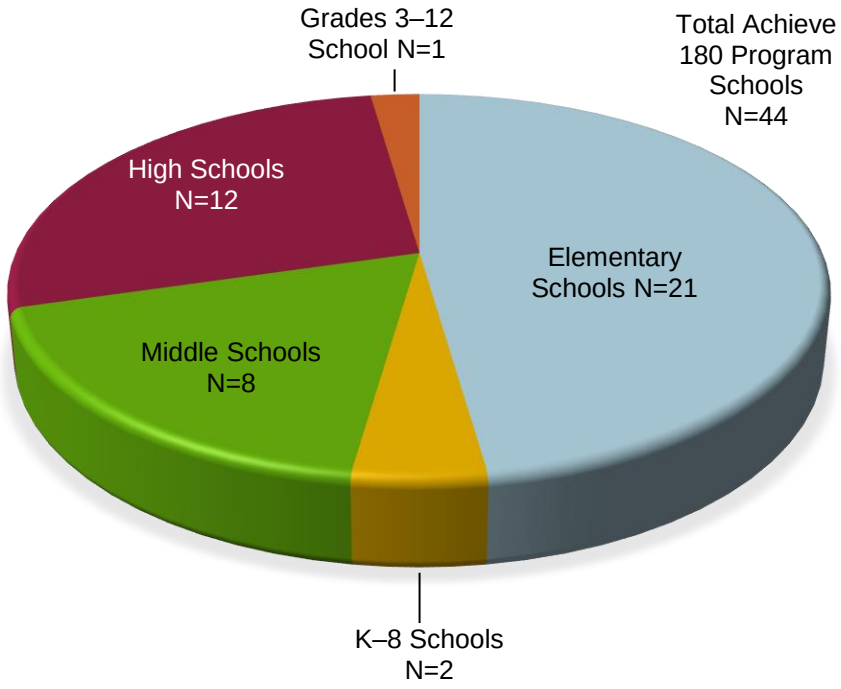
- Increase the rates at which students who perform below grade-level in reading and mathematics on state-assessments make at least one year of academic growth, annually (Goal 3).

The Achieve 180 Program Metrics (Appendix B, **Table B-6**, p. 93) and Implementation Rubric (Appendix B, **Table B-7,** pp. 94–99) further demonstrate how the methods, activities, and expectations associated with the program are intended to support the fulfillment of district initiatives and goals.

Achieve 180 Program Schools

- **Figure 2** shows the school levels of the 44 Achieve 180 Program campuses in 2017–2018. These included 21 elementary, eight middle, 12 high, one grade 3–12, and two K–8 campuses.

Figure 2: The Number of Participating Achieve 180 Program Schools by School Level, 2017–2018



Source: Fall PEIMS 2017, ADA>0

- Achieve 180 Program schools had either been in Improvement Required (IR) status for one to eight years or were one year out of IR status. To analyze program implementation and impact relative to IR status longevity, four Achieve 180 Program treatment groups were formed based on the number of consecutive years each school had received the IR school accountability rating as of 2016–2017 (baseline year) (**Appendix C**, **Table C-1**, p. 100).

- Achieve 180 Program treatment group sizes ranged from seven schools in the Secondary Group (one-year IR status) to 18 schools in the Tertiary Group (formerly IR status). Ten schools comprised the Superintendent's Schools Group (four to eight years IR status) and nine schools were included in the Primary Group (two or three years IR status) (Table C-1).

- A map of Achieve 180 Program schools shows the campus locations across HISD boundaries by treatment group (Appendix C, **Figure C-1,** p. 101) The largest clusters of Achieve 180 Program schools were in HISD Board Trustee District II (n=16) and District IX (n=9). Smaller clusters of program schools

were in Trustee District IV (n=6), Districts III and VIII (n=4 each), and District I and District VI (n=2 each). One program school was in Trustee District VII and none were in District V (Figure C-1).

- Except for Tertiary Group schools, no more than three schools within a treatment group were clustered in close proximity to one another (Appendix C, Figure C-1).

- Achieve 180 Program resources, strategies, and activities were provided for program schools based on their specified Achieve 180 Program treatment group (Appendix C, **Table C-2**, p. 102). For example, Table C-2 shows all Achieve 180 Program schools received centralized support for hiring essential staff in positions of nurse, librarian, and counselor, and yet, only the Superintendent's Schools received centralized support to hire New Teacher Coaches.

Enrollment and Characteristics of Achieve 180 Program Students and non-Achieve 180 Program Students

Achieve 180 Program and non-Achieve 180 Program Students

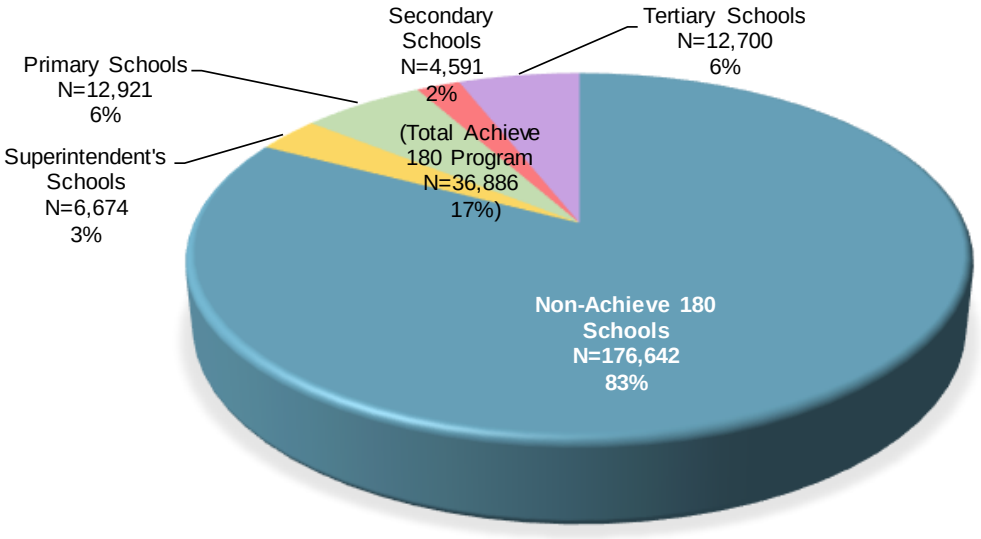
- **Figure 3** (p. 18) shows that in 2017–2018, students in Achieve 180 Program schools (n=36,886) constituted 17 percent of HISD's students (n=213,528). This compared to 17 percent (n=36,952) of district students in the same schools in 2016–2017 (See additional details in **Appendix C**, **Figure C-2**, p. 103).

- From 2016–2017 (n=36,952) to 2017–2018, total student enrollment in Achieve 180 Program schools decreased by 66 students (0.2%), while enrollment in non-Achieve 180 Program schools decreased by 1,814 students (1.0%) during that time (Appendix C, Figure C-2, p. 103).

- In 2016–2017 and in 2017–2018, greater proportions of non-Achieve 180 Program students were enrolled in grades K–5 and lower proportions were enrolled in grades 9–12 than the proportions of students enrolled in the same grade-bands among Achieve 180 Program students (Figure C-2).

- In 2016–2017 and 2017–2018, districtwide grade level enrollment, student characteristics, and instructional program enrollments more closely mirrored those of students who attended non-Achieve 180 Program schools than those of students who attended Achieve 180 Program schools (Figure C-2).

Figure 3: Student Enrollment in Non-Achieve 180 and Achieve 180 Program Schools by Achieve 180 Program Treatment Group, 2017–2018



Source: Fall PEIMS 2017, ADA>0

- In 2016–2017 and 2017–2018, greater proportions of Achieve 180 Program students were economically disadvantaged, at-risk for school drop-out, identified for special education instruction, and enrolled in Career and Technology Education (CTE) courses than were non-Achieve 180 Program students (Figure C-2).

- In 2016–2017 and 2017–2018, smaller proportions of Achieve 180 Program students were English language learners or identified for gifted and talented instructional programs than were non-Achieve 180 Program students (Figure C-2).

Achieve 180 Program Students by Achieve 180 Program Treatment Group

Superintendent's Schools (4–8 years IR status)

- Enrollment increased (3%) from 2016–2017 to 2017–2018 in Superintendent's Schools (Appendix C, **Figure C-3**, p. 104).

- Student characteristics, grade level enrollments, and instructional program affiliations remained comparable (i.e., less than a one percentage-point change). Exceptions were a decrease enrollment in grade 9 and increased enrollments of students in grades 10–12 and of at-risk students (Figure C-3).

- The Superintendent's Schools had smaller proportions of Hispanic students (39.5%) and of White students (0.8%), and the largest proportion of African American students (58.9%) enrolled in 2017–2018 compared to the other three treatment groups (Figure C-3).

- The Superintendent's Schools had the largest proportion of students identified to receive special education instruction (12.3%) and the smallest proportion of students identified to receive instruction for gifted and talented (2.4%) enrolled in 2017–2018 compared to the other three treatment groups (Figure C-3).

Primary Group (2–3 years IR status)

- Enrollment decreased (3%) from 2016–2017 to 2017–2018 in the Primary Group schools (Appendix C, **Figure C-3**).

- Student characteristics, grade level enrollments, and instructional program affiliations remained comparable (i.e., less than a one percentage-point change) from 2016–2017 to 2017–2018. Exceptions were a decrease in White student enrollment and increased enrollments of at-risk and CTE students (Figure C-3).

- The Primary Group had the largest proportion of White students (21.9%) and the smallest proportions of at-risk students (64.0%) and economically disadvantaged students (62.4%) enrolled in 2017–2018 compared to the other three treatment groups (Figure C-3). A driver of these differences was the inclusion of Texas Connections Academy Houston (TCAH) in this group.

- The Primary Group had the smallest proportion of students identified to receive special education instruction (8.2%) enrolled in 2017–2018 compared to the other three treatment groups (Figure C-3).

Secondary Group (one-year IR status)

- Enrollment decreased (5%) from 2016–2017 to 2017–2018 in Secondary Group schools (Appendix C, **Figure C-3**).

- Student characteristics, grade level enrollments, and instructional program affiliations for students enrolled in Secondary Group schools (one-year IR status) remained comparable (i.e., less than a one percentage-point change) from 2016–2017 to 2017–2018. Exceptions were decreased enrollments in grades 1, 4, and 11 and economically disadvantaged students, and increased enrollments in grades 5, 9, 10 and 12 and in English language learners, at-risk, and CTE students (Figure C-3).

- The Secondary Group had the largest proportion of Hispanic students (70.8%) and the smallest proportion of African American students (25.4%) enrolled in 2017–2018 compared to the other three treatment groups (Figure C-3).

- The Secondary Group had the largest proportion of economically disadvantaged (89.3%) and at-risk students (83.5%), and the smallest proportion students taking CTE courses (22.9%) enrolled in 2017–2018 compared to the other three treatment groups (Figure C-3).

Tertiary Group (former IR status)

- Enrollment increased (3%) from 2016–2017 to 2017–2018 in Tertiary Group schools (Appendix C, **Figure C-3**, p. 104).

- Student characteristics, grade level enrollments, and instructional program affiliations remained comparable (i.e., less than a one percentage-point change) from 2016–2017 to 2017–2018. Exceptions were decreases in African American, English language learners, and grade 12 students, and increases in Hispanic, grade 9, grade 11, at-risk, gifted and talented, and CTE students (Figure C-3).

- The Tertiary Group had the largest proportions of students identified to receive instruction for gifted and talented students (6.1%) and students taking CTE courses (37.1%) enrolled in 2017–2018 compared to the other three treatment groups (Figure C-3).

Achieve 180 Program Implementation by Pillar of School Improvement

Pillar I – Leadership Excellence

Essential Staffing (Nurse, Librarian, and Counselor) and Principal Staffing

- Centralized funding was provided for "essential staff," which included campus-based nurses, librarians, and counselors on each Achieve 180 Program campus.

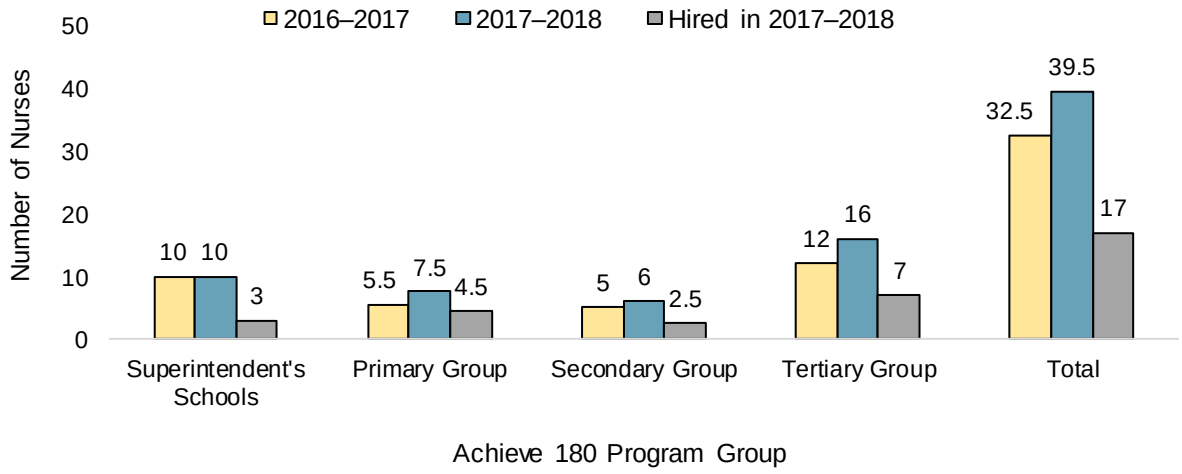
- The expectation was for essential staff to provide proactive, specialized services to students on their campuses and help address students' health and medical, social-emotional, and supplemental learning needs.

- In July of 2017, HISD Human Resources hosted a Job Fair at Chavez HS for nurses, librarians and counselors. Recruitment incentives of $5,000 were offered to attract change agents in these student support roles on Achieve 180 Program campuses (Addendum 2: A180 EOY Pillar II Human Resources, p. 17).

Nurses

- **Figure 4** shows nurse staffing based on full-time equivalents (FTEs) at Achieve 180 Program schools in 2016–2017 and 2017–2018. While all Superintendent's Schools were served by a full-time nurse each year, the number of FTEs for nurses serving schools in the three other treatment groups increased between 2016–2017 and 2017–2018.

Figure 4: Nurse Staffing by FTEs and Achieve 180 Program Treatment Group, 2016–2017 and 2017–2018



Source: Health and Medical Services, 2017–2018
Note: Staffing data reflect full-time equivalent (FTE) positions. Numbers differ from Figure 6 (p. 23) which reflects the number of nurses who filled the FTE positions. No data were available for alternative campus Victory Prep South (Tertiary Group).

- In addition, **Appendix D**, **Table D-1** (pp. 105–106) provides school level details for the 35 nurses in 2016–2017 and 42 nurses in 2017–2018 who filled the 32.5 and 39.5 FTE positions, respectively, at Achieve 180 Program schools. The table includes professional development participation and mentors for new nurses, and Nurse Specialist site visits to each campus.

- The total number of filled nurse FTE positions on Achieve 180 Program campuses increased by 22 percent from 32.5 filled FTE positions in 2016–2017 to 39.5 filled FTE positions in 2017–2018 (Table D-1, p.102–103).

- Based on full-time position equivalents, 17 nurse FTEs were filled late in 2016–2017 or during the 2017–2018 school year (Table D-1).

- Except for Liberty HS (Tertiary Group) and perhaps Victory Prep South HS, for which there is no staffing data, all Achieve 180 Program schools had at least one part-time school nurse, and all but one Primary Group school, Hilliard ES, and two Secondary Group schools, Attucks MS and Fondren ES, had a full-time nurse, in 2017–2018 (Table D-1).

- In 2017–2018, 10 nurses (9.5 FTEs) were identified as needing professional development for new nurses. This included additional PD for new nurses on four campuses where multiple, repeated vacancies and hiring occurred (Hilliard ES, Looscan ES, Kashmere Gardens ES, and Cook ES) (Table D-1).

- Participation in professional development (PD) for new nurses was low. Generally, this was due to late hire dates for new nurses.

- New nurses at two of the Superintendent's Schools, one Primary Group school, and one Tertiary Group school completed 100 percent of the PD designed for them (Table D-1).

- A Nurse Specialist visited each site nurse and mentors supported new nurses on two to three campuses within each Achieve 180 Program group of schools (Table D-1).

- Thirty-two professional development courses for all nurses were provided in 2017–2018, as compared to 31 sessions provided in 2016–2017. The Homebound Services course was added in 2017–2018 (Appendix D, **Table D-2**, pp. 107-108).

- Courses were provided from July 2017 (New Nurse Orientation) through May 2018 (End of Year Nurse Meeting) (Table D-2).

- Most courses were offered during the Fall semester (n=22), with 12 courses offered before students arrived for school year in late August (Table D-2).

Librarian Staffing

- Library Services reported that 24 certified librarians (excluding one retired/rehired librarian who left in Fall 2017) staffed Achieve 180 Program school libraries in 2017–2018 in addition to 12 additional staff, including certified teachers (n=7), paraprofessionals (n=4), and other staff members (n=1). Five librarian positions were vacant.

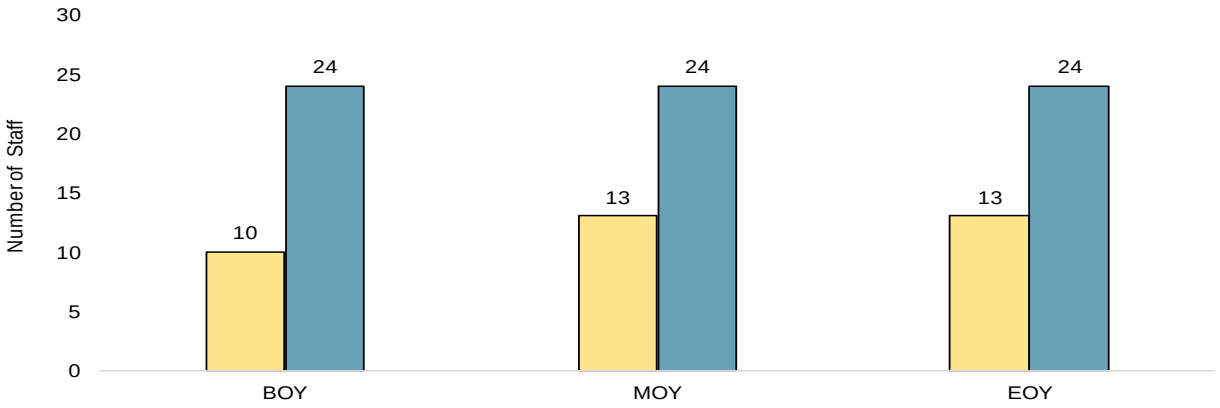
- Professional Development sessions provided for librarians included: pre-service training at Job-alike, monthly department meetings (September 2017 through April 2018), and monthly Skype meetings for Achieve 180 campuses (November 2017 through April 2018).

- Other Achieve 180 program resources and supports for librarians are summarized in Appendix D (p. 109) and include needs assessments for the professional development of library personnel, peer

networks, model libraries, and resource banks for library clubs and activities at each school level (ES, MS, HS).

- **Figure 5** (p. 22) shows the staffing of librarians in Achieve 180 Program schools increased from 2016–2017 to 2017–2018. In 2016–2017, Achieve 180 Program schools started the year with 10 librarians, increased to 13 librarians by mid-year, and maintained 13 librarians through the end of the year. In 2017–2018, the first year of the Achieve 180 Program, the schools began the year with 24 librarians and that number was found at MOY and EOY during the academic year.

Figure 5: Librarian Staffing for Achieve 180 Program Schools, 2016–2017 and 2017–2018



Source: HISD Human Resources Staffing Reports, May 2018; Beginning of Year (BOY), October 24, 2016 and October 30, 2017; Middle of Year (MOY), January 30, 2017 and January 29, 2018; End of Year (EOY), April 24, 2017 and April 24, 2018.

Principal Staffing

- Staffing for October 30, 2017 showed all 44 principal positions and 70 assistant principal/dean positions on Achieve 180 Program schools were filled.

- Based on Achieve 180 administrative and campus reports, new principals were hired for Cullen MS (Primary Group), Key MS (Tertiary Group), Looscan ES (Secondary Group), Madison HS (Primary Group), and Wheatley HS (Superintendent's Schools) in Spring 2018.

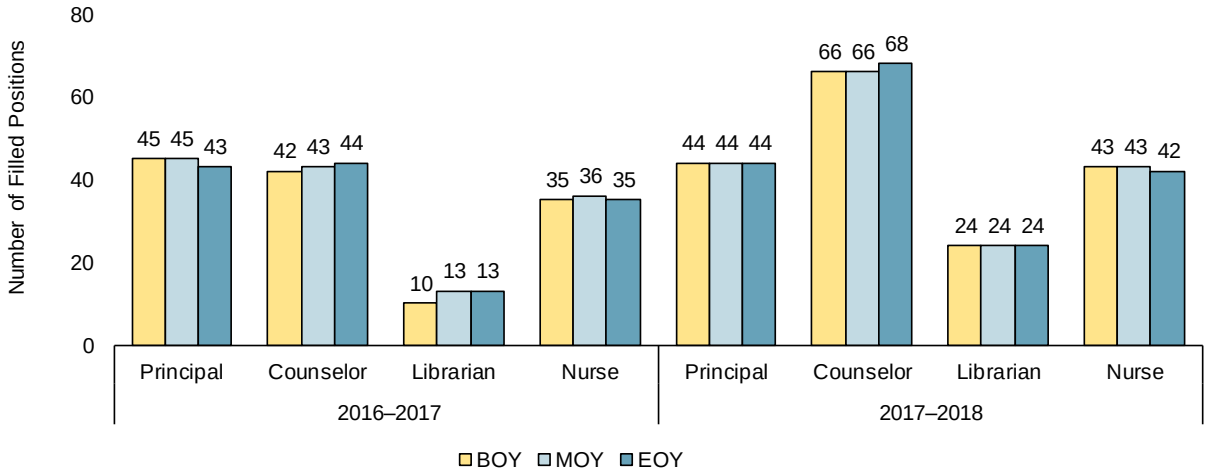
- Based on beginning of the year (BOY) data for 42 (95%) of the 44 Achieve 180 Program schools (Texas Connection/TCAH and Victory Prep South were excluded because staffing data was not available) the percentages of new principals were:
  - 30 percent of principals in Superintendent's Schools;
  - 25 percent of principals in Primary Group schools;
  - 29 percent in Secondary Group schools; and
  - 35 percent of principals in Tertiary Group schools (**Addendum 2**: A180 EOY Pillar II Human Resources, 2018, p. 2).

Principal, Counselor, Librarian, and Nurse staffing (overview)

- **Figure 6** (p. 23) provides results of Human Resource Department staffing reports for Achieve 180 Program principals, counselors, librarians, and nurses for the 2016–2017 and 2017–2018 school years showing that more principals, counselors, librarians, and nurses filled positions at BOY, MOY, and EOY in 2017–2018 than at the same points in time in 2016–2017, except when all positions had been filled

previously or there was a decrease in the number of Achieve 180 schools participating in the program (Appendix D, **Table D-4**, p. 111).

Figure 6: Principal, Counselor, Librarian, and Nurse Staffing for Achieve 180 Program Schools, 2016–2017 and 2017–2018



Source: HISD Human Resources Staffing Reports, May 2018; Beginning of Year (BOY), October 24, 2016 and October 30, 2017; Middle of Year (MOY), January 30, 2017 and January 29, 2018; End of Year (EOY), April 24, 2017 and April 24, 2018.

Note: Numbers differ from Figure 4 (p. 20), which reflects full-time equivalents (FTEs). This figure reflects the number of nurses who filled the FTEs each year.

- By EOY in 2017–2018, there were seven more nurses, 11 more librarians, one more principal, and 24 more counselors than were on staff in Achieve 180 Program schools at EOY in 2016–2017 (Table D-4).

- Additional data for Achieve 180 Program schools by treatment group for 2016–2017 and 2017–2018 school years show trends similar to changes in the program overall. Except for Secondary Group school principals, more principal, counselor, librarian, and nurses filled positions at BOY, MOY, or EOY in 2017–2018 than at the same points in time in 2016–2017, unless all positions had been filled previously or there was a decrease in the number of Achieve 180 schools participating in the program (Appendix D, **Figure D-1**, p. 112 and **Figure D-2**, p.112**; Figure D-3** and **Figure D-4**, p.113).

- Results of school-level staffing reports are provided in Appendix D, **Table D-5,** p. 114**; Table D-6** and **Table D-7,** p.115; and **Table D-8**, p.116.

Principal Experience

- Fall PEIMS 2017–2018 staff data for the 44 Achieve 180 Program school principals showed that four (9%), two Superintendent's Schools and two Tertiary Group school principals, had fewer than five years of experience as principals (See Appendix D, **Table D-3**, p. 110).

- By treatment group, the average number of years of experience for principals at Achieve 180 Program schools ranged from 15.0 years (Superintendent's Schools) to 27.9 years (Tertiary Group) school principals (Table D-3).

- Pillar I administrators provided insight on the effectiveness of implementation of the Leadership Excellence interventions in a survey administered near the end of the 2017–2018 school year, the first year of implementation. For staffing issues, the two interventions they identified as contributing most to program effectiveness were:
  - The hiring of librarians; and
  - The Human Resource Department's modifications to the Applitrack process that assisted in the screening, interviewing, and referring of qualified nurse candidates to Achieve 180 Program campuses.

- The administrators' suggested adjustments to improving program implementation concerned with staffing included:
  - More clearly defining the roles of positions added in 2017–2018 and future positions to be added;
  - Providing professional development for principals to learn what to expect from a quality library program;
  - Funding nurse substitutes or stipends to allow nurses to be off campus for professional development during the school day or after school hours; and
  - Funding an expansion of the school nurse mentoring program.

Collaborative Support for Leadership Effectiveness

- Achieve 180 Program campus-specific support teams, including SSOs, Teacher Development Specialists (TDS), Leadership Development, and other central office stakeholders from Academics, Technology, Research and Accountability, and Student Support Services were collaboratively trained and aligned around intentional support for each Achieve 180 Program school. Details regarding the type, and quantity of supports provided by support teams to specific schools may be found in Appendix D, **Table D-9**, pp. 117–119.

- **Figure 7** (p. 25) shows that, compared to other Achieve 180 Program groups, a higher proportion of Superintendent's Schools received support in the areas of budgeting (50%), compliance (70%), curriculum (50%), discipline (50%), and additional differentiated supports (100%) than other Achieve 180 Program schools received.

- More than half of Superintendent's Schools received leadership support in the areas of compliance (70%), employee relations (60%), instructional leadership (80%), and additional differentiated supports (100%) (Figure 7).

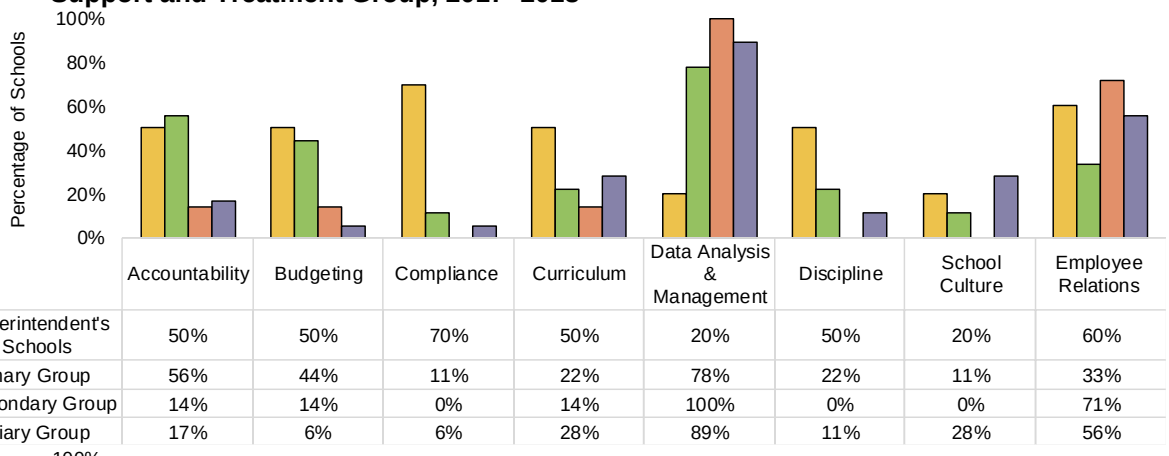
- Compared to other Achieve 180 Program groups, a higher proportion of Primary Group schools received support in the area of accounting (56%) than other Achieve 180 Program schools received (Figure 7).

- More than half of Primary Group schools received support in the areas of accountability (56%), data analysis and management (78%), instructional leadership (89%), strategic planning (56%), and additional differentiated supports (56%) (Figure 7).

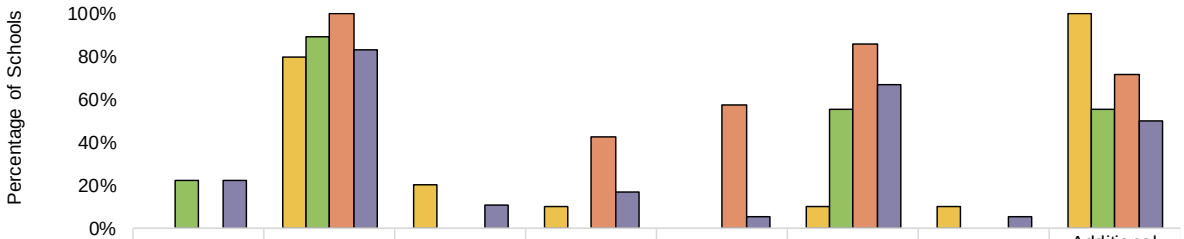
- Compared to other Achieve 180 Program groups, a higher proportion of Secondary Group schools received support in the areas of data analysis and management (100%), employee relations (71%), instructional leadership (100%), professional development (43%), resource management (57%), and strategic planning (86%) than other Achieve 180 Program schools received.

- More than half of Secondary Group schools received support in the areas of data analysis and management (100%), employee relations (71%), instructional leadership (100%), resource management (57%), strategic planning (86%), and additional differentiated supports (71%) (Figure 7).

Figure 7: Percentage of Achieve 180 Program Schools Receiving Leadership Support by Area of Support and Treatment Group, 2017–2018



	Accountability	Budgeting	Compliance	Curriculum	Data Analysis & Management	Discipline	School Culture	Employee Relations
Superintendent's Schools	50%	50%	70%	50%	20%	50%	20%	60%
Primary Group	56%	44%	11%	22%	78%	22%	11%	33%
Secondary Group	14%	14%	0%	14%	100%	0%	0%	71%
Tertiary Group	17%	6%	6%	28%	89%	11%	28%	56%



	Facilities	Instructional Leadership	Parents & Community	Professional Development	Resource Management	Strategic Planning	Other	Additional Differentiated Supports
Superintendent's Schools	0%	80%	20%	10%	0%	10%	10%	100%
Primary Group	22%	89%	0%	0%	0%	56%	0%	56%
Secondary Group	0%	100%	0%	43%	57%	86%	0%	71%
Tertiary Group	22%	83%	11%	17%	6%	67%	6%	50%

Source: Achieve 180 School Office Survey on Leadership Excellence for School Support Officers, 04/24/2018
Notes: Supports are categorized based on survey responses. However, in some cases, there was overlap in the following categories: Accountability, Compliance, and Instructional Leadership; Curriculum and Instructional Leadership; Discipline and School Culture; School Culture and Employee Relations, Instructional Leadership and Strategic Planning. Non-Superintendent's Schools Achieve 180 Program high schools were excluded from participation in this component of Pillar I. "Other" supports were miscellaneous supports that were not differentiated.

- More than half of Tertiary Group schools received support in the areas of data analysis and management (89%), employee relations (56%), instructional leadership (83%), and strategic planning (67%) (Figure 7).

- HISD Superintendent's Schools participated in Achieve 180 Program Communities of Practice (COP) workshops during the 2017–2018 school year. Central office leadership formed campus-specific, cross-functional support teams to provide leadership guidance and instructional support through District Support Teams and campus-specific Communities of Practice sessions.

- District Support Teams met for one and one-half hours in advance of each campus-based COP session. COP sessions were conducted twice for each Superintendent's Schools campus, once in the Fall (October to December) and again in the Spring semester (January to April) in 2017–2018.

- COP members' responses as a result of visits to each campus and the campus-level student achievement outcomes were used to inform the collaborative central office strategy implemented to support differentiated school improvement.

- In Spring 2018, pre-COP data sessions were held from 7:30 a.m. to 2:00 p.m. to include all COP members in analyzing campus data to identify the specific learning deficits and instructional needs for the campus and for student-level case studies.

- Two-hour principal meetings conducted after the regular, monthly districtwide principal meetings were provided to afford Achieve 180 Program principals direct access to cabinet-level decision-makers.

- In addition, HISD's Building Services, Police Department, and Nutrition Services provided the following supports:

  Building Services:
  - All maintenance requests were classified as emergencies (Priority 1) and addressed immediately.
  - All warehouse, textbook, and furniture requests were expedited.

  Police Department:
  - Provided immediate response to issues at Achieve 180 Program schools.

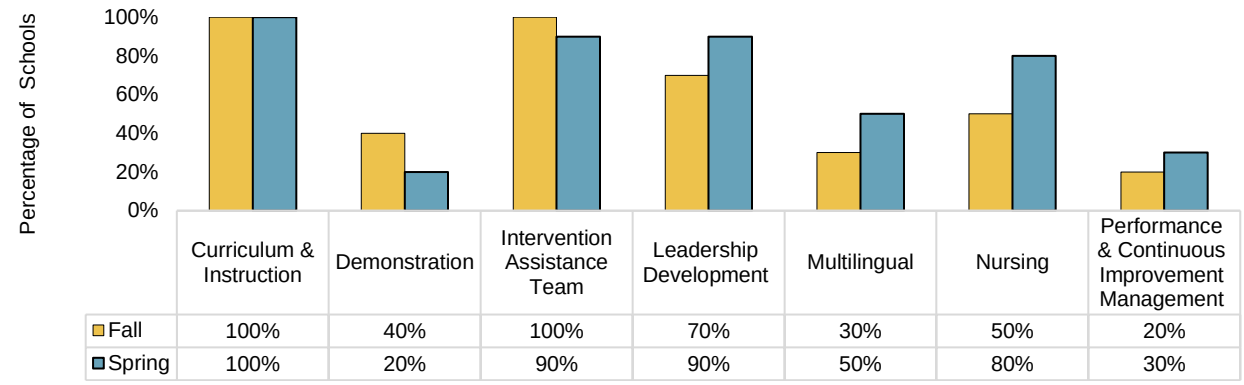
  Nutrition Services:
  - Offered the Fresh Fruit & Vegetable program festivals, supper program, salad bar implementation, cook-outs, garden program, in-class food literacy, health fairs, and "National School Breakfast Week" with prizes.
  - Additional custodial support for meal programs at all Achieve 180 program schools.

- Based on School Support Officers' responses to a survey on school leadership that was administered in late April, **Figure 8** (p. 26) shows the proportion of Superintendent's Schools that received supports from specified HISD central office departments in conjunction with COPs during the Fall and Spring semesters of the 2017–2018 school year. (Additional details on the COPs by department of support and quantity and quality of supports provided may be found in Appendix D, **Table D-10**, pp. 120–121.)

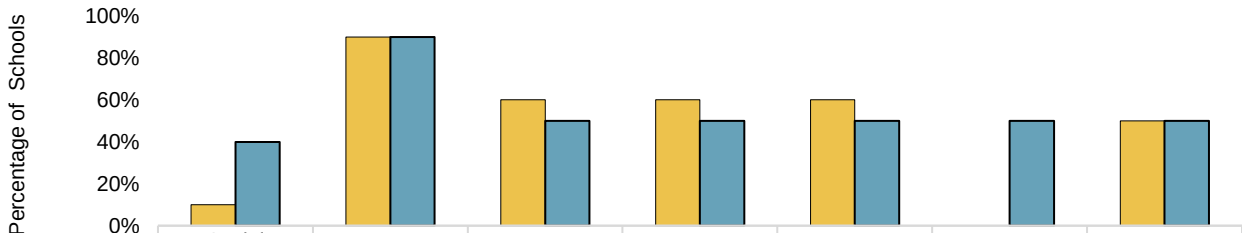
- During the Fall 2017 COP workshops, all Superintendent's Schools received support from the Curriculum and Instruction Department and from the Intervention Assistance Team, and 90 percent of Superintendent's Schools were supported by Special Education Services. In the same semester, more than half of Superintendent's Schools also received support from Leadership Development (70%), Student Assessment (60%), Student Assistance (60%), and Research and Accountability (60%) (Figure 8).

- As part of the COP workshops held in Spring 2018, all Superintendent's Schools received support from the Curriculum and Instruction Department and 90 percent were supported by the Intervention Assistance Team, Leadership Development, and Special Education services. More than half of Superintendent's Schools also received support from Nursing services (80%) (Figure 8).

Figure 8. Percentage of Superintendent's Schools That Received Collaborative Communities of Practice (COPs) Support by Department and Semester, 2017–2018



	Curriculum & Instruction	Demonstration	Intervention Assistance Team	Leadership Development	Multilingual	Nursing	Performance & Continuous Improvement Management
Fall	100%	40%	100%	70%	30%	50%	20%
Spring	100%	20%	90%	90%	50%	80%	30%



	Social Emotional Learning	Special Education	Student Assessment	Student Assistance	Research & Accountability	Wraparound Services	Other Areas
Fall	10%	90%	60%	60%	60%	0%	50%
Spring	40%	90%	50%	50%	50%	50%	50%

Source: Achieve 180 School Office Survey on Leadership Excellence for School Support Officers, 04/24/2018
Note: Non-Superintendent's Schools Achieve 180 Program high schools were excluded from participation in this component of Pillar I. Not all specified central office departments were invited to participate in all COP sessions. In addition to the supports identified in Figure 8 and Table D-9, campuses may have requested and received supports from central office departments.

- High schools among the Superintendent's Schools were encouraged to establish shared instructional and professional learning community (PLC) relationships with a distance learning school. The Distance Learning Collaborative focused on leveraging the district's staff, resources, and technology to allow teachers and school leaders to collaborate, plan effective lessons, share best practices, and assess instructional program quality.

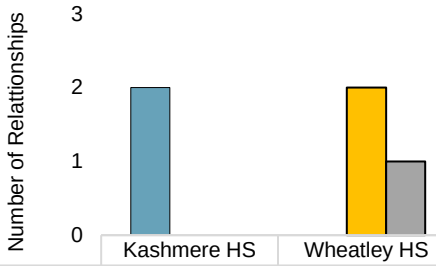
- Four non-Achieve 180 Program schools, Bellaire HS, Chavez HS, Lamar HS, and Westside HS, served as Distance Learning Partners to the six Achieve 180 Program high schools in the Superintendent's Schools and Primary Group. A list of the Distance Learning partnerships may be found in Appendix D, p. 122.

- In addition to the supports identified in Figure 8, campuses may have requested and received supports from central office departments that are not accounted for in the figure.

- As part of the distance learning relationship, schools developed specific collaborative relationships, such as teachers participating in common professional development sessions and principals observing and consulting at each other's schools. Compared to other Achieve 180 Program high schools that established distance learning relationships, Kashmere HS, in partnership with Chavez HS, was reported to have the highest number of developed relationships with its respective distance learning

school, while more relationships (undeveloped and emerging) were developed between Wheatley HS and its distance learning school, Westside HS (**Figure 9**, p. 28). (Additional details regarding the quality and quantity of the relationships between the Achieve 180 Program high schools and the distance learning schools can be found in Appendix D, **Table D-11**, p. 123.)

Figure 9: Quality of Professional Learning Community (PLC) Relationships Established between Achieve 180 Program High Schools and Distance Learning Schools, 2017–2018



	Kashmere HS	Wheatley HS	Worthing HS	Madison HS	North Forest HS	Washington HS
Developed	2	0	0	0	1	0
Emerging	0	2	0	1	0	1
Undeveloped	0	1	1	0	0	0

Source: Achieve 180 School Office Survey on Leadership Excellence for School Support Officers, 04/24/2018
Note: Non-Superintendent's Schools Achieve 180 Program high schools were excluded from participation in this component of Pillar I.

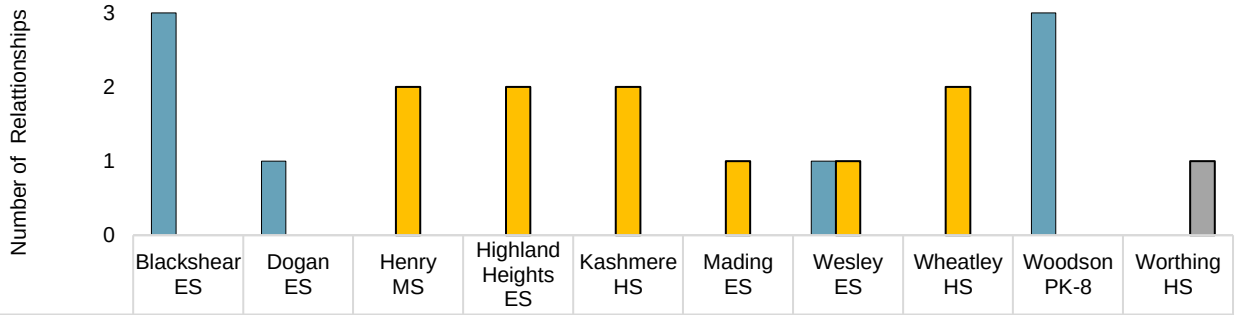
- Campus leaders and teachers at Superintendent's Schools were also encouraged to establish professional relationships with high performing schools, referred to as demonstration schools. Leaders and teachers at the schools demonstrated or modeled lessons for Superintendent's Schools' campus leaders and teachers. Additional details on the quality and quantity of relationships between Superintendent's Schools and demonstration schools may be found in Appendix D, **Table D-12**, p. 124.

- Fourteen non-Achieve 180 Program schools, Atherton ES, Black MS, Burrus ES, Cornelius ES, Fonville MS, Frost ES, Jones Futures Academy, McReynolds MS, Osborne ES, Peck ES, Ross ES, Shadydale ES, Wisdom HS, and Yates HS served as demonstration schools to the Superintendent's Schools (Appendix D, p. 122).

- Six Superintendent's Schools each partnered with one demonstration school, while the remaining four worked with two demonstration schools each. **Figure 10** (p. 29) shows the Superintendent's Schools and the number and quality of relationships they established with their demonstration school(s).

- Shown in Figure 10, compared to other Superintendent's Schools, Blackshear ES and Woodson PK–8 had the highest number of developed relationships, three each, with their respective demonstration schools. Dogan ES and Wesley ES also established a developed relationship with one demonstration school each. The remaining Superintendent's Schools had at least one emerging relationship established with a demonstration school by April of the year, except for Worthing HS, which had a single undeveloped relationship with a demonstration school.

Figure 10: The Quality of Relationships Established Between Superintendent's Schools' and Demonstration Schools' Leaders and Teachers, 2017–2018



	Blackshear ES	Dogan ES	Henry MS	Highland Heights ES	Kashmere HS	Mading ES	Wesley ES	Wheatley HS	Woodson PK-8	Worthing HS
Developed	3	1	0	0	0	0	1	0	3	0
Emerging	0	0	2	2	2	1	1	2	0	0
Undeveloped	0	0	0	0	0	0	0	0	0	1

Source: Achieve 180 School Office Survey on Leadership Excellence for School Support Officers, 04/24/2018
Note: Non-Superintendent's Schools Achieve 180 Program high schools were excluded from participation in this component of Pillar I.

- With respect to collaborative support for Superintent's Schools, Pillar I administrators identified the following components that contributed most to effective program implementation:
  - Collaboration among different departments;
  - The observation of instruction during the COP rounds; and
  - Participation in campus-based PLCs.

- Suggested adjustments to improve collaborative support for Superintendent's Schools included:
  - Instituting a process to ensure that campuses implement recommendations provided by those attending the instructional rounds; and
  - Coordinating a cycle of instructional support for the teachers who are observed and using a rubric to record growth.

Principal Effectiveness (Participation in PD)

- Principals from 34 Achieve 180 Program schools (including Victory Prep K–8, which is no longer active) participated in professional development (PD) activities offered through the HISD Leadership Development Department in 2017–2018. The Leadership Development Department's PD support to Achieve 180 Program campuses included, but was not limited to the following:

  - *New Leaders' Institute 2017* to equip new school leaders with the knowledge, skills, and disposition to lead safe schools that provide rigorous instruction for all students.
    - Twenty-nine first-year principals attended all or part of an eight-day *New Leaders' Institute* in July 2017.
    - Six (21%) of the 29 leaders were principals on Achieve 180 Program campuses: Bruce ES, Fondren ES, North Forest HS, Pugh ES, and *Victory Prep K–8, Wesley ES. At least five Achieve 180 Program principals attended on five of the eight days of the Institute.
    - Recommendations for the *New Leaders' Institute in 2018* included: (1) deliver differentiated learning experiences for first-year principals that allow them to select the learning opportunities directly related to their campus' needs or their own professional development needs; and (2) provide leaders additional time and opportunities to focus on evaluating and creating effective

school systems and strategies for school improvement (Addendum 2: A180 EOY Pillar I Leadership Development, p. 3, 2017–2018).

- *First-year Principals' Induction*, a state-mandated process for principals and assistant principals who are first-time campus administrators to develop school leadership skills, acclimate to the district's culture, and develop self-awareness as a school leader.
  - Fifty first-year principals participated in all or part of the five-day 2017–2018 *First-year Principals' Induction* process which took place from mid October 2017 to late February 2018.
  - Eight (16%) of the principals were assigned to Achieve 180 Program schools: Bruce ES, Fondren ES, Gallegos ES, C. Martinez ES, North Forest HS, Pugh ES, *Victory Prep K–8 (an Achieve 180 Program school that closed during the 2017–2018 school year and is retained in this section to maintain consistency with the source data), and Wesley ES.
  - Six of the eight Achieve 180 Program principals attended two of the five days of the Induction and three or four Achieve 180 Program principals attended three days of the Induction (Addendum 2: A180 EOY Pillar I Leadership Development, p. 4, 2017–2018).

- *Assistant Principal Induction***,** a state-mandated counterpart to the First-year Principals' Induction for assistant principals and deans of instruction.
  - Of the 91 participants in the 2017–2018 *Assistant Principal Induction*, 11 (12%) were Achieve180 Program school leaders at Attucks MS (n=1), Dogan ES (n=1), Forest Brook MS (n=2), Gregory-Lincoln K–8 (n=1), Madison HS (n=1), Milby HS (n=2), Washington HS (n=1), and Woodson K–8 (n=2).
  - The Induction was conducted in five sessions that were held from October 2017 through February 2018. However, 10 participants were not assigned to their schools when the Induction started and were unable to participate fully.
  - Participants from the Achieve 180 Program schools attended the Induction 36 percent of the scheduled time, with a leader from Washington HS attending 100 percent of the sessions and leaders from Dogan ES, Gregory-Lincoln K–8, and Madison HS attending 80 percent of the sessions (Addendum 2: A180 EOY Pillar I Leadership Development, p. 7, 2017–2018).

- *Principal Candidate Development Opportunity (PCDO 2017–2018)*, a rigorous learning opportunity designed to help fill anticipated principal vacancies in the district by developing leadership expertise for urban schools in aspiring principals.
  - Current HISD principals, School Support Officers, and other district leaders, including Leadership Development staff, served as presenters and facilitators.
  - Five (20%) out of the 25 PCDO participants were Achieve 180 Program campus personnel from Attucks MS (n=1), Edison MS (n=1), Key MS (n=1), and Madison HS (n=2).
  - One PCDO session was held each month for four months (October 2017 to January 2018) and two sessions were held in February 2018. All five Achieve 180 Program participants attended the first February session and four of the five attended all other PCDO 2017–2018 sessions (Addendum 2: A180 EOY Pillar I Leadership Development, p. 5, 2017–2018).

- *Assistant Principal Candidate Development Opportunity* (APCDO Cohort 2), a counter-part to the PCDO, tailored for assistant principals.
  - The *Assistant Principal Candidate Development Opportunity* (*APCDO Cohort 2*) was held in six sessions from mid-November 2017 through late-April 2018.
  - Of the 14 cohort members, five (36%) were Achieve180 Program school leaders from Attucks MS, Cook ES, Dogan ES, Edison MS, and Gregory-Lincoln K–8.

  - The attendance rate was 100 percent for Cohort members from Achieve 180 Program schools. The APCDO Cohort 2 member at Attucks was promoted in January 2018 to the position of Dean of Instruction (Addendum 2: A180 EOY Pillar I Leadership Development, p. 8, 2017–2018).

- *School Leadership Academy* was designed to further develop teacher leaders into first-time school instructional leaders in five sessions which were held from October 2017 to February 2018.
  - Topics included: development of teacher coaching & feedback plans, use of a descriptive process to capture teacher instructional practices, equitable disposition of student behavior/discipline scenarios in the context of the HISD Code of Student Conduct and Emergency Management plan, and resume writing and mock interviews.
  - The cohort of 20 members included two leaders (10%) from the Achieve180 Program campuses Gregory-Lincoln K–8 and Key MS, who had perfect attendance (100%). The Gregory-Lincoln K–8 leader was promoted to Assistant Principal in January 2018 (Addendum 2: A180 EOY Pillar I Leadership Development, p. 10, 2017–2018).

- *Monthly Principals Meetings* with the Superintendent of Schools were designed to share information and further develop HISD school leadership through 73 breakout sessions and other collaborative activities with district administrators. Meetings were focused on topics such as school policies and guidelines, wraparound services and supports, restorative practices, effective use of technology, and district and school data utilization. All Achieve180 campus leaders attended the principals' breakout learning sessions (Addendum 2: A180 EOY Pillar I Leadership Development, p. 12, 2017–2018).

- The Office of Interventions provided support to campus leaders regarding Intervention Assistance Team (IAT) and Response to Intervention (RtI) such as scheduling, monitoring, documenting, and responding to the results of interventions. Training and personalized supports consisted of:
  - Tier 2 leaders IAT Refresher training;
  - Designated Supports Training;
  - Data Dive using Renaissance data and reports;
  - Refining IAT processes; and
  - Clarifying the role of IAT in evaluations for Special Education services.

- Extensive IAT support to principals and leadership teams included:
  - Campus-specific, differentiated supports
    - Completed data digs with to help leaders address alignment of instruction to student needs;
    - Modified master schedules to include interventions embedded within the regular day;
    - Developed master schedules for interventions;
    - Provided Renaissance and Imagine Learning data for campuses to use while restructuring interventions;
    - Engaged in Data Digs to strategically target Tier 2 and Tier 3 students for interventions;
    - Identified research-based resources for intervention classes; and
    - Provided guidance for campuses regarding designing criteria for IAT referrals.

  - Campus-specific support with team collaboration:
    - Assisted leaders in developing an action plan for fully implementing campus' Intervention Assistance Team (IAT);
    - Ensured leaders had a clear understanding of district's IAT policies and procedures;

- Developed specific strategies to manage interventions;
- Observed intervention blocks and provided feedback; and
- Engaged in ongoing refinement of the IAT procedures and protocols to foster effective functioning.

(Addendum 2: A180 EOY Pillar IV Interventions, 2017–2018, pp. 226-242)

- With respect to collaborative support for Superintent's Schools, Pillar I administrators identified the following components that contributed most to effective program implementation:
  - The smaller SSO to campus ratios permitted in the Achieve 180 Program;
  - Community of Practice (COP) data sessions, planning, and campus visits;
  - Specialized support for Achieve 180 Program leaders with targeted implementation guidance; and
  - Professional development on best practices for improved attendance, offered through the graduation support meeting structure.

- Suggested adjustments to improve professional development for campus leadership teams included:
  - Clear communication, with expected followup, regarding who should attend what and when;
  - Additional leadership development focused on targeted skills and concepts specific to a leader's needs;
  - Improvement in the systems needed to implement effective PD and training with fidelity;
  - Improvement in the identication of outcomes and quantifying metrics and check-in (benchmarking) timelines; and
  - Ongoing participation in districtwide graduation support meetings by all schools.

Pillar II – Teacher Excellence

Teacher Staffing

- To meet the identified needs of the Achieve 180 Program campuses, HISD's Teacher Recruitment and Selection (TRS) team revised the teacher's job description to reflect the necessary requirements. Priority recruitment efforts to staff all instructional positions at Achieve 180 Program campuses were implemented by the TRS team.

- The TRS team worked with the Schools Offices to determine ways to attract effective and highly effective HISD teachers to the Achieve 180 Program campuses, including offering recruitment incentives of $5,000.

- To support expedient hiring practices, teacher candidates were vetted immediately and referred to Achieve 180 Program campus hiring teams when vacancies were posted, and vacancies were actively monitored.

- From February 2017 through August 2017, HISD's Teacher Recruitment and Selection team held numerous Teacher Selection events to support principals in effectively staffing their campuses for the 2017–2018 school year (**Table 1**, p. 33) (Addendum 2: See A180 EOY Pillar II Human Resources, p. 14 for list of schools).

Table 1: Achieve 180 Program Schools' Participation in HISD Teacher Selection Events, 2017–2018			
Superintendent's Schools	**Primary Group**	**Secondary Group**	**Tertiary Group**
Blackshear ES (3)	Bonham ES (4)	Attucks MS (1)	Bellfort ECC (0)
Dogan ES (3)	Cullen MS (2)	Fondren ES (3)	Bruce ES (2)
Henry MS (2)	Gregory-Lincoln K-8 (1)	Looscan ES (1)	C Martinez ES (3)
Highland Heights ES (3)	Hilliard ES (3)	Montgomery ES (0)	Cook ES (4)
Kashmere HS (4)	Lawson MS (3)	Pugh ES (2)	Edison MS (3)
Mading ES (2)	Madison HS (3)	Sharpstown HS (4)	Foerster ES (1)
Wesley ES (3)	North Forest HS (4)	Stevens ES (2)	Forest Brook MS (3)
Wheatley HS (4)	Washington HS (4)	Victory Prep K-8 (0)	Gallegos ES (1)
Woodson K-8 (1)			HS Ahead MS (2)
Worthing HS (1)			Kashmere Gardens ES (2)
			Key MS (4)
			Lewis ES (2)
			Liberty HS (2)
			Milby HS (4)
			Victory Prep S (0)
			Westbury HS (3)
			Yates HS (3)
			Young ES (1)

Source: HISD Human Resources, 2017–2018, Addendum 2: A180 EOY Pillar II Human Resources, p. 21.

- In May of 2017, an HISD Teacher Transfer Fair was conducted for teachers rated “effective” or “highly effective” through the Teacher Appraisal and Development System (TADS) to meet leaders of 25 Achieve 180 Program schools, including 13 elementary, seven middle, and five high schools. The $5,000 recruitment incentive was also offered at the Fair (See Addendum 2: A180 EOY Pillar II Human Resources, p. 14 for list of schools).

- Private hiring events for the Kashmere HS and North Forest HS feeder patterns were also conducted in May 2017.

- Based on HISD districtwide staffing reports for the beginning (BOY), middle (MOY), and late-April (EOY) of the 2016–2017 and the 2017–2018 school years, there were fewer teacher vacancies by the MOY and EOY in 2017–2018 than in 2016–2017 (**Table 2**, p. 34). (See Appendix D, p.125 for campus-level vacancies.)

- Teacher vacancies at Achieve 180 Program schools decreased as the 2017–2018 year progressed, except for Primary Group schools in which three BOY vacancies increased to four by April 2018 (Table 2).

- Also, Tertiary Group schools showed a mid-year increase from five to eight teacher vacancies, before decreasing to one vacancy in April 2018 (Table 2).

- The Superintendent’s Schools and Secondary Group schools ended the 2016–2017 school year with no vacancies on any campus (Table 2).

- Table 2 also shows that in 2016–2017, Achieve 180 Program teacher vacancies had grown from 12 at BOY to 21 at MOY and to 75 at EOY, ending with six times the number of vacancies than there were at the start of the year. In contrast, in 2017–2018, Achieve 180 Program schools had 22 teacher vacancies at BOY, 20 vacancies at MOY and five vacancies at EOY to reach a 77 percent teacher fill rate from BOY (n=22) to EOY (n=5).

Table 2: HISD Teacher Vacancies at Beginning (BOY), Middle (MOY), and End of Year (EOY) by Achieve 180 Program Treatment Group, 2016–2017 and 2017–2018

	All HISD Schools	Non-Achieve 180 Schools	Achieve 180 Schools	Superintendent's Schools	Primary Group	Secondary Group	Tertiary Group
BOY 2016–2017	46	34	12	2	0	1	9
MOY 2016–2017	78	57	21	8	6	4	3
EOY 2016–2017	417	342	75	17	11	9	38
BOY 2017–2018	55	33	22	10	3	4	5
MOY 2017–2018	54	34	20	6	3	3	8
EOY 2017–2018	22	17	5	0	4	0	1

Source: HISD Human Resources Staffing Reports, May 2018; Beginning of Year (BOY), October 24, 2016 and October 30, 2017; Middle of Year (MOY), January 30, 2017 and January 29, 2018; End of Year (EOY), April 24, 2017 and April 24, 2018.

New Teacher Coaches

- Centralized funding supported a New Teacher Coach on each Superintendent's Schools campus. New Teacher Coaches were expected to provide proactive, specialized support to help develop the effective teaching capacity of new teachers on their campuses. Candidates for the position were expected to have Texas teacher certification, at least five years of teaching experience, and a record of success in increasing student achievement.

- The role of New Teacher Coaches was to support a caseload of teachers who had three or fewer years of experience by providing targeted, individualized feedback, coaching, and professional development to improve teacher performance and increase student achievement.

- All New Teacher Coaches at the ten Superintendent's Schools were staffed by the Fall of 2017 and the position remained fully staffed in the Spring of 2018.

- Professional development (PD) opportunities for New Teacher Coaches to promote teacher effectiveness and retention was a key feature of the program.

- Preparation and PD for New Teacher Coaches began in December 2017 and will continue through July 2018, with two to three meetings monthly, from January through April.

- New Teacher Coaches participated in an all-day orientation in January to learn about campus systems of support on their campuses, their role and expectations, conducting needs assessments to identify priority focus areas based on effective teaching practices in the Teacher Assessment and Development System (TADS), and the SIBME video coaching tool (an online video coaching and collaborative

platform) to use with teachers. (Additional details of New Teacher Coach activities and PD sessions are provided in **Addendum 2:** A180 EOY Pillar II Teacher Career Development, pp. 2–12.)

- Collaborative meetings were held on each campus in January, following the orientation. Campus administration, members of the Career Pathways New Teacher Support department, and the New Teacher Coaches formulated action plans to support the new teachers based on the unique needs of their campuses.

- Other PD topics included Effective Practice Strategies - Train the Trainer; Super Bowl of Learning, for newly-hired and novice teachers on Superintendent's Schools campuses to explore concrete techniques that may be implemented immediately to support student academic learning, achievement, and growth; New Teacher Cohort Meetings, held every three weeks to share best practices with campus-based cohorts, to engage in New Teacher Coach PD, and to action-plan for differentiated support to teachers; monthly New Teacher Coach Problem Solving Communities, for sharing best practices, consultations, and collegial support; and Partnerships with Social and Emotional Learning (SEL), to focus on supporting the whole child through creating culturally-responsive and emotionally-safe classrooms.

- New Teacher Coaches supported new teachers through observations and feedback cycles, modeling effective classroom instruction techniques, and debriefing on learned strategies and next steps for implementation.

Dedicated Associate Teachers

- Specialized assignments and professional development were provided for two Dedicated Associate Teachers (DAT) on each Achieve 180 Program campus to increase the rate of substitute coverage for teachers when they were out of the classroom.

- Dedicated Associate Teachers were expected to have excellent attendance and sustain district priorities and classroom expections regarding literacy, subject area content, and classroom culture.

- DAT positions at Achieve 180 Program schools were 76 percent filled by the end of the Fall 2017 semester and 89 percent of the DAT positions were filled by April of the Spring 2018 semester (Appendix E, p. 126; Addendum 2: A180 EOY Pillar II Human Resources, p. 43).

- Campuses with vacancies were visited to determine their hiring needs, candidate lists and prescreened candidate resumes were sent to campus principals, and periodic monitoring of progress in hiring were conducted by HISD Human Resources throughout the year.

- As of April 2018, the following DAT vacancies existed:
  - **Superintendent's Schools**
    Worthing High School – 2 vacancies
  - **Primary Group**
    Gregory-Lincoln K–8 – 1 vacancy
  - **Secondary Group**
    Looscan Elementary – 1 vacancy
    Montgomery Elementary – 1 vacancy
    Sharpstown High School – 2 vacancies

- **Tertiary Group**
  Fondren Elementary – 1 vacancy
  Key Middle School – 1 vacancy

- Each campus offered strategies and activities to support the DATs, which included PLC inclusion, department lead or campus administrator feedback and/or coaching, and professional development.

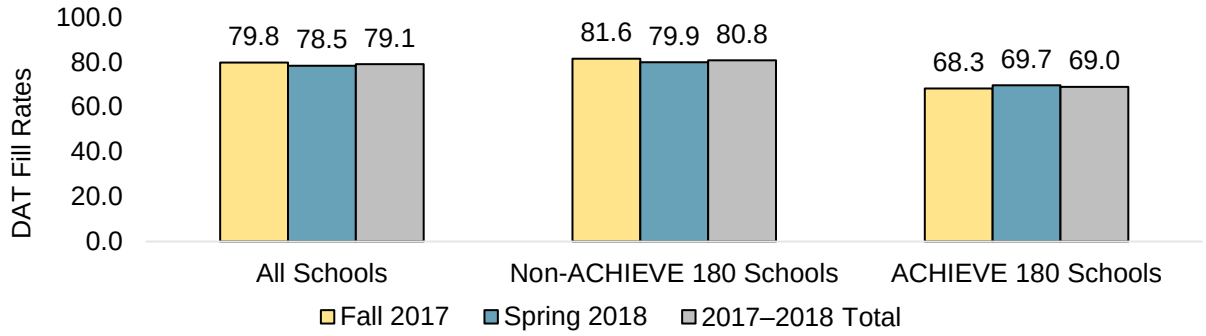
- DATs were provided access to all in-person and online professional development offered to HISD teachers. By Spring of 2018, a PD plan was being developed specifically for DATs.

- An Associate Teacher Trainer visited Achieve 180 Program schools in Spring 2018 to meet with administrators and DATs to address immediate campus needs and support campus calibration, promote DAT retention, and develop PD and strategies to increase DAT effectiveness (See Addendum 2: A180 EOY Pillar II Human Resources, p. 44).

Dedicated Associate Teachers Fill Rates

- **Figure 11** shows the fill rates for teachers who required classroom coverage during the 2017–2018 school year. The results show that, districtwide, teacher absences were filled 79.8 percent of the time during the Fall 2017 semester. On non-Achieve 180 Program campuses, the fill rate was 81.6 percent and the fill rate was 68.3 percent (13.3 percentage points lower) on Achieve 180 Program campuses (Appendix E, **Table E-1**. p. 127).

Figure 11: Dedicated Associate Teacher (DAT) Fill Rates for HISD, Non-Achieve 180, and Achieve 180 Program Schools for Fall 2017, Spring 2018, and Total 2017–2018



Source: HISD Human Resources, 2017–2018
Note: Fall 2017 data included 261 HISD and 41 Achieve 180 Program schools; Spring 2018 data included 260 HISD and 42 Achieve 180 Program schools. Fill rates have been rounded to whole numbers.

- Districtwide, during the Spring 2018 semester, 78.5 percent of teacher assignments requiring DAT coverage were filled. On non-Achieve 180 Program campuses the fill rate was 79.9 percent and the rate was 69.7%, 10.2 percentage points lower, on Achieve 180 Progam campuses (Table E-1).

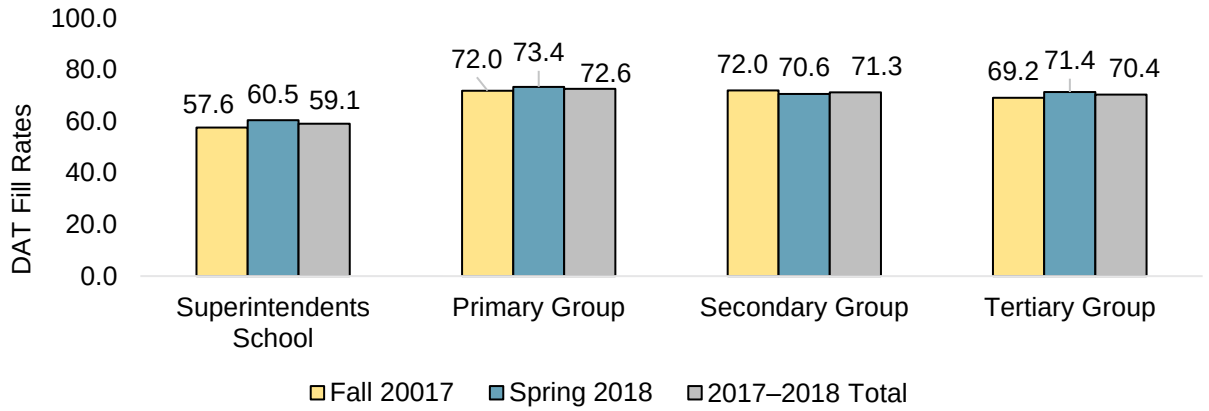
- For the 2017–2018 school year, districtwide, 79.1 percent of assignments requiring DAT coverage were filled. On non-Achieve 180 Program campuses the fill rate was 80.8 percent and the rate was 69.0 percent, 11.8 percentage points lower, on Achieve 180 Program campuses (Table E-1).

- The fill rates districtwide and among non-Achieve 180 schools decreased by two percentage-points, while the fill rate increased two percentage-points at Achieve 180 Program schools (Table E-1).

- **Figure 12** shows 2017–2018 DAT fill rates by Achieve 180 treatment group. DAT fill rates were highest for the year at Primary Group schools (72.6%), followed closely by Secondary Group (71.3%) and Tertiary Group (70.4%) schools. Superintendent's Schools had the lowest DAT fill rate, 59.1 percent, among the DAT fill rates for the Achieve 180 Progam campuses during 2017–2018.

- Except for the Secondary Group, Spring 2018 fill rates were higher than Fall 2017 fill rates on Achieve 180 Program campuses (Figure 12).

Figure 12: Dedicated Associate Teacher (DAT) Fill Rates for Achieve 180 Program treatment Groups for Fall 2017, Spring 2018, and Total 2017–2018



Source: HISD Human Resources, 2017–2018
Note: Fall 2017 data included 261 HISD and 41 Achieve 180 Program schools; Spring 2018 data included 260 HISD and 42 Achieve 180 Program schools.

- Appendix E, **Table E-2**, p.128, and **Table E-3**, p. 129, provide the DAT fill rates (rounded to whole numbers) by Achieve 180 Program campus for Fall 2017 and Spring 2018, respectively. Among Superintendent's Schools, Blackshear ES had the lowest DAT fill rate in the Fall semester (41%) and Highland Heights ES had the lowest in the Spring semester (29%). Fill rates were their highest at Worthing HS in both the Fall (79%) and Spring semesters (85%). Mading ES was notable for having no teacher absences in the Spring semester, and thus having a 100% fill rate by regular teachers.

- Among Primary Group schools, DAT fill rates were lowest at Lawson MS (24%) in Fall 2017 and Spring 2018 (31%), while fill rates were highest at Madison HS in the Fall 2017 (91%) and Spring 2018 (93%) (Appendix E, Table E-2 and Table E-3).

- DAT fill rates were lowest among the Achieve 180 Program Secondary Group schools at Attucks MS (43%) in Fall 2017 and Spring 2018 (41%), while fill rates were highest at Sharpstown HS in the Fall 2017 (88%) and Spring 2018 (91%) (Appendix E, Table E-2 and Table E-3).

- For Tertiary Group schools, the lowest fill rates were 32 percent for Cook ES in the Fall and zero percent (six teacher absences, none of which were filled) at Bellfort ECC, while the highest rates were recorded for Liberty HS, with a 93 percent fill rate in the Fall and a 96 percent fill rate in the Spring (Appendix E, Table E-2, p.128 and Table E-3, p. 129).

- DATs filled two instructional support roles on Achieve 180 Program campuses; they either floated or they filled vacancies for teachers for reasons including absences, pullouts, and interventions. A total

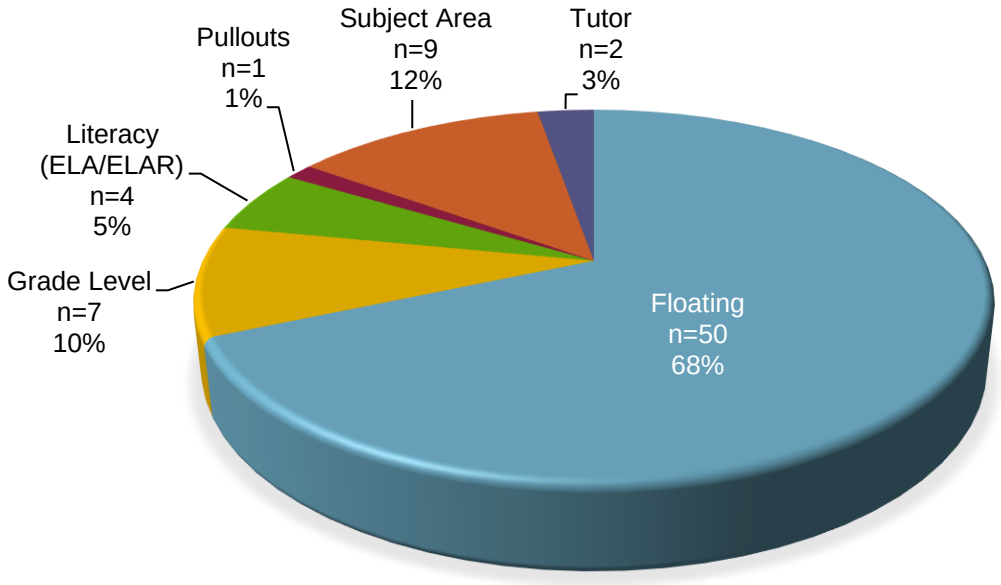
of 73 DATs were documented as serving as instructional supports at Achieve 180 schools in 2016–2017. (Information about DATs at three high schools, Sharpstwon, Victory Prep South, and Worthing, and for Texas Connections Academy was not available.)

- DATs filled such roles as floating DAT, literacy DAT, pullout DAT, grade level or subject area DAT, and tutor (Appendix E, **Table E-4**, p. 130). HISD Human Resources reported that 32 percent of the DATs (23 of the 73) filled the same vacancy on a daily basis. (See Addendum 2: A180 EOY Pillar II Human Resources, p. 48).

- **Figure 13** shows most DATs (68%) floated from class to class daily, to support the instruction of students in various classrooms for various reasons. The next largest groups of DATs provided instructional support in specific subject areas (12%) or at specific grade levels (10%). Fewer DATs were utilized for pullouts (1%) and tutoring (3%). (See school-level details in Appendix E, Table E-4, 130.)

- HISD Human Resources reported that campus administers who were asked about their DATs' performances during site visits stated that 88 percent (n=64) of DATs were meeting or exceeding expectations and 12 percent of DATs (n=9) were performing below the administrators' expectations. (HISD Human Resources, 2017–2018, Addendum 2: A180 EOY Pillar II Human Resources, p. 49.)

Figure 13: Number and Percentage of Achieve 180 Program Dedicated Associate Teachers (DAT) by Role, 2017–2018



Source: HISD Human Resources, A180 DAT Campus-Employee Detail 2017–2018
Note: DAT information not available for Worthing HS, Texas Connections (TCAH) 3–12, Sharpstown HS, and Victory Prep South HS.

- The DATs' performances were rated by campus administrators as being below par at one Superintendent's School, one Primary Group school, one Secondary Group school, and six Tertiary Group schools.

- Pillar II administrators identified the following components that contributed most to effective program implementation:

  - Achieve 180 Program site visits to support and monitor DATs;
  - Differentiated support based on campus needs;
  - PD provided and particpation in campus-based PLCs; and
  - Strong implementation of district curriculum and initiatives.

- Suggested adjustments to improve program implementation included:
  - Fill all DAT positions;
  - Communicate to campuses expectations for DATs;
  - Secure compensation for DATs to attend professional development;
  - Institute a process to ensure that campuses are implementing recommendations provided by those attending the instructional rounds; and
  - Coordinate a cycle of instructional support for the teachers who are observed and use a rubric to record growth.

Pillar III – Instructional Excellence

Intervention Assistance Teams

- The Interventions Office, through Intervention Assistance Teams (IAT), worked with campus instructional leaders to identify intervention strategies that could be used while maintaining the campus' current instructional program. Student data was utilized extensively to ensure students were strategically targeted for interventions. Campus instructors received a list of suggested resources. Timely feedback was provided based on observations of intervention classes and planning sessions.

- PD and other IAT supports included:
  - Guidance on the selection of research-based intervention programs for students performing more than 3–4 grade levels below grade-level;
  - Guidance for the Imagine Learning platform, including creating custom pathways;
  - PD facilitation for PLCs and faculty meetings; and
  - Provision of a digital version of the progress monitoring form for campus support.

(Addendum 2: A180 EOY Pillar IV Interventions, 2017–2018, pp. 226–242)

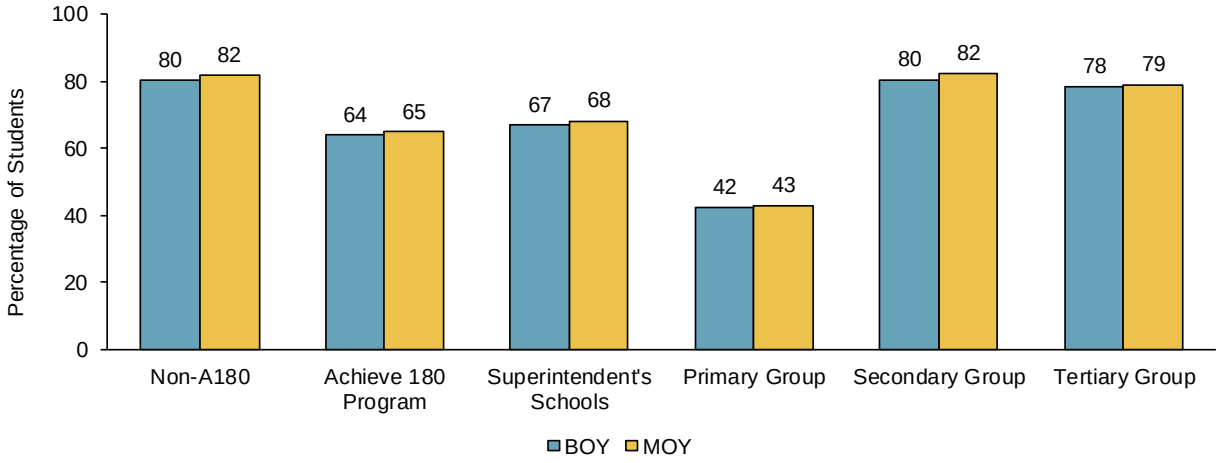
Universal Screener Participation Rates

- In Fall of the 2017–2018 school year, HISD began using a universal screener, Renaissance 360, to assess early childhood education through grade 12 students' performance, learning needs, and progress in early literacy, reading, and mathematics.

- Districtwide efforts were made to encourage full student participation on this screener. Beginning (BOY) and middle of year (MOY) participation results are presented for reading (including both the early literacy and reading instruments) and mathematics. BOY and MOY performance results are presented for early literacy, reading, and mathematics.

- On the BOY and MOY Renaissance 360 tests in early literacy and reading combined, **Figure 14** (p. 40) shows that Achieve 180 Program students participated at rates that were 16 and 17 percentage points lower, respectively, than non-Achieve 180 students in 2017–2018.

Figure 14: Percentage of Non-Achieve 180 and Achieve 180 Program Student Participation in Renaissance 360 Early Literacy and Reading, Beginning and Middle of Year, 2017–2018



Source: Renaissance Reading 3/21/2018 Student Data File

Note: Includes unduplicated student participation on English and Spanish test versions.

- On BOY and MOY Renaissance 360 tests in early literacy and reading, Achieve 180 Program students at Secondary Group schools participated at rates similar to non-Achieve 180 students in 2017–2018 (Figure 14).

- Non-Achieve 180 students and Achieve 180 Program students, including all students in treatment groups showed a one to two percentage-point increase in participation on tests in early literacy and reading from BOY to MOY in 2017–2018.

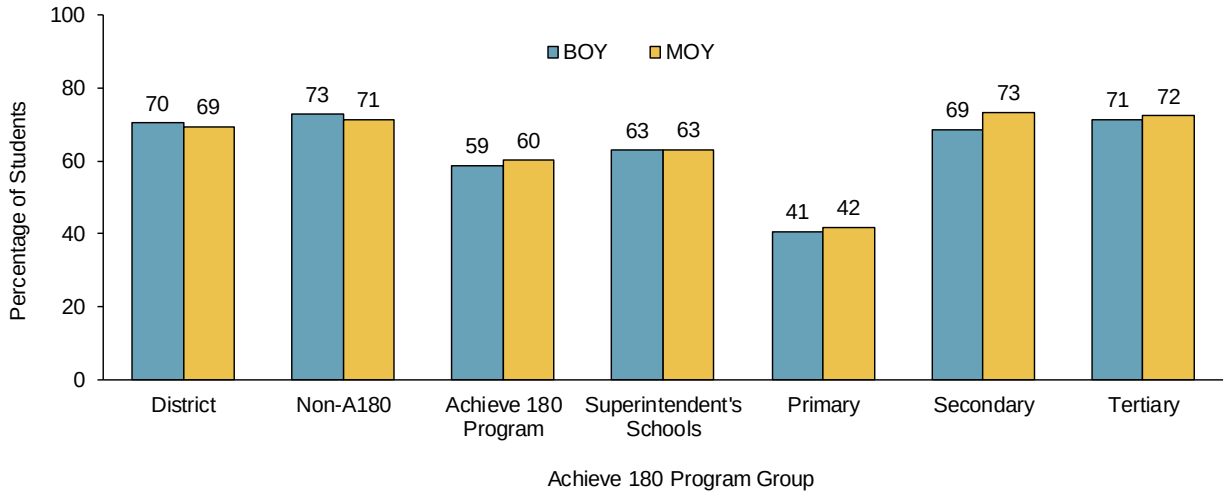
- On BOY and MOY Renaissance 360 tests in early literacy and reading, Achieve 180 Program students at Primary Group schools participated at rates that were about 40 percentage points lower than non-Achieve 180 students in 2017–2018.

- On Renaissance 360 tests in mathematics, Achieve 180 Program students participated at rates that were 14 percentage points lower on the beginning of year (BOY) test and 11 percentage points lower on the middle of year test (MOY) than non-Achieve 180 students (**Figure 15**, p. 41).

- A two-percentage point decrease in student participation on Renaissance 360 mathematics tests from BOY to MOY occurred for non-Achieve 180 students, while participation rates increased for Achieve 180 Program students in Primary Group schools (one percentage point), Secondary Group (four percentage points), and Tertiary Group schools (one percentage point) in 2017–2018.

- On BOY and MOY Renaissance 360 tests in mathematics, Achieve 180 Program students at Primary Group schools participated at rates that were about 30 percentage points lower than non-Achieve 180 students in 2017–2018.

Figure 15: Percentage of District, Non-Achieve 180, and Achieve 180 Program Student Participation in Renaissance 360 Mathematics, Beginning and Middle of Year, 2017–2018



Source: Renaissance Mathematics 3/21/2018 Student Data
Note: Includes unduplicated student participation on English and Spanish test versions.

Universal Screener Student Performance

- Renaissance 360 performance results were used to determine instructional interventions, based on students' percentile ranks on the assessment. The cut-points used to determine students' levels of need for intervention were:
  - Tier 3 - Urgent Intervention (Below 10th percentile rank);
  - Tier 2 - Intervention (10th –24th percentile rank);
  - On Watch (25th–39th percentile rank); and
  - Tier 1 - At/Above Benchmark (40th percentile rank or higher).

  For all tests, when considered by assessment version and Achieve 180 treatment group, the percentage of Tier 2 and Tier 3 students decreased or stayed the same between BOY and MOY for every group except students in the Superintendent's Schools and students in Tertiary Group schools who took the Early Literacy measure in Spanish (**Appendix F**, pp. 131–139).

- The greatest reductions in the total percentages of Achieve 180 Program students and non-Achieve 180 Program students who needed Urgent Intervention or Intervention and the greatest increases of Achieve 180 Program students and non-Achieve 180 students who performed At/Above Benchmark were on the Renaissance 360 English version Early Literacy tests and the Spanish version Reading tests.

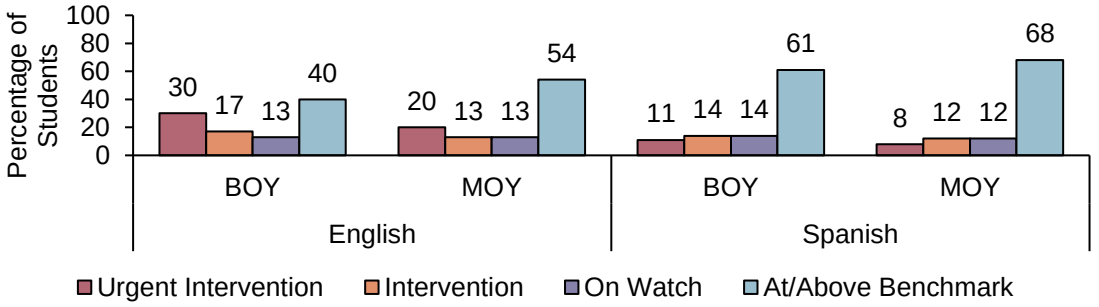
Renaissance 360 Early Literacy

- **Figure 16** (p. 42) depicts the percentages of HISD students who tested on Renaissance 360 Early Literacy tests by their level of need for instructional intervention. (See Appendix F, **Figure F-1 through F-4**, p. 131 for results by Achieve 180 Program treatment group.)

- Districtwide, the total percentages of students who required intervention (Urgent Intervention and Intervention) decreased from BOY to MOY on both English and Spanish versions of the Early Literacy tests, while the percentages of students who tested at At/Above Benchmark increased from BOY to MOY on the same tests in 2017–2018.

- Though the gains were greater for students who tested on the Early Literacy English version, a greater percentage of students who tested in Spanish performed At/Above Benchmark than the students who tested in English (Figure 16).

Figure 16: Percentage of HISD Students Who Performed at Each Level of Intervention on Renaissance 360 Early Literacy Tests at Beginning and Middle of the Year, Districtwide 2017–2018

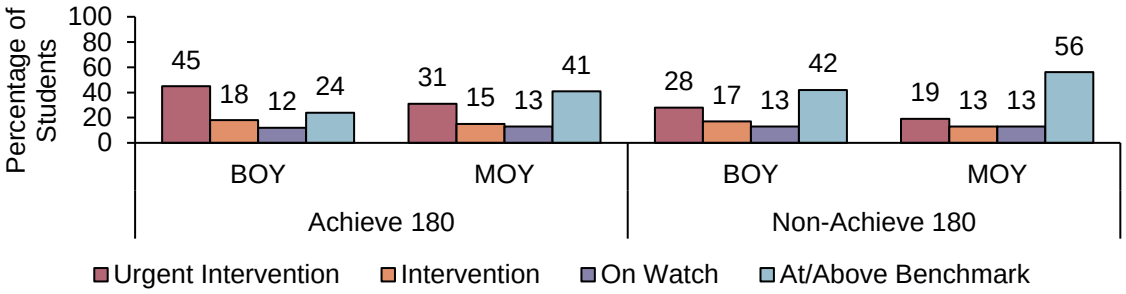


Source: Renaissance Early Literacy English and Spanish 3/21/2018 Student Data File

- When grouped by non-Achieve 180 or Achieve 180 Program affiliation, **Figure 17** and **Figure 18** (p.43) show that for both groups, the total percentages of students who required intervention (Urgent Intervention and Intervention) decreased from BOY to MOY on both English and Spanish versions of the Early Literacy tests, while the percentages of students who tested At/Above Benchmark increased from BOY to MOY on the same tests in 2017–2018.

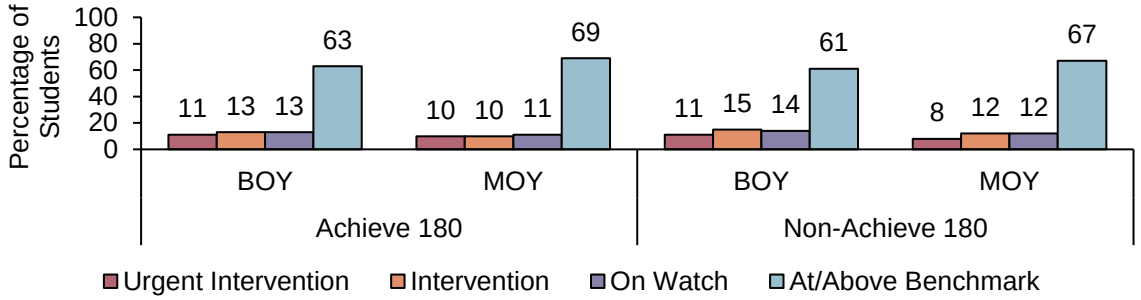
- On the English version (Figure 17), Achieve 180 Program students' MOY results were similar to the BOY results for non-Achieve 180 students, while on the Spanish version (Figure 18), the performances of non-Achieve 180 and Achieve 180 Program students were similar at BOY and MOY, but with slightly more Achieve 180 program students than non-Achieve 180 students scoring At/Above Benchmark at BOY and MOY.

Figure 17: Percentage of Achieve 180 Program and non-Achieve 180 Students Who Performed at Each Level of Intervention on Renaissance 360 Early Literacy Tests at Beginning and Middle of the Year, English Version 2017–2018



Source: Renaissance Early Literacy English 3/21/2018 Student Data File

Figure 18: Percentage of Achieve 180 Program and non-Achieve 180 Students Who Performed at Each Level of Intervention on Renaissance 360 Early Literacy Tests at Beginning and Middle of the Year, Spanish Version, 2017–2018



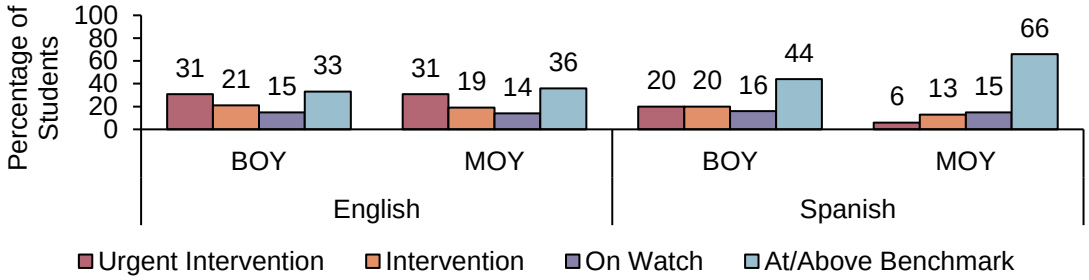
Source: Renaissance Early Literacy Spanish 3/21/2018 Student Data File

- For school-level results see Appendix F, **Table F-1**, p. 132 and **Table F-2**, p. 133 for results by Achieve 180 Program treatment group and schools.

Renaissance 360 Reading

- **Figure 19** depicts the percentages of HISD students who tested on Renaissance 360 Reading tests by their level of need for instructional intervention. (See Appendix F, **Figure F-5 through F-8**, p. 134 for results by Achieve 180 Program treatment group). Districtwide, the total percentages of students who required intervention (Urgent Intervention and Intervention) decreased from BOY to MOY on both English and Spanish versions of the Reading tests, while the percentages of students who tested at At/Above Benchmark increased from BOY to MOY on the same tests in 2017–2018.

Figure 19: Percentage of HISD Students Who Performed at Each Level of Intervention on Renaissance 360 Reading Tests at Beginning and Middle of the Year, Districtwide 2017–2018

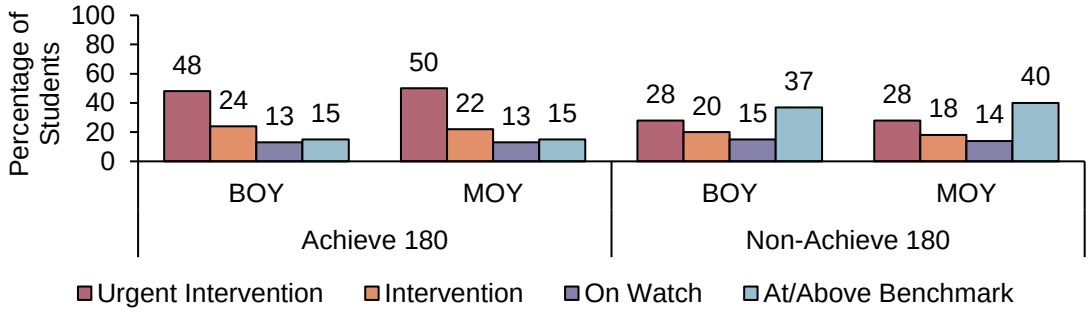


Source: Renaissance Reading 3/21/2018 Student Data File

- Though the trends were similar for students who took the English version of the Reading tests when compared to students who took the Spanish version, the gains were much higher for students who took the Spanish version (Figure 19).

- When grouped by non-Achieve 180 or Achieve 180 Program affiliation, **Figure 20** (p. 44) shows that on the English version of the Renaissance 360 Reading tests, the total percentages of non-Achieve 180 students who required intervention (Urgent Intervention and Intervention) decreased from BOY to MOY, while the percentage of students who tested At/Above Benchmark increased from BOY to MOY on the same tests in 2017–2018.

Figure 20: Percentage of Achieve 180 Program and non-Achieve 180 Students Who Performed at Each Level of Intervention on Renaissance 360 Reading Tests at Beginning and Middle of the Year, English Version 2017–2018

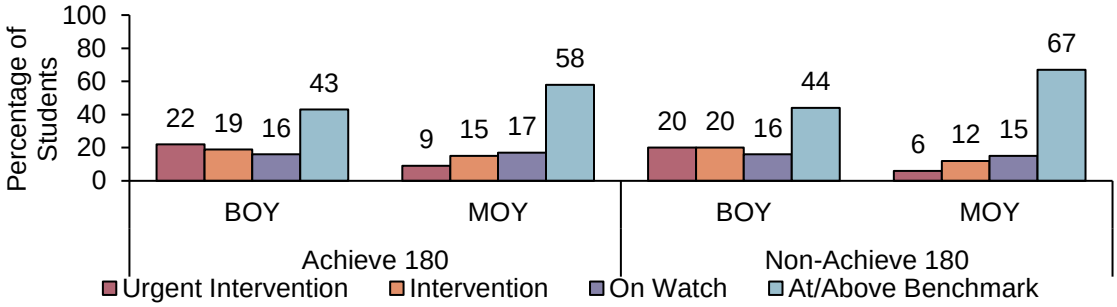


Source: Renaissance Reading English 3/21/2018 Student Data File

- The total percentages of Achieve 180 Program students who tested on the English version of the Reading tests and required intervention (Urgent Intervention and Intervention) and who scored At/Above Benchmark were stagnant from BOY to MOY, but slightly more Achieve 180 program students needed Urgent Intervention at MOY than at BOY in 2017–2018 (Figure 20).

- **Figure 21** shows that for both groups, the total percentages of students who required intervention (Urgent Intervention and Intervention) decreased from BOY to MOY on the Spanish version of the Reading tests, while the percentage of students who tested At/Above Benchmark increased from BOY to MOY on the same tests in 2017–2018.

Figure 21: Percentage of Achieve 180 Program and non-Achieve 180 Students Who Performed at Each Level of Intervention on Renaissance 360 Reading Tests at Beginning and Middle of the Year, Spanish Version, 2017–2018



Source: Renaissance Reading Spanish 3/21/2018 Student Data File

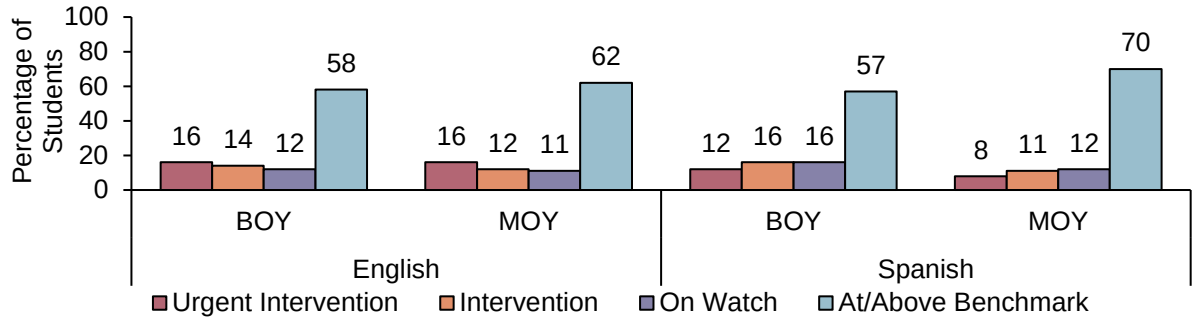
- For school-level results see Appendix F, **Table F-3**, p. 135 and **Table F-4**, p. 136 for results by Achieve 180 Program treatment group and schools.

Renaissance 360 Mathematics

- **Figure 22** (p. 45) depicts the percentages of HISD students who tested on Renaissance 360 Mathematics tests by their level of need for instructional intervention. (See Appendix F, **Figure F-9 through F-12**, pp. 137 for results by Achieve 180 Program treatment group.)

- Districtwide, the total percentages of students who required intervention (Urgent Intervention and Intervention) decreased from BOY to MOY on both English and Spanish versions of the Mathematics tests, while the percentages of students who tested At/Above Benchmark increased from BOY to MOY on the same tests in 2017–2018 (Figure 22).

Figure 22: Percentage of HISD Students Who Performed at Each Level of Intervention on Renaissance 360 Mathematics Tests at Beginning and Middle of the Year, Districtwide 2017–2018



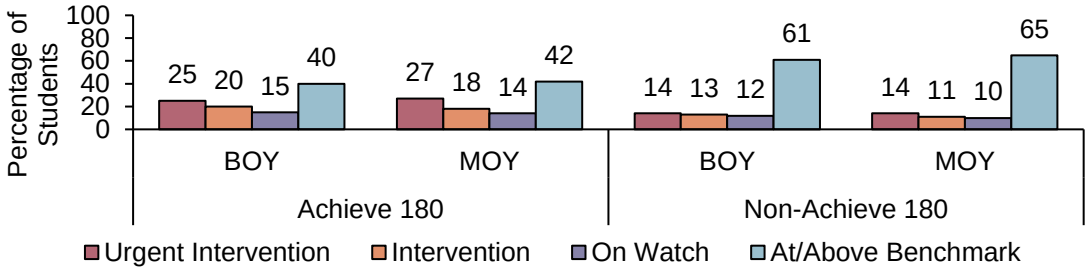
Source: Renaissance Mathematics 3/21/2018 Student Data File

- Though the trends were similar for students who took the English version of the Mathematics tests when compared to students who took the Spanish version of the Mathematics tests, the gains were higher for students who took the Spanish version (Figure 22).

- When grouped by non-Achieve 180 or Achieve 180 Program affiliation, **Figure 23** shows that on the English version of the Mathematics tests, the total percentages of non-Achieve 180 students who required intervention (Urgent Intervention and Intervention) decreased from BOY to MOY, while the percentage of students who tested At/Above Benchmark increased from BOY to MOY on the same tests in 2017–2018.

- The total percentages of Achieve 180 Program students who tested on English version of the Mathematics tests and required intervention (Urgent Intervention and Intervention) were stagnant from BOY to MOY, but slightly more Achieve 180 program students needed Urgent Intervention at MOY than at BOY. Slightly more (2%) Achieve 180 students also scored At/Above the Benchmark from BOY to MOY in 2017–2018 (Figure 23).

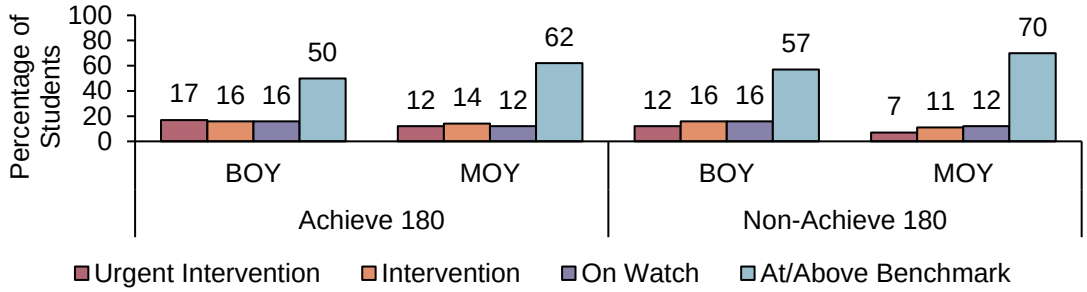
Figure 23: Percentage of Achieve 180 Program and non-Achieve 180 Students Who Performed at Each Level of Intervention on Renaissance 360 Mathematics Tests at Beginning and Middle of the Year, English Version 2017–2018



Source: Renaissance Mathematics English 3/21/2018 Student Data File

- **Figure 24** shows that for both groups, the total percentages of students who required intervention (Urgent Intervention and Intervention) decreased from BOY to MOY on the Spanish version of the Mathematics tests, while the percentage of students who tested At/Above Benchmark increased from BOY to MOY on the same tests in 2017–2018.

Figure 24: Percentage of Achieve 180 Program and non-Achieve 180 Students Who Performed at Each Level of Intervention on Renaissance 360 Mathematics Tests at Beginning and Middle of the Year, Spanish Version, 2017–2018



Source: Renaissance Mathematics Spanish 3/21/2018 Student Data File

- For school-level results see Appendix F, **Table F-5**, p. 138 and Table **F-6**, p. 139 for results by Achieve 180 Program treatment group and schools.

Multilingual and ELL Instructional Supports

- The 2017–2018 support plan for the secondary English as a Second Language (ESL) program, providing instructional support services to both Achieve 180 and non-Achieve 180 schools, is provided in **Appendix F, pp. 140–143**. An extensive menu of professional development sessions was provided for Achieve 180 program teachers, including classroom observations which were conducted to assess the level of improvement achieved by classroom teachers. Professional development topics and participation, along with observation results by instructional area and improvement achieved by teachers at each school are provided in the appendix, on pp. 144–147.

- The Multilingual Secondary Specialists provided support as part of the Superintendent's Schools Communities of Practice (COP) sessions. Supports included observational walks that focused on the ELL students in the classroom and giving feedback to instructors concerning observed Sheltered Instructional Strategies, ELL literacy development, and ELL instructional differentiation (**Appendix F, p. 144**).

- Professional development for teachers of Immigrant ELL students at Achieve 180 schools, provided by Multilingual secondary staff, are detailed in **Appendix F** (**pp. 146–147**), along with detailed results of observations of teacher progress.

Teacher Development Specialists

- Teacher Development Specialists (TDS's) from HISD's Elementary Curriculum and Development and Secondary Curriculum and Development offices provided ongoing, systematic support to teachers in Achieve 180 Program schools throughout the 2017–2018 school year.
- Elementary TDS Roles and Responsibilities included the following:
  - Develop and facilitate coaching plans based on teacher and campus needs;

- Develop model/master teachers using a gradual release model;
- Organize and assist with departmental and multi-campus PLCs;
- Conduct model/demonstration lessons using a co-teaching model;
- Provide customized professional development;
- Facilitate data analysis protocols;
- Assist with instructional planning; and
- Document work and efforts through a Campus Visitation Log google link to keep campus leadership informed of coaching support efforts.

See **Appendix F, pp. 148–149** for the number of Elementary TDS linkages per campus (HISD Elementary Curriculum, 2017–2018, Addendum 2: A180 EOY Pillar III Elementary Curriculum, p. 6–7).

- Secondary TDS weekly support to Achieve 180 schools included the following:
  - Serving as teachers of record (at the beginning of the school year);
  - Serving as substitute teachers, as needed when no district substitute teachers were available;
  - Co-teaching lessons with teachers;
  - Modeling lessons with teachers;
  - Modeling small-group instruction;
  - Conducting small-group instruction.
  - Conducting classroom observations to inform PD plans;
  - Creating personalize PD plans with teachers;
  - Providing personalized PD to teachers;
  - Facilitating PLC sessions with departments;
  - Creating intervention plans/lessons;
  - Meeting with campus administration to inform ELA instruction; and
  - Conducting classroom observations with campus administrators to calibrate expectations.

  See **Appendix F, p. 150** for the number of Secondary TDS support visits, teacher visits, and PLC meetings conducted at each school through April 2018 (HISD Secondary Curriculum, 2017–2018, Addendum 2: A180 EOY Pillar III Elementary Curriculum, p. 1–2).

- Before STAAR testing in 2017–2018, the TDS model at Superintendent's Schools changed from working with multiple teachers to each TDS working with one teacher, which resulted in greater support to each teacher, but fewer teachers received TDS supports.

- Extensive support for teachers' Wednesday Extended-day and Flex Wednesday professional development (PD) sessions was provided by HISD's Elementary Curriculum and Development and Secondary Curriculum and Development team members, including all TDS and content directors.

Curriculum Implementation, Instructional Delivery, and Job-embedded Professional Development

- Targeted PD was developed and facilitated throughout the school year for teachers at the Achieve 180 Program schools. Sessions were based on general topics provided by Achieve 180 Program leadership and incorporated the district's literacy initiatives, content-specific activities and strategies, use of student work, and analysis of student performance data to inform planning and instruction in 2017–2018.

- Initially, it was expected that all Achieve 180 Program schools would implement the district curriculum. To respond to the distinct needs of individual campuses, the program later allowed campuses to deviate from the district curriculum.

- The Secondary Curriculum and Development Office supported nine Wednesday Extended-day and Flex Wednesday PD sessions in Fall 2017 and 13 sessions in Spring 2018 (as of the end of April 2018). Calendars and schedules for Secondary Curriculum and Development are provided in **Appendix F, p. 151**.

- The Elementary Curriculum and Development Office supported 12 Wednesday Extended-day and Flex Wednesday PD sessions in Fall 2017 and 15 sessions in Spring 2018 (as of the end of April 2018). Calendars and schedules for Elementary Curriculum and Development are provided in **Appendix F, pp. 152–153**.

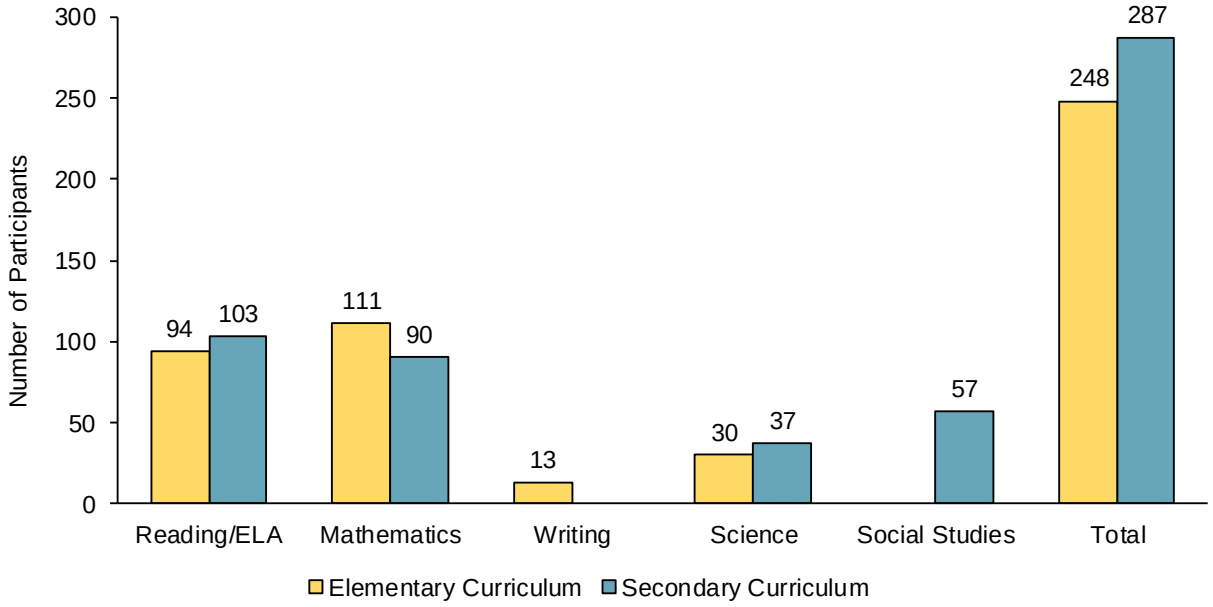
- In 2017–2018, the Elementary Curriculum and Development Office conducted PD sessions to promote the effective implementation of the Literacy By 3 curriculum, while the Secondary Curriculum and Development Office conducted PD sessions to promote the effective implementation of the Literacy in the Middle and Literacy Empowered curricula in 2017–2018. Calendars and schedules for Elementary and Secondary Curriculum and Development are provided in **Appendix F, pp. 154–157**.

- In addition to many other professional development forums provided for Achieve 180 Program leadership and teachers, in Spring 2018, HISD's Elementary and Secondary Curriculum and Development offices provided an Accelerating Content Enhancement (ACE) Series for elementary educators and middle and high school educators to address the following goals:
  - Teachers will design lesson plans and practices, aligned to current data available, to reteach and spiral low-performing TEKS into instruction.
  - Teachers will preview and plan for new TEKS aligned to the resources and best practices in the HISD Unit Planning Guides.
  - Teachers will participate in "at-bats" in order to practice teaching content in a safe and supportive learning environment prior to going "live" with students.
  - Campus leaders will participate in an end-of-day closing session to reflect on the learning to support implementation.

- **Figure 25** (p. 49) shows 248 elementary educators and 287 middle and high school educators participated in the ACE PD series.

- The elementary-level ACE PD for teachers of grades 3–5 included sessions in reading, writing, mathematics, and science. Secondary-level ACE PD for grades 6–12 included sessions focused on grade 6–8 ELA and mathematics, English I–IV, geometry, Algebra I and II, and middle and high school science and social studies. Appendix F, **Table F-7**, p. 158, provides the number of participants by school and grade-level content for the Elementary and Secondary Curriculum and Development ACE series.

Figure 25. Participation in the Accelerating Content Enhancement (ACE) Series, 2017–2018



Sources: HISD Elementary Curriculum, HISD Secondary Curriculum, April 2017–2018

Formative Assessment and Data Protocols

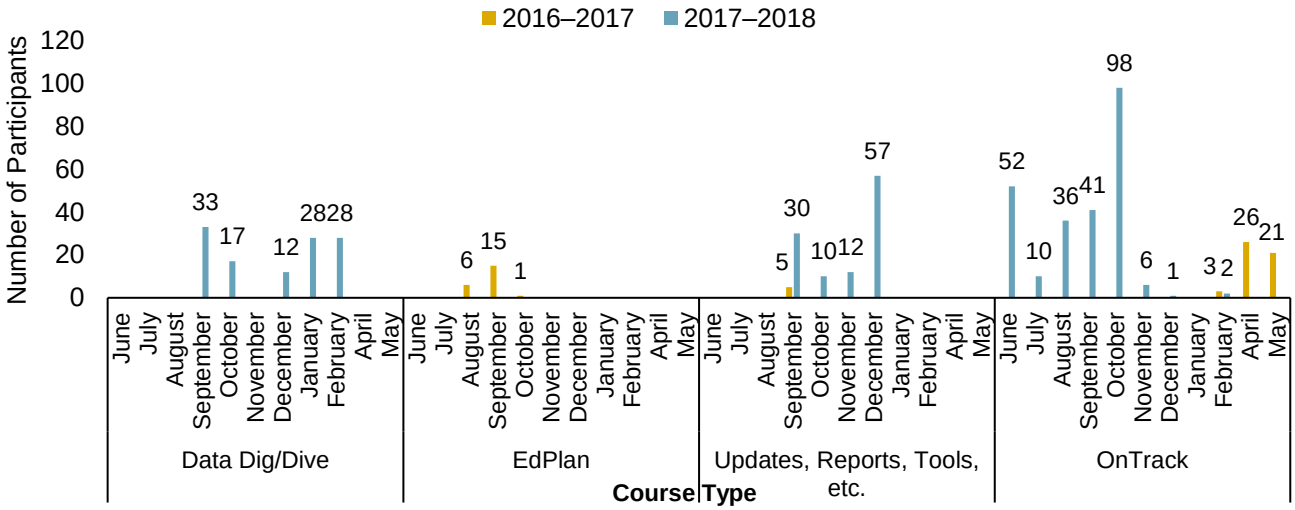
- The HISD Formative Assessment Department provided professional development to support campus-based sessions for teachers in 2016–2017 and 2017–2018. As a part of the Achieve 180 Program's Wednesday Extended-day PD or Flex Day PD, a larger menu of formative assessment courses was offered in 2017–2018 (n=16) than in 2016–2017 (n=10) (**Table F-8**, p. 159).

- HISD Summer School Post-Assessments and Benchmark Running Records were administered using the OnTrack formative assessment platform. OnTrack is the HISD Student Assessment platform that replaced EdPlan in June 2017. HISD staff use OnTrack to administer district, campus, and teacher level assessments online or by paper and scan to monitor students' learning and make instructional decisions. PD courses were offered to support teachers in using test scores to make effective instructional plans. Some courses, such as Data Dig and Data Dive courses, including an Achieve 180 Data Dig 1 course, supported the use of students' Renaissance 360, SnapShot, and STAAR or STAAR EOC scores in planning, and other courses focused on establishing a formative assessment orientation, reports, tools, and additional frameworks.

- In 2016–2017, one formative assessment OnTrack course, Campus TOT, focused on Training the Trainer (TOT). In 2017–2018, three formative assessment courses focused on TOT, one OnTrack PD (Campus TOT) and two Data Dive/Data Dig PDs (STAAR TOT and Snapshot/MOY Screener: TOT) (Table F-8).

- **Figure 26** (p. 50) shows the phase-out of PD for the EdPlan platform in Fall 2016 and higher numbers of participants attending OnTrack PD courses in late Spring of 2017 than attended EdPlan courses. September PD on formative assessment orientation, reports, and tools was the only other 2016–2017 formative assessment PD reported.

Figure 26: Total Number of Formative Assessment Professional Development Participants by Course Type and Month Attended, 2016–2017 and 2017–2018



Source: Formative Assessment, 2017–2018, 2018-04-20_FA_PDReport
Note: 2016–2017 PD was offered between August 2016 and May 2017.
2017–2018 PD was offered between June 2017 and February 2018.

- Data Dig and Data Dive, OnTrack, or formative assessment courses on updates, reports, and tools were conducted in most months between June 2017 and February 2018 for the 2017–2018 school year (Figure 26).

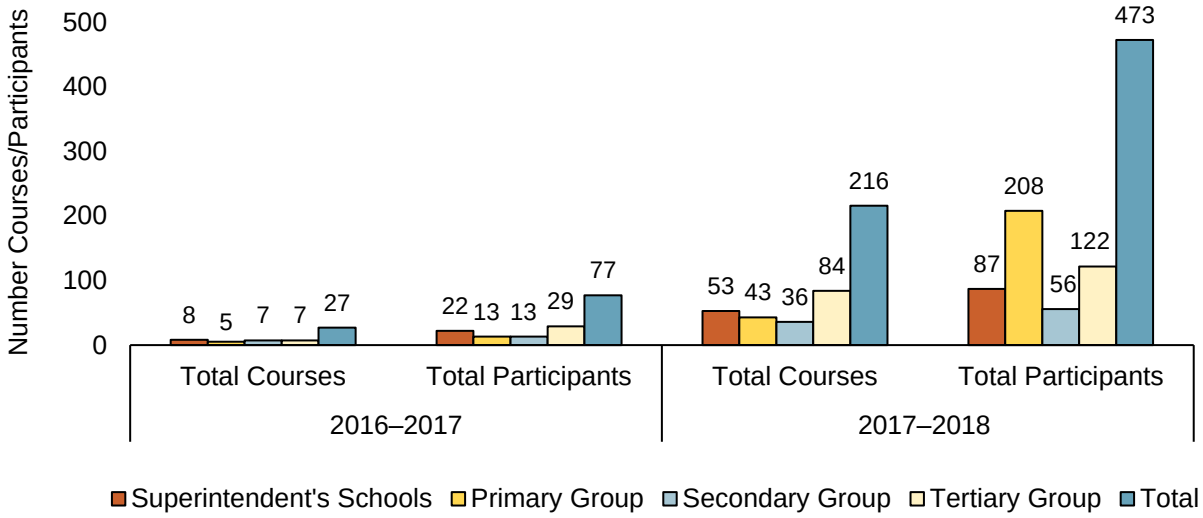
- The highest level of formative assessment PD participation was for OnTrack in October 2018, followed by PD on formative assessment orientation, reports, and tools in December 2018 (Figure 26).

- By course type, in 2016–2017, OnTrack had the largest number of participants (n=50) in Formative Assessment PD, followed by EdPlan participants (n=22), formative assessment Updates, Reports, and Tools participants (n=5), and no participation in Data related courses. By comparison, in 2017–2018, OnTrack had the largest number of formative assessment PD participants (n=246), followed by Data courses (n=118), and formative assessment Updates, Reports, and Tools courses (n=109) (Figure 26).

- In 2016–2017, 77 participants from Achieve 180 Program schools attended 27 formative assessment PD courses. In 2017–2018, more than six times that number of participants attended formative assessment PD courses and eight times the number of PD sessions were conducted (**Figure 27**, p. 51).

- Comparing participation by the staff in each treatment group, in 2017–2018, the Tertiary Group's staff attended the most formative assessment PD courses, and the Primary Group schools had the most participants (Figure 27).

Figure 27: Total Number of Formative Assessment Professional Development Courses and Participants by Achieve 180 Program Group of Schools, 2016–2017 and 2017–2018



Source: HISD Formative Assessment, 2017–2018

- From 2016–2017 to 2017–2018, the Tertiary Group showed more growth in the number of formative assessment courses attended, while the Primary Group showed the most growth in formative assessment course participation (Figure 27).

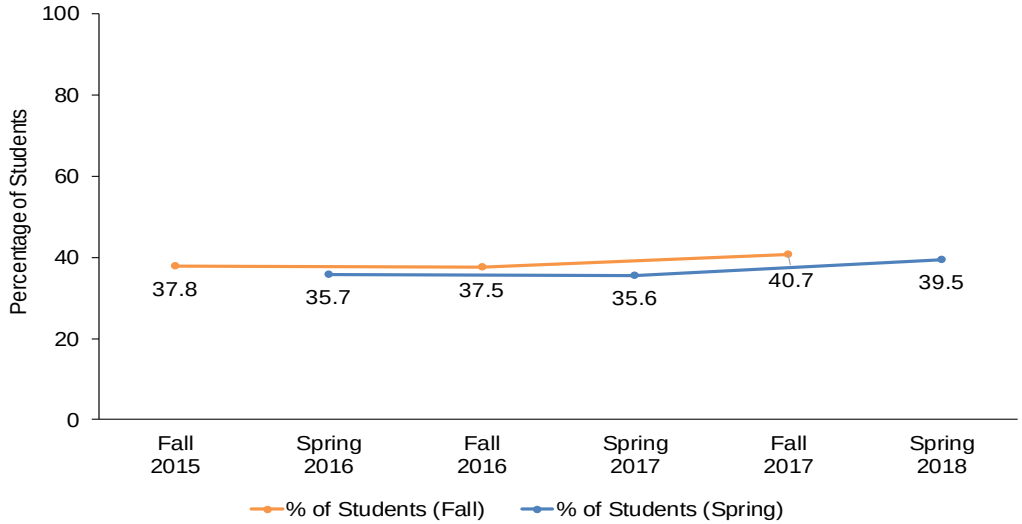
- **Table F-9** (pp. 160–164) shows the number of formative assessment PD courses and participation counts by Achieve 180 Program school group for 2017–2018.

Pre-AP, AP, and Dual Credit Course Enrollments

- The percentage of HISD students who enrolled in at least one Advance Placement (AP) or International Baccalaureate (IB) course decreased 0.1 percentage point from Spring 2016 (EOY) to Spring 2017 (EOY) and increased 3.9 percentage points from Spring 2017 (EOY) to Spring 2018 (EOY) (**Figure 28**, p 52).

- The percentage of HISD students who enrolled in at least one AP or IB course decreased 1.9 percentage points in 2016–2017 from Fall 2016 (BOY) to Spring 2017 (EOY) and in 2017–2018 1.2 percentage points from Fall 2017 (BOY) to Spring 2018 (EOY) (Figure 28).

Figure 28: Percentage of HISD Students Enrolled in At Least One AP or IB Course, 2015–2016 through 2017–2018

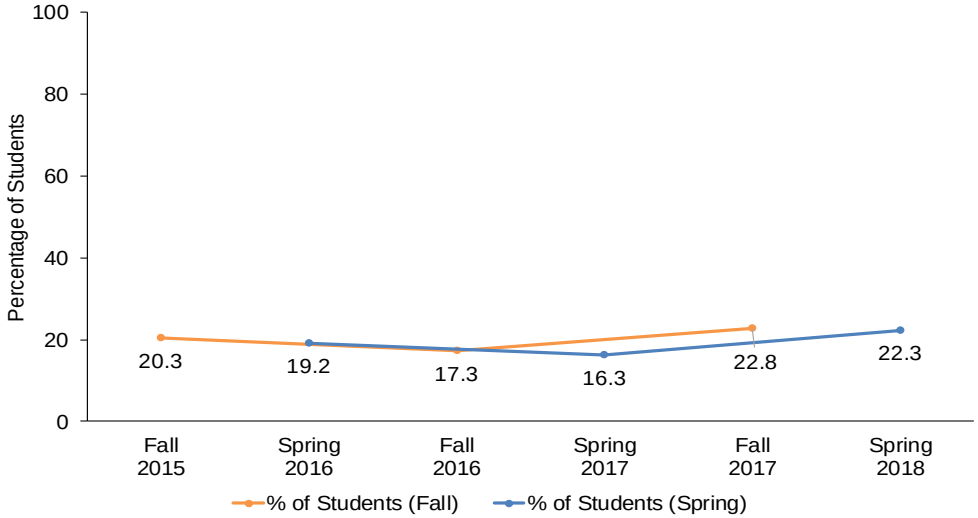


Source: Chancery SMS Historical Grades file, 4/23/2018.

- The percentage of all Achieve 180 Program students who enrolled in at least one AP or IB course decreased 2.9 percentage points from Spring 2016 (EOY) to Spring 2017 (EOY) and increased 6.0 percentage points from Spring 2017 (EOY) to Spring 2018 (EOY), exceeding the district's rate of increase (**Figure 29**).

- The percentage of all Achieve 180 Program students who enrolled in at least one AP or IB course decreased 1.0 percentage points in 2016–2017 from Fall 2016 (BOY) to Spring 2017 (EOY) and decreased 0.5 of a percentage point in 2017–2018 from Fall 2017 (BOY) to Spring 2018 (EOY), which was at a rate less than the district's rate of decrease (Figure 29).

Figure 29: Percentage of All Achieve 180 Program Students Enrolled in At Least One AP or IB Course, 2015–2016 through 2017–2018

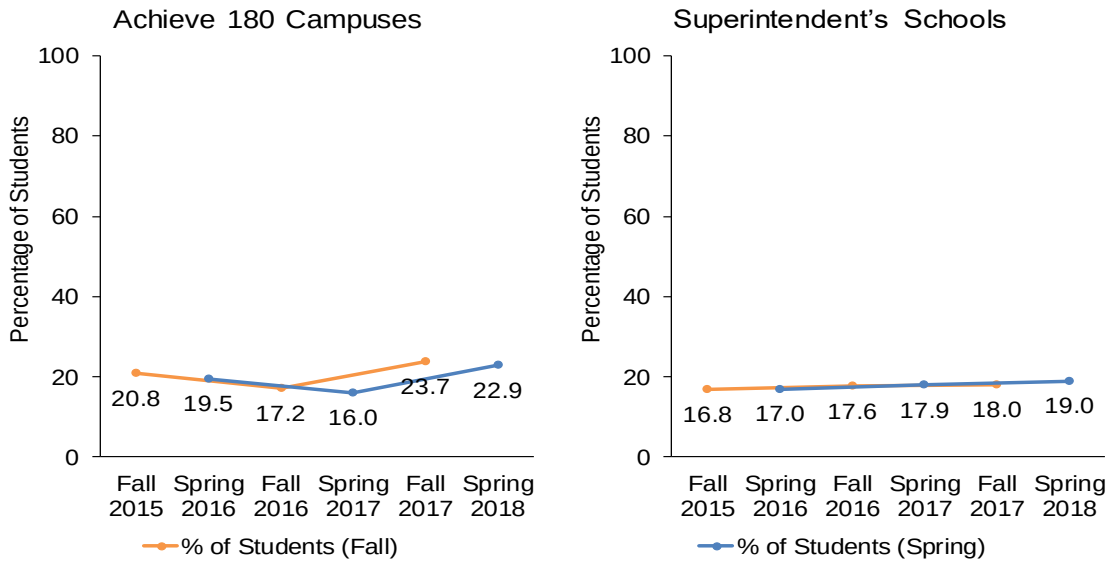


Source: Chancery SMS Historical Grades file, 4/23/2018.

- Based on how the data were provided, in **Figure 30**, results for students in the Superintendent's Schools are presented separate from all other Achieve 180 Program campuses. The percentage of Achieve 180 students (excluding Superintendent's Schools students) who enrolled in at least one AP or IB course decreased 3.5 percentage points from Spring 2016 (EOY) to Spring 2017 (EOY) and increased 6.9 percentage points from Spring 2017 (EOY) to Spring 2018 (EOY).

- For Superintendent's Schools students, the percentage of students who enrolled in at least one AP or IB course increased 0.9 percentage point from Spring 2016 (EOY) to Spring 2017 (EOY) and increased 1.1 percentage points from Spring 2017 (EOY) to Spring 2018 (EOY) (Figure 30).

Figure 30: Percentage of Achieve 180 School Office Campuses and Superintendent's Schools Students Enrolled in At Least One AP or IB Course, 2015–2016 through 2017–2018

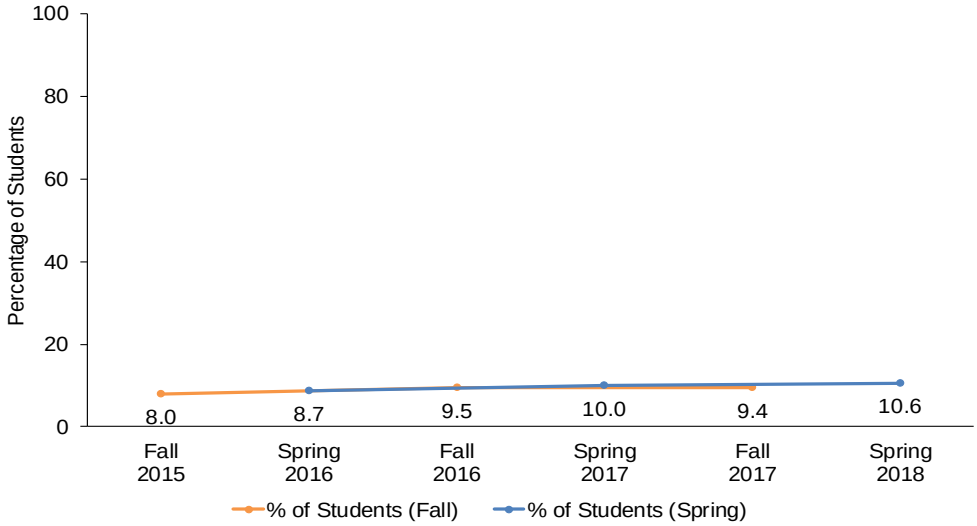


Source: Chancery SMS Historical Grades file, 4/23/2018.

- The percentage of HISD students who enrolled in at least one dual credit course increased 1.3 percentage points from Spring 2016 (EOY) to Spring 2017 (EOY) and increased 0.6 percentage points from Spring 2017 (EOY) to Spring 2018 (EOY) (**Figure 31**, p. 54).

- The percentage of HISD students who enrolled in at least one dual credit course increased 0.5 percentage points in 2016–2017 from Fall 2016 (BOY) to Spring 2017 (EOY) and increased 1.2 percentage points in 2017–2018 from Fall 2017 (BOY) to Spring 2018 (EOY) (Figure 31).

Figure 31: Percentage of HISD Students Enrolled in At Least One Dual Credit Course, 2015–2016 through 2017–2018

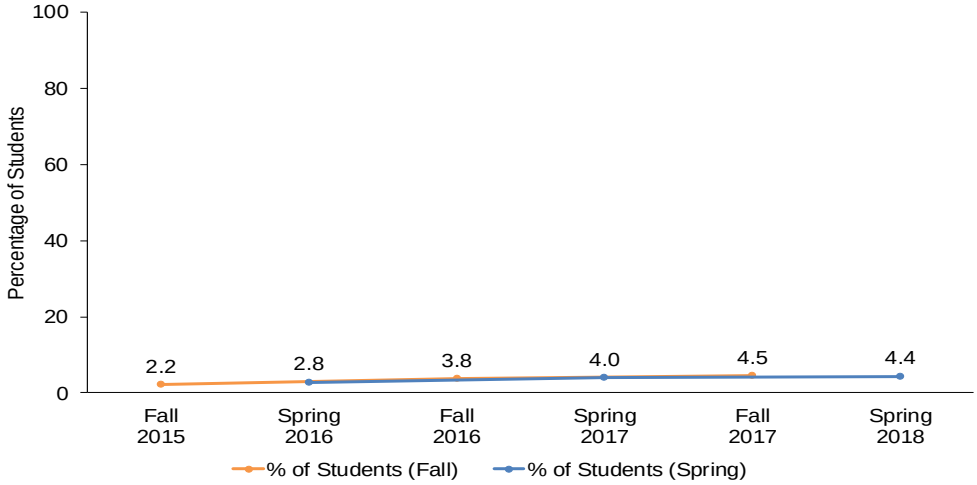


Source: Chancery SMS Historical Grades file, 4/23/2018.

- The percentage of all Achieve 180 Program students who enrolled in at least one dual credit course increased 1.2 percentage points from Spring 2016 (EOY) to Spring 2017 (EOY) and increased 0.4 percentage points from Spring 2017 (EOY) to Spring 2018 (EOY), similar to district rate increases (**Figure 32**).

- The percentage of all Achieve 180 Program students who enrolled in at least one dual credit course increased 0.2 percentage point in 2016–2017 from Fall 2016 (BOY) to Spring 2017 (EOY) and decreased 0.1 percentage point in 2017–2018 from Fall 2017 (BOY) to Spring 2018 (EOY) (Figure 32).

Figure 32: Percentage of All Achieve 180 Program Students Enrolled in At Least One Dual Credit Course, 2015–2016 through 2017–2018



Source: Chancery SMS Historical Grades file, 4/23/2018.

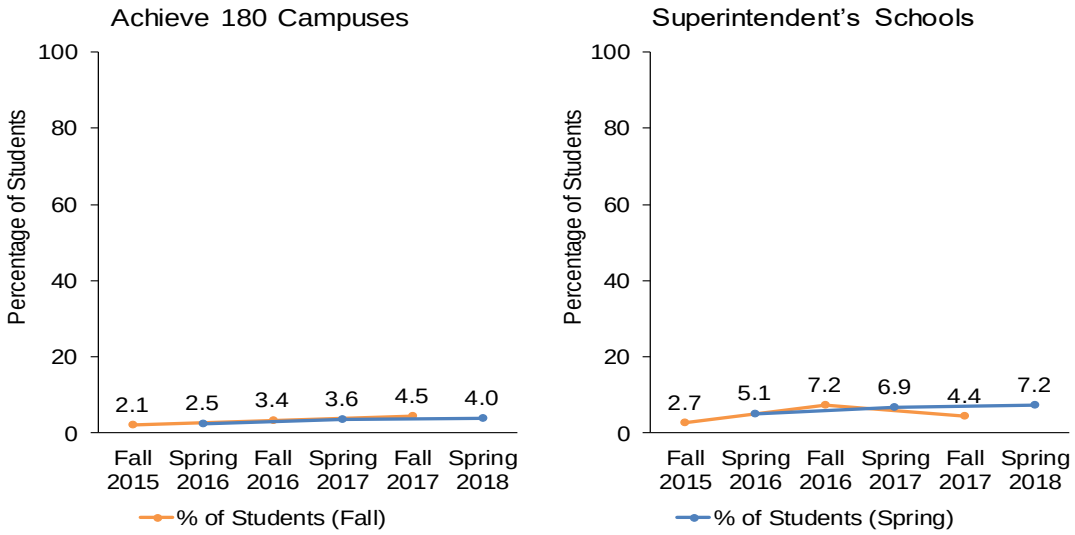
- The percentage of Achieve 180 Program students excluding Superintendent's Schools students who enrolled in at least one dual credit course increased 1.1 percentage points from Spring 2016 (EOY) to

Spring 2017 (EOY) and increased 0.4 percentage point from Spring 2017 (EOY) to Spring 2018 (EOY) (**Figure 33**).

- For Superintendent's Schools students, the percentage of students enrolled in at least one dual credit course increased 1.8 percentage points from Spring 2016 (EOY) to Spring 2017 (EOY) and increased 0.3 percentage point from Spring 2017 (EOY) to Spring 2018 (EOY) (Figure 33).

- The enrollment of students in Superintendent's Schools who enrolled in at least one dual credit course increased 5.5 percentage points from Fall 2015 to Spring 2018, while enrollment rates by students from all the other Achieve 180 program schools increased by 1.9 percentage points.

Figure 33: Percentage of Achieve 180 School Office Campuses and Superintendent's Schools Students Enrolled in At Least One Dual Credit Course, 2015–2016 through 2017–2018



Source: Chancery SMS Historical Grades file, 4/23/2018.

- Pillar III administrators identified the following components that contributed most to effective program implementation:
  - Observations of instruction during COP rounds;
  - A consistent cycle of support given to targeted teachers consisting of aligned PD, co-teaching session, and observational coaching;
  - Formative Assessment coordinators and TDS support;
  - Data sessions presented as a cross-functional team;
  - Alignment between TDS and school leaders, which led to increased useage, participation, and student achievement;
  - Differentiation based on campus needs; and
  - Collaboration among departments.

- Suggested adjustments to improve program implementation included:
  - Fidelity of implementation of the Universal Screening tool, including progress monitoring;
  - More coordination among the academic departments to streamline instructional support;
  - Coordination among academic departments to present a cohesive system of PD during campus-based PLCs;

- Inclusion of CTE teachers in PD;
- Follow-up by campus administrators to ensure that professional development lessons are implemented in classrooms; and
- More stringent protocols for communicating required processes to teachers and implementing them with fidelity.

Pillar IV – School Design

Wednesday Extended-Day Professional Development for Teachers

- Wednesday extended-day professional development (PD) began on Achieve 180 Program campuses for core subject area teachers on September 27, 2017. By October 2017, Wednesday extended-day professional development sessions began being supported by assigned School Support Officers, the Achieve 180 administrative team, School Office Directors, and Academic Department members. In addition, funding had been secured to include all special education teachers, ELL teachers, and Teacher Specialists.

- By November 9, 2017, teachers were no longer required to participate in the Wednesday extended-day PD. In addition, in response to principal feedback, adjustments had been made to increase flexibility in literacy PD options by providing a menu of strategies and topics to allow each campus to select PD to best meet their needs.

- As the format of designated Flex Wednesday sessions changed to support increased campus-based direction and ownership in PD development and delivery, it more fully addressed the individual needs of campuses and incorporated more planning. (See Appendix G, p. 165–166 for Flex Wednesday PD options for elementary and secondary schools.)

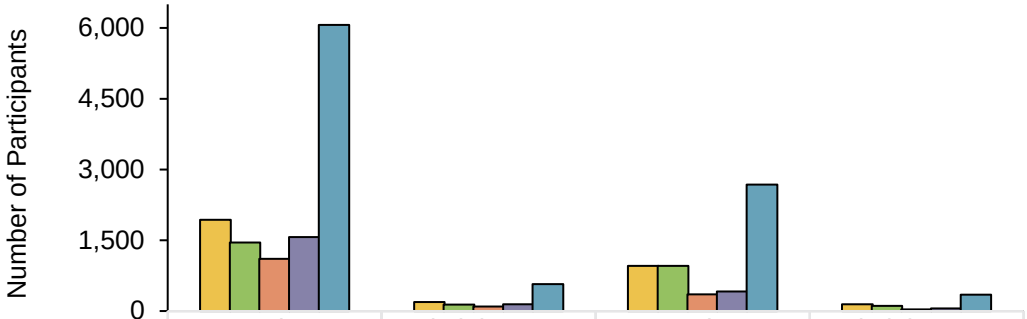
- A total of 26 Wednesday Extended-day PD or Flex Wednesday PD sessions were conducted during the 2017–2018 school year. In Fall 2017, September 27, 2017–December 13, 2017, 10 PD sessions were held. Sixteen (16) sessions were conducted in Spring 2018, January 10, 2017–April 5, 2018, which was 60 percent more sessions than were held in Fall 2017.

- **Figure 34** (p. 57) shows that 8,738 PD spots were filled by teachers and 915 spots were held by administrators (duplicated educator counts) in Wednesday Extended-day PD or Flex Wednesday PD sessions that were conducted at Achieve 180 campuses. In Fall 2017, 6,061 teachers and 569 administrators participated in the 10 PD sessions held. In Spring 2018, 2,677 teachers and 346 administrators (duplicated educator counts) participated in the 16 sessions conducted.

- Spring participation rates show clear and dramatic reductions, which seem to have been a response to the Wednesday Extended-day PD or Flex Wednesday PD sessions no longer being required for teachers after November 2018 (Figure 34).

- Nine Achieve 180 Program campuses had no documented participation in Wednesday PD sessions, including one Primary Group campus (Texas Connections 3–12) and eight Tertiary Group campuses (Bellfort ECC, Foerster ES, Gallegos ES, High School Ahead MS, Liberty HS, Victory Prep South HS, Milby HS, and Westbury HS) (Figure 34).

Figure 34: Wednesday Extended-day/Flex Wednesday Professional Development by Participant Type, Fall and Spring 2017–2018



	Fall 2017 Teachers	Fall 2017 Administrators	Spring 2018 Teachers	Spring 2018 Administrators
Superintendent's Schools	1,934	191	954	145
Primary Group	1,455	139	956	109
Secondary Group	1,106	97	352	37
Tertiary Group	1,566	142	415	55
Total	6,061	569	2,677	346

Superintendent's Schools Primary Group Secondary Group Tertiary Group Total

Source: HISD School Support Officers, Wednesday PD Evaluation file, 2017–2018.

Intervention Assistance Teams (IAT)

- IAT managers worked with administrators, teachers, and counselors at each campus to develop a team to support students, parents, campus leaders, and teachers in identifying possible ways to help struggling students experience greater success. IAT meetings were focused on information regarding students' progress and strategies that were implemented to address areas of concern, and served as problem-solving sessions to identify potential causes and develop potential ways to address concerns (Addendum 2: A180 EOY Pillar IV Interventions, 2017–2018, pp. 226–242).

- IAT provided the following supports for implementation of Wednesday Extended-day/Flex Wednesday PD sessions:
  - In October 2017, Achieve 180 Program After School PD was developed by Interventions Office personnel, centered around IAT processes, including progress monitoring.
  - In January 2018, the Interventions Office provided Achieve 180 Program Wednesday PD for Middle-of-year (MOY) Triangulation Training and Achieve 180 Program Liaison Training for Progress Monitoring Data Usage (Addendum 2: A180 EOY Pillar IV Interventions, 2017–2018).

- The IAT provided Master Schedule Guidance/Structured Instructional Time PD for elementary and secondary campuses to support them in implementing the recommended supplemental time for the universal screener (Renaissance 360) Tier 2 and Tier 3 interventions, and in scheduling rotations. Ongoing guidance was made available and exemplar schedules were provided.

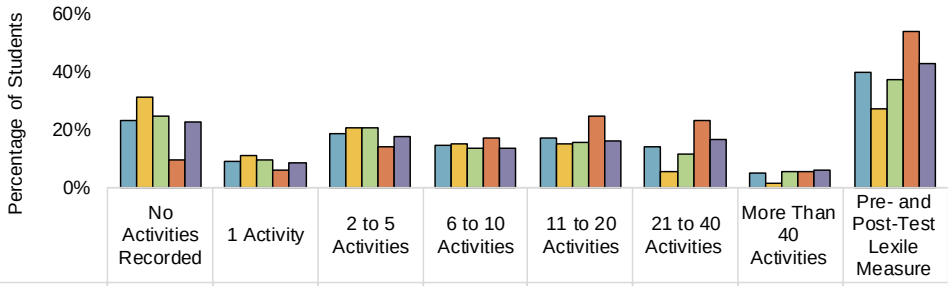
Blended Learning: Achieve 3000

- Intervention assistance through the HISD Interventions Office provided guidance regarding effective ways to schedule time for the following online intervention platforms:
  - Imagine Learning,
  - Achieve 3000,
  - MindPlay, and,
  - Ascend Math (Addendum 2: A180 EOY Pillar IV Interventions, 2017–2018, pp. 226–242).

- Achieve3000® is a web-based differentiated reading program that aims to increase students' literacy through individualizing activities based on beginning Lexile levels. The program meets students where they are academically, and is used to help support improved performance on STAAR EOC exams. As a part of the Achieve 180 Program, Achieve3000 was offered primarily to HISD middle school and high school students. In addition to assessing gains in acquiring literacy, students' Achieve3000 Lexile scores were interpreted as a measure for being on track for college and career readiness (Achieve3000®, 2014).

- **Figure 35** shows that of the 16,198 grades 6–12 Achieve 180 Program students who logged into the Achieve3000 program, 23 percent did not complete any activities and 60 percent did not complete both a pre- and post-test. (See Appendix G, **Table G-1**, p. 167 for participation counts by Achieve 180 Program campus and treatment group.)

Figure 35: Percentages of Achieve 180 Program Students in Grades 6–12 Who Completed Achieve3000 Activities and Both a Pretest and Posttest, by Achieve 180 Program Group and Number of Activities Completed, 2017–2018



	No Activities Recorded	1 Activity	2 to 5 Activities	6 to 10 Activities	11 to 20 Activities	21 to 40 Activities	More Than 40 Activities	Pre- and Post-Test Lexile Measure
All Achieve 180 Groups (N=16,198)	23%	9%	18%	14%	17%	14%	5%	40%
Superintendent's Schools (N=3,156)	31%	11%	21%	15%	15%	6%	2%	27%
Primary Group (N=4,363)	24%	10%	20%	14%	16%	11%	5%	37%
Secondary Group (N=2,207)	10%	6%	14%	17%	24%	23%	6%	54%
Tertiary Group (N=6,474)	22%	8%	17%	14%	16%	17%	6%	43%

Source: Achieve3000 Student Data, 2017−2018, accessed on 4/31/2018
Note: Pretest and posttest were taken on different dates. Percentages may not total 100 due to rounding.

- Additional analysis showed that, of the students who completed at least one Achieve3000 activity in the 2017–2018 school year, 52 percent (n=6,435) completed both pretest and post-test Lexile measures that were recorded on different dates. These factors were used as indicators of program utilization and these students were included in the analysis of their performance.

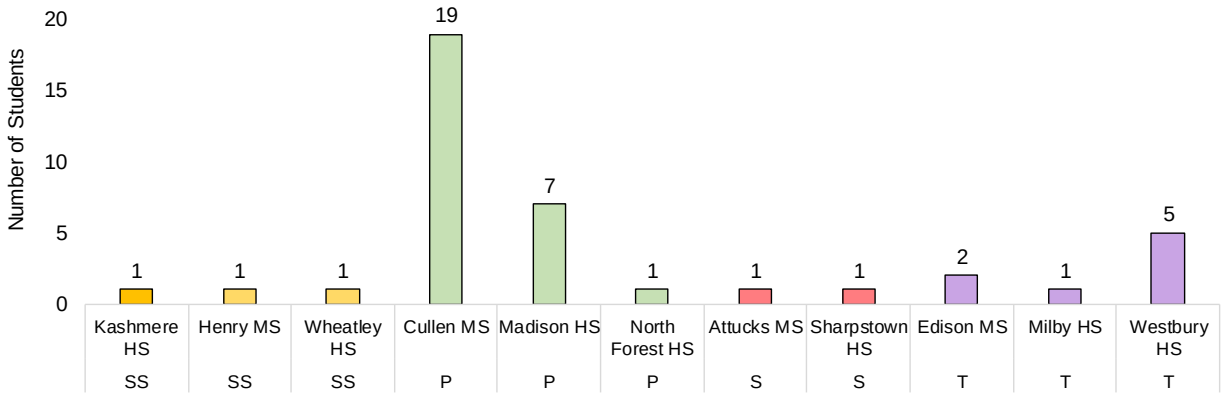
- Secondary Group students had the highest proportion of students who completed at least one activity (90%) and the highest percentage of students to complete both a pretest and posttest (54%) (Figure 35).

- Superintendent's Schools students had the lowest proportion of students who completed at least one activity (69%) and the lowest percentage of students to complete both a pretest and posttest (27%) (Figure 35).

- Achieve3000 (2017) recommends students complete 80 activities during the school year to accelerate student Lexile gains. **Figure 36** shows the 11 Achieve 180 Program schools that had students who completed at least 80 Achieve3000 activities by late April of the 2017−2018 school year. Cullen MS (in the Primary Group) (n=19), Madison (in the Primary Group) HS (n=7), and Westbury HS (in the Tertiary Group) (n=5) had the most Achieve 180 program students complete at least 80 Achieve3000 activities in 2017−2018.

- By treatment group, Superintendent's Schools had three schools and a total of three students who completed the recommended minimum of 80 activities; the Primary Group had three schools and 27 students; the Secondary Group had two schools and two students; and the Tertiary Group had three schools and eight students who met the recommended level of activity in the program.

Figure 36: Number of Achieve 180 Program Students Who Completed Eighty or More Achieve3000 Activities by School, 2017–2018



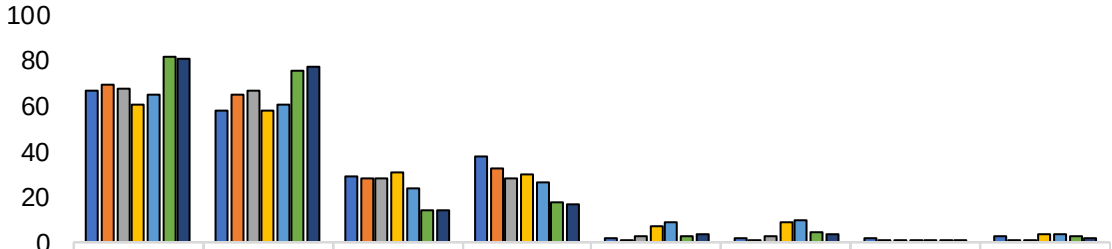
Source: Achieve3000 Student Data, 2017−2018, accessed on 4/31/2018
Note: Pretest and posttest were taken on different dates. SS means Superintendent's Schools, P means Primary Group, S means Secondary Group, T means Tertiary Group.

- **Figure 37** (p. 60) shows that lower percentages of students at each grade level tested at the "Falls Far Below" level for college and career readiness on the posttest than those that tested at the same level on the pretest. The greatest change was among 6th grade students (nine percentage points) and the smallest change (one percentage point) was among 8th grade students. (See Appendix G, **Table G-2**, p. 168 for pretest and posttest performance results by grade level and level of college and career readiness.)

- On the posttest, higher percentages of students in grade 6 and grades 9–11 tested at the "Exceeds" level for college and career readiness than the percentages of those students who tested at that level on the pretest. The changes were between one and three percentage points. Similarly, higher percentages of students in grades 9–11 tested at the "Meets" level for college and career readiness

than the percentages of those students who tested at that level on the pretest. The changes were between one and two percentage points (Figure 37).

Figure 37: Percentages of Achieve 180 Program Students Who Performed at Each Achieve3000 Level of College and Career Readiness at Pretest and Posttest* by Grade Level, 2017–2018



	Pretest	Post Test	Pretest	Post Test	Pretest	Post Test	Pretest	Post Test
	Falls Far Below		Approaches		Meets		Exceeds	
	Not on Track				On Track			
6th	67	58	30	38	2	2	2	3
7th	70	65	28	33	1	1	1	1
8th	68	67	28	28	3	3	1	1
9th	61	58	31	30	7	9	1	4
10th	65	61	24	26	9	10	1	3
11th	81	76	14	17	3	4	1	3
12th	81	78	15	17	4	4	1	2

Source: Achieve3000 Student Data, 2017−2018, accessed on 4/31/2018
Note: Pretest and posttest were taken on different dates. Percentages may not total 100 due to rounding.

- When interpreting students' Lexile scores for college and career readiness (Achieve3000®, 2014), across the Achieve 180 Program, students in the 11th grade showed the greatest average gain in mean Lexile growth, with an average increase of 64 points. Of these students, 11th graders attending schools in the Tertiary Group had the greatest average gain in mean Lexile growth, with an average increase of 81 points. (See Appendix G, **Table G-3**, p. 169 for pretest and posttest performance results by Achieve 180 Program group, grade level, and level of college and career readiness.)

- Across the Achieve 180 Program, 7th grade students showed the smallest average gain in mean Lexile growth, with an average increase of 18 points. Of these students, 7th graders attending middle and high schools in the Superintendent's Schools had the smallest average gain in mean Lexile growth, with an average increase of nine points (Table G-3).

- Based on Lexile levels with regard to being on track for college and career readiness (See Appendix G, p. 170), sixth-grade students in the Primary Group moved from an average Lexile level of "Falls Far Below" being on track at pretest to an average level of "Approaches" being on track at posttest. Though they had average increases in mean Lexile scores, students in all other grade levels and Achieve 180 treatment group schools scored as "Falls Far Below" being on track for college and career readiness on both the pretest and posttest (Table G-3).

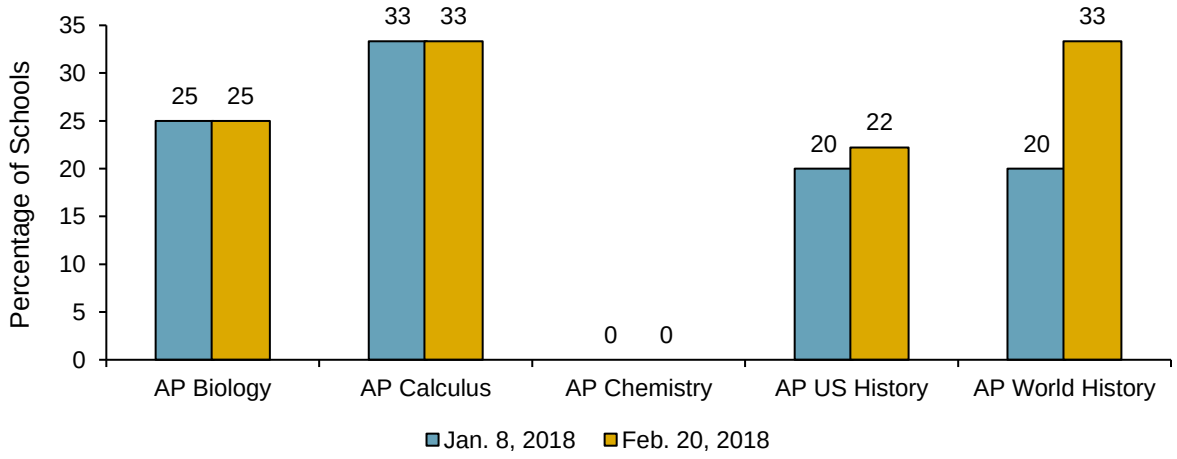
AP Insight

- HISD's Advanced Academics department purchased AP Insight's web-based tools to support student learning of concepts and skills necessary for college success. AP Insight helped teachers identify areas of common errors for students to increase teacher capacity to prepare students to master AP courses and examinations. Achieve 180 Program teachers at nine high schools utilized AP Insight in Spring 2018.

- **Figure 38** shows the percentage of Achieve 180 Program high schools with teachers that both created an AP Insight class and assigned students to at least one AP Insight class for AP subjects in January and February 2018. Fewer than 50 percent of the 10 Achieve 180 high schools met both criteria for any AP subject. The subjects with the highest participation rates were AP calculus and AP World History, each with 33 percent participation, followed by AP Biology, with 25 percent of Achieve 180 high schools participating.

- Participating schools included: Kashmere HS, Wheatley HS, and Worthing HS (Superintendent's Schools); Madison HS, North Forest HS, and Washington HS (Primary Group); and Milby HS, Westbury HS, and Yates HS (Tertiary Group). See **Table G-4** Appendix G, p. 171 for participation by campus, including the creation of classes and the number of students assigned to each.

Figure 38: Percentage of Participating Achieve 180 Program Schools that Created Both an AP Insight Class and Class Assignment(s) by Subject, January and February 2018

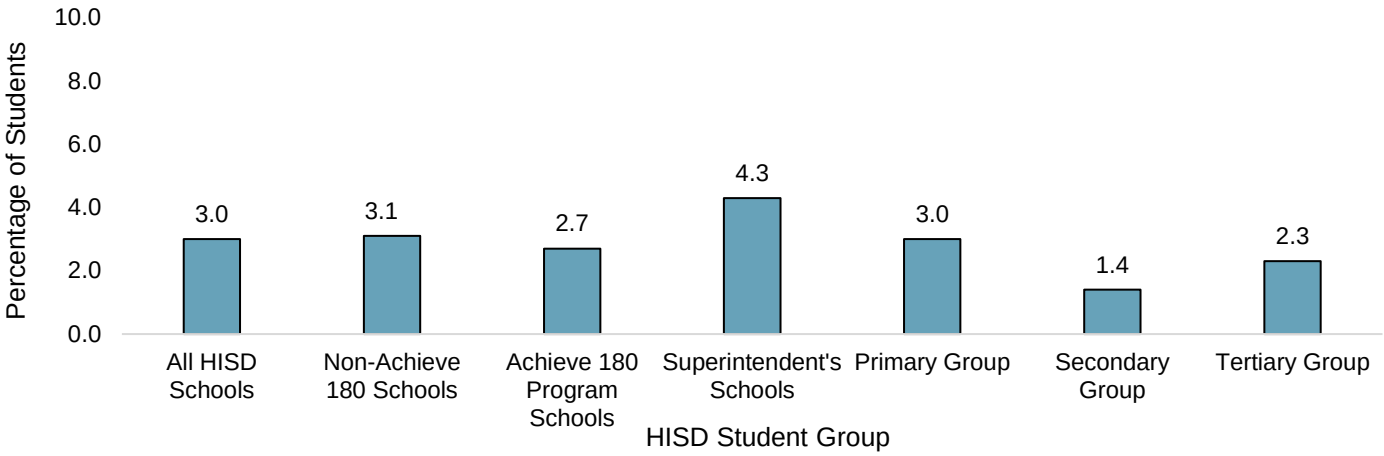


Source: Advanced Academics, 2017–2018

Powerup Laptop Distribution

- Based on student enrollment on March 27, 2018, **Figure 39** (p. 62) shows the proportion of students who had not received a laptop as a part of the PowerUp Laptop distribution initiative. As a group, Achieve 180 Program schools had lower proportions of students who did not receive PowerUp laptops, 2.7 percent, than students in all HISD schools, 3.0 percent. When disaggregated by treatment group, however, a disproportionately higher proportion of Superintendent's Schools students, 4.3 percent, did not receive PowerUp laptops compared with students in other Achieve 180 treatment groups. **Table G-5** Appendix G, p. 172–173, includes results by campus.

Figure 39: Percentage of HISD Students With No LapTop by Achieve 180 Program Group, 2017–2018

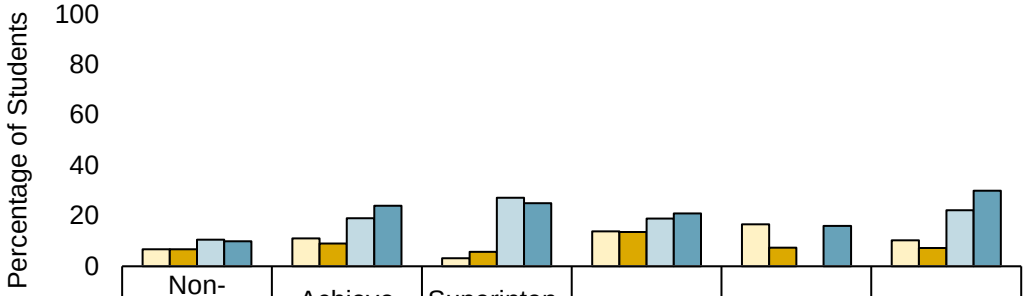


Source: HISD Achieve 180 Program Administrators, 2017–2018
Note: The proportion is based on the number of students enrolled on March 27, 2018.

Percent Enrolled in CTE Pathway Courses

- **Figure 40** shows total CTE course participation for non-Achieve 180 students remained stable at seven percent and their participation in a coherent sequence of CTE courses remained constant at 10% from 2016–2017 to 2017–2018, while the percentage of Achieve 180 Program students who enrolled in at least one CTE course decreased two percentage points (from 11% to 9%) and the percentage of students who enrolled in a coherent sequence of CTE courses increased five percentage points (from 19% in 2016–2017 to 24% in 2017–2018).

Figure 40: Percentages of Students Enrolled in at Least One CTE Course or a Coherent Sequence of CTE Courses, 2016–2017 and 2017–2018



	Non-Achieve 180 Schools	Achieve 180 Program	Superinten-dent's Schools	Primary Schools	Secondary Schools	Tertiary Schools
2016–2017 CTE Course	7	11	3	14	17	10
2017–2018 CTE Course	7	9	6	14	7	7
2016–2017 CTE Coherent Sequence	10	19	27	19	<1	22
2017–2018 CTE Coherent Sequence	10	24	25	21	16	30

Source: Fall PEIMS 2017, ADA>0

- For Achieve 180 Program treatment groups of schools, the Superintendent's Schools had the largest percentage of students who enrolled in a coherent sequence of CTE courses in 2016–2017 (27%), which dropped to 25 percent in 2017–2018. Teriary Group schools had the largest percentage of students who enrolled in a coherent sequence of CTE courses in 2017–2018 (30%), which had increased from 22 percent in 2016–2017.

- For Achieve 180 Program treatment groups of schools in 2016–2017, the Secondary Group schools had fewer than one percent (<1%) of students enrolled in a coherent sequence of CTE courses. This increased to 16 percent in 2017–2018, which was the lowest percentage of students who enrolled in a coherent sequence of CTE courses among Achieve 180 Program schools in 2017–2018.

- Pillar IV administrators described the following as contributing to the effectiveness of implementation:
  - Facilitation of professional development by multilingual personnel, campus-based teacher instructional leaders, and TDS;
  - Campus leaders personally participating in and leading Wednesday professional development, making expectations clear, and providing follow-up support to teachers;
  - Required participation in Wednesday professional development; and
  - Availability of technology and resources to support curricular goals.

- The administrators' suggested adjustments to improving program implementation included:
  - Surveying campus personnel to determine instructional strengths and areas of growth;
  - Formalizing roles and responsibilities for providing and following up on professional development;
  - Combining secondary campuses for professional development to allow regular TDS participation with each campus;
  - Planning early for interventions classes and streamlining resources used to fill learning gaps;
  - Shifting conversation and planning from data analysis to deeper work around implementation of instructional best practices; and
  - Better implementation of expectations about how data informs instruction and needs of students who are far below grade level.

Pillar V – Social and Emotional Learning Support

Student Participation in Support Services Including Health/Medical, Counseling, and Library

- The Asthma Management - Pediatric Asthma in the Home Stretch (PATHS) program was offered to all Achieve 180 Program schools (Addendum 2: A180 EOY Pillar Health and Medical Services, p. 6).

- Though all the Achieve 180 Program schools had from seven to 50 students diagnosed with asthma, only two Superintendent's Schools (Highland Heights ES and Mading ES) and one Tertiary Group school (Bruce ES) participated in PATHS in 2017–2018 (Addendum 2: A180 EOY Pillar Health and Medical Services, p. 6).

- Three Superintendent's Schools (Kashmere HS, Wheatley HS, and Worthing HS) and two Primary Group schools (North Forest HS and Washington HS) participated in the Adolescent Health Care Access/We Can Do More Fellowship (WCDM) project in 2017–2018. Kashmere HS students achieved the targeted goal of recruiting and educating at least 15 peer advocates. Kashmere HS and Worthing HS students achieved their self-identified goals for sexual health referrals of 18 and 17, respectively (Addendum 2: A180 EOY Pillar Health and Medical Services, p. 8).

- Between May 2017 and May 2018, in conjunction with Meeting Immunization Requirements through Partnerships services, immunization compliance improved by 50 percent in Superintendent's Schools, Primary Group, and Secondary Group schools, and improved by 83 percent in Tertiary Group schools (Addendum 2: A180 EOY Pillar Health and Medical Services, p. 9–11).

- Vision and dental care programs, services, and resources were offered to all Achieve 180 Program schools in 2017–2018 (Addendum 2: A180 EOY Pillar Health and Medical Services, p. 13–15).

- Beyond campus-based activities, librarians from Washington HS and Milby HS presented at monthly department meetings and created presentations for the HISD Library Services YouTube Channel.

- Specific programs, activities, and services provided by librarians at some Achieve 180 Program schools included dyslexia interventions, author studies, book talks, poetry nights, resource evaluation, provision of digital resources to support instruction, technology support, book clubs, and library orientations for staff and students. Programs, activities, and services provided by Achieve 180 Program librarians are listed by school and Achieve 180 Program treatment group in Appendix H, **Table H-1** (p. 174).

- Student utilization of library services at Achieve 180 Program schools in 2016–2017 and 2017–2018, based on circulation counts reported by HISD Library Services in late April 2018 (excluding Texas Connections Academy Houston/TCAH and Victory Prep South HS), showed an overall two percent increase in circulation from 2016–2017 to 2017–2018. The largest increase was for Primary Group schools, 36 percent, and the lowest was a decrease of 51 percent, from circulating 13,188 books in 2016–2017 to circulating 6,424 books in 2017–2018, in the Secondary Group schools (Appendix H, **Table H-2**, pp.175–176).

- School-level increases in library circulation counts were achieved for 20 (48%) of the 42 Achieve 180 Program schools assessed from 2016–2017 to 2017–2018 (Table H-2).

- Eight Achieve 180 Program schools (19%) had library utilization counts of zero for both 2016–2017 and 2017–2018. Five (12%) Achieve 180 Program schools had library utilization counts that decreased to zero and nine additional campuses (21%) had a decline in library utilization counts from 2016–2017 to 2017–2018.

- Six schools that had circulation counts of zero in 2016–2017 had positive counts in 2017–2018, which ranged from one (Washington HS, in the Primary Group) to 3,951 (Hilliard ES, also in the Primary Group). Five schools that had positive circulation counts in 2016–2017, which ranged from nine (Wheatley HS, in the Superintendent's Schools) to 3,453 (Montgomery ES, in the Secondary Group), had no circulations recorded in 2017–2018 (Table H-2).

- For the Achieve 180 Program treatment groups, in 2017–2018, the highest average number of books housed in the school library was 39.8 books per student at Wesley ES (Superintendent's Schools), followed by 33.7 books per student at Attucks MS (Secondary Group). The lowest average number of books housed in an Achieve 180 Program school was 0.6 books per student at Young ES (Tertiary Group), followed by 5.5 books per student at Fondren ES (Secondary Group) (Table H-2).

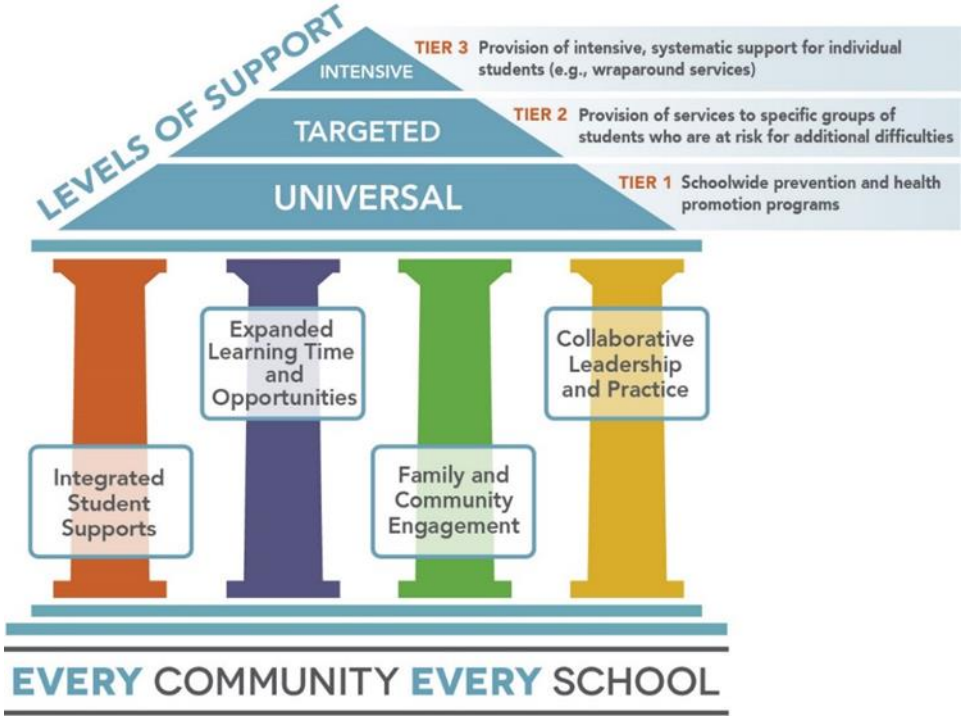
Wraparound Services

- HISD Wraparound Services used the Community Schools Model to provide schools with connections to non-academic supports necessary to improve the personal well-being and academic achievement

of all students within the school. HISD schools differ in their local contexts, the programs they provide, and daily operations. However, Community Schools' four pillars and three levels of support grounded the district's strategic approach to wraparound services to students across the district.

- **Figure 41** depicts the facets of the Community Schools Model, which include Tier 1: Schoolwide prevention and programs, Tier 2: Targeted assistance to students at-risk, and Tier 3: Systematic, intensive, and personalized supports to individual students. The supports are grounded upon four pillars of support for teaching and learning that are compatible with the Achieve 180 Program's six pillars of school improvement.

Figure 41: Campus-Wide Tiers of Support Based on Individual Student and Community Needs Pertaining to the Four Pillars of Community Schools, 2017–2018



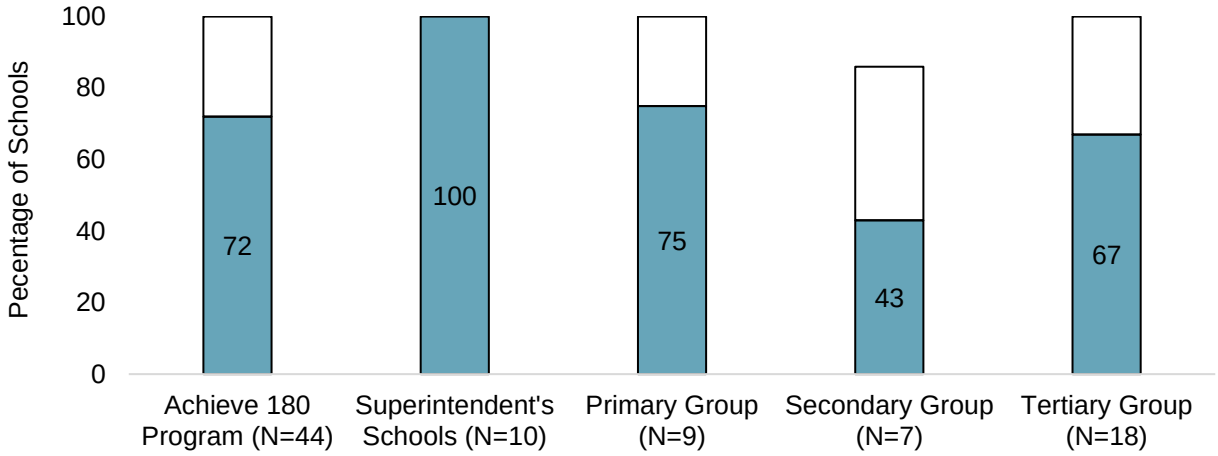
Source: HISD Wraparound Services, 2017–2018

- The 44 Wraparound Resource Specialists (WRS) and five community partners began providing wraparound services to select HISD schools in November 2017, while an additional HISD WRS provided wraparound services districtwide.

- A list of Non-Achieve 180 and Achieve 180 Program schools with a WRS is provided in Appendix H, **Table H-3** (p. 177), showing a total of 49 HISD schools with a WRS, 31 (63%) of which were Achieve 180 Program schools.

- **Figure 42** (p. 66) shows a total, 72 percent of Achieve 180 Program schools had a Wraparound Resources Specialist, including all 10 Superintendent's Schools, six Primary Group schools, three Secondary Group, and 12 Tertiary Group schools. An additional WRS provided wraparound services support districtwide.

Figure 42: Percentage of Achieve 180 Program Schools with Wraparound Resource Specialists (WRS) Assignments by Group, 2017–2018



Source: HISD Wraparound Services, 2017–2018
Note: Eight additional WRS positions at Achieve 180 Program schools have been posted. Districtwide WRS not included.

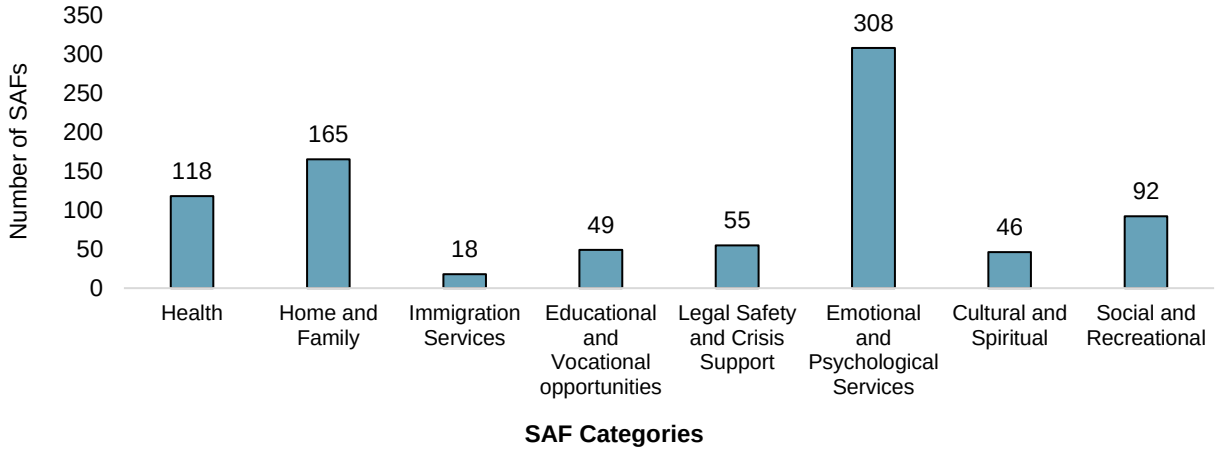
- Eight percent (n=18) of 238 non-Achieve 180 campuses had a WRS within their schools, WRS assignments in Achieve 180 Program schools ranged from 43 percent of the Secondary Group to 100 percent of Superintendent's Schools.

- A total of 931 Tier 1: School-wide support and Prevention activities and events were enacted in 2017–2018. (See Addendum 2: A180 EOY V Wraparound Services, Addendum 2, p. 8.)

- Tier 2 and Tier 3 supports entailed ongoing campus needs assessments which included campus-based surveys, campus community councils, and the submission of Student Assessment Forms (SAF), which documented student needs by category, by teachers, staff and community members. (See Addendum 2: A180 EOY V Wraparound Services, Addendum 2, p. 8-9.)

- Based on 496 Student Assessment Forms (SAFs) submitted in 2017–2018, **Figure 43** (p. 67) shows that of the 851 identified services needed by students, emotional and psychological services were identified most often (308 SAFs), followed by home and family services (165 SAFs) (Appendix H, **Table H-4**, p. 177).

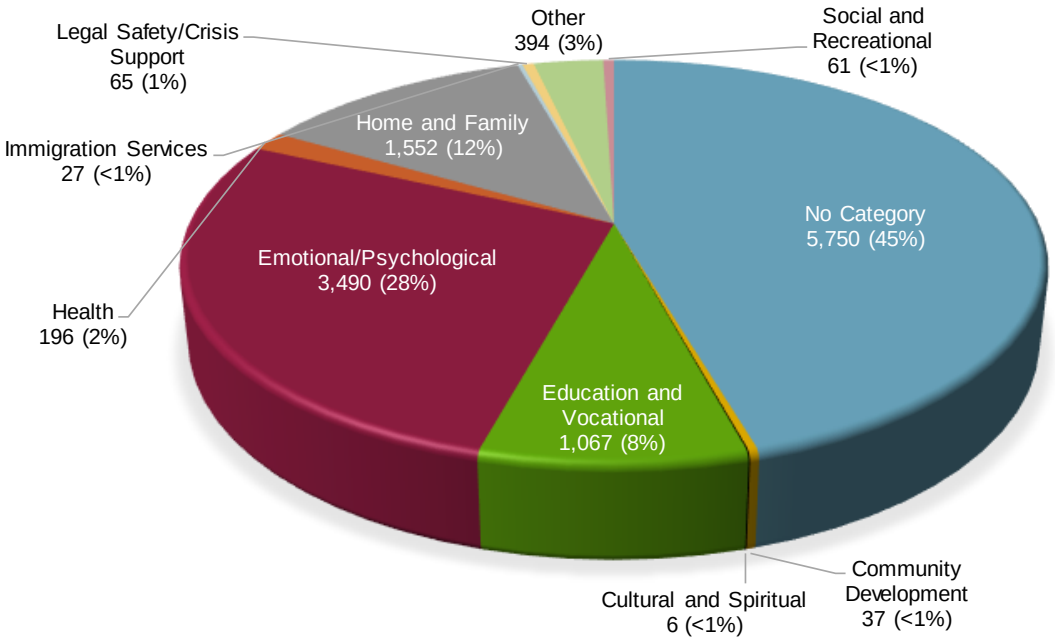
Figure 43: Number and Category of HISD Student Assessment Forms Received in 2017–2018



Source: HISD Wraparound Services, 2017–2018
Note: Multiple service needs may be identified on an SAF for each student.

- There were 12,645 follow-up intervention services provided to address the 496 SAFs received in 2017–2018 (Appendix H, **Table H-5**, p.178). Though 45 percent of the interventions were not categorized, 28 percent were emotional and psychological related services, 12 percent were home and family related, and eight percent were related directly to educational or vocational services (**Figure 44**).

Figure 44: Number of Follow-up Interventions Conducted by Category, 2017–2018



Source: HISD Wraparound Services, 2017–2018

- The WRS and WRS Managers were provided professional development several times monthly from November 2017 through April 2018 to support them in fulfilling their roles appropriately. (See Addendum 2: A180 EOY V Wraparound Services, Addendum 2, p. 6 for PD calendar and participation counts.)

- **Figure 45** depicts the breadth of WRS' areas of academic and non-academic responsibilities in facilitating the provision of wraparound services to the district's students, schools, and communities.

Figure 45: Wraparound Resource Specialists' Areas of Responsibility in Providing Wraparound Services, 2017–2018



Source: HISD Wraparound Services, 2017–2018

- The following Wraparound Service processes have been developed: technology solutions to support service provision; data tracking and a provider database with WRS access and training; a Wraparound Services data platform in 50 schools to track and monitor services provided to students and families; and all WRS have access to the tools, trainings, and data resources.

- More than 2,700 Wraparound Services were provided through community assets identified for each school. (See Addendum 2: A180 EOY V Wraparound Services, Addendum 2, p. 9 for list of service providers and number of services provided.)

Student Assistance

- HISD's Student Support Services utilized outreach workers to support campuses with attendance, homeless assistance, pregnancy related services, and services for students who had been incarcerated, placed in foster care, or lived in residential treatment centers.

- Targeted Attendance and Homeless Outreach Worker support was provided to all Achieve 180 Program schools through the Student Support Services' Homeless Education Office, Attendance Office, Dual Status and Adjudicated Youth Office, and pregnancy-related services in 2017–2018.

- Key HISD Student Support Services initiatives in 2017–2018 included:
  - Six districtwide monthly Graduation Support meetings to help improve attendance and work with at-risk populations;
  - Collaboration with HISD Communications to provide best practice strategies through the *Weekly Teacher Download* that educators may utilize to strengthen support and improve attendance for at-risk students;
  - Contributions to the monthly *Attendance Spotlight,* which regularly highlights a campus principal who has implemented strong systems and culture around attendance at his/her school;

- School Community Event support at Worthing HS, Westbury HS, Washington HS, Milby HS, Lewis ES, and Madison HS through feeder pattern events in August;
- Achieve 180 Office Collaboration presentation of the Student Assistance Department, providing support to the Achieve 180 Area Superintendent and administrative team, December 5, 2017;
- Achieve 180 Office Collaboration development of a plan to support Achieve 180 campuses with targeted support for at-risk students through the use of outreach workers in the areas of homeless student resources, attendance, adjudicated youth, and pregnant/parenting students;
- Hurricane Harvey Relief;
- Student Attendance Kindle Fire Incentive, to improve student attendance at several Achieve 180 schools; and
- TEEN and Police Service (TAPS) Academy at Kashmere HS, Wheatley HS, Woodson K–8, and Yates HS to reduce the social distance between youth and law enforcement.

- HISD's Student Support Services' Department of Student Assistance conducted the following special events and activities in 2017–2018:
  - Mobile Teacher's Aide Distribution at a districtwide Graduation Support meeting (74 participants);
  - Back to School Extravaganza (500 participants);
  - Project Prom (761 participants);
  - Thanksgiving Dinner Distribution (1,500 families served); and
  - Advisory Board (14 stakeholders served as committee members).

  (See **Appendix H, p. 179** for a description of each special event and activity.)

- Campus-level Student Support Services' involvement with Achieve 180 Program schools also included Graduate Support Meeting visits, Graduate Support Meeting on attendance, Outreach Support, Pillar I - Leadership Excellence Communities of Practice (COP) sessions, support with truancy cases, and the Juvenile Case Management Program (JCMP). These activities are summarized in **Appendix H, p. 180** (HISD Student Support Services, Addendum 2: A180 EOY Pillar V Student Assistance, p. 6).

Office of Student Support, Social Emotional Learning (SEL) Department

- To coordinate the growth of culturally-responsive and emotionally safe learning environments through a multi-tier system of support, the SEL Department collaborated with community partners to enhance the SEL supports and enrichment activities on the Achieve 180 Program campuses in 2017–2018.

- In 2017–2018, the SEL Department partnered with 28 community partners to support the district's response to student, family, and school needs, including improving the school climate in Achieve 180 Program schools. (See Addendum 2: A180 EOY V Social and Emotional Learning, p. 9 for a list of Achieve 180 Program partners.)

- The SEL Department provided robust professional development opportunities to help HISD schools build seamless, multi-tiered systems of support and effective, proactive practices to address challenging student behavior.

- The SEL Department also provided customized technical assistance and support to Achieve 180 Program schools in 2017–2018. (See Addendum 2: A180 EOY V Social and Emotional Learning, p. 9–16 for detailed lists of SEL and Crisis-specific Responses at Achieve 180 Program schools.)

- Administrators directing Social and Emotional Learning supports for Achieve 180 schools identified the following contribution as the most effective for program implementation:
  - Providing professional development on best practices for improved attendance through the graduation support meeting structure;
  - Enhancing communication between wraparound specialists and the Student Assistance Department in identifying student needs; and
  - Adding WRS and SEL coordinators in schools.

- Key adjustments in program implementation they would recommend to improve program implementation were:
  - Ongoing participation in districtwide graduation support meetings by all schools;
  - Further collaboration meetings among wraparound, SEL, and Student Assistance personnel to establish increased efficiency in systems and communication;
  - Establishment of measurable goals before implementation begins; and
  - Increasing the number of SEL Coordinators to match the number of TDS in the schools.

Pillar VI – Family and Community Empowerment

Family Friendly Schools

- HISD Family and Community Empowerment (FACE) support to Achieve 180 Program schools focused on Family Friendly School (FFS) designation, two-way Communication, and feeder pattern events in 2017–2018 (Addendum 2: A180 EOY Pillar VI FACE, p. 61).

- The FFS process facilitated school and community strategies and activities to help build relationships between schools and their students' families and community, and linked FACE events to student learning.

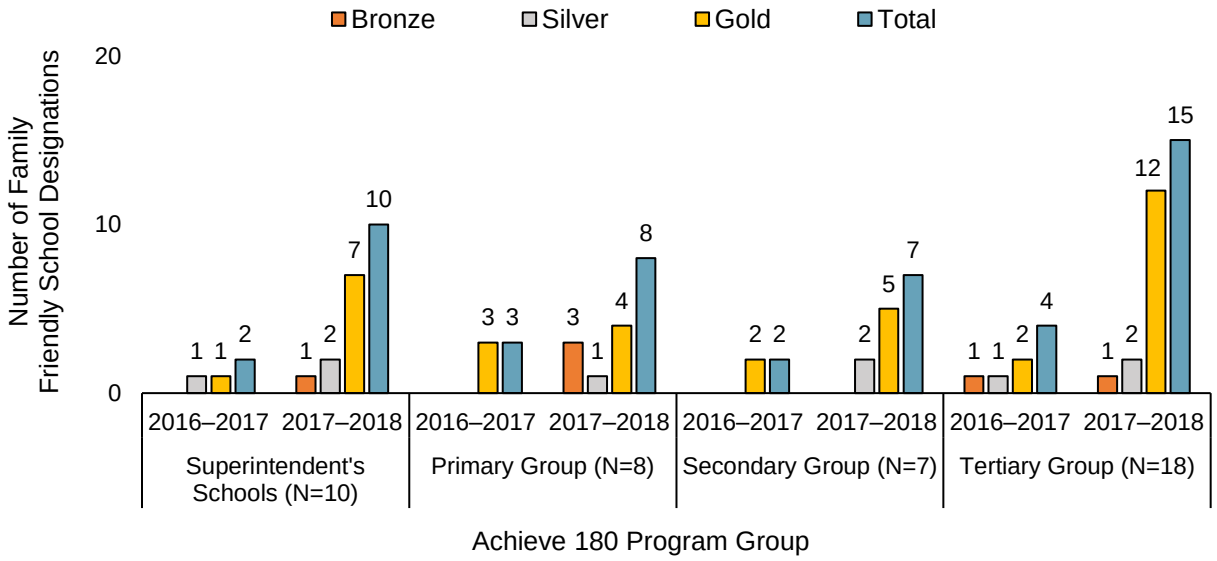
- Two-way communication activities supported best practices for effective communication and building positive relationships among students, parents, and teachers.

- In 2016–2017, no more than four Achieve 180 Program schools within any treatment group achieved an FFS designation. In contrast, in 2017–2018, all eligible schools in each school group achieved an FFS designation, with the exception of the Tertiary Group, in which 83 percent (15 of 18) achieved FFS designations (**Figure 46**, p. 71). (For school level results see Appendix I, **Table I-1**, p. 181.)

- In each group in 2017–2018, more schools achieved the highest FFS designation, the gold level, than any other single FFS designation (Figure 46).

- Except for Primary Group schools, silver FFS designations were the second largest number of designations achieved within a treatment group (Figure 46).

Figure 46: Number of Family Friendly School Designations for Participating Achieve 180 Program Schools, 2016–2017 and 2017–2018



Source: HISD Family and Community Empowerment, 2017–2018
Note: Texas Connections (TCAH), a Primary Group school, was not eligible to participate.

- Of the 43 Achieve 180 Program schools eligible to complete the four foundational F.A.C.E. activities required for an FFS designation, a greater proportion of eligible Achieve 180 Program schools (93% or 40 schools) completed activities than the proportion of non-Achieve 180 schools (48% or 41 out of 85 eligible non-Achieve 180 campuses) (Appendix I, **Table I-2**, p. 182).

- Regarding F.A.C.E. activities among the Achieve 180 Program treatment groups of schools, 100 percent of Superintendent's Schools, Primary Group schools, and Secondary Group schools completed Walk-throughs, Parent-Community-Teacher Group, Climate Survey, and Professional Development activities, while 83 percent (15 out of 18] of Tertiary Group schools completed these activities (Table I-2).

Two-Way Communication

- More than 50 percent of Achieve 180 Program schools completed F.A.C.E. Two-Way Communication activities, while 24 percent of non-Achieve 180 schools completed them (Table I-2).

- F.A.C.E. Two-way Communication activities were completed by 60 percent of the Superintendent's Schools, 75 percent of Primary Group schools, 43 percent of Secondary Group schools, and 44 percent of Tertiary Group schools (Table I-2). (See Appendix I, **Table I-3**, p. 183 for campus-level results.)

Feeder Pattern Connections

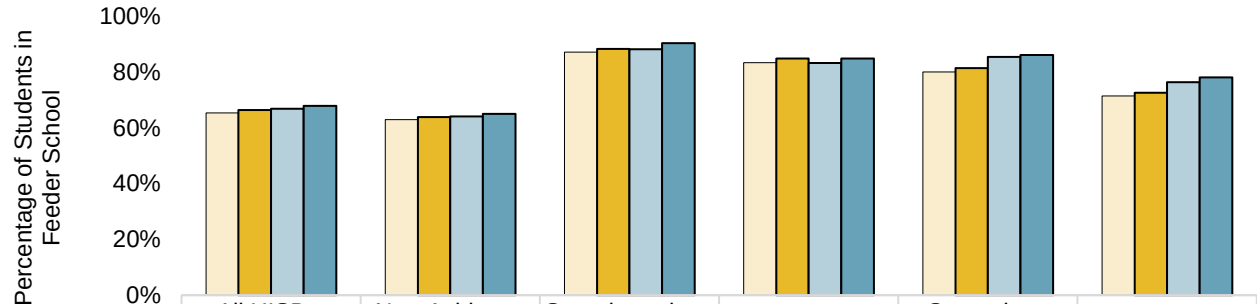
- HISD Family and Community Empowerment (FACE) support to Achieve 180 Program schools included holding Fall and Spring feeder pattern events and beginning of year (BOY) and middle of year (MOY) check-ins with a FACE Specialist. Nineteen of 21 schools (90%), excluding Victory Prep K–8, participating in Feeder Pattern Connections activities had BOY check-ins and 100 percent had MOY check-ins with a FACE Specialist in 2017–2018 (**Appendix I, p. 184**).

- Twenty Achieve 180 Program schools participated in a feeder pattern event during the 2017–2018 school year (Appendix I, p. 184).

- Nineteen (90%) of the 21 participating Achieve 180 Program schools held a Fall 2017 feeder pattern event and seven (33%) of them held a feeder pattern event in the Spring of 2018.

- The elementary, middle, and high schools to which a student is zoned are determined based on the student's home address. Students who attended a school that was not one of their zoned schools did not remain within their feeder pattern schools. **Figure 47** shows, by Achieve 180 Program affiliation, the percentage of students who remained within their feeder pattern schools at the beginning and end of 2016–2017 and 2017–2018.

Figure 47: Percentage of Students Who Remained Enrolled in Their Zoned Feeder Pattern Schools, 2016–2017 and 2017–2018



	All HISD Schools	Non-Achieve 180 Schools	Superintendent Schools	Primary Group	Secondary Group	Tertiary Group
October 2016	65%	63%	87%	83%	80%	71%
June 2017	66%	64%	88%	85%	81%	73%
October 2017	67%	64%	88%	83%	85%	76%
April 2018	68%	65%	90%	85%	86%	78%

Source: Fall PEIMS, 2017–2018, ADA>0

- Students attending Achieve 180 Program schools were more likely to remain enrolled in a school in their feeder pattern each semester in 2016–2017 and 2017–2018 (71%–90%) than were students who attended non-Achieve 180 schools (63%–65%) (Figure 47).

- The percentages of students remaining in feeder pattern schools increased from Fall to Spring for Achieve 180 Program schools and non-Achieve 180 schools, however, the changes were small. The percentage of students who remained enrolled in their feeder patterns increased two percentage-points or less within the same school year for either group (Figure 47).

- For the Achieve 180 Program treatment groups of schools, students who attended Superintendent's Schools in 2016–2017 and 2017–2018 remained within their feeder pattern schools at a much higher rate than non-Achieve 180 students and at a higher rate than students who attended other Achieve 180 schools. Students who attended Tertiary Group schools remained in their feeder pattern schools at the lowest rates among Achieve 180 Program schools (Figure 47).

- Administrators of family and community engagement Achieve 180 programs cited the following as contributing most to effective program implementation:

  - Collaborating with schools, district departments, and community organizations to plan and implement back-to-school events; and
  - A new activity in which FACE Specialists went to campuses to guide the parent-community-teacher group in disaggregating the Climate Survey data, conduct the Walkthrough to identify strengths and opportunities, and provide the leadership team with a list of activities to address the opportunities.

- Key adjustments that administrators noted in program implementation included:
  - Further collaboration between the FACE department and the Student Assistance Department on innovative methods to inform families about the implications of good attendance;
  - Buy-in across the district with all stakeholders;
  - FACE presentations during Wednesday Master Schedule;
  - Acquisition of additional FACE Specialists;
  - Scheduling one-to-one meetings with campus leaders to determine specific areas needing support;
  - Differentiating campus support based on FACE Climate Surveys, Walkthroughs, and professional development already taken by campus stakeholders; and
  - Implementing Fall and Spring Parent-Teacher Conferences

Achieve 180 Program School Climate Survey Pilot

- In Spring 2018, the Achieve 180 Program and Comparison School Survey was piloted to assess the perceptions of students, teachers, principals, and other administrative team members at Achieve 180 Program and comparison schools regarding their satisfaction with the quality of the school, teachers and staff, educational activities, and educational support opportunities provided by their school.

- The Achieve 180 Program and Comparison School Survey consisted of four scales: Education at Your School; School Teachers and Staff; School Environment; and School Principal. Respondents stated their agreement with statements on a scale of 1– 4, with four being the most positive.

Achieve 180 Program and Comparison School Climate Survey for Teachers

- Across all four scales, teachers in Achieve 180 Program and comparison schools generally rated the climates at their schools as supportive. Nearly all the average total scale scores rounded to three points, with all exceptions rounding to four points. (See **Appendix H, p. 185** for response counts and average ratings by survey item for the Achieve 180 Program schools and comparison school group.)

- For teachers, the scale with the highest average total score was School Principal, which was 3.8 points for Mading ES (Superintendent's Schools), while for comparison elementary schools the average total rating for the School Principal scale was 3.4 points (Appendix H, p. 185).

- For teachers, the lowest average total scale score, 2.7 points, was associated with the School Environment scale for both Woodson K–8 (Superintendent's Schools) and Attucks MS (Secondary Group). At the same time, the elementary comparison schools recorded an average of 3.3 points and the comparison middle schools recorded an average of 2.8 points on the same scale (Appendix H, p. 185).

Achieve 180 Program and Comparison School Climate Survey for Elementary Students

- Across all four scales, elementary students in Achieve 180 Program and comparison schools generally rated the climates at their schools as somewhat supportive. Nearly all the average total scale scores rounded to three points, with one exception rounding to four points. The highest average total score

given by Achieve 180 Program elementary students was 3.5 points, associated with the School Principal scale for Blackshear ES (Superintendent's Schools). At the same time, the elementary comparison schools recorded an average of 3.5 points on the same scale. (**See Appendix H, p. 186** for response counts and average ratings by survey item for the Achieve 180 Program schools and comparison school group.)

- For elementary students, the lowest average total scale score, 2.5 points, was associated with the School Environment scale for Woodson K–8 (Superintendent's Schools). At the same time, the elementary comparison schools recorded an average of 3.2 points on the same scale. (Appendix H, p. 186)

Achieve 180 Program and Comparison School Climate Survey for Middle and High School Students

- Across all four scales, middle and high school students in Achieve 180 Program and comparison schools generally rated the climates at their schools as somewhat supportive, with nearly all the average total scale scores rounding to three points. Exceptions, rounding to two points, were associated with the School Environment scale with 2.4 points for Attucks MS (Secondary Group school) and 2.3 points for Yates HS (Tertiary Group). At the same time, the comparison middle schools recorded an average of 2.7 points and comparison high schools recorded an average of 2.6 points on the same scale. (See **Appendix H, p. 187** for response counts and average ratings by survey item for the Achieve 180 Program schools and comparison school group.)

- For middle and high school students, the scale with the highest average total score was School Principal, which was 3.4 for Liberty HS (Tertiary Group). For comparison high schools, the average total rating for the School Principal scale was 2.8 (Appendix H, p.187).

Discussion

In Year 1 (2017–2018) of the Achieve 180 Program, the implementation of the program's goals, objectives, and strategies have been consistent with the stated Mission, Vision and Beliefs of the HISD Board of Education. Compatible with the district's stated focus on equity, the Achieve 180 Program was designed to support, strengthen, and empower students who attend HISD's severely underserved and underperforming schools. In addition, the program sought to engage and empower students' families to support and enhance student learning and achievement, while developing alliances within their communities to support this important endeavor.

In more than monetary terms, the scale of the investment to implement Year 1 of the Achieve 180 Program was massive. Stakeholders throughout the district, provided quality resources to support nearly 37,000 students, more than 2,100 teachers, and over 100 administrators in the 44 underserved and underperforming schools targeted by this program. There is no measure sufficient to assess the level of dedication and determination of the many who have worked diligently to positively impact the social and emotional welfare and academic achievement of the chronically struggling students within these poorest and lowest performing of HISD's schools.

With the immediate threat of school closures looming, in particular for the Superintendent's Schools, the Achieve 180 Program efforts for school turnaround were Herculean in Year 1, albeit at the twelfth hour. Efforts to implement the best practices known to the highest-level and most experienced of educators in the district have been extensive. Typically, the implemented strategies and activities had been developed or at least vetted in collaboration with campus-based stakeholders. The common agenda that supported the ongoing collaboration among the many Achieve 180 Program stakeholders was an intense desire to successfully turnaround these schools by employing, developing, and supporting effective teachers and strong principal leadership, while creating school environments of high regard and great expectations for students, their families, and school staff.

HISD's staffing priorities to secure and retain highly effective principals and teachers were heightened through specialized efforts designed to respond to the particular needs of each Achieve 180 Program campus. Teacher vacancies were staffed at a rate of 77 percent in Year 1, which compared favorably to staffing trends in the prior year. Staffing data for principals showed all positions were staffed at the beginning, middle, and in late-Spring of Year 1. From 25 percent (Primary Group) to 35 percent (Tertiary Group) of principals on Achieve 180 Program campuses were new to their schools. Fortunately, only four (9%) of the 44 Achieve 180 Program principals had fewer than five years of experience (two principals in Superintendent's Schools and two in Tertiary Group schools). Yet, five principals who were not new to their campuses in Fall 2017 were replaced during the Spring semester, which is indicative of ongoing administrative upheaval on some Achieve 180 Program campuses. Nonetheless, the ongoing and important drive to secure and retain effective and excellent leadership on these high-need campuses brings even greater "recognition to the indispensable role of and the mounting demands on principals" (DeVita, as cited in Davis, Darling-Hammond, LaPointe, & Meyerson, 2005, p. i).

It is difficult to enumerate the number and types of collaborative and differentiated supports that were afforded for Achieve 180 Program campus principals and their leadership teams in preparation for and during the 2017–2018 school year. Many ongoing, campus-based, job-embedded professional development strategies and activities were implemented in Year 1, for both school leaders and teachers. These efforts allowed for the types of differentiation necessary to prepare and support a diverse group of educators and a diverse student-body in the process of teaching and learning.

This report represents only a portion of the many targeted and aligned efforts of the Achieve 180 Program, including the professional development opportunities and other supports offered and utilized by program participants. Though comprehensive professional development (PD) participation data were not available for this report, the participation data made available for this analysis showed a clear interest and commitment on the part of Achieve 180 Program educators to better equip themselves for the challenges at hand. However, low levels of enrollment (or attendance once enrolled) in some PD institutes, courses, and classes (such as some leadership courses and the Wednesday-Extended Day PD/Flex Wednesday PD, particularly after it was no longer mandatory) speaks to the ongoing challenge of identifying blockages to better preparing and effectively supporting educators. It must be noted, that, typically, the Achieve 180 Program's multifaceted approaches to educator PD that were implemented in Year 1 were demonstrative of the five characteristics of high-quality PD for teachers which are: (1) alignment with campus goals, district and state standards and tests, and other PD opportunities; (2) focus on core subjects and modeling of related instructional strategies; (3) inclusion of active learning of new strategies; (4) collaboration; and (5) provision of follow-up and ongoing feedback (DeMonte, 2013).

The program's staffing priorities for nurses, counselors, librarians, teachers, New Teacher Coaches, Dedicated Associate Teachers, and principals at Achieve 180 Program schools were enacted in strategic ways that produced increased human resources to support the instructional priorities of educators and to fulfill the health and medical, social and emotional, and instructional needs of students on these high-need campuses. Enhanced health and medical programming with clear evidence of student buy-in and higher library utilization counts on 48 percent of Achieve 180 Program campuses than for the previous year are indicative of greater attention to productive efforts that addressed students' needs and interests. However, what remains apparent in Year 1 are zero and declining circulation counts in the other 52 percent of Achieve 180 Program libraries and poor student response to greater opportunities to access meaningful, school-based healthcare that may address pressing medical needs, such as asthma. It is crucial that these student support efforts are escalated in Year 2 as a means of further developing students' trust in the district's intention to nurture them as whole citizens as a necessary aspect of preparing them for college and careers.

Collaborative efforts to improve and to support the social and emotional learning needs of Achieve 180 Program students were extensive. The targeted student support activities and resources of multiple district departments that collaborated and aligned around a common tiered approach to address the varied, and often unapparent, personal challenges that students bring to the learning environment began with assisting school leaders and families in attending to student absenteeism. Improving attendance rates is a fundamental challenge to providing productive learning experiences that result in increased student achievement for absent students and their peers (Finck, 2013). This issue is a pressing one for Achieve 180 Program schools. About one-half of these campuses made modest gains in improving their attendance rates and the remainder of the schools experienced declines in attendance from the end of the 2016–2017 school year to late April 2018. Though their attendance gains ranged from less than one-half of a percentage point to nearly four percentage points, none of the Achieve 180 Program schools reached the 2017–2018 attendance goal set by the district for their school level. District efforts to address attendance deficits were greatly enhanced through Achieve 180 Program strategies and more must be done to address it and its underlying causes in the coming year, Year 2. Part B of this report will explore school progress toward annual attendance targets.

In many ways, including during Community of Practice workshops, tremendous detail was given to address deficits found in the learning experiences of students in special education, English language learners, Advanced Placement (AP) students, and students engaged in blended learning opportunities. Achieve 180 Program strategies prioritized the needs of these students as a part of efforts to address the needs of each learner in the school environment. This, coupled with the wraparound services and family empowerment

strategies served to keep students' needs and interests at the center of this major endeavor. However, it will be important in Year 2 to provide opportunities to ensure that students' voices are heard and responded to regarding their inclusion in collaborative planning processes for Achieve 180 Program implementation and improvement. This is necessary because there is no substitute for students' articulation of their views, needs, and desires regarding their learning experiences. In that vein, and in consideration of the attention paid to the cultural competence of our educators, it is important to note the absence of strong and consistent evidence of the value of the 'student voice' in Achieve 180 Program schools and classrooms. This issue was not prominent in the information or data reported, but it was articulated by the district administrators to be an important concern (Emdin, 2016) that may be beneficial to explore carefully in Year 2. In addition, it is recommended that time and resources are committed in Year 2 to engage and explore the views and recommendations of Achieve 180 Program principals, leadership teams, parents, teachers, and community stakeholders regarding the Achieve 180 Program and improvements.

While the district is recognized for educational benefits associated with its school choice strategies, HISD student enrollment trends indicate that students who are zoned to Achieve 180 Program schools are less likely than other district students to attend schools outside of their feeder pattern schools. In 2016–2017 and 2017–2018, 71–90 percent of Achieve 180 Program students remained in their zoned, feeder pattern schools, while from 63–65 percent of students who attended non-Achieve 180 schools remained in their zoned, feeder pattern schools. What if we ask why? Is it likely that these students have less opportunity, based on having fewer socio-economic resources and lower levels of familial academic achievement, to gain access or admission to schools outside of their neighborhoods for which they must be prepared to compete?

Based on preliminary evidence of program implementation fidelity in Year 1, Achieve A180 Program implementation is recommended for Year 2. Early in Year 2 of implementation, it is recommended that collaborative efforts continue to further document Year 1 efforts and accomplishments, including knowledge gained to support adjustments made during the iterative process of program implementation. Further, for quality assurance, it is recommended that a comprehensive logic model of the program be developed with the collaborative input of HISD's Area Superintendents, School Support Officers, and Directors; Achieve 180 Pillar Leaders (Superintendent's Cabinet); Achieve 180 Pillar Owners (cross-functional team representatives); and Pillar Champions, including campus principals and teams, Teacher Development Specialists, Intervention Assistance Team Managers, and the program evaluator. Typically, comprehensive and detailed logic models portray the program's theory of action and may be used for guidance in ongoing program planning, implementation, improvement, and evaluation. As it will be no small feat to successfully turn around these schools within that timeframe, the successful evaluation of this massive endeavor is no small feat and will require the ongoing and transparent input of Achieve 180 Program stakeholders and administrators to further align the program's implementation with its evaluation, if it is to adequately illuminate the products of the Achieve 180 Program.

As final outcomes for the 2017–2018 school year become available in the coming months, future research to gather and assess program inputs and outcomes will yield more clarity about the dynamics and implications of program implementation in Year 1 of this necessary and important three-year endeavor. At this preliminary stage of investigation, the common intention that motivates Achieve 180 Program stakeholders to work diligently to develop and carry out a focused and aligned plan designed to positively impact the life possibilities of nearly 37,000 students in some of HISD's poorest and lowest performing of schools is showing signs of promise.

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Appendix A: Methods

Evaluation methods, including data sources, data collection strategies, and data limitations are provided in this section.

Data Collection

Information detailing the district's mission, vision, beliefs, constraints, and goals was retrieved from the Houston Independent School District Board of Education website at http://www.houstonisd.org/domain/7936 during the Fall and Spring of the 2017–2018 academic year. Information detailing the Achieve 180 Program purpose, goals, objectives, activities, and design was retrieved from the Achieve 180 Program website at http://www.houstonisd.org/achieve180 during the Fall and Spring of the 2017–2018 academic year. Additional information regarding Achieve 180 program goals was provided by Achieve 180 Program administrators. Budget data were extracted from the April 2017 Achieve 180 Board Presentation document (Houston Independent School District, 2017, p. 22).

Staffing reports for the 2016–2017 and 2017–2018 school years were provided by HISD's Human Resources department based on the following dates: Beginning of Year (BOY), October 24, 2016 and October 30, 2017; Middle of Year (MOY), January 30, 2017 and January 29, 2018; End of Year (EOY), April 24, 2017 and April 24, 2018.

Program implementation information, data, and perspectives on implementation efforts were provided through seven Program Implementation Surveys or via email between early April and mid May 2018. Program implementation data were submitted directly by 22 stakeholders to represent the efforts of many including: HISD Achieve 180 Program administrators; governance teams, including Achieve 180's and Superintendent's Schools' Area Superintendents, School Support Officers, and Directors; Achieve 180 Pillar Leaders (Superintendent's Cabinet); Achieve 180 Pillar Owners (cross-functional team representatives); and Pillar Champions, including campus principals and teams, Teacher Development Specialists, and Intervention Assistance Team Managers. Reports of program implementation efforts that were conducted at least through April 1, 2018 were requested via a HUB-based questionnaire and data-upload process available from approximately April 6, 2018 through May 2, 2018.

The Achieve 180 Program and Comparison School Survey was piloted for two weeks in mid to late March 2018 with students, teachers, principals, and other administrative team members at Achieve 180 Program and comparison schools. The survey was designed to assess perceptions regarding satisfaction with the quality of the school, teachers and staff, educational activities, and educational support opportunities provided by the school. Achieve 180 Program schools' results are included in this report. An HISD Academic Services memo sent to all Achieve 180 Program principals and the principals at 73 comparison schools invited all students, teachers, principals, and other administrative team members to respond to the 10 to 15-minute survey through the HISD HUB, a web-based platform.

Global Graduate information was retrieved from the HISD Global Graduate website (http://www.houstonisd.org/globalgraduate) and 2017–2018 HISD Global Graduate Survey results.

District, school, and student enrollment and demographic data were obtained using the Public Education Information Management System (PEIMS) statewide data collection and reporting system operated by the Texas Education Agency (TEA), which includes student-level information on students enrolled on the last

Friday of October each year. Only students who met the average daily attendance eligibility criterion of greater than zero for the respective year were included in this report.

In Fall of the 2017–2018 school year, HISD began using a Universal screener, Renaissance 360, to assess kindergarten through grade 12 student learning needs and performance in early literacy, reading, and mathematics. Districtwide efforts were made to encourage full student participation on this screener. Beginning- (BOY) and middle-of-year (MOY) participation results for students included in the 2017–2018 Fall resubmission PEIMS snapshot were retrieved from Renaissance 360 reading and mathematics BOY and MOY data files. Students tested on English and Spanish language versions of the Early Literacy, Reading, and Mathematics tests within the official district testing windows for BOY (September 20–October 13, 2017) and MOY (January 8–31, 2018) were included in the results. The highest score achieved by each student in each subject was used in the analysis. Unduplicated participation counts for all PEIMS students tested on Renaissance 360 reading and mathematics tests are included, regardless of the language version of the test taken. Performance counts are duplicated to include the highest score results for tests taken by a student in either one or both languages, English and Spanish. Percentages are rounded to the whole number. Student-level data were obtained using Renaissance 360 Reading beginning of year (BOY) and end of year (BOY) student data files, 2017–2018.

Instructional interventions were based on student performance by percentile rank on Renaissance 360 assessments. Cut-points for the levels of need for intervention included: Urgent Intervention (below 10th percentile rank), Intervention (10th–24th percentile rank), On Watch (25th–39th percentile rank), and At/Above Benchmark (40th or higher percentile rank). Percentages are rounded to the whole number.

Duplicated participation counts for Wednesday extended-day and Flex Wednesday professional development (PD) sessions were extracted from the Achieve 180 Program Administrators' Wednesday PD Evaluation file, which was compiled by School Support Officers during 2017–2018. The highest teacher and administrator count logged per date per school was used.

Support provided to Achieve 180 Program schools for leadership and differentiated support (Pillar I: Leadership Excellence) was documented through an April 2018 survey administered by the Achieve 180 School Office Director to HISD School Support Officers.

Achieve 180 Program End of Year reports (Addendum 2) were collected from Pillar Owners (cross-functional team representatives) in April 2018 and distributed by program administrators in May 2018. Information from the reports was incorporated with data from other sources and used in conjunction with other relevant Achieve 180 program information. Extracts from the reports are typically referenced. Complete reports are included in **Addendum 2** of this report.

2017–2018 Achieve3000® data were extracted from an Achieve3000® Achieve 180 Program data file dated April 31, 2018, accessed on May 8, 2018. Of the 12,349 Achieve 180 Program students in grades 6–12 whose first and last login dates were not the same and who completed at least one Achieve3000 activity, 6,435 of them completed a pretest and post-test Lexile measure as of April 31st. These students were included in the analysis for this report. Lexile levels regarding being on track for college and career readiness were obtained from Achieve3000® literature (2014).

Feeder pattern data were obtained using 2016–2017 and 2017–2018 Chancery SMS data tables and 2016–2017 and 2017–2018 Fall resubmission PEIMS snapshot data. Based on HISD demographer definitions, students who were zoned to a school (i.e., ES, MS, or HS) had no other school at that same school level

(i.e., ES, MS, or HS) within their feeder pattern. Therefore, students who attended a school that was not their zoned school did not remain within their feeder pattern.

Data Limitations

- Due to the devastation of Hurricane Harvey, HISD schools started on September 11 or 15, 2017 instead of on August 28, 2017, as scheduled on the academic calendar. Hilliard ES and Liberty HS students were among those who attended temporary sites due to extensive damage to their schools and communities. Like all district endeavors, Achieve 180 Program implementation was also delayed.

- The planning and execution of program evaluation activities were truncated due to an expedited request for the evaluation. Program evaluation was requested in mid-October 2017 and a comprehensive evaluation plan was approved in early March 2018. Observations of program activities began in mid-October. Other data collection processes were scheduled for mid-March through mid-April 2018. This was necessary to accommodate a mid-May 2018 report due date, which was set to allow for the presentation of preliminary results of program implementation at the scheduled June 4 and June 14, 2018 Board meetings. Therefore, data collection ended prior to the end of the academic year, which precluded the inclusion of outcomes that are typically generated or assessed during the last month of school. Consequently, details of activities and related outcomes reported herein may be incomplete or preliminary and should be considered as such.

- The program initially targeted only the 27 schools that received the Texas Education Agency Campus Accountability rating of “Improvement Required” (IR) in 2016–2017. The 18 former IR schools, that had received the IR rating in 2015–2016 and the Met Standard rating in 2016–2017, were added to the program soon after 2016-2017 accountability ratings were released. Therefore, implementation data for the 18 former IR schools reflect delayed program implementation efforts.

- Victory Prep K–8, which was initially among the Achieve 180 Program schools, closed in February 2018 and was excluded from the analyses.

- PEIMS was used to identify students on Achieve 180 Program campuses. By relying on PEIMS for student enrollment information, it is possible that students served by Achieve 180 Program schools who enrolled after the Fall snapshot were not included in the analysis.

- HISD does not have staffing records for charter schools, including Texas Connections Academy Houston (TCAH) and Victory Preparatory South HS, the two charter schools included in the Achieve 180 Program.

- One Wednesday extended-day professional development session on September 27, 2017 with 50 participants was not included in the results, which were based on school-level participation; because no school was identified.

- Due to temporary system limitations, some respondents of the 2017–2018 Achieve 180 Program and Comparison School Survey could not be identified and were excluded from the analysis.

- Districtwide feeder pattern data were not available for 8,268 students. Of them, 2,857 were Achieve 180 and 5,411 were non-Achieve 180 students.

- When used in relation to 2016–2017 results, the term “Achieve 180 Program” refers to 2017–2018 Achieve 180 Program schools, students, personnel, activities, and results during the 2016–2017 baseline year, the year before the Achieve 180 Program was implemented.

- The Achieve 180 Program and Comparison School Survey was piloted within a rigid administration window in mid to late March 2018. The administration timeline limited meaningful efforts to support survey completion by stakeholders.

- Due to technical complications with data retrieval, responses for each survey could not be associated with the appropriate school and in some cases, the appropriate person. Responses from fewer than five principals of Achieve 180 Program schools could be associated with the appropriate school and, therefore, were not reported. Campus-based administrative team members could not be confirmed for this report; therefore, the results are not included. Survey responses for teachers and students are provided in this report.

- Some information provided in the Appendices is not formatted consistent with Research and Accountability guidelines due to the many different sources that produced it.

Appendix B: District Mission, Vision, Beliefs and Achieve 180 Program Guidance

Table B-1: Board of Education Mission, Vision, Goals and Achieve 180 Program Guidance, 2017–2018

HISD Board of Education	Achieve 180 Program Guidance
Mission Equitably educate the whole child so that every student graduates with the tools to reach their full potential.	**Theory of Action** If HISD provides a package of essential leadership, instructional, social and emotional, and community supports for our historically underserved and underperforming feeder patterns and school communities, then our schools will be equipped to accelerate preparation of our students to fulfill the qualities and characteristics of the HISD Global Graduate Profile.
	Global Graduate Profile: A leader A skilled communicator A responsible decision maker Adaptable and productive A critical thinker A college-[/career-/military-]ready learner
Vision Every child shall have equitable opportunities and equal access to an effective and personalized education in a nurturing and safe environment. Our students will graduate as critical thinkers and problem solvers; they will know and understand how to be successful in a global society.	**Plan of Action** Launch a research-based plan to support, strengthen, and empower underserved and underperforming HISD feeder pattern communities to increase student achievement. Best practices from successful school turnaround initiatives, including effective teachers, strong principal leadership, and an environment of high expectations for both students and staff, are incorporated into the Achieve 180 Program plan of action. The Achieve 180 Program's Six Pillars of School Improvement are: Leadership Excellence, Teaching Excellence, Instructional Excellence, School Design, Social and Emotional Learning Support, and Family and Community Empowerment (Appendix B, Table B-2, p. 86). The six guiding pillars provide the strategic framework for the transformational work that will be done at 44 schools within and throughout targeted feeder patterns to impact nearly 2,000 teachers and more than 30,000 students and their families.
Beliefs • We believe that equity is a/the lens through which all policy decisions are made. • We believe that there should be no achievement gap among socio-economic groups or children of ethnic diversity. • We believe that the district must meet the needs of the whole child, providing wraparound services and social and emotional supports. • We believe our classrooms/schools should be safe, vibrant, joyful spaces where students are guaranteed access to a challenging and deep educational experience. • We believe that instruction should be customized/personalized to meet the learning needs for each individual child, including students with disabilities, gifted and talented students, and English Language Learners, so they have the support and opportunity they need to flourish. • We believe that recruitment and retention of qualified and effective personnel are the keys to enhancing the quality of education and increasing student achievement. • We believe that the community has a right to transparent operations across the district in all schools, departments, and divisions. • We believe that meaningful engagement with the community is important in all major decision-making.	

Sources: HISD Board of Education Website, 2017–2018; HISD Achieve 180 Program Website, 2017–2018; HISD Global Graduate website, 2017–2018

Table B-2: Achieve 180 Program Explanation and Focus Areas by Pillar, 2017–2018

PILLAR	EXPLANATION	FOCUS
LEADERSHIP EXCELLENCE	Leadership Excellence includes both campus-level and executive leadership. Through mentoring, coaching, and differentiated support, we grow talented and effective instructional leaders who can improve, support, and leverage student proficiency in core academic areas. This is evidenced by leader effectiveness, effective hiring, retention of staff, data-driven progress monitoring and coaching and development of administrators and teachers. Our goal is to ensure that schools have the leaders that they need, and that leaders are supported, developed and challenged to grow.	▪ Essential Staffing ▪ Principal Effectiveness ▪ Compensation ▪ Collaborative School Support
TEACHER EXCELLENCE	The single most important variable in student achievement is the quality of the teacher in the classroom. Prioritization of the Human Capital actions in this plan will address the identification and attraction of high-quality educators through the execution of best hiring practices, as well as leverage of staffing incentives and differentiated support through professional development centered on research-based practices. Our goal is to increase teacher effectiveness and retention to ensure equity for all students at Achieve 180 campuses.	▪ Priority Teacher Staffing (Attract/Hire) ▪ Compensation ▪ Support/Retain
INSTRUCTIONAL EXCELLENCE	The engagement, acceleration and optimization of learning experiences will allow students to achieve at their highest potential. We recognize that the TEKS are necessary but not sufficient to ensure that our students are ready for the rigor and challenges of the 21st century. The Academics department will provide real time support to all Achieve 180 schools in the areas of curriculum, instruction, and personalized support. Our goal is to ensure that every student is equipped for success after graduation by demonstrating that they have meet the outcomes set forth in the HISD Global Graduate Profile.	▪ Literacy ▪ Curriculum Implementation and Instructional Delivery ▪ Formative Assessment ▪ Curriculum Alignment ▪ Cognitive Demand ▪ Data Protocols ▪ High Quality Professional Development
SCHOOL DESIGN	The space and environment where students spend a good deal of their time learning has an effect on how well they learn. Effective school design enables students to become critical thinkers, problem solvers, and meaning makers in an environment that encourage active, cooperative, and community-based approaches to teaching and learning. It is responsive to individual needs and voices. Our goal is to match the structure and design of our schools to the needs, dreams and realities of every student.	▪ Extended Work Day for Teachers ▪ Master Schedule ▪ Structured Instructional Time ▪ Intervention (Academic/Behavior) ▪ Blended Learning ▪ Cultural Competence ▪ Differentiated and Personalized Instruction ▪ Addressing Overage Students
SOCIAL & EMOTIONAL LEARNING SUPPORT	The work of this pillar is to remove non-academic barriers to learning that interfere with students' ability to actively engage in classroom instruction and other school activities. A systemic approach to how schools provide learning supports ensures that school improvement efforts succeed and are sustainable. Effectively utilizing intervention assistance teams, resources, and data analysis regarding behavioral, physical and mental health at the student and campus level will connect student learning supports to academic growth and achievement. Our goal is to ensure that students have the skills, supports and resources that they need to be successful.	▪ Teaching the Whole Child ▪ Wraparound Services ▪ Feeder Pattern Connections ▪ Global Graduate Profile
FAMILY & COMMUNITY EMPOWERMENT	The focus on family and community empowerment will be to improve student achievement by increasing parental and community engagement. Our goal is to ensure that all schools are family-friendly learning environments that will increase parent advocacy by encouraging two-way communication from home to school.	▪ Family Friendly Schools ▪ Two-Way Communication ▪ Feeder Pattern Connections

Source: Achieve 180 Program Administrator, 2017–2018

Table B-3: District and Achieve 180 Program Support by Pillar, 2017–2018		
Focus Area	**HISD Standard Support**	**Achieve 180 Program Unique Support**
Pillar I - Leadership Excellence		
Essential Staffing	Districtwide professional development opportunities for nurses, librarians, and counselors.	Centralized funding of nurse, librarian, and counselor. Campus visits and feedback provided. Centralized funding of New Teacher Coach at Superintendent's schools. Specialized assignment and training for associate teachers (two per school).
Compensation	Normal district hiring practices.	Unique job description and additional compensation.
Principal Effectiveness	School Support Officers (SSOs), Principals' meetings, districtwide trainings offered by Leadership Development.	Campus-specific support team including SSOs, Teacher Development Specialists (TDS), Leadership Development, and other central office stakeholders from Academics, Technology, and Student Support Services collaboratively trained and connected around intentional support for each campus. Research and Accountability workshops for each campus.
Collaborative School Support	SSOs and Leadership Development provide coaching to principals.	Campus-specific support team (cross-functional group) joined by wider network of central office supports in campus Communities of Practice; visits to the campus and campus outcomes inform collaborative central office strategy toward school improvement. Additional two-hour principal meetings after regular principal meetings, providing direct access to cabinet-level decision-makers.
Pillar II - Teacher Excellence		
Priority Teacher Staffing and Retention	Districtwide professional development opportunities, some Teacher Development Specialist support	Centralized funding of New Teacher Coach, assignment of two Dedicated Associate Teachers, different job description for Achieve 180 Program teachers; extensive and dedicated Teacher Development Specialist support with TDS staff filling teacher vacancies until teachers are hired. Achieve180-specific hiring events. Weekly monitoring of teacher vacancies and substitute fill rates. Enhanced mentoring support for teachers new to Achieve 180 Program schools.
Teacher Effectiveness	Teacher Appraisal and Development (TADS) process	New Teacher Coach, extensive and dedicated Teacher Development Specialist support, additional trainings for Literacy by 3, Literacy in the Middle, and Literacy Empowered. Visits by Curriculum Officers and Directors in addition to TDS.
Compensation	Standard district compensation	$5000 stipend, two hours extra-duty pay per week for core teachers.

Table B-3: District and Achieve 180 Program Support by Pillar, 2017–2018 (continued)		
Focus Area	**HISD Standard Support**	**Achieve 180 Program Unique Support**
Pillar III - Instructional Excellence		
Literacy	Universal screener PD, Literacy by 3, Literacy in the Middle, and Literacy Empowered training	Additional Achieve 180 Program-only Literacy by 3, Literacy in the Middle, and Literacy Empowered training, campus-specific implementation support, Wednesday extended-day professional development focused around universal screener data and literacy best practices.
Curriculum Implementation and Instructional Delivery	Pacing guides, planning guides, master courses, digital resource collections, Teacher Development Specialist support, districtwide professional development	Extensive and dedicated Teacher Development Specialist support, visits by Curriculum Officers and Directors, visits by Communities of Practice executive leadership and central-office stakeholders.
Formative Assessment and Data Protocols	OnTrack training, five-year longitudinal data sets, comprehensive calendar, and toolkit for data protocols	Achieve 180 Program Principals, SSOs and Assistant Superintendents trained together on data protocols; data is a Wednesday extended-day professional development focus area.
Cognitive Demand	National Math and Science Institute training, Khan Academy resources, personalized learning resources	College Readiness Department provides unique Achieve 180 Program teacher training, Khan Official SAT personalized learning course, and connections to math TEKS, reading TEKS, and writing TEKS; English Language Learners College Readiness support.
High Quality Professional Development	Some Teacher Development Specialist	Extensive and dedicated Teacher Development Specialist support, Communities of Practice visits, Wednesday extended-day professional development, additional training supported by Imagine Learning and Vontoure Learning.
Curriculum alignment between grade-level standards and student needs	Curriculum resources and OnTrack formative assessment resources, personalized learning supports via PowerUp, digital resources and just-right text	Dedicated time during Wednesday professional development sessions focused on data protocols, curriculum planning and implementation, student work samples, and literacy and content best practices; teachers will have explicit opportunities to consider the most effective ways to reach students who may have gaps or strengths above or below grade level.
Pillar IV – School Design		
Extended Work Day for Teachers	Not available.	Dedicated, centrally-supported and centrally-funded time during Wednesday PD sessions focused on data protocols, curriculum planning and implementation, student work samples, and literacy and content best practices.

Table B-3: District and Achieve 180 Program Support by Pillar, 2017–2018 (continued)		
Focus Area	**HISD Standard Support**	**Achieve 180 Program Unique Support**
Pillar IV – School Design (Continued)		
Master Schedule	Secondary Guidelines, Mesa Digital auditing tool will be available to all high schools beginning mid-Fall, 2017.	Each Achieve 180 Program HS received support from a cross-functional team in Spring of 2017, Mesa Digital auditing tool and A180-specific training will be provided to all A180 high schools; elementary schools received guidance on an ideal weekly schedule, and middle schools received analytics regarding gaps in student enrollment in Pre-AP opportunities.
Structured Instructional Time	Secondary Guidelines.	Achieve 180 Program school schedules at all levels are being examined to ensure fidelity to literacy block, SRW and Reading intervention, and enrichment.
Intervention (Academic and Behavioral)	IAT Team Lead, Manager.	
Blended Learning	HISD's extensive Digital Resources collection, PowerUp, Instructional Technology Teacher Development Specialists (Secondary Curriculum).	Additional software purchased for Achieve 180 Program schools: Imagine Learning. In addition to Inst. Tech TDS, individual Ed Tech support staff (Technology) assigned to each Achieve 180 Program school; Ed Tech attending all Imagine Learning trainings with the campus. Technology inventory and technology needs evaluation at each school.
Cultural Competence	HISD Professional Learning Series included many sessions for school leaders related to bias. 8/11 HISD Welcome Back included keynote on Reality Pedagogy by Chris Emdin.	Additional full-day workshop with Chris Emdin focused on Reality Pedagogy for Achieve 180 Program leadership teams.
Differentiated and Personalized Instruction	Districtwide resources and training related to Lit x 3, LIM, LE, PowerUp.	Additional Achieve 180 Program sessions for each level of literacy, daily job-embedded coaching by TDS, addition of Librarian.
Meeting Needs of Overage Students	Data sets monitored by Schools Offices; Grad Lab (HS); Momentum Academy.	Flex-learning options discussed with each HS during cross-functional master schedule support sessions; additional support provided during summer school as needed (e.g. additional registrar, custom data sets, etc.).
Global Graduate & College/Career Readiness Opportunities		Monthly College Readiness trainings, College Access Coordinators and College Success Manager, CTE specialists; HISD FAFSA event, Top Tier College Day, Black College Expo, Link-up, Parent College Tour, Dream Summit, NACAC. Prioritized space at events, recruitment of students, transportation; College Access and College Readiness Needs Assessment of Achieve 180 Program (continued)

Table B-3: District and Achieve 180 Program Support by Pillar, 2017–2018 (continued)		
Focus Area	**HISD Standard Support**	**Achieve 180 Program Unique Support**
Pillar IV – School Design (Continued)		
		schools - Khan SAT practice, financial aid, scholarships. Campus teacher training provided by College Readiness - Khan SAT personalized learning connections to math TEKS, reading TEKS and writing TEKS. ELL College Readiness support, facilitated scholarship workshops, fully-staffed financial aid completion events, application and essay workshops, assistance for athletes/NCAA, partnership with My Brother's Keeper, DiscoverU Enrichment programs, College Bridge.
Pillar V – Social and Emotional Learning Support		
Teaching the Whole Child	Districtwide Restorative Discipline, districtwide classroom management training.	Campus-specific CHAMPS training was held at each of the Superintendent's Schools that had not yet had full CHAMPS training.
Wraparound Services	District-level central office staff, wraparound services fair, Title 1 Coordinators.	Wraparound Resource Specialists on site to coordinate services for students and families.
Feeder Pattern Connections	Regional alignment of Schools Offices.	Feeder-pattern Back-to-School events supported by FACE, Communications, Schools Offices, Achieve 180 Program Project Team, Food and Nutrition, Student Support Services.
Pillar VI – Family and Community Empowerment		
Family Friendly Schools	Family Friendly Schools Designation is open to all to pursue.	Dedicated, customized coaching for each Achieve 180 Program school in pursuit of Achieving Family Friendly Schools Designation. FACE Specialist participates with team in School Walkthrough including a variety of stakeholder lenses from within the school and community (e.g. FACE specialists, parents, nurse, librarian, community partners) to develop and/or enhance a welcoming environment, honoring parents, and linking activities to learning.
Two-Way Communication	Family Friendly Schools Designation is open to all to pursue.	FACE Specialist provides customized train-the-trainer PD: to enhance communication among parent-community-teacher groups, increase academic partnerships between families and school staff, communicate academic supports for parents via Family Academic Nights in literacy and mathematics.

Source: Achieve 180 Program Administrator, 2017–2018

Table B-3: District and Achieve 180 Program Support by Pillar, 2017–2018 (continued)		
Pillar VI – Family and Community Empowerment (continued)		
Focus Area	**HISD Standard Support**	**Achieve 180 Program Unique Support**
Feeder Pattern Connections	N/A	Feeder-pattern Back-to-School events. FACE Specialists provide an Event Guide and Community Resource Guide for leaders to successfully develop a purposeful family/community event. Communications assists with marketing, social media, news media. Nutrition Services provided information about school breakfast, lunch and dinner programs and healthy eating.

Sources: Achieve 180 Program Website, Pilar 1 - http://www.houstonisd.org/Page/165795; Pillar 2 - http://www.houstonisd.org/Page/166319; Pilar 3 - http://www.houstonisd.org/Page/166337; Pilar 4 - http://www.houstonisd.org/Page/166338; Pilar 5 - http://www.houstonisd.org/Page/166339; Pillar 6 - http://www.houstonisd.org/Page/166340, 12/1/2017.

Table B-4: HISD Board of Education and Achieve 180 Program Goals, 2017–2018
Goal 1 Percent of students reading and writing at or above grade level for grades 3 through English II will increase by three percentage points annually between Spring 2017 and Spring 2020.
Goal 2 The percentage of graduates meeting the Global Graduate standards* will increase three percentage points annually per year from 2017 baseline up to 85 percent by 2022.
Goal 3 Among students who exhibit below satisfactory performance on state assessments, the percentage who demonstrate at least one year of academic growth will increase three percentage points annually in reading and in math between Spring 2017 and Spring 2020.

Sources: HISD Board of Education Website, http://houstonisd.org/Page/32489, 2017–2018; HISD Achieve 180 Program Website, http://houstonisd.org/achieve180, 2017–2018

Note: *Currently measured using Index 4 postsecondary readiness metric.

Table B-5: Achieve 180 Program Objectives by Pillar and Focus Areas, 2017–2018		
Pillar	**Focus Areas**	**Objectives**
I Leadership Excellence	Essential Staffing Compensation Principal Effectiveness Collaborative School Support	• Fill essential staff positions and retain essential staff. • Essential staff connects students to resources. • Mentor, coach, and provide differentiated support to instructional leaders and teachers.
II Teacher Excellence	Priority Teacher Staffing and Retention Teacher Effectiveness Compensation	• Identify, attract, hire, and retain high-quality educators. • Provide incentives, differentiated professional development, and support to educators.
III Instructional Excellence	Literacy Curriculum Implementation and Instructional Delivery Formative Assessment and Data Protocols Cognitive Demand High Quality Professional Development Curriculum Alignment between Grade-level Standards and Student Needs	• Provide real-time and personalized support in curriculum and instruction to ensure effective, aligned, differentiated, and rigorous lessons in every classroom
IV School Design	Extended Work Day for Teachers Master Schedule Structured Instructional Time Intervention (Academic and Behavioral) Blended Learning Cultural Competence Differentiated and Personalized Instruction Meeting Needs of Overage Students Global Graduate and College/Career Readiness Opportunities	• Provide a school day and school environment designed for student progress and achievement. • Enable students to become critical thinkers, problem-solvers, and meaning makers
V Social and Emotional Learning Support	Teaching the Whole Child Wraparound Services Feeder Pattern Connections	• Provide a menu of social and emotional supports tailored to each campus and community. • Remove non-academic barriers to student engagement in instruction and learning. • Employ a systemic approach to provide learning supports (i.e., intervention assistance teams, resources, and analysis of behavioral, physical, and mental health data) and to connect student learning supports to academic achievement and growth.
VI Family and Community Engagement	Family Friendly Schools Two-Way Communication Feeder Pattern Connections	• Engage and empower family and community members as partners in education. • Encourage two-way communication between home and school. • Increase parent involvement and engagement.

Sources: Achieve 180 Program Website, Pilar 1 - http://www.houstonisd.org/Page/165795; Pillar 2 - http://www.houstonisd.org/Page/166319; Pilar 3 - http://www.houstonisd.org/Page/166337; Pillar 4 - http://www.houstonisd.org/Page/166338; Pilar 5 - http://www.houstonisd.org/Page/166339; Pillar 6 - http://www.houstonisd.org/Page/166340, 12/1/2017.

Note: Program objectives included in the table are extracted from text describing [intermediate] program goals and aims, which support the three explicit and overarching Board and Achieve 180 Program goals.

Table B-6: Achieve 180 Program Focus Areas and Metrics by Pillar, 2017–2018

Achieve 180 Program PILLAR	FOCUS AREAS	ASSOCIATED METRICS
LEADERSHIP EXCELLENCE	Essential Staffing	Authorized Position Report Use of essential positions (specific actions and impact) including student use of: clinic and health services, library, Imagine Learning, counseling services Student attendance Student progress - Universal Screener Student scheduling data Rate of substitute coverage
	Principal Effectiveness	HISD Principal Scorecard TX School Leader Competencies School Enrollment
	Compensation	Principal staffing, experience, appraisal, retention, race/ethnicity
	Collaborative School Support	Use of TDS (specific actions and impact) Impact of executive leadership
TEACHER EXCELLENCE	Priority Teacher Staffing and Retention	Teacher staffing, experience, retention, race/ethnicity
	Teacher Effectiveness	PD attendance TADS ratings
	Compensation	TADS ratings
INSTRUCTIONAL EXCELLENCE	Literacy	Universal screener results BOY, MOY, EOY by level of student
	Curriculum Implementation and Instructional Delivery	Benchmark results, core course failures
	Formative Assessment and Data Protocols	Use of data protocols
	Cognitive Demand	STAAR/EOC by achievement level PSAT Pre-AP and AP enrollment
	High Quality Professional Development	Coaching logs, classroom observations
	Curriculum alignment between grade-level standards and student needs	Lesson plans evidence differentiated/personalized supports and grade-level expectations
SCHOOL DESIGN	Extended Work Day for Teachers	Attendance Artifacts
	Master Schedule	Master schedule – reading intervention, # of changes, endorsements
	Structured Instructional Time	Vampus-wide literacy plan
	Intervention (Academic and Behavioral)	IAT Team Actions
	Blended Learning	Khan usage, Imagine Learning usage, Achieve 3000 usage
	Cultural Competence	Chris Emdin work - Reality Pedagogy
	Differentiated and Personalized Instruction	Lit X 3, LIM, Lit Empowered PowerUp
	Meeting Needs of Overage Students	grad rates, % on track to graduate credit recovery
	Global Graduate & College/Career Readiness Opportunities	college applications industry certs, CTE pathways use of Naviance
SOCIAL & EMOTIONAL LEARNING SUPPORT	Teaching the Whole Child	Retentions ISS/OSS/Code 21 discipline SEL survey
	Wraparound Services	Usage counts Description of services Chronic absentee rates Attendance
	Feeder Pattern Connections	Description of services
FAMILY & COMMUNITY EMPOWERMENT	Family Friendly Schools	Family Friendly Schools Designation
	Two-Way Communication	PTA, PTO, VIPS Participation in school-based family activities
	Feeder Pattern Connections	% of students remaining in feeder

Source: Achieve 180 Program Administration, 2017–2018

Table B-7: Achieve 180 Program Implementation Rubric, 2017–2018			
Pillar I - Leadership Excellence			
RESOURCE	**STRONG EXAMPLE**	**EMERGING EXAMPLE**	**NON-EXAMPLE**
Essential Positions (Nurse, Counselor, Librarian)	All positions are staffed. Clear evidence that students are welcome, aware of, and using the resources that each position brings. The presence of the position is making a proactive impact on the campus - e.g. health activities and connections to external resources are evident beyond assistance to students who are sick, resources about college and social and emotional health are evident and abundant, the library is offering opportunities like book clubs, UIL, Name That Book, etc.	All positions are staffed. The traditional roles of these positions are being carried out - students are using the clinic when sick, students are visiting the library and checking out books, students are visiting the counselor. But evidence of turnaround level impact is not yet present. Staff typically remain in the clinic, library, counselor's office and wait for students to approach them.	All positions are not yet staffed.
Demonstration School Pairing	An authentic collaboration has formed between the leaders at the paired schools. Teachers are actively involved in exchanging ideas and are able to speak to changes to practice that have emerged through that exchange. The level of classroom instruction is of the same caliber in both schools for the classes involved in the partnership.	Perfunctory exchanges between leaders have occurred. There is a gap between the level of classroom instruction in the paired schools. Leaders are able to articulate when/where meetings have occurred, but are not connecting these to changes in practice.	No exchanges have occurred or leaders report that this experience is not helpful/not desired.
Distance Learning	An authentic collaboration has formed between the leaders/teachers at the paired schools. Teachers are actively involved in exchanging ideas and are able to speak to changes to classroom practice that have emerged through that exchange. The level of classroom instruction is of the same caliber in both schools for the classes involved in the partnership.	Perfunctory exchanges between teachers have occurred, mostly led by admin. There is a gap between the level of classroom instruction in the paired schools. Teachers are able to articulate when/where meetings have occurred, but are not connecting these to changes in practice.	No exchanges have occurred or teachers report that this experience is not helpful/not desired.

Table B-7: Achieve 180 Program Implementation Rubric, 2017–2018 (continued)

Pillar II - Teacher Excellence

RESOURCE	STRONG EXAMPLE	EMERGING EXAMPLE	NON-EXAMPLE
New Teacher Coaches (Campus-based at Superintendent's Schools)	Coaches are visible in the classroom. Goals based on observations are developed. There is a coaching relationship evident (not a supervisory one). Teachers can speak to the value and impact of the coach. Teachers can articulate areas of growth, goals and changes to practice as a result of the relationship.	The practices of the coach are of an observer or supervisory nature, not yet fully developed into a meaningful coaching relationship. Teachers are unsure of the role and/or impact of the coach.	Coach is not yet in place or teachers report that this is not helpful/not desired.
Teacher Development Specialist (District-level employees serving all A180 schools)	Coaches are visible in the classroom and during Wednesday PD. Goals based on observations are developed. There is a coaching relationship evident (not a supervisory one). Teachers can speak to the value and impact of the coach. Teachers can articulate areas of growth, goals and changes to practice as a result of the relationship and improvements are evident in relation to the TADS rubric.	The practices of the coach are of an observer or supervisory nature, not yet fully developed into a meaningful coaching relationship. Teachers are unsure of the role and/or impact of the coach.	There is a disconnect between coach's strengths and teacher needs.
Dedicated Associate Teachers	Associate Teachers display evidence of literacy, content and classroom culture training that has been provided uniquely to Achieve 180 Program Associate Teachers. Associate Teachers have excellent attendance. Fill rates are at or above the district average.	Associate Teachers have good attendance and are filling the vacancies but are not sustaining classroom expectations and district priorities with regard to literacy, content and classroom culture.	Associate Teachers are not yet hired or have poor attendance or are demonstrating difficulty carrying out teachers' classroom plans and/or maintaining good rapport with students.

Table B-7: Achieve 180 Program Implementation Rubric, 2017–2018 (continued)

Pillar III - Instructional Excellence

RESOURC	STRONG EXAMPLE	EMERGING EXAMPLE	NON-EXAMPLE
Customized Literacy PD	All classrooms are models of implementation of Literacy by 3, Literacy in the Middle or Literacy Empowered.	Many/most classrooms are going through the motions of Literacy by 3, Literacy in the Middle or Literacy Empowered, but need work in implementation quality.	Many/most classrooms are not reflective of Literacy by 3, Literacy in the Middle or Literacy Empowered initiatives.
Instructional Rounds	Classroom practice in almost every classroom reflects stated campus instructional priorities and areas of focus which are the subject of Instructional Rounds.	Classroom practice includes a few strong examples of stated campus instructional priorities and areas of focus which are the subject of Instructional Rounds, but these are the exception and not the norm.	Classroom practice does not reflect attention to stated campus instructional priorities and areas of focus which are the subject of Instructional Rounds.
Universal Screener	100% of students are taking the Universal Screeners at least 3 times per year. Students are invested in the screener and have been educated, in a grade-appropriate manner, about why they are taking it and how they can grow as readers. Growth is evident at the campus.	100% of students are taking the Universal Screeners at least 3 times per year. Growth is not evident.	Fewer than 100% of students are taking the Universal Screeners at least 3x/year.
Formative Assessments	Classroom instruction is aligned to the rigor and content assessed on formative assessments, with appropriate differentiation and scaffolds in place as needed, in every classroom that takes an assessment.	Classroom instruction is aligned to the rigor and content assessed on formative assessments, with appropriate differentiation and scaffolds in place as needed, in some classrooms that take assessment; OR, classroom instruction is aligned to the rigor and content, but it does not include appropriate differentiation and scaffolding per student needs.	Classroom instruction is not aligned to the rigor and content of formative assessments.
Data Protocols	A data wall focused on literacy is up to date, accessible to all teachers, reflective of the standards shared by HISD Formative Assessment, and meaningfully used in teacher planning.	A data wall is present, but not fully updated or not up to the standards shared by HISD Formative Assessment or not meaningful to teacher planning.	A data wall is not present.
Khan Personalized Learning	100% of freshmen, sophomores and juniors have linked College Board and Khan accounts and there is evidence of regular usage.	At least 50% of freshmen, sophomores and juniors have linked College Board and Khan accounts and there is evidence of regular usage.	Fewer than 50% of freshmen, sophomores and juniors have linked College Board and Khan accounts with evidence of regular usage.

Table B-7: Achieve 180 Program Implementation Rubric, 2017–2018 (continued)

Pillar IV - School Design

RESOURCE	STRONG EXAMPLE	EMERGING EXAMPLE	NON-EXAMPLE
Wednesday Extended Day PD	Core teachers are actively engaged. Teachers/campus are active leaders/facilitators of the PD. District guidance is incorporated meaningfully/authentically.	School is going through the motions, relying more heavily on district personnel to lead. Teachers are less actively engaged.	School is unprepared, attendance is low and/or activities are not consistent with district standards.
Master Schedule Guidance	School schedule has planned intervention for students who need it. High Schools and Middle Schools have SRW courses for struggling readers. Elementary Schools are providing additional 30 minutes of reading per day for struggling readers. High Schools have students scheduled appropriately including relevant sequences needed for HB5/accountability. All schools are using space and time in ways that maximize student potential, capitalizing on technology and personalized learning approaches.	School has some avenues of intervention in place. School may still be relying on after-school "tutorials" or other actions as interventions. School has not capitalized on technology or personalized learning approaches to meet students' needs.	School does not offer SRW courses and/or additional reading support at the elementary level.
Technology Evaluation	Teachers have the technology that they need to use the Universal Screener and Imagine Learning at the elementary and middle school levels. Every student at the high school level has received their PowerUp laptop.	Teachers have some of the technology that they need, but there are significant gaps impacting their ability to implement needed programs. Student laptop usage is low.	There are teachers who have no access to technology in reading and math, and/or there are students who have not received their PowerUp laptops.
Imagine Learning	All students with a Lexile below 750 are using the program daily.	Some students with a Lexile below 750 are using the program daily.	Very few or no students with a Lexile below 750 are using the program.
Think Through Math	Student use of Think Through Math is strategic, with the correct personalized pathway in place for students.	Student use of Think Through Math is random or very irregular.	Students do not have access to this district- funded resource.
IAT Manager	Campus IAT teams meet regularly, with action-oriented outcomes and clear evidence of progress monitoring and clear evidence that students are making progress. Significant decreases in absences, behavioral referrals and student course failures are evident. Significant increases in student literacy are evident.	Campus IAT teams exist nominally and meet regularly but there is little evidence of impact.	Campus IAT teams are not meeting.
Grad Labs	The school has a grad lab and grad coach in place. All students who need access to credit recovery have the opportunity to use grad lab, with any scaffolds or supports needed such as additional face time with a content teacher or tutor, use of the foundational levels of coursework to build readiness, etc. The tone and culture of grad lab is proactive and supportive, and grad coaches actively intervene for students not making progress.	The school has a grad lab and grad coach in place, and students have access to needed courses but not necessarily the needed supports and scaffolds. Grad coach plays more of an evaluative role and less of an intervention role.	The school does not have a grad lab during the day and/or does not have a grad coach available.

Table B-7: Achieve 180 Program Implementation Rubric, 2017–2018 (continued)

Pillar IV - School Design (Continued)

RESOURCE	STRONG EXAMPLE	EMERGING EXAMPLE	NON-EXAMPLE
College Readiness Needs Assessment	The school has a college readiness plan in place that spans Grades 9-12. This plan supports student development of academic, social and leadership skills and experiences necessary for college admissions. Financial aid, essay, and application workshops are in place. College Success Advisor in used in a meaningful way. Campus attends College Readiness trainings. Khan Academy Online SAT prep is regularly used by all students in Grades 9-12. College access is handled in a proactive way, responsive to the needs of students who may be the first in their families to attend college.	The school's college readiness plan focuses primarily on Grades 11-12 or, for Grades 9-12, is inclusive of some but not all of the financial, academic and leadership components that students need for college admission and persistence. The approach on the campus is more voluntary than turnaround, without proactive inclusion of reluctant students.	There is not a clear plan in place or campus implementation of the plan is limited/ineffective. District resources that are offered are not being used/leveraged.

Pillar V - Social and Emotional Learning Support

RESOURCE	STRONG EXAMPLE	EMERGING EXAMPLE	NON-EXAMPLE
CHAMPS Training	Classroom cultures are supportive, inclusive, and appropriate to the developmental level of students. Approaches to discipline reflect a value for the student as a learner and thinker. There are low rates of discipline referral. There is a system of accountability for teachers, ensuring that they take proactive steps to address students' needs before referring for disciplinary action outside the classroom. Students are respectful to each other and connected to the school community.	Classroom cultures rely on punitive responses, behavioral approaches that limit student questioning and creativity, and/or developmentally inappropriate or unrealistic expectations. There are moderate rates of discipline referral, and they are disproportionately higher for some groups of students (low SES, special education, males, etc.).	Classroom culture is inconsistent and there are high rates of discipline referral.
Wraparound Resource Specialist	There is clear evidence of resources available to students, including advertisement of resources in student-friendly language. There are avenues in place such as time/processes for students and parents to be able to request help. The resources available match the needs, as evidenced by improvements in overall student attendance and in the attendance of chronic absentees.	There is some evidence that resources are available to the campus, but these are not easy to find and may or may not address the highest needs at the school.	It is very difficult to access resources and/or there is clearly a significant gap between available resources and student/family needs.

Table B-7: Achieve 180 Program Implementation Rubric, 2017–2018 (continued)			
Pillar VI - Family and Community Empowerment			
RESOURCE	**STRONG EXAMPLE**	**EMERGING EXAMPLE**	**NON-EXAMPLE**
Customized Two-Way Communication Train-the-Trainer PD	There is clear evidence that parents have a voice. The school has communicated times and avenues for parent conferences, and parents are included in meaningful decision-making activities. Parents taking advantage of these opportunities include all racial and socioeconomic groups at the school.	Some parents are taking part in parent conferences, and some parents have voice in meaningful decision-making capacity, but there are significant racial and/or socioeconomic gaps.	Communication is generally from the school to the parents, with little significant opportunity for parent input.
Family Community Events	The school has high attendance at family community events, inclusive of all racial and socioeconomic groups. There is a variety of different types of events, offering many different points of engagement for parents. There is a significant number of events, held at varied times and on varied days of the week, to provide multiple opportunities for parents to attend.	The school has shown increases in attendance at family community events.	The school is struggling with attendance at family community events.

Source: Achieve 180 Program Administration, 11/29/2017

Appendix C: Achieve 180 and Non-Achieve 180 Schools and Student Characteristics

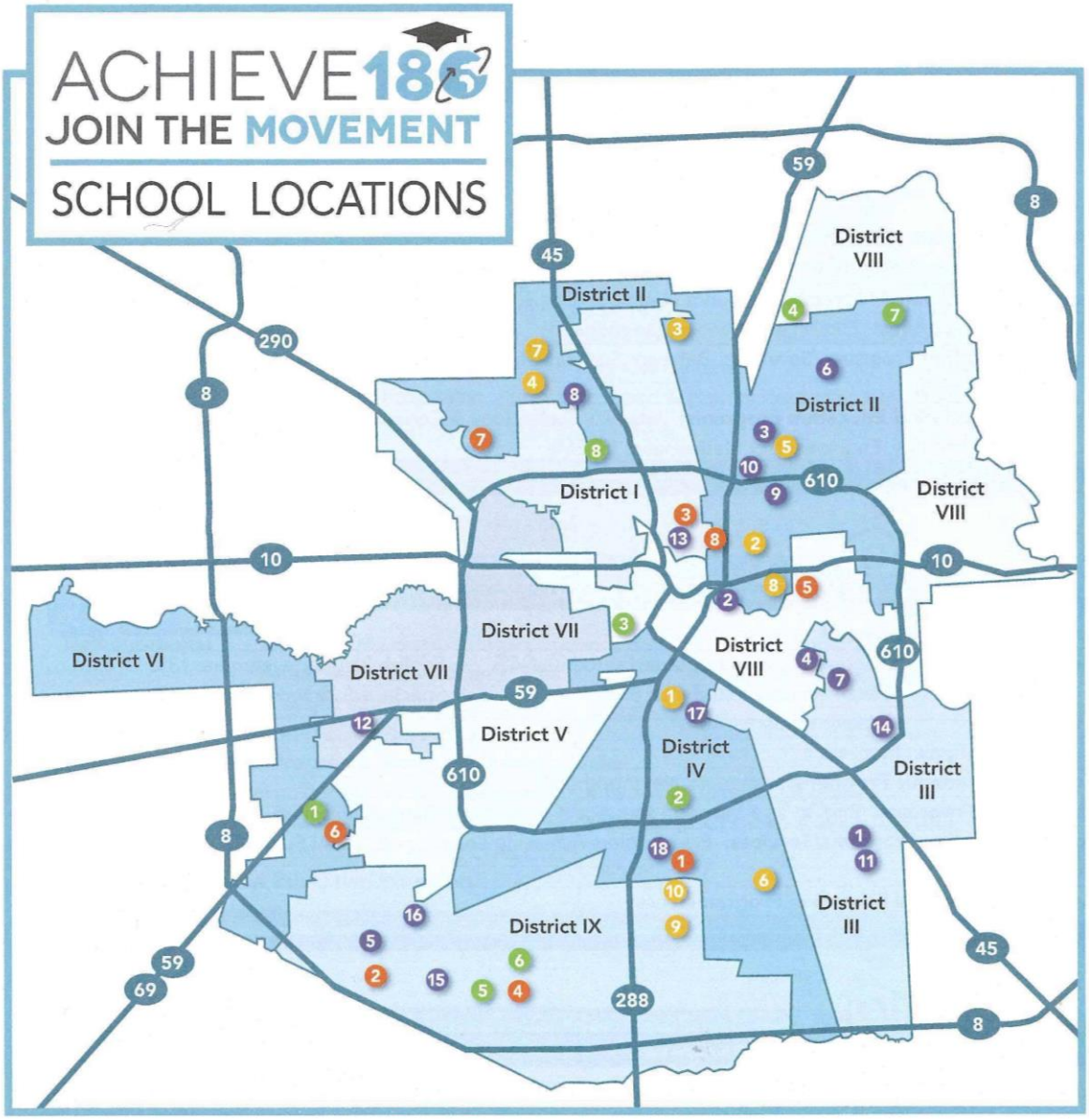
Table C-1: Achieve 180 Program Schools by Treatment Group, 2017–2018

Superintendent's Schools	Primary Group	Secondary Group	Tertiary Group
4–8 years IR	2–3 years IR	1 year IR	Formerly IR
Blackshear ES (6)	Bonham ES (2)	Attucks MS (1)	Bellfort ECC (3)
Dogan ES (5)	Cullen MS (3)	Fondren ES (1)	Bruce ES
Henry MS (4)	Gregory-Lincoln K–8 (2)	Looscan ES (1)	Cook ES (3)
Highland Heights ES (5)	Hilliard ES (3)	Montgomery ES (1)	Edison MS
Kashmere HS (8)	Lawson MS (3)	Pugh ES (1)	Foerster ES
Mading ES (4)	Madison HS (2)	Sharpstown HS (1)	Forest Brook MS
Wesley ES (4)	North Forest HS (3)	Stevens ES (1)	Gallegos ES
Wheatley HS (6)	Texas Connections (TCAH) 3–12 (3)		High School Ahead MS
Woodson K–8 (5)	Washington HS (2)		Kashmere Gardens ES (4)
Worthing HS (6)			Key MS
			Lewis ES (3)
			Liberty HS
			Martinez, C. ES
			Milby HS
			Victory Prep South (HS)
			Westbury HS
			Yates HS
			Young ES

Source: HISD Achieve 180 Program Administrators

Note: Numbers in parentheses indicate the consecutive years rated IR as of 2016–2017. For Tertiary Group/Formerly IR schools. The numbers in parentheses indicate the years rated IR, preceding the 2016–2017 "Met Standard" rating.

Figure C-1: Achieve 180 Program School Treatment Groups, 2017–2018



SUPERINTENDENT'S A180 SCHOOLS

1. Blackshear ES
2. Dogan ES
3. Henry MS
4. Highland Heights ES
5. Kashmere HS
6. Mading ES
7. Wesley ES
8. Wheatley HS
9. Woodson PK-8
10. Worthing HS

PRIMARY A180 SCHOOLS

1. Bonham ES
2. Cullen MS
3. Gregory-Lincoln PK-8
4. Hilliard ES *(relocated to old Fonwood facility)*
5. Lawson MS
6. Madison HS
7. North Forest HS
8. Washington HS

SECONDARY A180 SCHOOLS

1. Attucks MS
2. Fondren ES
3. Looscan ES
4. Montgomery ES
5. Pugh ES
6. Sharpstown HS
7. Stevens ES
8. Victory Prep K-8

TERTIARY A180 SCHOOLS

1. Bellfort ECC
2. Bruce ES
3. Cook ES
4. Edison MS
5. Foerster ES
6. Forest Brook MS
7. Gallegos ES
8. High School Ahead Academy MS
9. Kashmere Gardens ES
10. Key MS
11. Lewis ES
12. Liberty HS
13. Martinez C ES
14. Milby HS
15. Victory Prep South
16. Westbury HS
17. Yates HS
18. Young ES

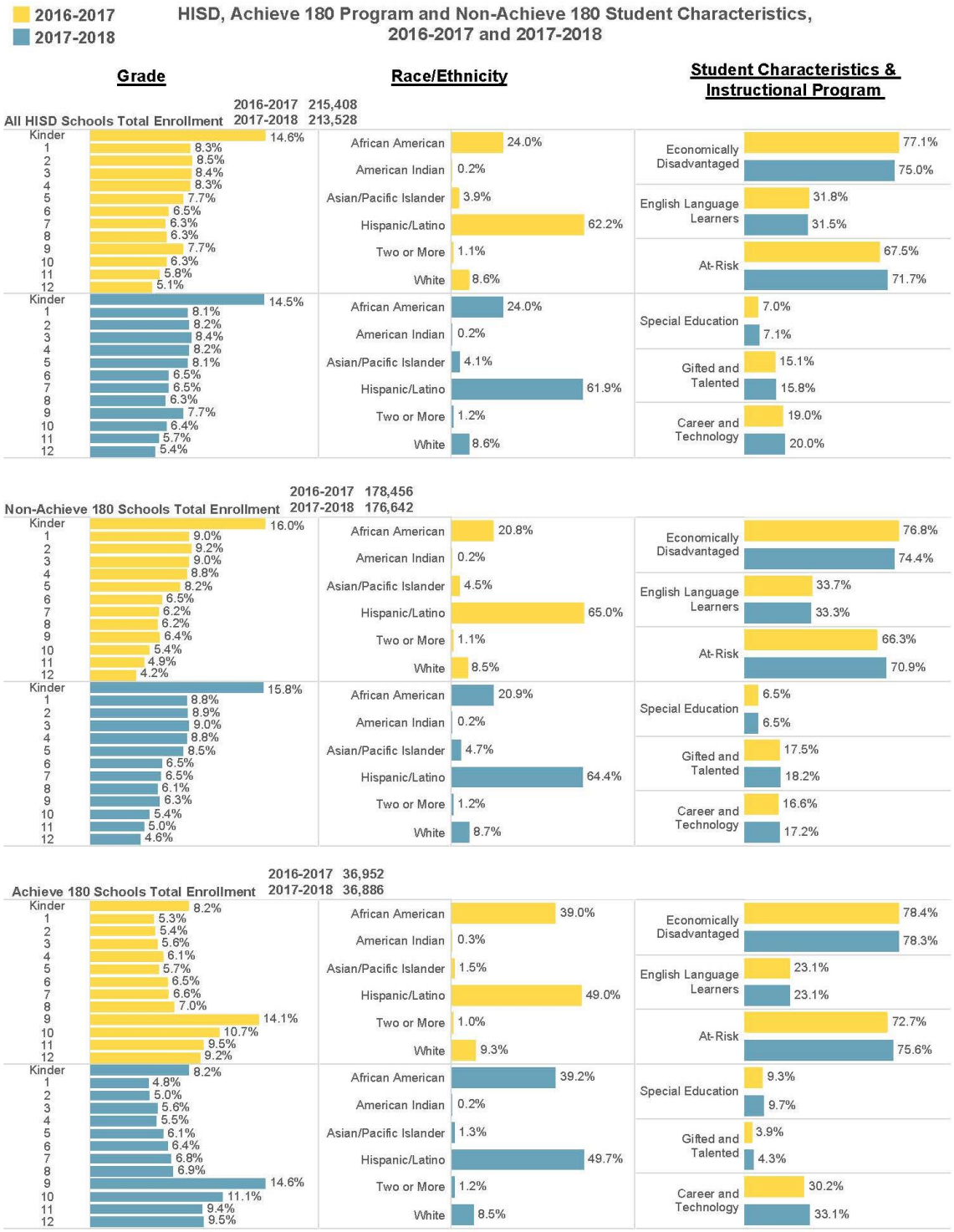
Source: Achieve 180 Program Guidebook, 2017–2018, p. 19

Table C-2: Achieve 180 Program Support by Pillar and Treatment Group, 2017–2018

PILLAR	CENTRALIZED SUPPORT	SUPERINTENDENT IR Years 4-8 (10 Schools)	PRIMARY IR Years 2-3 (9 Schools)	SECONDARY IR Year 1 (7 Schools)	TERTIARY Former IR (18)
LEADERSHIP EXCELLENCE	Essential Positions (Nurse, Counselor, Librarian)	•	•	•	•
	New Teacher Coaches	•			
	Demonstrations School Pairing	•			
	Distance Leaning	•	•	•	•
	Targeted Assistance Funds	•	•	•	•
	Recruitment/Retention Incentive	•	•		
	Community of Practice Visits	•			
TEACHER EXCELLENCE	New Teacher Coaches	•			
	Teacher Development Specialist	•	•	•	•
	Dedicated Associate Teachers	•	•	•	•
	Recruitment/Retention Incentive	•	•		
INSTRUCTIONAL EXCELLENCE	Customized Literacy PD	•	•	•	•
	Instructional Rounds	•	•	•	•
	Universal Screener	•	•	•	•
	Formative Assessments	•	•	•	•
	Data Protocols	•	•	•	•
	Khan Personalized Learning	•	•	•	•
	Customized PD Sessions	•	•	•	•
	Access to Model Classrooms	•	•	•	•
SCHOOL DESIGN	Wednesday Extended Day PD	•	•	•	**
	Master Schedule Guidance	•	•	•	•
	Technology Evaluation	•	•	•	•
	Imagine Learning	•	•	•	•
	Imagine Math (Think Through Math)	•	•	•	•
	IAT Manager	•	•	•	•
	Dr. Emdin Training	•	•	•	•
	Grad Labs	•	•	•	•
	College Readiness Needs Assessment	•	•	•	•
SOCIAL & EMOTIONAL LEARNING SUPPORT	CHAMPS Training	•			
	Wraparound Resource Specialist	•	•	•	
	Community Events	•	•	•	•
FAMILY & COMMUNITY EMPOWERMENT	FACE Specialist	•	•	•	•
	Customized Train-the-Trainer PD	•	•	•	•
	Family Community Events	•	•	•	•

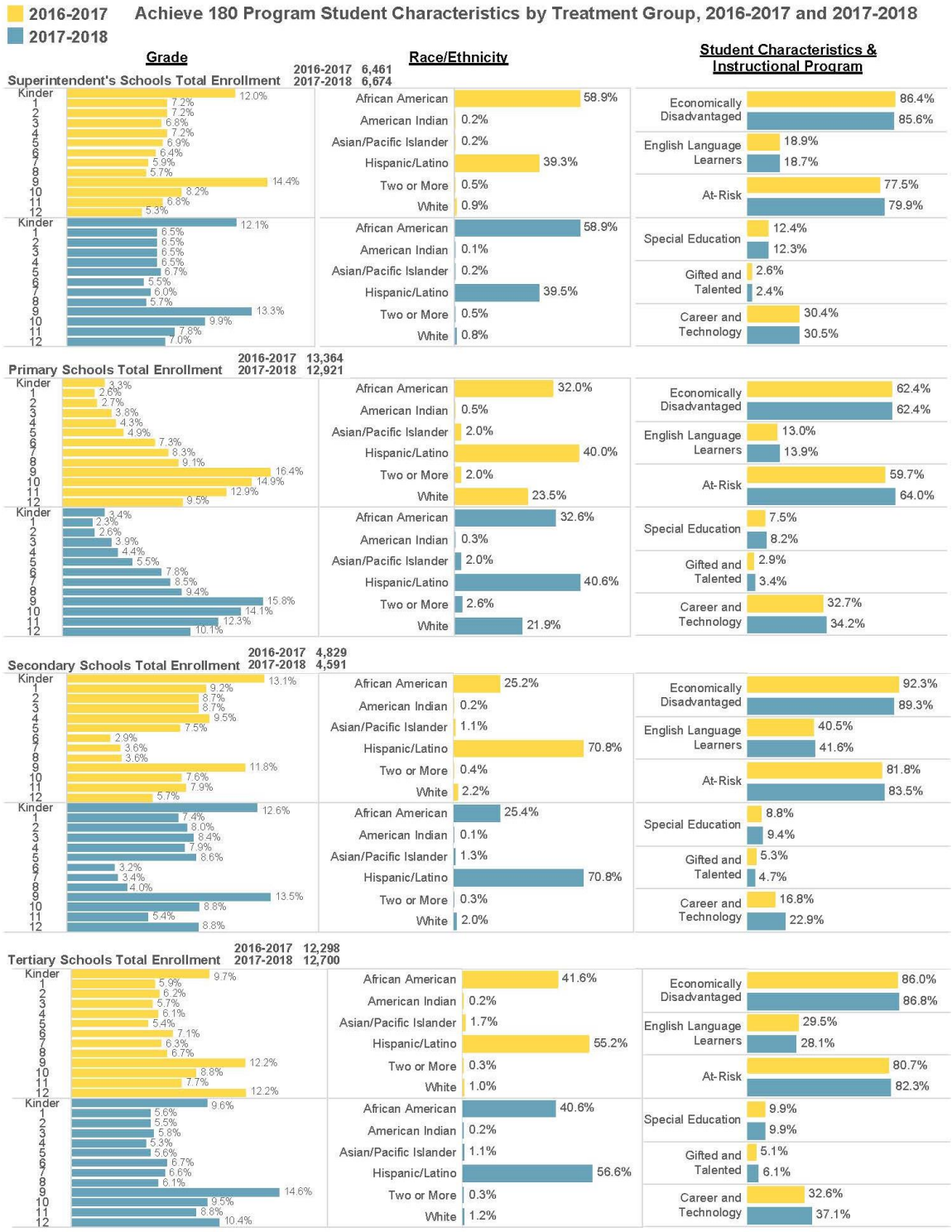
Source: Achieve 180 Program Administration, 2017–2018
Note: **Bruce ES, Cook ES, Edison MS, Forest Brook MS, Kashmere Gardens ES, Lewis ES, Martinez C. ES, and Young ES were afforded Wednesday Extended-Day PD supports.

Figure C-2: HISD, Achieve 180 Program and Non-Achieve 180 Student Characteristics



Source: Fall PEIMS 2017, ADA>0

Figure C-3: HISD, Achieve 180 Program Student Characteristics by Treatment Group



Source: Fall PEIMS 2017, ADA>0

Appendix D: Pillar I – Leadership Excellence

Table D-1: Nurse Staffing, 2016–2017 and 2017–2018 and Mentor, Training, and Specialist Site Visits by Achieve 180 Program Treatment Group School, 2017–2018

Achieve 180 Program School	2016–2017 Position Type	2017–2018 School Position Type	2017–2018 Hire	Mentor	New Nurse Training	Nurse Specialist Site Visits
Superintendent's Schools						
Kashmere HS	Full time	Full time				•
Blackshear ES	Full time	Full time				•
Wheatley HS	Full time	Full time				•
Worthing HS	Full time	Full time				•
Dogan ES	Full time	Full time	•	•	100%	•
Highland Heights	Full time	Full time				•
Woodson K - 8	Full time	Full time				•
Henry MS	Full time	Full time				•
Mading ES	Full time new	Full time				•
Wesley ES	Full time	Full time	•	•	100%	•
Primary Group						
North Forest HS		Full time	•	•	50%	•
Hilliard ES	Full time	Hourly/part time	2nd nurse resigned.			•
Lawson MS	Full time new	Full time				•
Cullen MS	Part time	Full time				•
Bonham ES	Full time	Full time				•
Gregory Lincoln K – 8		Full time				•
Madison HS	Full time	Full time	•	•	100%	•
Washington HS	Full time	Full time	•	•	50%	•
Secondary Group						
Attucks MS	Part time new	Part time				•
Looscan ES	Part Time	Full time	• 2nd nurse	•	30%	•
Montgomery ES	Full time	Full time				•
Pugh ES	Full time	Full time				•
Sharpstown HS	Full time	Full time				•
Stevens ES	Full Time	Full time				•
Fondren ES		Hourly/part time	•	•	**0%**	•

Table D-1: Nurse Staffing, 2016–2017 and 2017–2018 and Mentor, Training, and Specialist Site Visits by Achieve 180 Program Treatment Group School, 2017–2018 (continued)

Achieve 180 Program School	2016–2017 Position Type	2017–2018 School Position Type	2017–2018 Hire	Mentor	New Nurse Training	Nurse Specialist Site Visits
Tertiary Group						
Kashmere Gardens ES	Part time new	Full time	• 2nd nurse	•	0%	•
Cook ES	Full time new	Full time	• 2nd nurse	•	100%	•
Lewis ES	Full time new	Full time				•
Forest Brook MS	Full time	Full time				•
Bruce ES		Full time				•
Edison MS	Full time	Full time				•
Key MS	Part time new	Job Share/ full time				•
C. Martinez ES	Full time	Full time				•
Young ES	Full time	Full time				•
Yates	Full time	Full time				•
Foerster	Full time new	Full time				•
Gallegos	Full time	Full time				•
Milby HS	Full time	Full time				•
Westbury HS	Vacancy	Full time	•	•	20%	•
Victory Prep S	No data					
Bellfort ECC	Full time	Full time				•
HS Ahead MS		Full time				•
Liberty HS						

Source: HISD Health and Medical Services, 2017–2018

Note: Numbers are based on full-time equivalents (FTEs). Numbers in this table differ from Figure 6 (p. 23) which reflects the number of nurses who filled the FTE positions. No data available for alternative campus Victory Prep South (Tertiary Group).

Table D-2: Professional Development Courses for School Nurses, 2016–2017 and 2017–2018						
Course	**Date**	**Time**	**Room Request**	**2017-2018 Course**	**Offering**	**2016-2017 Course**
New Nurse Orientation	**Mon. July 31, 2017**	**8:00 am – 3:00 pm**	**Ryan Prof. PL3**	**467008**	**490030**	**HM3085**
New Nurse Orientation	Tues. Aug. 1, 2017	8:00 am – 3:00 pm	Ryan Prof. PL3	**467008**	**490036**	**HM3085**
Vision / Hearing Certification	Thurs. Aug. 3, 2017	8:00 pm – 3:30 pm	Ryan Prof. PL6	**607001**	*****	**HM0011**
Chancery	Tues. Aug. 15, 2017	8:00 am – 11:00 am	Ryan Prof. PL4	**484012**	**489010**	**HM2016**
Easy IEP for School Nurses	Tues. Aug. 15, 2017	12:00 pm – 3:00 pm	Ryan Prof. PL4	**481007**	**646018**	**HM3096**
Stop the Bleed Training	Tues. Aug. 15, 2015	9:00 am – 11:00 am	Memorial Hermann	**501001**	**501003**	
Nurse Skills Lab	Thur. Aug. 17, 2017	8:00 am – 3:30 pm	Scarborough	**467012**	**490010**	**HM4029**
Mental Health	Fri. Aug. 18, 2017	8:00 am – 4:00 pm	Harris Center for Mental Health & IDD	**467003**	**490015**	**HM4028**
Unlicensed Diabetes Care Assistant (UDCA)	Mon. Aug. 21, 2017	8:00 am – 11:00 am	Ryan Prof. PL3	**467006**	**490020**	**HM3079**
Seizure Management	Mon. Aug. 21, 2017	12:00 pm – 3:30 pm	Ryan Prof. PL3	**467004**	**490019**	**HM1010**
Diabetes Management	Tues. Aug. 22, 2017	8:00 am – 11:00 am	Ryan Prof. PL3	**467011**	**49021**	**HM3056**
Healthcare Provider CPR	Tues. Aug. 22, 2017	12:30pm-4:30pm	Waltrip HS Health Rm	**596001**	**630001**	**HM4030**
Job Alike Nursing Practice	Wed. Aug. 23, 2017	8:00 am – 3:00 pm	Wheatley HS	**481005**	**490023**	**HM4027**
Clinic Management	Tues. Sept. 5, 2017	3:00 pm – 4:30 pm	Ryan Prof. PL3	**481003**	**492019**	**HM0009**
Communicable Disease	Tues. Sept. 5, 2017	3:00 pm – 4:30 pm	Ryan Prof. PL3	**484001**	**492022**	**HM0019**
Immunization Management	Tues. Sept. 12, 2017	8:00 am – 3:00 pm	Ryan Prof. PL3	**467014**	**492025**	**HM0007**
Case Management, IHP's and Emergency Plan	Tues. Sept. 19, 2017	3:00 pm – 4:30 pm	Ryan Prof. PL3	**481001**	**492026**	**HM0020**
Texas Risk Assessment	Tues Oct. 17, 2017	2:30 pm – 4:30 pm	Ryan Prof. PL3	**484011**	**492030**	**HM3093**
Role of school Nurse in Special Education and 504 Process	Tues. Oct. 24, 2017	3:00 pm – 4:30 pm	Ryan Prof. PL3	**467001**	**492032**	**HM0016**
Spinal Screening Certification	Tues. Oct. 31, 2017	3:00 pm – 4:30 pm	Ryan Prof. PL3	**483001**	**492033**	**HM2007**
Spinal Screening Practicum	Tues. Nov. 7, 2017	3:00 pm – 4:30 pm	Ryan Prof. PL3	**483002**	**493003**	**HM0015**
Child Abuse	Tues. Nov. 14, 2017	2:30 pm – 4:30 pm	Ryan Prof. PL3	**483008**	**493001**	**HM3078**
Management of Students w/ Diabetes	Tues. Dec. 12, 2017	3:00 pm – 4:30 pm	Ryan Prof. PL3	**484003**	**494001**	**HM2017**
PRS / Homebound Services	Tues. Jan. 9, 2018	3:00 pm – 4:30 pm	Ryan Prof. PL3	**484013**	**495002**	

Table D-2: Professional Development Courses for School Nurses, 2016–2017 and 2017–2018 (continued)

Course	Date	Time	Room Request	2017-2018 Course	Offering	2016-2017 Course
Crisis Management	Tues. Jan. 16, 2018	3:00 pm – 4:30 pm	Ryan Prof. PL3	**484010**	**496002**	**HM3037**
IHP Care Plan Development	Tues. Jan. 23, 2018	3:00 pm – 4:30 pm	Ryan Prof. PL3	**481004**	**496003**	**HM3092**
Dental Health	Tues. Jan. 30, 2018	3:00 pm – 4:30 pm	Ryan Prof. PL3	**484010**	**496004**	**HM0040**
Growth and Development	Tues. Feb. 6, 2018	3:00 pm – 4:30 pm	Ryan Prof. PL3	**484005**	**496006**	**HM2028**
Community Resources	Tues. Feb. 13, 2018	3:00 pm – 4:30 pm	Ryan Prof. PL3	**484007**	**501007**	**HM0021**
Health Education Resources	Tues. Feb. 20, 2018	3:00 pm – 4:30 pm	Ryan Prof. PL3	**484008**	**496007**	**HM0038**
Overview Nurse Appraisals	Tues. Feb. 27, 2018	3:00 pm – 4:30 pm	Ryan Prof. PL3	**483010**	**501014**	**HM0017**
Nurse End of Year School Process	Tues. Mar. 6, 2018	3:00 pm – 4:30 pm	Ryan Prof. PL3	**483012**	**496008**	**HM0027**
End of Year Nurse Meeting	Thurs. May 24. 2018	2:00 pm – 4:00 pm	Ryan Prof Bldg.	**318001**	**1296001**	**HM3091**

Source: HISD Health and Medical Services, 2017–2018
Note: No course code indicates the course was not offered in that school year.

HOUSTON INDEPENDENT SCHOOL DISTRICT

ACHIEVE180

ACHIEVE 180 LIBRARIAN RESOURCES AND SUPPORTS

ANYTIME/ANYWHERE PD & INFO: Achieve 180 Librarians HUB Course

- Links to HISD Library Leaders YouTube Channel for programming ideas
- Links to other online library programming resources
- Focused online courses for Achieve180 library personnel based on needs assessment

PEER NETWORK: Leveraging A180 Collaborate and A180 Demonstrate & Model Librarians

- Mentorships with librarians at Demonstration and Distance Learning Schools
  - Mentors create calendars with typical programming ideas each semester as a resource
  - Mentors work with mentees to develop goals and calendars each semester
- Monthly meetings with model librarians
  - Can be face-to-face, virtual, or blended
  - Provide time to collaborate on programming ideas or activities soon to be implemented
  - Library Services would be the facilitator but select librarians from model schools
- Visits to Model Libraries
  - Visit Achieve180 schools, Demonstration schools, and Distance Learning schools
  - Virtual tours

STUDENT ENGAGEMENT: Beyond checking out books

- Resource bank for each level (ES, MS, HS) with possible clubs and activities appropriate for libraries
  - Clubs and activities should support the curriculum
  - Include contact information of librarians involved in listed clubs and activities

NEEDS ASSESSMENT: Ensuring quality across all schools

- Determine areas of interests and improvement at Achieve180 schools
- Determine areas of interests and strength at Demonstration and Distance Learning schools

Table D-3: Achieve 180 Program Principals' Years of Experience, Fall 2017–2018			
School Group/School	**Number of Years of Experience as Principal**	**School Group/School**	**Number of Years of Experience as Principal**
Superintendent's Schools [15.0 Average Years]		**Tertiary Group [27.9 Average Years]**	
Blackshear ES	22	Bellfort ECC	32
Dogan ES	16	Bruce ES	18
Henry MS	10	Cook ES	15
Highland Heights ES	2	Edison MS	8
Kashmere HS	2	Foerster ES	22
Mading ES	20	Forest Brook MS	15
Wesley ES	12	Gallegos ES	0
Wheatley HS	28	High School Ahead MS	23
Woodson K-8	19	Kashmere Gardens ES	15
Worthing HS	19	Key MS	21
Primary Group [15.8 Average Years]		Lewis ES	10
Bonham ES	16	Liberty HS	24
Cullen MS	28	Martinez, C. ES	8
Gregory-Lincoln K-8	14	Milby HS	18
Hilliard ES	12	Victory Prep South HS	1
Lawson MS	13	Westbury HS	35
Madison HS	13	Yates HS	26
North Forest HS	7	Young ES	16
Texas Connections (TCAH)	22		
Washington HS	17		
Secondary Group [17.6 Average Years]			
Attucks MS	15		
Fondren ES	12		
Looscan ES	10		
Montgomery ES	40		
Pugh ES	7		
Sharpstown HS	27		
Stevens ES	12	**Achieve 180 Program [16.4 Average Years]**	

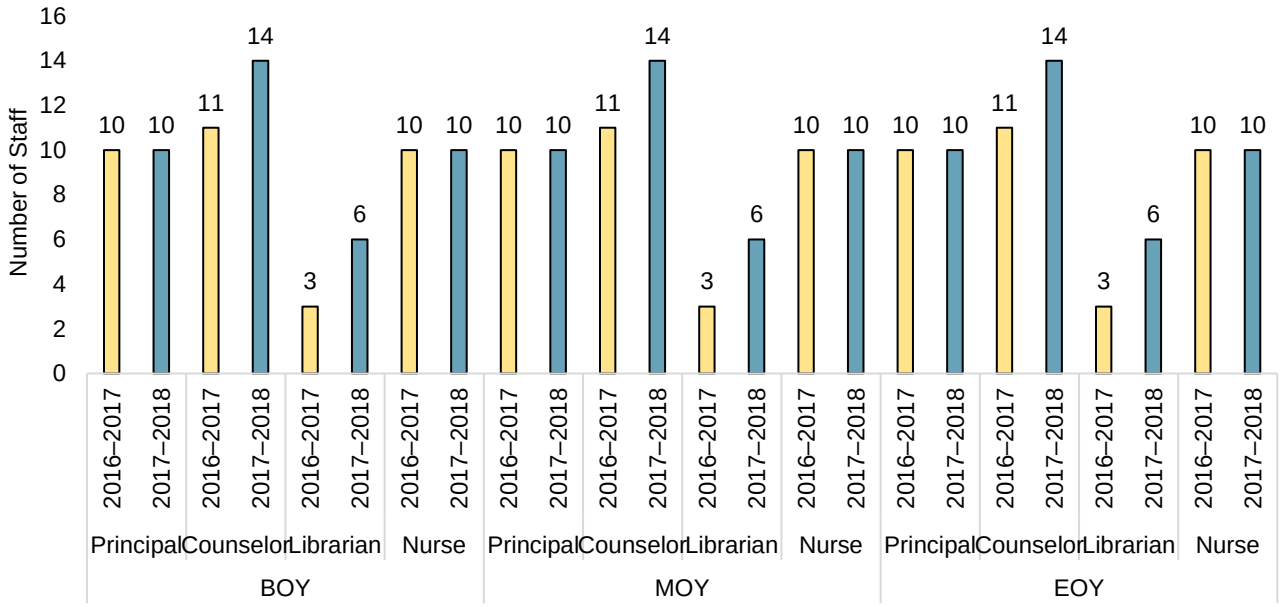
Source: PEIMS Fall Resubmission, 2017–2018

Table D-4: HISD Staff at Beginning, Middle, and End of Year by Achieve 180 Program Treatment Group, 2016–2017 and 2017–2018

School Year		Staff Role	Achieve 180 Schools	Superintendent's Schools	Primary Group	Secondary Group	Tertiary Group
2016–2017	BOY	Principal	45	10	9	7	19
		Counselor	42	11	17	2	12
		Librarian	10	3	3	0	4
		Nurse	35	10	7	6	12
		Total	**132**	**34**	**36**	**15**	**47**
	MOY	Principal	45	10	9	7	19
		Counselor	43	11	18	1	13
		Librarian	13	3	5	1	4
		Nurse	36	10	6	6	14
		Total	**137**	**34**	**38**	**15**	**50**
	EOY	Principal	43	10	8	7	18
		Counselor	44	11	19	1	13
		Librarian	13	3	5	1	4
		Nurse	35	10	6	6	13
		Total	**135**	**34**	**38**	**15**	**48**
2017–2018	BOY	Principal	44	10	9	7	18
		Counselor	66	14	27	4	21
		Librarian	24	6	6	2	10
		Nurse	43	10	8	8	17
		Total	**177**	**40**	**50**	**21**	**66**
	MOY	Principal	44	10	9	7	18
		Counselor	66	14	26	5	21
		Librarian	24	6	6	2	10
		Nurse	43	10	8	8	17
		Total	**177**	**40**	**49**	**22**	**66**
	EOY	Principal	44	10	10	6	18
		Counselor	68	14	27	5	22
		Librarian	24	6	6	2	10
		Nurse	42	10	7	8	17
		Total	**178**	**40**	**50**	**21**	**67**

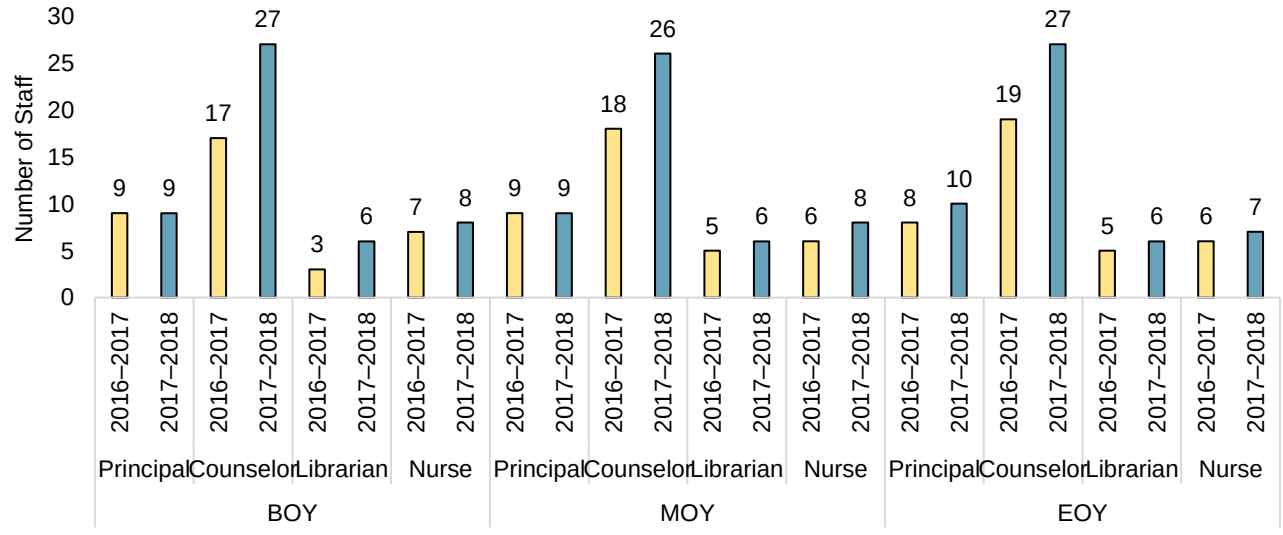
Source: HISD Human Resources, May 2018; Beginning of Year (BOY), October 24, 2016 and October 30, 2017; Middle of Year (MOY), January 30, 2017 and January 29, 2018; End of Year (EOY), April 24, 2017 and April 24, 2018

Figure D-1: Superintendent's Schools' Staff at BOY, MOY and EOY, 2016–2017 and 2017–2018



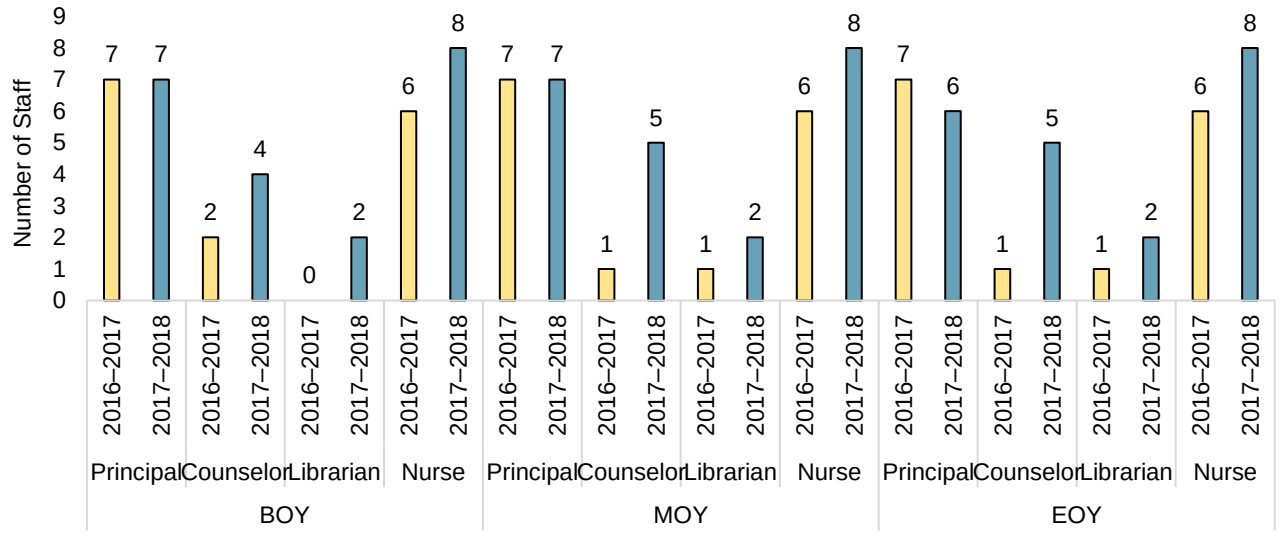
Source: HISD Human Resources Staffing Reports, May 2018; Beginning of Year (BOY), October 24, 2016 and October 30, 2017; Middle of Year (MOY), January 30, 2017 and January 29, 2018; End of Year (EOY), April 24, 2017 and April 24, 2018.
Note: Numbers may differ from Figure 3, p. 19 due to differences in the specific dates that data were retrieved.

Figure D-2: Primary Group's Staff at BOY, MOY and EOY, 2016–2017 and 2017–2018



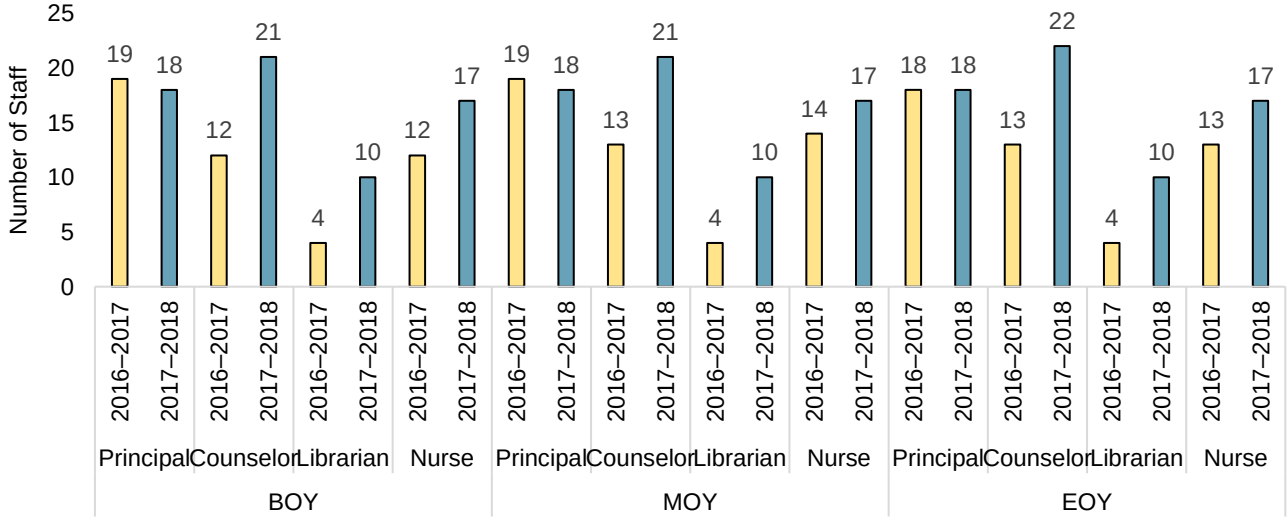
Source: HISD Human Resources Staffing Reports, May 2018; Beginning of Year (BOY), October 24, 2016 and October 30, 2017; Middle of Year (MOY), January 30, 2017 and January 29, 2018; End of Year (EOY), April 24, 2017 and April 24, 2018.
Note: Numbers may differ from Figure 3, p. 19 due to differences in the specific dates that data were retrieved.

Figure D-3: Secondary Group's Staff at BOY, MOY and EOY, 2016–2017 and 2017–2018



Source: HISD Human Resources Staffing Reports, May 2018; Beginning of Year (BOY), October 24, 2016 and October 30, 2017; Middle of Year (MOY), January 30, 2017 and January 29, 2018; End of Year (EOY), April 24, 2017 and April 24, 2018.
Note: Numbers may differ from Figure 3, p. 19 due to differences in the specific dates that data were retrieved

Figure D-4: Tertiary Group's Staff at BOY, MOY and EOY, 2016–2017 and 2017–2018



Source: HISD Human Resources Staffing Reports, May 2018; Beginning of Year (BOY), October 24, 2016 and October 30, 2017; Middle of Year (MOY), January 30, 2017 and January 29, 2018; End of Year (EOY), April 24, 2017 and April 24, 2018.
Note: Numbers may differ from Figure 3, p. 19 due to differences in the specific dates that data were retrieved

Table D-5: Number of Selected Staff at Beginning, Middle, and End of Year - Superintendent's Schools, 2016–2017 and 2017–2018

Campus	School Year	BOY				MOY				EOY			
		Principal	Counselor	Librarian	Nurse	Principal	Counselor	Librarian	Nurse	Principal	Counselor	Librarian	Nurse
Blackshear ES	2016-2017	1		1	1	1		1	1	1		1	1
	2017-2018	1	1	1	1	1	1	1	1	1	1	1	1
Dogan ES	2016-2017	1	1		1	1	1		1	1	1		1
	2017-2018	1	1	1	1	1	1	1	1	1	1	1	1
Henry MS	2016-2017	1		1	1	1		1	1	1		1	1
	2017-2018	1	1	1	1	1	1	1	1	1	1	1	1
Highland Heights ES	2016-2017	1	1		1	1	1		1	1	1		1
	2017-2018	1	1	1	1	1	1	1	1	1	1	1	1
Kashmere HS	2016-2017	1	3	1	1	1	3	1	1	1	3	1	1
	2017-2018	1	3	1	1	1	3	1	1	1	3	1	1
Mading ES	2016-2017	1			1	1			1	1			1
	2017-2018	1	1	1	1	1	1	1	1	1	1	1	1
Wesley ES	2016-2017	1			1	1			1	1			1
	2017-2018	1	1		1	1	1		1	1	1		1
Wheatley HS	2016-2017	1	3		1	1	3		1	1	3		1
	2017-2018	1	3		1	1	3		1	1	3		1
Woodson PK-8	2016-2017	1			1	1			1	1			1
	2017-2018	1			1	1			1	1			1
Worthing HS	2016-2017	1	3		1	1	3		1	1	3		1
	2017-2018	1	2		1	1	2		1	1	2		1

Source: HISD Human Resources, May 2018; Beginning of Year (BOY), Oct. 24, 2016 and Oct. 30, 2017; Middle of Year (MOY), Jan. 30, 2017 and Jan. 29, 2018; End of Year (EOY), April 24, 2017 and April 24, 2018.

Table D-6: Number of Selected Staff at Beginning, Middle, and End of Year - Primary Group Schools, 2016–2017 and 2017–2018

Campus	School Year	BOY				MOY				EOY			
		Principal	Counselor	Librarian	Nurse	Principal	Counselor	Librarian	Nurse	Principal	Counselor	Librarian	Nurse
Bonham ES	2016-2017	1		1	1	1		1	1	1		1	1
	2017-2018	1	1	1	1	1	1	1	1	1	1	1	1
Cullen MS	2016-2017	1			1	1		2	1	1		2	1
	2017-2018	1	1		1	1	1		1	1	1		1
Gregory-Lincoln PK-8	2016-2017	1	1	1	1	1	1	1		1	1	1	
	2017-2018	1	1	1	1	1	1	1	1	1	1	1	1
Hilliard ES	2016-2017	1			1	1			1	1			1
	2017-2018	1	1		1	1	1		1	1	1		
Lawson MS	2016-2017	1	2		1	1	2		1		2		1
	2017-2018	1	3	1	1	1	3	1	1	1	3	1	1
Madison HS	2016-2017	1	4	1	1	1	4	1	1	1	4	1	1
	2017-2018	1	5	1	1	1	5	1	1	2	5	1	1
North Forest HS	2016-2017	1	2			1	2			1	2		
	2017-2018	1	2	1	1	1	2	1	1	1	2	1	1
TCAH	2016-2017	1	7			1	8			1	9		
	2017-2018	1	11			1	10			1	11		
Washington HS	2016-2017	1	1		1	1	1		1	1	1		1
	2017-2018	1	2	1	1	1	2	1	1	1	2	1	1

Source: HISD Human Resources, May 2018; Beginning of Year (BOY), Oct. 24, 2016 and Oct. 30, 2017; Middle of Year (MOY), Jan. 30, 2017 and Jan. 29, 2018; End of Year (EOY), April 24, 2017 and April 24, 2018.

Table D-7: Number of Selected Staff at Beginning, Middle, and End of Year - Secondary Group Schools, 2016–2017 and 2017–2018

Campus	School Year	BOY				MOY				EOY			
		Principal	Counselor	Librarian	Nurse	Principal	Counselor	Librarian	Nurse	Principal	Counselor	Librarian	Nurse
Attucks MS	2016-2017	1			1	1		1	1	1		1	1
	2017-2018	1	1	2	1	1	2	2	1	1	2	2	1
Fondren ES	2016-2017	1	1			1	1			1	1		
	2017-2018	1	1		1	1	1		1	1	1		1
Looscan ES	2016-2017	1			1	1			1	1			1
	2017-2018	1			1	1			1				1
Montgomery ES	2016-2017	1			1	1			1	1			1
	2017-2018	1	1		1	1	1		1	1	1		1
Pugh ES	2016-2017	1			1	1			1	1			1
	2017-2018	1	1		1	1	1		1	1	1		1
Sharpstown HS	2016-2017	1			1	1			1	1			1
	2017-2018	1			2	1			2	1			2
Stevens ES	2016-2017	1	1		1	1			1	1			1
	2017-2018	1			1	1			1	1			1

Source: HISD Human Resources, May 2018; Beginning of Year (BOY), Oct. 24, 2016 and Oct. 30, 2017; Middle of Year (MOY), Jan. 30, 2017 and Jan. 29, 2018; End of Year (EOY), April 24, 2017 and April 24, 2018.

Table D-8: Number of Selected Staff at Beginning, Middle, and End of Year - Tertiary Group Schools, 2016–2017 and 2017–2018

Campus	School Year	BOY				MOY				EOY			
		Principal	Counselor	Librarian	Nurse	Principal	Counselor	Librarian	Nurse	Principal	Counselor	Librarian	Nurse
Bellfort ECC	2016-2017	1		1	1	1		1	1	1		1	1
	2017-2018	1		1	1	1	1	1	1	1	1	1	1
Bruce ES	2016-2017	1				1				1			
	2017-2018	1	1	1	1	1	1	1	1	1	1	1	1
Cook ES	2016-2017	1			1	1	1		1	1	1		1
	2017-2018	1	1	1	1	1	1	1	1	1	1	1	1
Edison MS	2016-2017	1	1		1	1	1		1	1	1		1
	2017-2018	1	1		1	1	1		1	1	1		1
Foerster ES	2016-2017	1	1		1	1	1		1	1	1		1
	2017-2018	1	1	1	1	1	1	1	1	1	1	1	1
Forest Brook MS	2016-2017	1	1		1	1	1		1	1	1		1
	2017-2018	1	1	1	1	1	1	1	1	1	1	1	1
Gallegos ES	2016-2017	1			1	1			1	1			1
	2017-2018	1	1		1	1	1		1	1	1		1
High School Ahead Acad MS	2016-2017	1				1				1			
	2017-2018	1			1	1			1	1			1
Kashmere Gardens ES	2016-2017	1		1		1		1		1		1	
	2017-2018	1	1	1	1	1	1	1	1	1	1	1	1
Key MS	2016-2017	1	1		1	1	1		1	1	1		1
	2017-2018	1	1		2	1	1		2	1	1		2
Lewis ES	2016-2017	1				1			1	1			1
	2017-2018	1	1	1	1	1	1	1	1	1	1	1	1
Liberty HS	2016-2017	1	1			1	1			1	1		
	2017-2018	1	1			1	1			1	1		
Martinez, C. ES	2016-2017	1			1	1			1	1			1
	2017-2018	1	1		1	1	1		1	1	1		1
Milby HS	2016-2017	1	4	1	1	1	4	1	1	1	4	1	1
	2017-2018	1	5	1	1	1	5	1	1	1	5	1	1
V Prep South	2016-2017	1				1				1			
	2017-2018	1	1			1				1	1		
Westbury HS	2016-2017	1	1		1	1	1		2	1	1		1
	2017-2018	1	1	1	1	1	1	1	1	1	1	1	1
Yates HS	2016-2017	1	2	1	1	1	2	1	1	1	2	1	1
	2017-2018	1	2	1	1	1	2	1	1	1	2	1	1
Young ES	2016-2017	2			1	2			1	1			1
	2017-2018	1	1		1	1	1		1	1	1		1

Source: HISD Human Resources, May 2018; Beginning of Year (BOY), Oct. 24, 2016 and Oct. 30, 2017; Middle of Year (MOY), Jan. 30, 2017 and Jan. 29, 2018; End of Year (EOY), April 24, 2017 and April 24, 2018.

Table D-9: Type and Number of Times Leadership Supports Were Provided to Achieve 180 Program Principal and Leadership Teams 2017−2018									
A180 Group	School	Accountability	Budgeting	Compliance	Curriculum	Data Analysis & Management	Discipline	School Culture	Employee Relations
Superintendent's Schools	Blackshear ES	10 or more	10 or more			10 or more	10 or more		
	Dogan ES		1 to 3	4 to 6	7 to 9				4 to 6
	Henry MS			4 to 6	10 or more				4 to 6
	Highland Heights ES			4 to 6			4 to 6		4 to 6
	Kashmere HS	1 to 3	4 to 6		10 or more		1 to 3		
	Mading ES					1 to 3		1 to 3	4 to 6
	Wesley ES			4 to 6			7 to 9		7 to 9
	Wheatley HS	10 or more	4 to 6	4 to 6	10 or more				
	Woodson PK-8	7 to 9		1 to 3			10 or more	10 or more	1 to 3
	Worthing HS	10 or more	4 to 6	1 to 3	10 or more				
Primary Group	Bonham ES			4 to 6		4 to 6			
	Cullen MS	10 or more	4 to 6			10 or more	4 to 6		
	Gregory-Lincoln PK-8	10 or more	7 to 9			10 or more	1 to 3		
	Hilliard ES				10 or more	10 or more			4 to 6
	Lawson MS					4 to 6			
	Madison HS	10 or more	1 to 3					10 or more	
	North Forest HS				7 to 9	10 or more			4 to 6
	Texas Connections (TCAH) 3-12	1 to 3				1 to 3			
	Washington HS	10 or more	4 to 6						7 to 9
Secondary Group	Attucks MS					7 to 9			4 to 6
	Fondren ES					7 to 9			1 to 3
	Looscan ES					4 to 6			1 to 3
	Montgomery ES	10 or more	7 to 9			10 or more			1 to 3
	Pugh ES					10 or more			
	Sharpstown HS				4 to 6	10 or more			4 to 6
	Stevens ES					10 or more			
Tertiary Group	Bellfort ECC								1 to 3
	Bruce ES				10 or more	10 or more			4 to 6
	Cook ES				10 or more	10 or more			4 to 6
	Edison MS					4 to 6			
	Foerster ES					7 to 9		7 to 9	4 to 6
	Forest Brook MS				10 or more	10 or more		4 to 6	
	Gallegos ES		7 to 9			7 to 9			
	High School Ahead MS	10 or more				7 to 9	10 or more	4 to 6	4 to 6
	Kashmere Gardens ES				7 to 9	10 or more			4 to 6
	Key MS	10 or more				7 to 9	4 to 6	7 to 9	
	Lewis ES					4 to 6			
	Liberty HS			1 to 3		4 to 6			
	Martinez C ES					7 to 9		10 or more	4 to 6
	Milby HS					7 to 9			
	Victory Prep South HS	10 or more				10 or more			4 to 6
	Westbury HS								
	Yates HS				4 to 6	10 or more			4 to 6
	Young ES					7 to 9			1 to 3

continued

Table D-9: Type and Number of Times Leadership Supports Were Provided to Achieve 180 Program Principal and Leadership Teams 2017−2018 (continued)

A180 Group	School	Facilities	Instructional Leadership	Parents & Community	Professional Development	Resource Management	Strategic Planning	Other	Additional Differentiated Supports	Additional Differentiated Supports
Superintendent's Schools	Blackshear ES		10 or more						Y	Instructional Leadership - PLC
	Dogan ES		7 to 9						Y	Leadership - Meeting Management, Special Education, Dual Language/Multilingual
	Henry MS		10 or more		10 or more				Y	Parent and Community, Special Education
	Highland Heights ES		10 or more	4 to 6					Y	Instructional Leadership - TDS, Dual Language/Multilingual
	Kashmere HS		10 or more						Y	Curriculum - ELA, Accessibility
	Mading ES		10 or more	1 to 3					Y	Data Analysis and Management, Curriculum - Literacy
	Wesley ES		10 or more				7 to 9		Y	Parent and Community, Professional Development
	Wheatley HS		1 to 3						Y	Other, Accountability, Resource Management
	Woodson PK-8								Y	Data Analysis and Management, Instructional Leadership - TDS
	Worthing HS							1 to 3	Y	Curriculum - ELA, Professional Development
Primary	Bonham ES		10 or more				4 to 6		Y	Accountability, Special Education, Curriculum
	Cullen MS		10 or more						Y	Instructional Leadership, Accountability
	Gregory-Lincoln PK-8		4 to 6						N	
	Hilliard ES		10 or more				10 or more		N	
	Lawson MS		10 or more				4 to 6		Y	Accountability, Special Education
	Madison HS	1 to 3	10 or more						Y	Instructional Leadership, Accountability
	North Forest HS		10 or more				10 or more		N	
	Texas Connections 3-12						1 to 3		N	
	Washington HS	4 to 6	10 or more						Y	Instructional Leadership, Accountability, Special Education

Continued

Table D-9: Type and Number of Times Leadership Supports Were Provided to Achieve 180 Program Principal and Leadership Teams 2017−2018 (continued)

A180 Group	School	Facilities	Instructional Leadership	Parents & Community	Professional Development	Resource Management	Strategic Planning	Other	Additional Differentiated Supports	Additional Differentiated Supports
Secondary	Attucks MS		10 or more		4 to 6		4 to 6		Y	Instructional Leadership, Accountability, English Language Learners
	Fondren ES		10 or more			1 to 3	4 to 6		Y	Instructional Leadership, Accountability
	Looscan ES		10 or more			1 to 3	4 to 6		Y	Accountability, Data Analysis & Manangement
	Montgomery ES		10 or more						N	
	Pugh ES		10 or more		1 to 3	4 to 6	7 to 9		Y	Instructional Leadership, Data Analysis & Management, Accountability
	Sharpstown HS		10 or more				10 or more		N	
	Stevens ES		10 or more		4 to 6	4 to 6	10 or more		Y	Instructional Leadership, Data Analysis & Management, Accountability
Tertiary	Bellfort ECC		1 to 3	1 to 3					Y	Accountability
	Bruce ES		10 or more				10 or more		N	
	Cook ES		10 or more				10 or more		N	
	Edison MS	1 to 3	7 to 9	1 to 3	1 to 3				Y	Instructional Leadership, Data Analysis & Management, Accountability
	Foerster ES		10 or more				7 to 9		Y	Instructional Leadership, Data Analysis & Management, Accountability, Strategic Planning
	Forest Brook MS		10 or more				10 or more		N	
	Gallegos ES		10 or more		1 to 3		4 to 6		Y	Instructional Leadership, Data Analysis &Management,
	High School Ahead MS								N	
	Kashmere Gardens ES		10 or more				10 or more		N	
	Key MS	1 to 3							N	
	Lewis ES		10 or more				1 to 3		Y	Accountability, Strategic Planning
	Liberty HS	4 to 6	7 to 9				4 to 6		Y	Instructional Leadership, Data Analysis &Management, Employee Relations &
	Martinez C ES		10 or more				7 to 9		Y	Instructional Leadership, Data Analysis & Management, Accountability
	Milby HS		7 to 9		1 to 3		4 to 6	4 to 6	Y	Instructional Leadership, Data Analysis & Management, Strategic Planning
	Victory Prep South HS	7 to 9	7 to 9						N	
	Westbury HS								N	
	Yates HS		10 or more				10 or more		N	
	Young ES		10 or more			4 to 6	7 to 9		Y	Accountability, Strategic Planning, Special Education

Source: Achieve 180 Survey on Leadership Excellence for School Support Officers, 04/24/2018

Notes: Supports are categorized based on survey responses. However, in some cases, there was overlap in the following categories: Accountability, Compliance, and Instructional Leadership; Curriculum and Instructional Leadership; Discipline and School Culture; School Culture and Employee Relations, Instructional Leadership and Strategic Planning. In addition to the supports identified in Figure 8 and Table D-9, campuses may have requested and received supports from central office departments.

Table D-10: Superintendent's Schools' Communities of Practice (COP) Departmental Support by Quality and Quantity, 2017−2018										
				Participation Type						
Campus	Semester	Quality of Collaboration	Supports Provided	Curriculum & Instruction	Demonstration	Intervention Assistance Team	Leadership Development	Multilingual	Nursing	Performance & Continuous Improvement Management
Blackshear ES	Fall	High	7 to 9	•		•	•		•	
	Spring	High	10 or more	•		•	•		•	
Dogan ES	Fall	High	10 or more	•	•	•				•
	Spring	High	10 or more	•		•	•	•	•	
Henry MS	Fall	High	10 or more	•		•	•	•		
	Spring	High	10 or more	•			•	•	•	
Highland Heights ES	Fall	High	10 or more	•	•	•	•	•		
	Spring	High	10 or more	•	•	•	•	•		•
Kashmere HS	Fall	High	10 or more	•		•	•		•	
	Spring	High	10 or more	•		•	•		•	
Mading ES	Fall	High	7 to 9	•	•	•		•		•
	Spring	High	10 or more	•		•		•		•
Wesley ES	Fall	High	7 to 9	•	•	•				
	Spring	High	10 or more	•	•	•	•	•	•	•
Wheatley HS	Fall	High	10 or more	•		•	•		•	
	Spring	High	10 or more	•		•	•		•	
Woodson PK-8	Fall	High	10 or more	•		•	•		•	
	Spring	High	10 or more	•		•	•		•	
Worthing HS	Fall	Not Reported	10 or more	•		•	•		•	
	Spring	Not Reported	10 or more	•		•	•		•	

TableD-10: Superintendent's Schools' Communities of Practice (COP) Departmental Support by Quality and Quantity, 2017−2018 (continued)											
				Participation Type							
Campus	Semester	Quality of Collaboration	Supports Provided	Social Emotional Learning	Special Education	Student Assessment	Student Assistance	Research & Accountability	Wraparound Services	Other Areas
Blackshear ES	Fall	High	7 to 9			•	•	•		
	Spring	High	10 or more			•	•	•		
Dogan ES	Fall	High	10 or more		•					Conservator, Professional Service Providers
	Spring	High	10 or more	•	•				•	Counseling, New Teacher Development, Student Support
Henry MS	Fall	High	10 or more		•					Instructional Technology, Teacher Development Specialists
	Spring	High	10 or more	•	•				•	Counseling, Library Services, New Teacher Development,
Highland Heights ES	Fall	High	10 or more		•		•	•		Teacher Development Specialists
	Spring	High	10 or more		•				•	Family and Community Empowerment
Kashmere HS	Fall	High	10 or more		•	•	•	•		
	Spring	High	10 or more		•	•	•	•		
Mading ES	Fall	High	7 to 9		•					Conservator, Professional Service Providers, Teacher Development Specialists
	Spring	High	10 or more	•	•				•	Advanced Academics, Library Services, New Teacher Development
Wesley ES	Fall	High	7 to 9	•	•	•				Conservator, Transportation
	Spring	High	10 or more	•	•				•	Advanced Academics, New Teacher Development
Wheatley HS	Fall	High	10 or more		•	•	•	•		
	Spring	High	10 or more		•	•	•	•		
Woodson PK-8	Fall	High	10 or more		•	•	•	•		
	Spring	High	10 or more		•	•	•	•		
Worthing HS	Fall	Not Reported	10 or more		•	•	•	•		
	Spring	Not Reported	10 or more		•	•	•	•		

Source: Achieve 180 School Office Survey on Leadership Excellence for School Support Officers, 04/24/2018
Note: • Indicates participation.

HOUSTON INDEPENDENT SCHOOL DISTRICT

ACHIEVE180

Collaborate Achieve 180

Achieve 180 Campus	Distance Learning Partner
*Kashmere HS	Chavez HS
*Wheatley HS	Westside HS
*Worthing HS	Bellaire HS
Madison HS	Lamar HS
North Forest HS	Lamar HS
Washington HS	Westside HS

Source: Achieve 180 Program Administrator
Note: *Indicates Superintendent's Schools

Demonstrate Achieve 180

Achieve 180 Campus	Demonstration School
Blackshear ES	Peck ES
Dogan ES	Shadydale ES
Henry MS	Fonville MS McReynolds MS
Highland Heights ES	Osborne ES Ross ES
Kashmere HS	Jones Futures Academy
Mading ES	Frost ES
Wesley ES	Atherton ES Burrus ES
Wheatley HS	Yates HS
Woodson K-8	Cornelius ES Black MS
Worthing HS	Wisdom HS

Source: Achieve 180 Program Administrator

Table D-11: Shared Instructional and Professional Learning Community (PLC) Relationships Established Between Achieve 180 High School Principals and Distance Learning Principals by Quantity and Quality, 2017−2018

Campus	Number of Relationships	Quality of Collaboration	Supports Provided	Description
Kashmere HS	**2**	Developed	4 to 6	Teachers have attended Saturday trainings.
		Developed	1 to 3	Distance learning principal has visited Kashmere and offered help with master schedule.
Wheatley HS	**3**	Emerging	1 to 3	The previous principal sent teachers to observe classes at the distance learning site.
		Emerging	1 to 3	The previous principal had distance learning teachers participate in Wheatley PLC's.
		Undeveloped	0	The current principal has not established a relationship with the distance learning principal.
Worthing HS	**1**	Undeveloped	0	The principal has not established a relationship with the distance learning principal.
Madison HS	**1**	Emerging	7 to 9	Partnered with Lamar High School- Data Digs, "At Bat Sessions", Professional Learning Communities; Benchmark design and backwards planning.
North Forest HS	**1**	Developed	7 to 9	The Distance Learning Collaborative focuses on leveraging the District's staff, resources, and technology allowing teachers and school leaders to collaborate, plan effective lessons, share best practices, and assess program equality.
Washington HS	**1**	Emerging	Not reported	Partnered with Westside High School- Data Digs, "At Bat Sessions", Professional Learning Communities; Benchmark design and backwards planning; Principals visit other campuses and provide feedback.

Source: Achieve 180 School Office Survey on Leadership Excellence for School Support Officers, 04/24/2018
Notes: The term "Not applicable" was applied to seven Achieve 180 high schools: Texas Connections (TCAH) 3−12, Sharpstown HS, Liberty HS, Victory Prep South HS, Milby HS, Westbury HS, Yates HS

Table D-12: Relationships Established Between Teachers and Leaders at Superintendent's Schools and Demonstration School by Quantity and Quality, 2017−2018				
Campus	**Number of Relationships**	**Quality of Collaboration**	**Supports Provided**	**Additional Notes**
Blackshear ES	**3**	Developed	4 to 6	Teachers at demonstration school observed classes at Blackshear and modeled lessons.
		Developed	4 to 6	Demonstration principal and her AP have observed classes.
		Developed	1 to 3	Blackshear teachers observed teachers at the demonstration school.
Dogan ES	**1**	Developed	10 or more	
Henry MS	**2**	Emerging	7 to 9	
		Emerging	7 to 9	
Highland Heights ES	**2**	Emerging	10 or more	
		Emerging	10 or more	
Kashmere HS	**2**	Emerging	4 to 6	Teachers were sent to the demonstration school to observe instruction.
		Emerging	4 to 6	
Mading ES	**1**	Emerging	7 to 9	
Wesley ES	**2**	Undeveloped	7 to 9	
		Emerging	7 to 9	
Wheatley HS	**2**	Emerging	1 to 3	
		Emerging	1 to 3	
Woodson PK–8	**3**	Developed	4 to 6	Woodson has sent teachers to observe classes at the demonstration school.
		Developed	7 to 9	Demonstration principal, his teachers and AP have observed classes at Woodson.
		Developed	1 to 3	Demonstration teachers have shared their lesson plans with some teachers at Woodson.
Worthing HS	**1**	Undeveloped	1 to 3	Principal visited with demonstration principal one time.

Source: Achieve 180 School Office Survey on Leadership Excellence for School Support Officers, 04/24/2018

Achieve 180 Campus Teacher Vacancies by Month										
Schools	**End of the Month Vacancies**									
Superintendent Schools	**JUL**	**AUG**	**SEPT**	**OCT**	**NOV**	**DEC**	**JAN**	**FEB**	**MAR**	**APR**
Kashmere HS	2	0	0	2	4	2	2	0	0	0
Wheatley HS	1	0	1	3	1	0	1	0	0	0
Worthing HS	6	1	0	2	3	3	2	1	1	0
Woodson K-8	1	0	0	0	1	1	0	1	1	2
Henry MS	1	0	0	1	0	0	0	0	0	0
Blackshear ES	2	0	0	2	2	1	0	0	0	0
Dogan ES	2	0	0	0	0	0	0	0	0	0
Highland Heights ES	0	0	0	0	0	0	1	0	0	0
Mading ES	0	0	0	0	0	0	0	0	0	0
Wesley ES	1	0	0	0	2	0	0	1	1	1
Primary A180 Schools										
North Forest HS	3	1	0	0	2	2	1	1	2	0
Madison HS	3	1	1	1	2	0	1	2	0	0
Washington HS	1	1	0	0	1	2	1	0	0	0
Cullen MS	1	0	0	0	0	0	0	0	0	0
Lawson MS	1	0	0	0	0	0	0	0	0	0
Gregory-Lincoln K-8	1	0	0	0	0	0	0	0	0	0
Hilliad ES	1	0	0	2	0	0	0	0	0	0
Bonham ES	2	0	0	0	0	0	0	0	0	0
Secondary Schools										
Sharpstown HS	0	0	0	4	1	1	1	0	0	0
Attucks MS	0	0	0	0	1	1	1	0	0	0
Looscan ES	0	0	0	0	0	0	0	0	0	0
Montgomery Es	0	0	0	0	0	0	0	0	0	0
Pugh ES	0	0	0	0	0	0	0	0	0	0
Stevens ES	0	0	0	0	0	1	1	0	0	0
Fondern ES	0	0	0	0	0	0	0	0	0	0
Tertiary										
Yates HS	0	0	0	0	0	0	1	0	3	3
Milby HS	0	1	0	0	1	1	0	0	0	1
Westbury HS	1	1	1	0	0	2	0	0	1	0
Liberty HS	0	0	0	0	0	0	0	0	0	0
Forest Brook MS	1	0	0	0	0	1	0	0	0	1
Edison MS	1	0	0	0	0	1	1	0	0	0
Key MS	3	2	0	0	0	0	1	1	1	1
HS Ahead MS	0	0	0	1	0	0	0	0	0	0
Kashmere Gardens Es	2	0	0	1	1	1	0	0	0	0
Cook ES	3	0	0	0	0	0	2	0	0	0
Lewis ES	0	0	0	0	0	0	1	0	0	0
Bruce ES	0	0	0	1	0	0	0	0	0	0
C. Martinez ES	0	0	0	2	2	2	1	0	1	1
Young ES	0	0	0	0	0	0	0	0	0	0
Foerster ES	2	0	0	0	0	1	0	0	0	0
Gallegos ES	0	0	0	0	1	1	1	0	0	0
Bellfort ECC	0	0	0	0	0	0	0	0	0	0
Total	42	8	3	22	25	24	20	7	11	10

Source: HISD Human Resources, Addendum 2: A180 EOY Pillar II Human Resources, 2017–2018, p. 12

Note: Numbers may differ from Table 2, p. 33 in report due to differences in the specific dates data were retrieved.

Appendix E: Pillar II – Teacher Excellence

Achieve 180 Campus Vacancies Dedicated Associate Teachers 2017-2018									
	FALL % of Positions Filled					SPRING % of Positions Filled			
	August	September	October	November	December	January	February	March	April
Schools									
Superintendent Schools									
Kashmere HS	100%	100%	100%	100%	100%	100%	100%	100%	100%
Wheatley HS	50%	50%	50%	100%	100%	100%	100%	100%	100%
Worthing HS	0%	50%	50%	100%	100%	50%	50%	0%	0%
Woodson K-8	50%	50%	100%	100%	100%	100%	100%	100%	100%
Henry MS	50%	100%	100%	100%	100%	100%	100%	100%	100%
Blackshear ES	0%	50%	100%	100%	100%	100%	100%	100%	100%
Dogan ES	50%	50%	100%	100%	100%	100%	100%	100%	100%
Highland Heights ES	50%	50%	50%	50%	100%	100%	100%	100%	100%
Mading ES	50%	100%	100%	100%	100%	100%	100%	100%	100%
Wesley ES	50%	100%	100%	100%	100%	100%	100%	100%	100%
Primary A180 Schools									
North Forest HS	100%	100%	100%	100%	100%	100%	100%	100%	100%
Madison HS	100%	100%	100%	100%	100%	100%	100%	100%	100%
Washington HS	50%	100%	100%	100%	100%	100%	100%	100%	100%
Cullen MS	100%	100%	100%	100%	100%	100%	100%	100%	100%
Lawson MS	50%	100%	100%	100%	100%	100%	100%	100%	100%
Gregory-Lincoln K-8	100%	100%	100%	100%	100%	50%	50%	50%	50%
Hilliad ES	100%	100%	100%	100%	100%	100%	100%	100%	100%
Bonham ES	50%	100%	100%	100%	100%	100%	100%	100%	100%
Secondary Schools									
Sharpstown HS	0%	0%	0%	0%	0%	0%	0%	0%	0%
Attucks MS	0%	0%	100%	100%	100%	100%	100%	100%	100%
Looscan ES	0%	100%	100%	100%	100%	100%	50%	50%	50%
Montgomery ES	0%	0%	0%	0%	50%	50%	100%	50%	50%
Pugh ES	0%	50%	100%	100%	100%	100%	100%	100%	100%
Stevens ES	0%	50%	50%	50%	50%	100%	100%	100%	100%
Fondern ES	50%	0%	0%	0%	0%	0%	50%	50%	50%
Tertiary									
Yates HS	0%	100%	100%	100%	100%	100%	100%	100%	100%
Milby HS	50%	100%	100%	100%	100%	100%	100%	100%	100%
Westbury HS	0%	0%	50%	50%	50%	50%	50%	100%	100%
Liberty HS	0%	0%	0%	0%	0%	0%	100%	100%	100%
Forest Brook MS	50%	100%	100%	50%	50%	100%	100%	100%	100%
Edision MS	0%	0%	100%	100%	100%	100%	50%	100%	100%
Key MS	0%	0%	0%	0%	50%	100%	50%	50%	50%
HS Ahead MS	0%	100%	100%	50%	50%	100%	100%	100%	100%
Kashmere Gardens Es	50%	50%	100%	100%	100%	100%	100%	100%	100%
Cook ES	50%	50%	100%	50%	50%	100%	100%	100%	100%
Lewis ES	50%	100%	100%	100%	100%	100%	100%	100%	100%
Bruce ES	50%	50%	100%	100%	100%	100%	100%	100%	100%
C. Martinez ES	0%	100%	100%	100%	100%	100%	100%	100%	100%
Young ES	0%	50%	100%	100%	100%	100%	100%	100%	100%
Foerester ES	50%	50%	100%	100%	100%	100%	100%	100%	100%
Gallegos ES	0%	100%	100%	100%	100%	100%	100%	100%	100%
Bellfort ECC	0%	0%	100%	100%	100%	100%	100%	100%	100%

Source: HISD Human Resources, Addendum 2: A180 EOY Pillar II Human Resources, p. 43

Table E1: Dedicated Associate Teacher Fill Rates for Coverage of Campus Teachers, 2017–2018										
		Fall 2017			Spring 2018			Total		
Schools	Total Schools	Need	Filled	%	Need	Filled	%	Need	Filled	%
All Schools	263	39,165	31,241	79.8	37,973	29,798	78.5	77,138	61,039	79.1
Non-ACHIEVE 180 Schools	221	33,829	27,597	81.6	32,525	26,003	79.9	66,354	53,600	80.8
ACHIEVE 180 Schools	42	5,336	3,644	68.3	5,448	3,795	69.7	10,784	7,439	69.0
Superintendent's Schools	10	963	555	57.6	1,004	607	60.5	1,967	1,162	59.1
Primary Group Schools	8*	1,277	919	72.0	1,069	785	73.4	2,346	1,704	72.6
Secondary Group Schools	7	1,014	730	72.0	940	664	70.6	1,954	1,394	71.3
Tertiary Group Schools	17**	2,082	1,440	69.2	2,435	1,739	71.4	4,517	3,179	70.4

Source: HISD Human Resources, A180 Associate Teacher Fulfillment History 2017–2018
Note: *Texas Connections (TCAH) 3–12 not included in this count. **Victory Prep South HS not included in this count. No Fall 2017 data were provided for Yates HS.

Table E-2: Dedicated Associate Teacher Fill Rates for Coverage of Campus Teachers, Fall 2017–2018									
Schools	**Absences**	**Need Sub**	**Filled**	**% Filled**	**Schools**	**Absences**	**Need Sub**	**Filled**	**% Filled**
Superintendent's Schools					**Secondary Group**				
Blackshear ES	79	76	31	41	Attucks MS	144	144	62	43
Dogan ES	94	93	58	62	Fondren ES	116	116	83	72
Henry MS	131	127	67	53	Looscan ES	95	90	53	59
Highland Heights ES	48	48	34	71	Montgomery ES	165	161	120	75
Kashmere HS	161	159	80	50	Pugh ES	90	90	55	61
Mading ES	9	9	6	67	Sharpstown HS	340	331	292	88
Wesley ES	57	57	36	63	Stevens ES	83	82	65	79
Wheatley HS	188	176	106	60	**Total**	**1,033**	**1,014**	**730**	**72**
Woodson K–8	99	99	43	43					
Worthing HS	136	119	94	79					
Total	**1,002**	**963**	**555**	**58**					
Primary Group					**Tertiary Group**				
Bonham ES	283	282	194	69	Bellfort ECC	9	9	8	89
Cullen MS	63	63	41	65	Bruce ES	56	56	21	38
Gregory-Lincoln K–8	108	106	60	57	C. Martinez ES	164	160	93	58
Hilliard ES	102	102	45	44	Cook ES	61	60	19	32
Lawson MS	48	21	5	24	Edison MS	82	77	39	51
Madison HS	492	485	443	91	Foerester ES	221	218	155	71
North Forest HS	179	174	106	61	Forest Brook MS	192	174	117	67
Washington HS	44	44	25	57	Gallegos ES	37	36	16	44
Total	**1,319**	**1,277**	**919**	**72**	HS Ahead MS	47	40	16	40
					Kashmere Gardens ES	53	49	29	59
					Key MS	175	173	105	61
					Lewis ES	159	159	98	62
					Liberty HS	15	15	14	93
					Milby HS	466	321	262	82
					Westbury HS	503	470	402	86
					Yates HS	–	–	–	–
					Young ES	71	65	46	71
					Total	**2,311**	**2,082**	**1,440**	**69**
					Achieve 180 Program Total	**5,665**	**5,336**	**3,644**	**68**

Source: HISD Human Resources, A180 Associate Teacher Fulfillment History 2017–2018
Notes: *Texas Connections (TCAH) 3–12 not included in this count. **Victory Prep South HS not included in this count. No data were provided for Yates HS. Fill rates were rounded to whole numbers.

Table E-3: Dedicated Associate Teacher Fill Rates for Coverage of Campus Teachers, Spring 2017–2018									
Schools	**Absences**	**Need Sub**	**Filled**	**% Filled**	**Schools**	**Absences**	**Need Sub**	**Filled**	**% Filled**
Superintendent's Schools					**Secondary Group**				
Blackshear ES	73	65	22	34	Attucks MS	117	117	48	41
Dogan ES	106	106	58	55	Fondren ES	107	105	85	81
Henry MS	125	120	46	38	Looscan ES	97	96	62	65
Highland Heights ES	24	24	7	29	Montgomery ES	140	126	84	67
Kashmere HS	143	140	103	74	Pugh ES	131	131	72	55
Mading ES	0	NA	NA	NA	Sharpstown HS	273	271	246	91
Wesley ES	75	75	46	61	Stevens ES	94	94	67	71
Wheatley HS	220	177	104	59	**Total**	**959**	**940**	**664**	**71**
Woodson K–8	117	117	68	58					
Worthing HS	196	180	153	85					
Total	**1,079**	**1,004**	**607**	**60**					
Primary Group					**Tertiary Group**				
Bonham ES	233	232	164	71	Bellfort ECC	6	6	0	0
Cullen MS	12	12	9	75	Bruce ES	86	86	47	55
Gregory-Lincoln K–8	144	138	71	51	C. Martinez ES	140	138	85	62
Hilliard ES	64	64	25	39	Cook ES	66	62	16	26
Lawson MS	75	36	11	31	Edison MS	89	89	40	45
Madison HS	434	423	395	93	Foerester ES	244	244	202	83
North Forest HS	130	129	88	68	Forest Brook MS	241	171	110	64
Washington HS	37	35	22	63	Gallegos ES	109	109	64	59
Total	**1129**	**1069**	**785**	**73**	HS Ahead MS	28	20	7	35
					Kashmere Gardens ES	45	40	23	58
					Key MS	133	132	64	48
					Lewis ES	249	249	152	61
					Liberty HS	24	24	23	96
					Milby HS	578	378	326	86
					Westbury HS	498	451	403	89
					Yates HS	151	147	128	87
					Young ES	93	89	49	55
					Total	**2,780**	**2,435**	**1,739**	**71**
					Achieve 180 Program Total	**5,947**	**5,448**	**3,795**	**70**

Source: HISD Human Resources, A180 Associate Teacher Fulfillment History 2017–2018
Note: *Texas Connections (TCAH) 3–12 not included in this count. **Victory Prep South HS not included in this count. Fill rates were rounded to whole numbers.

Table E-4: Achieve 180 Program Dedicated Associate Teachers by Role, Campus, and Campus Group, 2017–2018

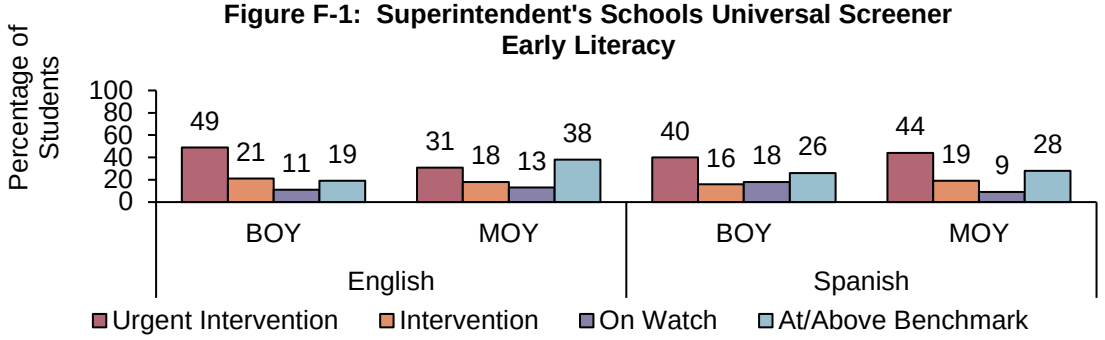
A180 Program Group	Campus	Dedicated Associate Teacher (DAT) Role												Total
		Floating		Grade Level		Literacy		Pullouts		Subject Area		Tutor		
		Fall 2017	Spring 2018	Fall 2017	Spring 2018	Fall 2017	Spring 2018	Fall 2017	Spring 2018	Fall 2017	Spring 2018	Fall 2017	Spring 2018	
Superintendent's Schools	Blackshear ES	2												2
	Dogan ES			1						1				2
	Henry MS	1					1							2
	Highland Heights ES	2												2
	Kashmere HS		1			1								2
	Mading ES	2												2
	Wesley ES	1												1
	Wheatley HS	2												2
	Woodson K–8									2				2
	Total	**10**	**1**	**1**		**1**	**1**			**3**	**—**	**—**	**—**	**17**
Primary Group	Bonham ES	1								1				2
	Cullen MS	2												2
	Gregory-Lincoln K–8	1												1
	Hilliard ES	2												2
	Lawson MS	2												2
	Madison HS					1								1
	North Forest HS	2												2
	Washington HS	2												2
	Total	**12**	**—**	**—**		**1**	**—**	**—**		**1**	**—**	**—**	**—**	**14**
Secondary Group	Attucks MS	2												2
	Fondren ES	1												1
	Looscan ES					1								1
	Montgomery ES		1											1
	Pugh ES			2										2
	Stevens ES	1	1											2
	Total	**4**	**2**	**2**		**1**	**—**	**—**		**—**	**—**	**—**	**—**	**9**
Tertiary Group	Bellfort ECC	2												2
	Bruce ES	2												2
	Cook ES	1	1											2
	Edison MS											1	1	2
	Foerster ES	2												2
	Forest Brook MS									1	1			2
	Gallegos ES	2												2
	High School Ahead MS	1	1											2
	Kashmere Gardens ES			2										2
	Key MS									1				1
	Lewis ES			1				1						2
	Liberty HS		2											2
	Martinez, C. ES	1		1										2
	Milby HS	2												2
	Westbury HS	1									1			2
	Yates HS	1								1				2
	Young ES	2												2
	Total	**17**	**4**	**4**				**1**		**3**	**2**	**1**	**1**	**33**
Role Total		**43**	**7**	**7**	—	**3**	**1**	**1**	—	**7**	**2**	**1**	**1**	**73**

Source: HISD Human Resources, A180 DAT Campus-Employee Detail 2017–2018
Note: DAT information not available for Worthing HS, Texas Connections (TCAH) 3–12, Sharpstown HS, and Victory Prep South HS.

Appendix F: Pillar III – Instructional Excellence

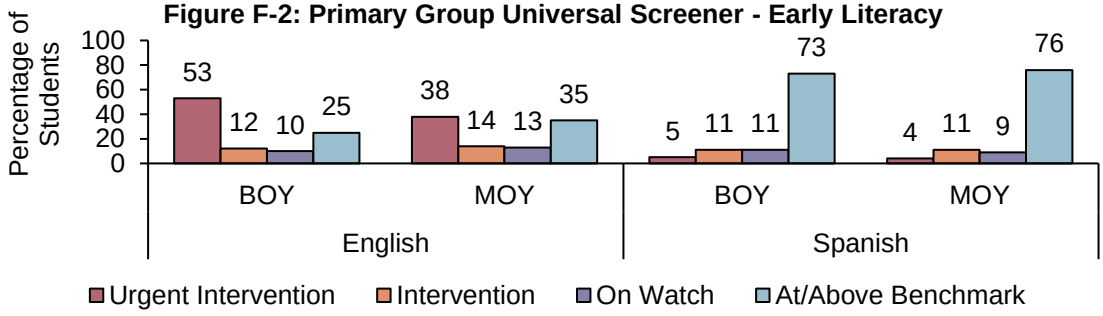
Renaissance Early Literacy

Figure F-1: Superintendent's Schools Universal Screener Early Literacy



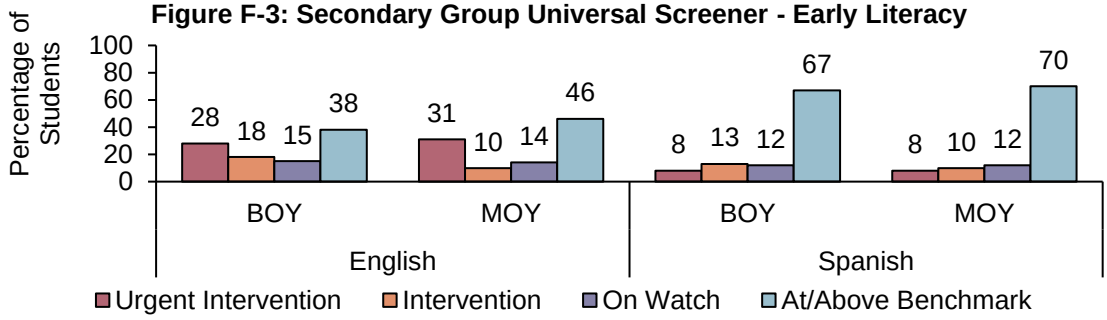
Source: Renaissance Early Literacy student data file, 3/21/2018

Figure F-2: Primary Group Universal Screener - Early Literacy



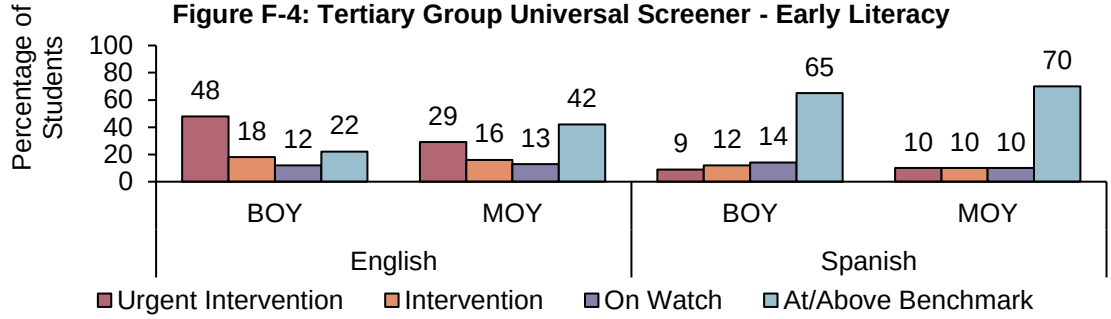
Source: Renaissance Early Literacy student data file, 3/21/2018

Figure F-3: Secondary Group Universal Screener - Early Literacy



Source: Renaissance Early Literacy student data file, 3/21/2018

Figure F-4: Tertiary Group Universal Screener - Early Literacy



Source: Renaissance Early Literacy student data file, 3/21/2018

Table F-1: Universal Screener Renaissance Early Literacy English BOY and MOY Results, 2017–2018											
	Beginning of Year Window					Middle of Year Window					
Campus Name	N Tested	Urgent Int.	Int.	On Watch	At/Above Bench.	N Tested	Urgent Int.	Int.	On Watch	At/Above Bench.	%pt. Change At/Above On Watch
Superintendent's Schools											
Blackshear ES	57	42%	21%	7%	30%	49	35%	8%	16%	41%	20%
Dogan ES	137	43%	26%	8%	23%	64	27%	11%	13%	50%	32%
Henry MS	5	100%	0%	0%	0%	3	*	*	*	*	---
Highland Heights ES	128	55%	22%	9%	13%	137	28%	23%	13%	36%	27%
Kashmere HS	2	*	*	*	*	24	100%	0%	0%	0%	---
Mading ES	15	33%	20%	33%	13%	60	30%	17%	13%	40%	7%
Wesley ES	80	31%	25%	14%	30%	107	21%	21%	12%	47%	15%
Wheatley HS	18	100%	0%	0%	0%	4	*	*	*	*	---
Woodson PK-8	132	53%	17%	16%	14%	119	26%	23%	16%	35%	21%
Worthing HS	3	*	*	*	*	2	*	*	*	*	---
Primary Group											
Bonham ES	51	31%	20%	18%	31%	58	22%	19%	14%	45%	10%
Cullen MS	15	100%	0%	0%	0%	0	---	---	---	---	---
Gregory-Lincoln K–8	116	45%	14%	10%	31%	98	31%	12%	16%	41%	16%
Hilliard ES	4	*	*	*	*	91	24%	19%	15%	42%	---
Lawson MS	3	*	*	*	*	1	*	*	*	*	---
Madison HS	13	100%	0%	0%	0%	34	100%	0%	0%	0%	0%
North Forest HS	0	---	---	---	---	1	*	*	*	*	---
Texas Connections (TCAH) 3–12	0	---	---	---	---	0	---	---	---	---	---
Washington HS	7	100%	0%	0%	0%	10	100%	0%	0%	0%	0%
Secondary Group											
Attucks MS	12	100%	0%	0%	0%	2	*	*	*	*	---
Fondren ES	68	29%	18%	12%	41%	59	27%	12%	17%	44%	8%
Looscan ES	65	35%	8%	9%	48%	53	11%	6%	21%	62%	26%
Montgomery ES	133	25%	26%	13%	36%	76	18%	11%	17%	54%	22%
Pugh ES	105	19%	16%	22%	43%	87	13%	23%	13%	52%	0%
Sharpstown HS	3	*	*	*	*	65	100%	0%	0%	0%	---
Stevens ES	101	26%	21%	21%	33%	110	22%	6%	15%	56%	17%
Tertiary Group											
Bellfort ECC	75	21%	17%	24%	37%	65	14%	5%	11%	71%	21%
Bruce ES	151	28%	24%	13%	35%	126	9%	3%	22%	66%	40%
Cook ES	81	35%	23%	15%	27%	130	20%	26%	14%	40%	12%
Edison MS	11	100%	0%	0%	0%	8	100%	0%	0%	0%	0%
Foerster ES	218	39%	18%	13%	30%	150	17%	18%	11%	53%	21%
Forest Brook MS	40	100%	0%	0%	0%	35	100%	0%	0%	0%	0%
Gallegos ES	49	41%	22%	14%	22%	55	29%	18%	20%	33%	17%
High School Ahead MS	0	---	---	---	---	0	---	---	---	---	---
Kashmere Gardens ES	125	26%	24%	13%	37%	125	17%	23%	15%	45%	10%
Key MS	1	*	*	*	*	3	*	*	*	*	---
Lewis ES	376	58%	19%	12%	12%	169	43%	22%	11%	24%	11%
Liberty HS	0	---	---	---	---	4	*	*	*	*	---
Martinez C ES	97	45%	20%	14%	21%	85	32%	18%	12%	39%	16%
Milby HS	123	100%	0%	0%	0%	5	100%	0%	0%	0%	0%
Victory Prep South HS	0	---	---	---	---	0	---	---	---	---	---
Westbury HS	3	*	*	*	*	11	100%	0%	0%	0%	---
Yates HS	0	---	---	---	---	1	*	*	*	*	---
Young ES	107	32%	26%	18%	24%	70	31%	11%	16%	41%	15%

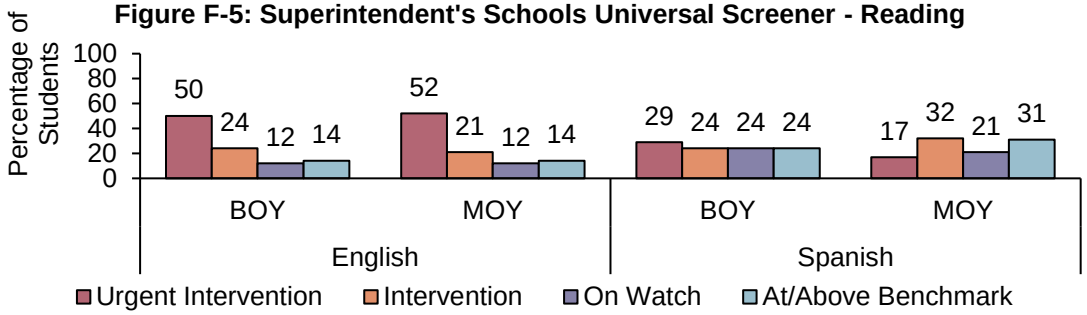
Source: Renaissance Early Literacy English Student Data File, 3/21/2018
Note: *Less than five students tested. Int. means Intervention; Bench means Benchmark; % pt. means percentage point.

Table F-2: Universal Screener Renaissance Early Literacy Spanish BOY and MOY Results, 2017–2018											
	Beginning of Year Window					Middle of Year Window					
Campus Name	N Tested	Urgent Int.	Int.	On Watch	At/Above Bench.	N Tested	Urgent Int.	Int.	On Watch	At/Above Bench.	%pt. Change At/Above On Watch
Superintendent's Schools											
Blackshear ES	6	17%	33%	17%	33%	3	*	*	*	*	---
Dogan ES	44	34%	16%	23%	27%	0	---	---	---	---	---
Henry MS	0	---	---	---	---	0	---	---	---	---	---
Highland Heights ES	12	75%	8%	0%	17%	17	35%	18%	12%	35%	30%
Kashmere HS	0	---	---	---	---	0	---	---	---	---	---
Mading ES	0	---	---	---	---	12	58%	25%	8%	8%	17%
Wesley ES	0	---	---	---	---	0	---	---	---	---	---
Wheatley HS	0	---	---	---	---	0	---	---	---	---	---
Woodson PK-8	0	---	---	---	---	0	---	---	---	---	---
Worthing HS	0	---	---	---	---	0	---	---	---	---	---
Primary Group											
Bonham ES	64	8%	9%	11%	72%	85	4%	13%	11%	73%	1%
Cullen MS	0	---	---	---	---	0	---	---	---	---	---
Gregory-Lincoln K–8	28	0%	14%	11%	75%	14	7%	0%	0%	93%	7%
Hilliard ES	0	---	---	---	---	0	---	---	---	---	---
Lawson MS	0	---	---	---	---	0	---	---	---	---	---
Madison HS	0	---	---	---	---	0	---	---	---	---	---
North Forest HS	0	---	---	---	---	0	---	---	---	---	---
Texas Connections (TCAH) 3–12	0	---	---	---	---	0	---	---	---	---	---
Washington HS	0	---	---	---	---	0	---	---	---	---	---
Secondary Group											
Attucks MS	0	---	---	---	---	0	---	---	---	---	---
Fondren ES	27	4%	7%	4%	85%	39	8%	13%	15%	64%	-9%
Looscan ES	30	0%	20%	27%	53%	26	8%	8%	12%	73%	5%
Montgomery ES	48	10%	10%	6%	73%	46	7%	7%	13%	74%	8%
Pugh ES	85	11%	14%	14%	61%	82	11%	9%	17%	63%	5%
Sharpstown HS	0	---	---	---	---	0	---	---	---	---	---
Stevens ES	58	10%	10%	10%	69%	80	5%	11%	6%	78%	4%
Tertiary Group											
Bellfort ECC	101	6%	11%	21%	62%	96	10%	9%	8%	72%	-3%
Bruce ES	16	6%	13%	6%	75%	15	7%	7%	0%	87%	5%
Cook ES	11	0%	36%	18%	45%	29	17%	17%	31%	34%	2%
Edison MS	0	---	---	---	---	0	---	---	---	---	---
Foerster ES	38	5%	8%	8%	79%	43	0%	9%	9%	81%	4%
Forest Brook MS	0	---	---	---	---	0	---	---	---	---	---
Gallegos ES	28	4%	18%	4%	75%	35	3%	6%	0%	91%	13%
High School Ahead MS	0	---	---	---	---	0	---	---	---	---	---
Kashmere Gardens ES	10	40%	30%	20%	10%	1	*	*	*	*	---
Key MS	0	---	---	---	---	0	---	---	---	---	---
Lewis ES	175	7%	9%	12%	72%	160	2%	7%	9%	82%	7%
Liberty HS	0	---	---	---	---	0	---	---	---	---	---
Martinez C ES	38	32%	21%	18%	29%	71	32%	18%	15%	34%	2%
Milby HS	0	---	---	---	---	0	---	---	---	---	---
Victory Prep South HS	0	---	---	---	---	0	---	---	---	---	---
Westbury HS	0	---	---	---	---	0	---	---	---	---	---
Yates HS	0	---	---	---	---	0	---	---	---	---	---
Young ES	0	---	---	---	---	0	---	---	---	---	---

Source: Renaissance Early Literacy Spanish Student Data File, 3/21/2018
Note: *Less than five students tested. Int. means Intervention; Bench means Benchmark; % pt. means percentage point.

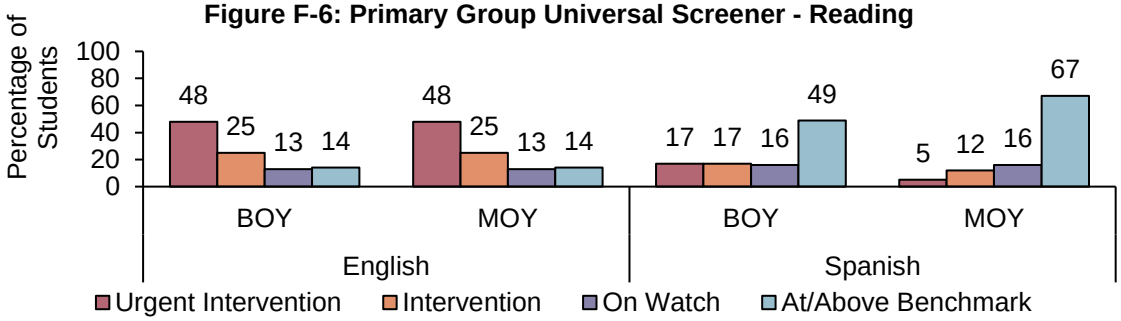
Renaissance Reading

Figure F-5: Superintendent's Schools Universal Screener - Reading



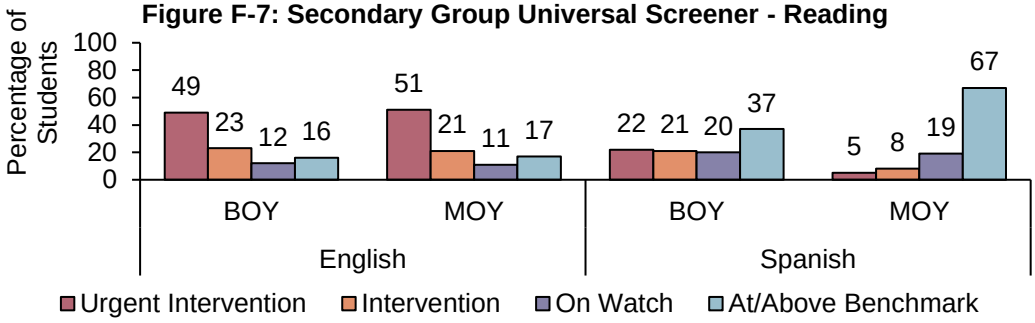
Source: Renaissance Reading student data file, 3/21/2018

Figure F-6: Primary Group Universal Screener - Reading



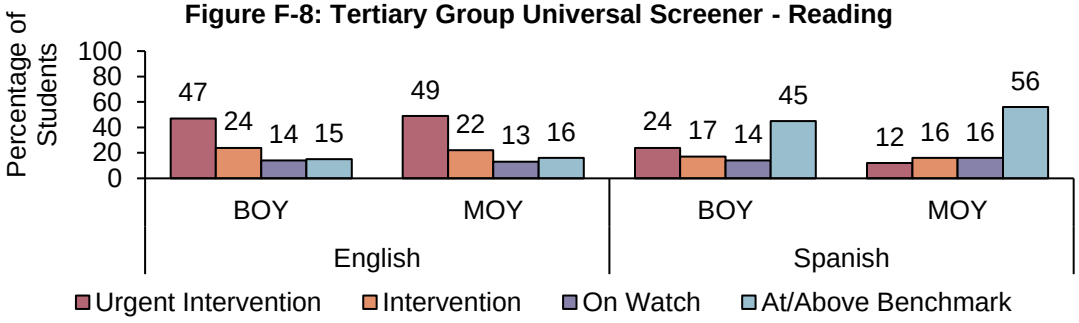
Source: Renaissance Reading student data file, 3/21/2018

Figure F-7: Secondary Group Universal Screener - Reading



Source: Renaissance Reading student data file, 3/21/2018

Figure F-8: Tertiary Group Universal Screener - Reading



Source: Renaissance Reading student data file, 3/21/2018

Table F-3: Universal Screener Renaissance Reading English Version BOY and MOY Results, 2017–2018											
	Beginning of Year Window					Middle of Year Window					
Campus Name	N Tested	Urgent Int.	Int.	On Watch	At/Above Bench.	N Tested	Urgent Int.	Int.	On Watch	At/Above Bench.	%pt. Change At/Above On Watch
Superintendent's Schools											
Blackshear ES	283	37%	22%	17%	24%	275	33%	23%	15%	29%	3%
Dogan ES	315	44%	21%	16%	19%	269	52%	23%	12%	13%	-10%
Henry MS	754	49%	27%	13%	12%	713	51%	24%	13%	12%	0%
Highland Heights ES	306	52%	22%	12%	14%	264	51%	20%	13%	16%	3%
Kashmere HS	135	69%	22%	5%	4%	558	65%	17%	10%	8%	9%
Mading ES	327	37%	25%	15%	23%	384	36%	21%	15%	28%	5%
Wesley ES	164	42%	23%	15%	20%	170	47%	21%	16%	15%	-4%
Wheatley HS	667	57%	25%	10%	8%	474	53%	23%	12%	11%	5%
Woodson K-8	532	50%	24%	13%	13%	495	58%	20%	10%	12%	-4%
Worthing HS	481	59%	23%	9%	8%	403	62%	19%	10%	9%	2%
Primary Group											
Bonham ES	419	40%	22%	16%	22%	391	36%	21%	17%	26%	5%
Cullen MS	356	44%	32%	13%	11%	333	37%	34%	17%	12%	5%
Gregory-Lincoln K–8	546	31%	24%	17%	27%	509	35%	26%	15%	25%	-4%
Hilliard ES	316	32%	29%	19%	21%	404	34%	29%	16%	21%	-3%
Lawson MS	950	52%	24%	11%	14%	959	47%	27%	12%	14%	1%
Madison HS	1334	52%	25%	12%	10%	1158	58%	23%	11%	9%	-2%
North Forest HS	717	58%	22%	12%	8%	709	59%	22%	11%	8%	-1%
Texas Connections (TCAH) 3–12	0	---	---	---	---	8	38%	50%	0%	13%	---
Washington HS	416	52%	23%	12%	13%	531	57%	22%	9%	12%	-4%
Secondary Group											
Attucks MS	384	56%	27%	11%	7%	394	61%	22%	8%	9%	-1%
Fondren ES	197	45%	30%	9%	16%	160	44%	28%	11%	17%	3%
Looscan ES	194	48%	23%	11%	18%	193	41%	25%	11%	23%	5%
Montgomery ES	293	31%	24%	21%	24%	387	33%	20%	17%	30%	2%
Pugh ES	243	30%	19%	14%	38%	168	23%	17%	17%	43%	8%
Sharpstown HS	1412	58%	22%	11%	9%	1407	63%	20%	9%	8%	-3%
Stevens ES	327	38%	20%	13%	29%	330	31%	19%	13%	36%	7%
Tertiary Group											
Bellfort ECC	0	---	---	---	---	0	---	---	---	---	---
Bruce ES	317	40%	20%	18%	22%	304	34%	24%	17%	25%	2%
Cook ES	356	35%	24%	17%	24%	375	32%	22%	19%	27%	5%
Edison MS	609	55%	24%	11%	9%	610	49%	22%	16%	13%	9%
Foerster ES	315	46%	21%	14%	19%	308	42%	20%	13%	25%	5%
Forest Brook MS	732	60%	22%	10%	8%	751	63%	20%	9%	7%	-2%
Gallegos ES	179	32%	18%	22%	28%	187	24%	21%	22%	32%	4%
High School Ahead MS	205	69%	18%	6%	6%	199	73%	15%	8%	4%	0%
Kashmere Gardens ES	212	40%	25%	18%	17%	205	35%	29%	16%	20%	1%
Key MS	540	48%	27%	12%	12%	551	55%	24%	15%	7%	-2%
Lewis ES	521	45%	24%	11%	20%	456	36%	23%	16%	24%	9%
Liberty HS	224	87%	8%	3%	1%	255	90%	5%	4%	1%	1%
Martinez C ES	250	46%	23%	12%	18%	262	41%	26%	10%	24%	4%
Milby HS	1445	42%	28%	16%	14%	1443	44%	25%	15%	15%	0%
Victory Prep South HS	101	48%	31%	14%	8%	64	56%	28%	8%	8%	-6%
Westbury HS	1909	45%	25%	15%	16%	1868	50%	22%	13%	16%	-2%
Yates HS	629	44%	27%	16%	13%	602	53%	23%	10%	14%	-5%
Young ES	150	37%	28%	17%	18%	150	34%	27%	18%	21%	4%

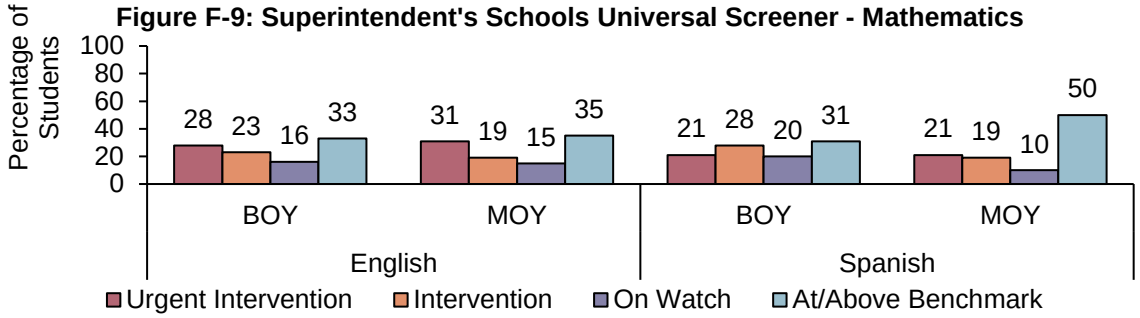
Source: Renaissance Reading English Student Data File, 3/21/2018
Note: *Less than five students tested. Int. means Intervention; Bench means Benchmark; % pt. means percentage point.

Table F-4: Universal Screener Renaissance Reading Spanish BOY and MOY Results, 2017–2018											
	Beginning of Year Window					Middle of Year Window					
Campus Name	N Tested	Urgent Int.	Int.	On Watch	At/Above Bench.	N Tested	Urgent Int.	Int.	On Watch	At/Above Bench.	%pt. Change At/Above On Watch
Superintendent's Schools											
Blackshear ES	11	0%	0%	55%	45%	15	7%	0%	20%	73%	-7%
Dogan ES	9	22%	33%	22%	22%	0	---	---	---	---	---
Henry MS	0	---	---	---	---	0	---	---	---	---	---
Highland Heights ES	34	41%	26%	15%	18%	66	17%	26%	23%	35%	25%
Kashmere HS	0	---	---	---	---	0	---	---	---	---	---
Mading ES	0	---	---	---	---	38	21%	53%	18%	8%	---
Wesley ES	1	*	*	*	*	1	*	*	*	*	---
Wheatley HS	0	---	---	---	---	0	---	---	---	---	---
Woodson PK-8	0	---	---	---	---	0	---	---	---	---	---
Worthing HS	0	---	---	---	---	0	---	---	---	---	---
Primary Group											
Bonham ES	229	17%	17%	17%	49%	277	5%	11%	16%	69%	19%
Cullen MS	0	---	---	---	---	0	---	---	---	---	---
Gregory-Lincoln K–8	17	18%	24%	6%	53%	15	7%	20%	27%	47%	15%
Hilliard ES	0	---	---	---	---	0	---	---	---	---	---
Lawson MS	0	---	---	---	---	0	---	---	---	---	---
Madison HS	0	---	---	---	---	0	---	---	---	---	---
North Forest HS	0	---	---	---	---	0	---	---	---	---	---
Texas Connections (TCAH) 3–12	0	---	---	---	---	0	---	---	---	---	---
Washington HS	0	---	---	---	---	0	---	---	---	---	---
Secondary Group											
Attucks MS	0	---	---	---	---	0	---	---	---	---	---
Fondren ES	41	12%	17%	20%	51%	37	0%	8%	14%	78%	21%
Looscan ES	19	53%	26%	5%	16%	15	27%	13%	33%	27%	39%
Montgomery ES	42	14%	17%	14%	55%	16	0%	0%	6%	94%	31%
Pugh ES	44	25%	18%	36%	20%	40	8%	15%	10%	68%	22%
Sharpstown HS	0	---	---	---	---	0	---	---	---	---	---
Stevens ES	88	23%	25%	18%	34%	94	4%	5%	26%	65%	39%
Tertiary Group											
Bellfort ECC	0	---	---	---	---	0	---	---	---	---	---
Bruce ES	21	0%	10%	29%	62%	22	0%	0%	14%	86%	9%
Cook ES	46	39%	15%	11%	35%	39	3%	23%	28%	46%	28%
Edison MS	0	---	---	---	---	0	---	---	---	---	---
Foerster ES	38	8%	21%	13%	58%	48	4%	8%	17%	71%	17%
Forest Brook MS	0	---	---	---	---	0	---	---	---	---	---
Gallegos ES	47	11%	17%	17%	55%	63	2%	5%	10%	84%	22%
High School Ahead MS	0	---	---	---	---	0	---	---	---	---	---
Kashmere Gardens ES	10	80%	10%	0%	10%	19	32%	42%	26%	0%	16%
Key MS	0	---	---	---	---	0	---	---	---	---	---
Lewis ES	200	15%	17%	16%	53%	200	8%	18%	15%	60%	6%
Liberty HS	0	---	---	---	---	0	---	---	---	---	---
Martinez C ES	76	53%	21%	5%	21%	75	39%	20%	19%	23%	16%
Milby HS	0	---	---	---	---	0	---	---	---	---	---
Victory Prep South HS	0	---	---	---	---	0	---	---	---	---	---
Westbury HS	0	---	---	---	---	0	---	---	---	---	---
Yates HS	0	---	---	---	---	0	---	---	---	---	---
Young ES	0	---	---	---	---	0	---	---	---	---	---

Source: Renaissance Reading Spanish Student Data File, 3/21/2018
Note: *Less than five students tested. Int. means Intervention; Bench means Benchmark; % pt. means percentage point.

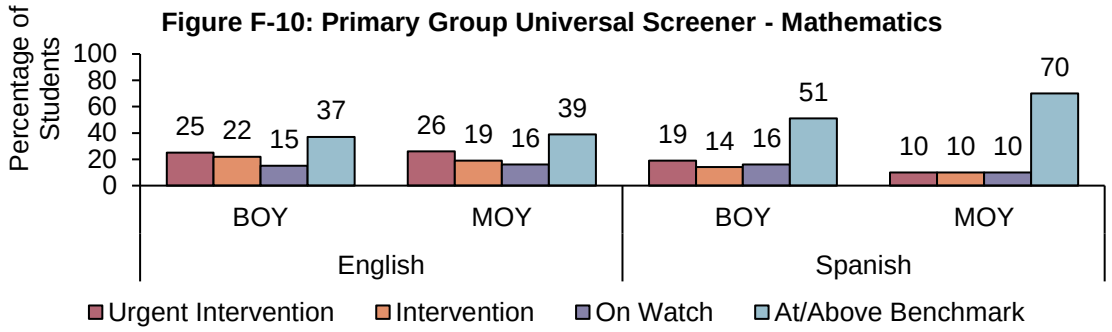
Renaissance Mathematics

Figure F-9: Superintendent's Schools Universal Screener - Mathematics



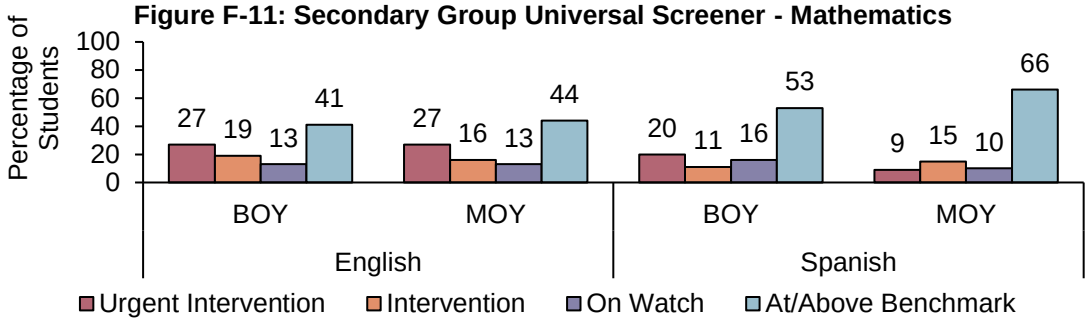
Source: Renaissance Mathematics 3/21/2018 student data file

Figure F-10: Primary Group Universal Screener - Mathematics



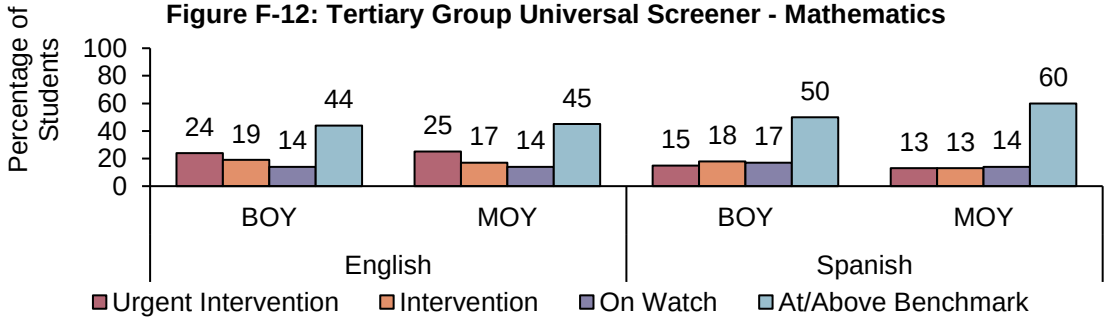
Source: Renaissance Mathematics 3/21/2018 student data file

Figure F-11: Secondary Group Universal Screener - Mathematics



Source: Renaissance Mathematics 3/21/2018 student data file

Figure F-12: Tertiary Group Universal Screener - Mathematics



Source: Renaissance Mathematics 3/21/2018 student data file

Table F-5: Universal Screener Renaissance Mathematics English BOY and MOY Results, 2017–2018

	Beginning of Year Window					Middle of Year Window					
Campus Name	N Tested	Urgent Int.	Int.	On Watch	At/Above Bench.	N Tested	Urgent Int.	Int.	On Watch	At/Above Bench.	%pt. Change At/Above On Watch
Superintendent's Schools											
Blackshear ES	284	27%	15%	14%	43%	261	26%	17%	13%	44%	0%
Dogan ES	410	33%	22%	13%	31%	363	34%	20%	11%	35%	2%
Henry MS	744	28%	26%	16%	30%	691	28%	21%	16%	35%	5%
Highland Heights ES	345	30%	22%	17%	32%	378	40%	19%	14%	27%	-8%
Kashmere HS	164	23%	24%	15%	38%	466	31%	20%	17%	32%	-4%
Mading ES	314	28%	22%	18%	31%	344	37%	17%	12%	33%	-4%
Wesley ES	198	25%	20%	18%	37%	217	27%	16%	13%	43%	1%
Wheatley HS	661	25%	20%	17%	38%	472	28%	18%	14%	40%	-1%
Woodson PK-8	547	28%	27%	17%	28%	494	33%	20%	17%	29%	1%
Worthing HS	522	26%	22%	17%	36%	501	27%	20%	14%	39%	0%
Primary Group											
Bonham ES	427	29%	16%	15%	41%	393	23%	17%	11%	50%	5%
Cullen MS	359	21%	30%	17%	32%	324	22%	23%	20%	35%	6%
Gregory-Lincoln K–8	569	17%	21%	18%	44%	530	19%	18%	18%	45%	1%
Hilliard ES	326	22%	25%	15%	38%	409	27%	21%	14%	38%	-1%
Lawson MS	958	31%	23%	16%	31%	982	30%	19%	17%	34%	4%
Madison HS	1224	24%	22%	15%	39%	1244	25%	19%	17%	39%	2%
North Forest HS	738	30%	22%	13%	35%	675	30%	17%	15%	39%	6%
Texas Connections (TCAH) 3–12	0	---	---	---	---	8	13%	63%	13%	13%	---
Washington HS	435	23%	22%	13%	43%	527	28%	19%	13%	39%	-4%
Secondary Group											
Attucks MS	370	31%	25%	14%	30%	386	32%	19%	17%	32%	5%
Fondren ES	224	19%	24%	15%	42%	182	21%	21%	10%	47%	0%
Looscan ES	231	31%	24%	12%	33%	225	22%	16%	12%	50%	17%
Montgomery ES	364	24%	18%	17%	41%	383	20%	16%	13%	51%	6%
Pugh ES	192	29%	20%	13%	39%	132	17%	16%	13%	55%	16%
Sharpstown HS	1375	27%	16%	12%	45%	1360	32%	15%	12%	41%	-4%
Stevens ES	262	27%	21%	14%	38%	405	21%	15%	15%	50%	13%
Tertiary Group											
Bellfort ECC	47	100%	0%	0%	0%	2	*	*	*	*	---
Bruce ES	381	27%	18%	14%	40%	376	20%	16%	15%	49%	10%
Cook ES	352	22%	22%	14%	42%	457	23%	18%	13%	46%	3%
Edison MS	612	25%	24%	15%	36%	609	27%	21%	15%	37%	1%
Foerster ES	489	30%	17%	17%	36%	414	23%	18%	15%	43%	5%
Forest Brook MS	734	25%	22%	17%	36%	740	32%	21%	14%	32%	-7%
Gallegos ES	199	12%	18%	13%	58%	203	14%	11%	16%	59%	4%
High School Ahead MS	206	42%	27%	11%	20%	188	49%	21%	16%	13%	-2%
Kashmere Gardens ES	266	27%	21%	14%	38%	260	24%	15%	13%	47%	8%
Key MS	534	29%	21%	17%	32%	542	32%	18%	17%	33%	1%
Lewis ES	492	15%	18%	14%	52%	467	19%	14%	10%	57%	1%
Liberty HS	207	64%	17%	8%	11%	243	62%	17%	9%	12%	2%
Martinez C ES	261	27%	17%	16%	40%	312	29%	17%	13%	41%	-2%
Milby HS	1311	14%	14%	12%	60%	1437	17%	13%	13%	57%	-2%
Victory Prep South HS	21	24%	19%	14%	43%	55	25%	13%	11%	51%	5%
Westbury HS	1855	24%	18%	13%	46%	1694	23%	15%	13%	48%	2%
Yates HS	553	12%	18%	14%	55%	475	16%	17%	13%	54%	-2%
Young ES	151	19%	19%	17%	46%	191	22%	17%	12%	49%	-2%

Source: Renaissance Mathematics English Student Data File, 3/21/2018
Note: *Less than five students tested. Int. means Intervention; Bench means Benchmark; % pt. means percentage point.

Table F-6: Universal Screener Renaissance Mathematics Spanish BOY and MOY Results, 2017–2018											
	Beginning of Year Window					Middle of Year Window					
Campus Name	N Tested	Urgent Int.	Int.	On Watch	At/Above Bench.	N Tested	Urgent Int.	Int.	On Watch	At/Above Bench.	%pt. Change At/Above On Watch
Superintendent's Schools											
Blackshear ES	10	10%	20%	40%	30%	15	7%	13%	20%	60%	10%
Dogan ES	12	33%	25%	25%	17%	0	---	---	---	---	---
Henry MS	0	---	---	---	---	0	---	---	---	---	---
Highland Heights ES	39	21%	31%	13%	36%	65	31%	18%	11%	40%	2%
Kashmere HS	0	---	---	---	---	0	---	---	---	---	---
Mading ES	0	---	---	---	---	45	9%	20%	7%	64%	---
Wesley ES	0	---	---	---	---	2	*	*	*	*	---
Wheatley HS	0	---	---	---	---	0	---	---	---	---	---
Woodson PK-8	0	---	---	---	---	1	*	*	*	*	---
Worthing HS	0	---	---	---	---	0	---	---	---	---	---
Primary Group											
Bonham ES	222	20%	14%	16%	50%	282	10%	11%	11%	69%	14%
Cullen MS	0	---	---	---	---	0	---	---	---	---	---
Gregory-Lincoln K–8	17	12%	12%	24%	53%	16	19%	0%	0%	81%	4%
Hilliard ES	0	---	---	---	---	0	---	---	---	---	---
Lawson MS	0	---	---	---	---	0	---	---	---	---	---
Madison HS	0	---	---	---	---	0	---	---	---	---	---
North Forest HS	0	---	---	---	---	0	---	---	---	---	---
Texas Connections (TCAH) 3–12	0	---	---	---	---	0	---	---	---	---	---
Washington HS	0	---	---	---	---	0	---	---	---	---	---
Secondary Group											
Attucks MS	0	---	---	---	---	0	---	---	---	---	---
Fondren ES	55	9%	11%	11%	69%	54	6%	13%	6%	76%	2%
Looscan ES	30	37%	13%	13%	37%	27	19%	22%	4%	56%	10%
Montgomery ES	43	9%	14%	21%	56%	29	7%	10%	7%	76%	6%
Pugh ES	33	27%	15%	12%	45%	50	8%	16%	18%	58%	19%
Sharpstown HS	0	---	---	---	---	0	---	---	---	---	---
Stevens ES	58	24%	7%	19%	50%	138	9%	15%	10%	65%	6%
Tertiary Group											
Bellfort ECC	0	---	---	---	---	0	---	---	---	---	---
Bruce ES	29	7%	28%	14%	52%	29	3%	10%	14%	72%	20%
Cook ES	30	23%	27%	23%	27%	65	14%	18%	14%	54%	18%
Edison MS	0	---	---	---	---	0	---	---	---	---	---
Foerster ES	45	24%	11%	20%	44%	72	13%	11%	13%	64%	13%
Forest Brook MS	0	---	---	---	---	0	---	---	---	---	---
Gallegos ES	67	4%	15%	12%	69%	66	2%	6%	11%	82%	12%
High School Ahead MS	0	---	---	---	---	0	---	---	---	---	---
Kashmere Gardens ES	8	63%	13%	25%	0%	18	33%	22%	11%	33%	19%
Key MS	0	---	---	---	---	0	---	---	---	---	---
Lewis ES	285	14%	17%	15%	54%	298	8%	12%	14%	65%	10%
Liberty HS	0	---	---	---	---	0	---	---	---	---	---
Martinez C ES	39	15%	26%	28%	31%	107	31%	20%	17%	33%	-9%
Milby HS	0	---	---	---	---	0	---	---	---	---	---
Victory Prep South HS	0	---	---	---	---	0	---	---	---	---	---
Westbury HS	0	---	---	---	---	0	---	---	---	---	---
Yates HS	0	---	---	---	---	0	---	---	---	---	---
Young ES	0	---	---	---	---	0	---	---	---	---	---

Source: Renaissance Mathematics Spanish Student Data File, 3/21/2018
Note: *Less than five students tested. Int. means Intervention; Bench means Benchmark; % pt. means percentage point.

Secondary ESL Support 2017–2018

Long Term ELL Student Support/Secondary ESL Specialists will:

- serve schools based on TELPAS Progress and ELL STAAR results
- serve schools based on ELL enrollment patterns-Long Term ELL (5+ years US school enrollment) student numbers
- serve schools in feeder patterns in collaboration with the SSO and school office
- serve schools participating in the Achieve 180 program
- support ESL/ELA teachers serving ELLs at the Advanced/Advanced High ESL instructional level(s) using a cycle of support highlighting:
  - targeted professional development/ video exemplars
  - co-teach sessions
  - observational coaching sessions
- provide academic support to the ELL At-Risk Senior cohort
- provide QTEL training to cohorts of ESL ELA/ESL content teachers
- provide BOY, MOY, EOY LPAC procedural support and ELL documentation reviews at assigned schools

ELL Literacy Specialist will:

- serve schools based on TELPAS Progress and ELL STAAR results
- serve schools based on ELL enrollment patterns-Long Term ELL (5+ years US school enrollment) student numbers
- serve schools in feeder patterns in collaboration with the SSO and school office
- provide targeted professional development highlighting English literacy development for ESL teachers at the 19 assigned schools
- facilitate LIM/LE project implementation with campus based ESL teachers, in conjunction with the Curriculum Dept.
- utilize the new HS/MS ESL Curriculums to provide coaching concerning QTEL instructional application
- create translated review materials for the English I/II exams in collaboration with the ESL Curriculum Specialists
- train and interface with the literacy interventionists who serve ELL students
- provide QTEL training to cohorts of ESL/ELL content teachers
- provide BOY, MOY, EOY LPAC procedural support and ELL documentation reviews at assigned schools

Immigrant ELL Student Support/Immigrant ELL Specialists will:

- serve schools based on TELPAS Progress
- serve schools based on ELL enrollment patterns-Immigrant ELL (Yrs. 1-3 of US school enrollment) student numbers
- serve schools in secondary feeder patterns in collaboration with the SSO and school office
- serve schools participating in the Achieve 180 program
- support ESL/ELA teachers serving ELLs at the Beginning and Intermediate ESL instructional level(s) using a cycle of support highlighting:
  - targeted professional development/ video exemplars
  - co-teach sessions
  - observational coaching sessions
- provide QTEL training to cohorts of ESL/ELL content teachers
- provide BOY, MOY, EOY LPAC support and ELL documentation reviews at assigned schools

Immigrant Content Teacher Specialist will:

- serve schools based on TELPAS Progress results
- serve schools based on ELL enrollment patterns-Immigrant ELL (Yrs. 1-3 of US school enrollment) student numbers
- serve schools in secondary feeder patterns in collaboration with the SSO and school office
- provide targeted professional development highlighting Algebra I/Biology for ELL content teachers at the 11 assigned schools in collaboration with the Science/Math Curriculum Specialists
- provide campus-based ELL content teacher coaching focused upon comprehensible input, sheltered instruction and content literacy development
- utilize the Algebra I and Biology curricula, to provide coaching concerning QTEL instructional application
- create translated review materials for the Algebra I and Biology STAAR EOC exams in collaboration with the Math/Science Curriculum Specialists
- provide QTEL training to the cohorts of ESL/ELL content teachers provide BOY, MOY, EOY LPAC procedural support and ELL documentation reviews at assigned school

Academic Tutors will:

- serve schools based on TELPAS Progress and ELL STAAR results
- serve middle and high schools based on ELL/immigrant student enrollment patterns
- provide small group tutoring to assigned ELL/ELL immigrant students at schools utilizing both English and native language support to facilitate classroom instruction and academic achievement
- work collaboratively with classroom teachers to align tutoring sessions to classroom instruction
  work collaboratively with the Multilingual Dept. Specialist assigned to the school to provide cohesive service for ELL students

Source: Multilingual Department, ESL Programs, 2017–2018

Secondary ESL Program Support 2017-2018 Multilingual Department

Long Term ELL Student Support/Secondary ESL Specialists

Sec. ESL Specialist 1	Sec. ESL Specialist 2	Sec. ESL Specialist 3	ELL Literacy Specialist	Sr. Secondary ESL Manager
Tier 4/3 (1x/week-full support cycle)	**Tier 4/3 (1x/week-full support cycle)**	**Tier 4/3 (1x/week-full support cycle)**	**Tier 4/3 (1x/week-full support cycle)**	**Tier 4/3 (1x/week-full support cycle)**
Washington HS	Wheatley HS	Hartman MS	ELL Literacy	Yates HS
Williams MS	Mc Reynolds	Lawson MS		Gregory-Lincoln K-8
Kashmere HS	Houston HS	Worthing HS	all 23 schools Tier 4 schools	
Key MS	Henry MS	Milby HS		
Waltrip HS	Northside HS	Attucks MS		
Clifton MS	North Forest HS	Woodson K-8		
High School Ahead				
Tier 3 (Support 2x/month)	**Tier 3 (Support 2x/month)**	**Tier 3 (Support 2x/month)**	**Tier 3 (Support 2x/month)**	**Tier 3 (Support 2x/month)**
Jordon HS	Harper Alt.	South Early College HS	Meyerland MS	Cullen MS
	Fleming MS	Sterling HS	Hogg MS	
	Forest Brook MS	Deady MS	Middle College Fraga	
			Middle College Gulfton	
			Energy Institute HS	
Tier 2 (Support 2x/semester)	**Tier 2 (Support 2x/semester)**	**Tier 2 (Support 2x/semester)**	**Tier 2 (Support 2x/semester)**	**Tier 2 (Support 2x/semester)**
Scarborough HS	Navarro MS	Thomas MS	Hamilton MS	Stevenson MS
	Burbank MS	Jones HS	BCM MS	
			Pin Oak MS	
Fonville MS			Leland 6-12	
Marshall MS				
Tier 1 (BOY-MOY-EOY Support)	**Tier 1 (BOY-MOY-EOY Support)**	**Tier 1 (BOY-MOY-EOY Support)**	**Tier 1 (BOY-MOY-EOY Support)**	**Tier 1 (BOY-MOY-EOY Support)**
North EC HS	Heights HS	Mount Carmel HS	Ortiz MS	DeBakey HS
Garden Oaks K-8	Leland YMCPA	Billy Reagan K=8	Eastwood HS	Wharton K-8
West Briar MS			HAIS EC HS	Chrysalis MS
			Rice School K-8	HSLJ HS
				Challenge EC HS

Source: Multilingual Department, ESL Programs, 2017–2018

Secondary ESL Program Support 2017-2018 Multilingual Department

Long Term ELL Secondary ESL Professional Development

Campus	Professional Development	# of Trainings	# of Participants
Wheatley HS	TELPAS Writing	2	18
	PLC-ESL Best Practices	4	25
	PLC-Sheltered Instructional Strategies	5	74
	Sheltered Instructional Observational Protocol (SIOP)	1	75
	ELL Literacy Development	7	30
	ELLevation Overview	1	13
Henry MS	ELLevation Training	1	35
	PLC-ESL Best Practices	5	48
	ELL Programming	1	15
	TELPAS Writing	1	35
North Forest HS	ELL Programming	4	5
	TELPAS Writing	1	35
Forest Brook MS	ELL Programming	2	2
	QTEL Training	1	1
Attucks MS	ELL Programming Identification/Placement	1	2
	ELL Programming Spring Assessment	1	2
	ELL Programming ELL Review	1	2
	PLC-Sheltered Instructional Strategies	1	8
Lawson MS	ELL Programming Identification/Placement	1	2
	ELL Programming Spring Assessment	1	2
	ELL Programming ELL Review	1	2
	Anchor Charts	3	25
Milby HS	ELL Programming Identification/Placement	1	2
	ELL Programming Spring Assessment	1	2
	ELL Programming ELL Review	1	2
	PLC ELL Literacy Development	3	2
	ELLevation Training	1	32
Woodson K-8	ELL Programming Identification/Placement	1	1
	ELL Programming Spring Assessment	1	1
	ELL Programming ELL Review	1	1
	Sheltered Instructional Strategies	2	2
Worthing HS	ELL Programming Identification/Placement	1	1
	ELL Programming Spring Assessment	1	1
	ELL Programming ELL Review	1	1
	TELPAS Training	2	4
	Differentiation for ELLs	1	25
	Making Content Comprehensible	1	25
	ELL Literacy Development	2	3

Source: Multilingual Department, ESL Programs, 2017–2018

Secondary ESL Program Support 2017-2018 Multilingual Department

Campus	Professional Development	# of Trainings	# of Participants
Kashmere HS	ELL Programming Identification/Placement	1	2
	ELL Programming Spring Assessment	1	2
	ELL Programming ELL Review	1	2
	TELPAS Writing	1	15
Key MS	ELL Programming Identification/Placement	1	2
	ELL Programming Spring Assessment	1	2
	ELL Programming ELL Review	1	2
	ELLevation Training	1	35
Williams MS	ELL Programming Identification/Placement	1	2
	ELL Programming Spring Assessment	1	2
	ELL Programming ELL Review	1	2
	Talk Read-Talk Write	1	30
	Making Content Comprehensible	1	30
	PLC-TELPAS Writing	1	5
	Model ESL Lesson	1	1
Washington HS	ELL Programming Identification/Placement	1	2
	ELL Programming Spring Assessment	1	2
	ELL Programming ELL Review	1	2
	Making Content Comprehensible	1	34
	Talk Read-Talk Write	1	34
	QTEL Training	1	3
High School Ahead	ELL Programming Identification/Placement	1	2
	ELL Programming Spring Assessment	1	2
	ELL Programming ELL Review	1	2
	Making Content Comprehensible	1	11
Cullen MS	Talk Read-Talk Write	1	35
	Words, Words, Words	1	32
	Integrating Technology into ESL Instruction	1	8
Yates	PLC-Words, Words, Words	4	42
	ELLevation	1	38

Source: Multilingual Department, ESL Programs, 2017–2018

Secondary ESL Program Support 2017-2018 Multilingual Department

Communities of Practice (COP) Instructional Support:

The Multilingual Secondary Specialists provided support during the COP observational walks by focusing on the ELL students in the classroom giving feedback concerning observed Sheltered Instructional Strategies, ELL literacy development, and ELL instructional differentiation.

Campus	COP Round 1	# of Participants/Name	Degree of Alignment-ELL Focus Classroom Instructional Priorities w/ Areas of Focus on Campus
Kashmere HS	Observational walk	2-Nereyda Salas, Gracie Guerrero	Moderate Alignment
Wheatley HS	Observational walk	2-Lauren Ward, Gracie Guerrero	Little Alignment
Henry MS	Observational walk	2-Lauren Ward, Gracie Guerrero	Little Alignment
Worthing HS	Observational walk	1-Kim Nelson	Moderate Alignment
Woodson K-8	Observational walk	1-Kim Nelson	Moderate Alignment

Campus	COP Round 2	# of Participants/Name	Degree of Alignment-ELL Focus Classroom Instructional Priorities w/ Areas of Focus on Campus
Kashmere HS	Observational walk	3-Nereyda Salas, Gracie Guerrero, Terrie Armstrong	Strong Alignment
Wheatley HS	Observational walk	2-Lauren Ward, Terrie Armstrong	Moderate Alignment
Henry MS	Observational walk	3-Lauren Ward, Gracie Guerrero, Terrie Armstrong	Some Alignment
Worthing HS	Observational walk	3-Kim Nelson, Gracie Guerrero, Terrie Armstrong	Moderate Alignment
Woodson K-8	Observational walk	1-Kim Nelson	Moderate Alignment

Data-Instructional Meeting Support:

Campus	Data Round 1	# of Participants/Name	Degree of Alignment-ELL Focus Classroom Instructional Priorities w/ Areas of Focus on Campus
Sharpstown HS	Data Instructional Discussion	1-Terrie Armstrong	Some Alignment
North Forest HS	Data Instructional Discussion	2-Terrie Armstrong, Gracie Guerrero	Moderate Alignment
Washington HS	Data Instructional Discussion	2-Terrie Armstrong, Nereyda Salas	Strong Alignment
Forest Brook MS	Data Instructional Discussion	2-Lauren Ward, Terrie Armstrong	Moderate Alignment
Milby HS	Data Instructional Discussion	2-Kim Nelson, Terrie Armstrong	Strong Alignment
Yates HS	Data Instructional Discussion	1-Terrie Armstrong	Moderate Alignment
Attucks MS	Data Instructional Discussion	1-Kim Nelson	Moderate Alignment
Campus	Data Round 2	# of Participants/Name	Degree of Alignment-ELL Focus Classroom Instructional Priorities w/ Areas of Focus on Campus
Sharpstown HS	Data Instructional Discussion	1-Torrie Richardson	Moderate Alignment

Source: Multilingual Department, ESL Programs, 2017–2018

Secondary ESL Program Support 2017-2018 Multilingual Department

Secondary ESL Observational Rubric—Instructional Excellence is built by establishing coaching relationships with teachers which allow them to be safe to try and perhaps fail new instructional strategies. Effective coaching relationships do more than focus upon instructional success, they seek to teach instructional reflection. Teachers who review the "why" behind instructional planning and decisions improve their practice. The instructional coach must be secure in his/her practice to enter co-teach situations in order to teach through the instructional process. Successful mentoring allows teachers to start where they are in the improvement process and work toward higher levels of proficiency.

Campus	Instructional Areas	Teachers who Improved at least One Level
Wheatley HS-2 teachers served	Instructional Planning	1
	Learning Environment	1
	Preparing Learners	1
	Interacting w/Text	0
	Extending Understanding	1
Henry MS-3 teachers served	Instructional Planning	0
	Learning Environment	2
	Preparing Learners	1
	Interacting w/Text	2
	Extending Understanding	1
North Forest HS-1 teacher served	Instructional Planning	1
	Learning Environment	1
	Preparing Learners	1
	Interacting w/Text	0
	Extending Understanding	0
Attucks MS-2 teachers served	Instructional Planning	1
	Learning Environment	2
	Preparing Learners	1
	Interacting w/Text	1
	Extending Understanding	0
Lawson MS-3 teachers served	Instructional Planning	1
	Learning Environment	2
	Preparing Learners	2
	Interacting w/Text	1
	Extending Understanding	2
Worthing HS-2 teachers served	Instructional Planning	2
	Learning Environment	2
	Preparing Learners	1
	Interacting w/Text	1
	Extending Understanding	2
Woodson K-8-2 teachers served	Instructional Planning	2
	Learning Environment	2
	Preparing Learners	1
	Interacting w/Text	2
	Extending Understanding	1
Milby HS-2 teachers served	Instructional Planning	1
	Learning Environment	1
	Preparing Learners	2
	Interacting w/Text	2
	Extending Understanding	2

Source: Multilingual Department, ESL Programs, 2017–2018

Secondary ESL Program Support 2017-2018 Multilingual Department

Immigrant ELL Student Support

Immigrant Specialist 1	Immigrant Specialist 2	Immigrant Specialist 3	Immigrant Content Teacher Specialist 4	Immigrant Manager
Tier 4/3 (1x/week-full support cycle)	**Tier 4/3 (1x/week-full support cycle)**	**Tier 4/3 (1x/week-full support cycle)**	**Tier 4/3 (1x/week-full support cycle)**	**Tier 4/3 (1x/week-full support cycle)**
Wisdom HS	Sharpstown HS	Westside	ELL Content teacher development (see below)	Furr HS
Liberty HS	Sugar Grove MS	Revere MS	(all 13 Tier 4 schools)	Edison MS
Welch	Westbury HS	Long MS		
	Fondren MS	Madison HS		
		Las Americas 4th-8th grade		
Tier 3 (Support 2x/month)	**Tier 3 (Support 2x/month)**	**Tier 3 (Support 2x/month)**	**Tier 3 (Support 2x/month)**	**Tier 3 (Support 2x/month)**
			Holland MS	
Tier 2 (Support 2x/semester)	**Tier 2 (Support 2x/semester)**	**Tier 2 (Support 2x/semester)**	**Tier 2 (Support 2x/semester)**	**Tier 2 (Support 2x/semester)**
		Tanglewood MS	Chavez HS	Austin HS
			Pilgrim K-8	Wilson K-8
			Sharpstown Int'l	
Tier 1 (BOY-MOY-EOY Support)	**Tier 1 (BOY-MOY-EOY Support)**	**Tier 1 (BOY-MOY-EOY Support)**	**Tier 1 (BOY-MOY-EOY Support)**	**Tier 1 (BOY-MOY-EOY Support)**
Bellaire HS	Lamar HS	Briarmeadow K-8	TH Rogers	HSPVA
	Pershing MS	Black MS	YWCPA	Carnegie
			East EC HS	Lanier MS
				TCAH Texas Connections
				Community Services

Academic Support

Academic Tutor 1	Academic Tutor 2	Academic Tutor 3
Wisdom HS-3 days/week	Westbury HS-2 days/week	Furr-2 days/week
Revere MS-2 days/week	Madison MS-2 days/week	Austin HS-1 day/week
	Welch MS-1 day/week	Edison MS- 1 day/week
		Milby HS- 1 day/week

Academic Tutor 4	Academic Tutor 5	Academic Tutor 6
Sharpstown HS-3 days/week	Wisdom HS-1 day/week	Las Americas 1 day/week
Sugar Grove MS-2 days/week	Liberty 2 days/week	Long 2 days/week
		Fondren 2 days/week

Academic Tutor 7
Kashmere 2 days/week Thursdays/Fridays
Wheatley 2 days/week Monday/Tuesday
Sterling 1 day/week Wednesdays

Source: Multilingual Department, ESL Programs, 2017–2018

Secondary ESL Program Support 2017-2018 Multilingual Department

Immigrant ELL Secondary ESL Professional Development

Campus	Professional Development	# of Trainings	# of Participants
Sharpstown HS	ELL Programming Identification/Placement	1	4
	ELL Programming Spring Assessment	1	4
	ELL Programming ELL Review	1	4
	ELL Best Practice Programming	1	3
	PLC-Sheltered Instructional Strategies	2	6
	1:1 teacher training	4	12
Madison HS	ELL Programming Identification/Placement	1	5
	ELL Programming Spring Assessment	1	5
	PLC-Making Content Comprehensible	15	31
	1:1 teacher trainings	22	5
Edison MS	ELL Programming Identification/Placement	1	1
	ELL Programming Spring Assessment	1	1
	PLC-Sheltered Instructional Strategies	1	6
	1:1 teacher training	12	2
Liberty HS	PLC-TELPAS PLDs	3	22
	PLC-Achieve 3000 Literacy Routine	3	22
	PLC Achieve 3000 Access	3	22
	1:1 teacher training 3 parts of the ESL Lesson	5	5
	ELL Programming Identification/Placement	1	2
	ELL Programming Spring Assessment	1	2

Secondary ESL Immigrant Observational Rubric

Campus	Instructional Areas	Teachers who Improved at least One Level
Liberty HS-2 teachers served	Students Engage in Quality Interactions Around Disciplinary Content	0
	Students Are Provided Supports and Scaffolds	1
	Students Engage in Deep Grade Appropriate Disciplinary Work	0
	Classroom Environment and Activities Indicate a Language Focus	1
	Social Emotional Learning	2
Edison MS-1 teacher served	Students Engage in Quality Interactions Around Disciplinary Content	1
	Students Are Provided Supports and Scaffolds	1
	Students Engage in Deep Grade Appropriate Disciplinary Work	0
	Classroom Environment and Activities Indicate a Language Focus	1
	Social Emotional Learning	1
Sharpstown HS-2	Students Engage in Quality Interactions Around Disciplinary Content	1
	Students Are Provided Supports and Scaffolds	0
	Students Engage in Deep Grade Appropriate Disciplinary Work	0
	Classroom Environment and Activities Indicate a Language Focus	0
	Social Emotional Learning	0
Madison HS-2 teachers	Students Engage in Quality Interactions Around Disciplinary Content	0
	Students Are Provided Supports and Scaffolds	1
	Students Engage in Deep Grade Appropriate Disciplinary Work	2
	Classroom Environment and Activities Indicate a Language Focus	0
	Social Emotional Learning	1

Source: Multilingual Department, ESL Programs, 2017–2018

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Achieve 180 Elementary Teacher Development Specialist (TDS) Linkage

ACHIEVE 180SCHOOLS					
Campus	**SSO**	**Literacy TDS K-2**	**Literacy TDS K-5**	**Math/Science TDS K-5**	**Dual Language TDS**
Bruce	D. Arreola		Jessica Varner (4)	Stepheny Chen (2)	
Cook Jr.	D. Arreola		Tiffany Moody (2)	Gricelda Montemayor (2)	
Hilliard	D. Arreola		Candace Thomas (2)	Cynthia Teagle (4)	
Kashmere Gardens	D. Arreola		Tasha Howard (2)	Gricelda Montemayor (2)	Carmen Diaz
Gallegos	H. Martinez		Polly Cornejo (2)	Keni Holley (2)	
Looscan	H. Martinez		Valerie Poole (4)	Susan LaForet (4)	
C. Martinez	H. Martinez		Tiffany Moody (2)	Stepheny Chen (2)	Virginia Ocañas
Pugh	H. Martinez		Elsa Mascardo (4)	Benita Leon (4)	Carmen Diaz
Stevens	H. Martinez		Denise Carter (4)	Jenn Martinez (4)	
Victory Prep, K-8	H. Martinez		Tasha Howard (2)	Pam Johnson (4)	
Gregory-Lincoln	T. Robinson		Tasha Kelly (4)	Justin Ritsema (4)	
Montgomery	T. Robinson		Bobbie Richardson (4)	Deanna Sockwell (4)	
Bonham	R. Simmons		Roslyn Powers (4)	Joseph Vaughn (4)	Jose Cazares (1.5)
Foerster	R. Simmons	Jenina Barnes (2)	Jada Magee Stroud (2)	Jennifer O'Neal (2)	
Fondren	R. Simmons	Polly Cornejo (2)	Jada Magee Stroud (2)	Ali Makhlouf (4)	
Lewis	R. Simmons		Jenina Barnes (2)	Keni Holley (2)	
Young	R. Simmons		Selene Rogers (4)	Jennifer O'Neal (2)	

ELA Floater	Kim Nesbit (4)
M/S Floater	Tracy Fox (2)

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Achieve 180 Elementary Teacher Development Specialist (TDS) Linkage

SUPERINTENDENT SCHOOLS						
Campus	**SSO**	**Literacy TDS K-5**	**Math/Science K-5**	**Science TDS K-5**	**Dual Language TDS**	**PK Curric Splst**
Woodson	R. Johnson	Kyra Harris (4) Kim Nesbit (2)	Tiffany Williams (4) & Leon Scott (2) Pam Johnson (4)	Katherine Creeks (1.5) & Markeshia Ellis (1)		Lena Falsone (.5) & G.Coleman (.5)
Blackshear	R. Johnson	Tina Goss (4)	Alan Patterson (4) & James Newman (.5)	Katherine Creeks (1.5)		Lena Falsone (.5)
Wesley	K. Roede	Erika Sanders (4)	Margarita Ramos (4)	Rae Booth (2)		Kim Guinn (.5)
Highland Heights	K. Roede	Patricia Salgado (4) Kim Nesbit (2)	Melinda Viera (4) & James Newman (.5)	Rae Booth (2)	Nancy Salinas	Kim Guinn (.5)
Mading	K. Roede	Terrence Andrews (4)	Tonya Sutton (4)	Katherine Creeks (1)	Ana Aguilar	Marisol Castruta (.5)
Dogan	K. Roede	Yolanda Tolivar (4)	LaKeisha Mays (4)	James Newman (1)	Carmen Diaz	Marisol Castruta (.5)

M/S Floater	James Newman (2)

Secondary Teacher Development Specialists (TDS) School Support Visits

Achieve 180 Campus		# TDS Support Visits	# Meetings w/ Professional Learning Communities
Attucks MS		89	27
Cullen MS		113	29
Edison MS		93	42
Forest Brook MS		103	36
Gregory-Lincoln K-8		99	26
Henry MS		191	107
HS Ahead MS		43	10
Kashmere HS		342	181
Key MS		124	62
Lawson MS		150	34
Liberty HS		13	1
Madison HS		150	50
Milby HS		113	59
North Forest HS		177	69
Sharpstown HS		72	12
Texas Connections Academy		0	0
Victory Prep K-8		30	7
Victory Prep South		28	0
Washington HS		131	25
Westbury HS		174	85
Wheatley HS		225	68
Woodson K-8		161	38
Worthing HS		140	47
Yates HS		97	27
TOTALS		**2,858**	**1,042**

Source: HISD Secondary Curriculum, 2017–2018, Addendum 2: A180 EOY Secondary Curriculum, p. 1
Note: Victory Prep K–8 closed and is no longer an Achieve 180 Program school.

Wednesday Professional Development Support

Secondary Curriculum and Development team members, including all TDS and content directors, developed and facilitated targeted professional development sessions throughout the school year for teachers at the A180 schools around the general topics provided by the A180 leadership. Sessions incorporate a regular focus on the district's literacy initiatives, content-specific activities and strategies, use of student work, and analysis of student performance data to inform planning and instruction.

Session Dates and Topics:

- September 27, 2017 – Data Dive #1
- October 4, 2017 – Analyzing Student Work
- October 11, 2017 – Curriculum Planning using Master Courses
- October 18, 2017 – Universal Screener (Renaissance)
- October 25, 2017 – Literacy Best Practices
- November 8, 2017 – Data Dive #2
- November 15, 2017 – Curriculum Planning using Master Courses
- December 6, 2017 – Analyzing Student Work
- December 13, 2017 – Data Dive #3
- January 10, 2018 – Small Group Instruction
- January 17, 2018 – Curriculum Planning using Master Courses
- January 24, 2018 – Flex Day (Curriculum Planning)
- January 31, 2018 – Data Dive #4
- February 7, 2018 – Intervention Planning
- February 21, 2018 – Flex Day (Curriculum Planning)
- February 28, 2018 – High Leverage Standards
- March 7, 2018 – Data Dive #5
- March 21, 2018 – Analyzing Student Work
- March 28, 2018 – Curriculum Planning using Master Courses
- April 4, 2018 – Flex Day (Curriculum Planning)
- April 18, 2018 – Curriculum Planning using Master Courses
- April 25, 2018 – Flex Day (Curriculum Planning)
- May 2, 2018 – Curriculum Planning Using Master Courses
- May 9, 2018 – Flex Day (Curriculum Planning)
- May 23, 2018 – Data Dive #6

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Fall Wednesday PD for Teachers at Achieve 180 Campuses

DATE	SESSION	LEADS/SUPPORTS	IMPLEMENTATION/ FEEDBACK
September 27, 2017	GET TO KNOW YOUR STUDENTS	FACs, TDS, Student Assessment	CSO, SSO, Student Assessment
October 4, 2017	LOOKING AT STUDENT WORK	Teachers/TDS	CSO, SSO, Curriculum
October 11, 2017	CURRICULUM PLANNING*	Teachers/TDS	CSO, SSO, Curriculum
October 18, 2017	UNIVERSAL SCREENER DATA	Student Assessment, Renaissance	CSO, SSO
October 25, 2017	LITERACY BEST PRACTICE SHARING	Teachers/TDS	CSO, SSO, Curriculum
November 1, 2017	CURRICULUM PLANNING*	Teachers/TDS	CSO, SSO, Curriculum
November 8, 2017	DATA DIVE (SNAPSHOT 1)	FACs, TDS, Student Assessment	CSO, SSO, Curriculum, Student Assessment
November 15, 2017	INSTRUCTIONAL PRACTICES*	Teachers/TDS	CSO, SSO, Curriculum
November 29, 2017	LITERACY BEST PRACTICE SHARING*	Teachers/TDS	CSO, SSO, Curriculum
December 7, 2017	INSTRUCTIONAL PRACTICES*	Teachers/TDS	CSO, SSO, Curriculum
December 13, 2017	DATA DIVE (DLA)	FACs, TDS, Student Assessment	CSO, SSO, Curriculum, Student Assessment
December 20, 2017	LITERACY BEST PRACTICE SHARING*	Teachers/TDS	CSO, SSO, Curriculum

*Each session should include: modeling/sharing best practices, looking at student work, reflecting on campus observation trends (can include TADS or other), planning, and a product (a plan, a reflection, a tool or resource).
**For Secondary schools, 11.15.17 activities will occur on 11.29.17 and 11.29.17 activities will occur on 11.15.17.

Joint Professional Learning/Training Days for TDS, FACs, and Student Assessment:

September 22nd 8:00-10:00 TDS and Student Assessment
September 22nd 10:00-12:00 TDS, Student Assessment, and FACs
To Prepare for September 27th

October 27th 8:00-10:00 TDS and Student Assessment
October 27th 10:00-12:00 TDS, Student Assessment, and FACs
To Prepare for November 8th

December 1st 8:00-10:00 TDS and Student Assessment
December 1st 10:00-12:00 TDS, Student Assessment, and FACs
To Prepare for December 13th

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Spring Wednesday PD for Teachers at Achieve 180 Campuses

Date	Session	Receive Materials	TOT Session Attendees
January 10, 2018	**Literacy Best Practices** (Small Group Instruction)	**December 22, 2017**	TDS attends TOT and collaborates with principal to prepare for session.
January 17, 2018	**Curriculum Planning** (Literacy Focus)	**December 22, 2017**	TDS attends TOT and collaborates with principal to prepare for session.
January 24. 2018	**Flex Day**	**December 18, 2017** Elem/Sec Options	Leadership team will collaborate with TDS to determine sessions.
January 31, 2018	**Data Dig – Snapshot, MOY Screener**	**January 19, 2018**	**TOT - January 19, 2018** Formative Assessment Coordinator Teacher Development Specialist
February 7, 2018	**Intervention Planning**	**January 26, 2018**	TDS attends TOT and collaborates with principal to prepare for session.
February 14, 2018	**Happy Valentine's Day** ***(PD Session Cancelled)***		
February 21, 2018	**Flex Day**	**December 18, 2017** Elem/Sec Options	Leadership team will collaborate with TDS to determine sessions.
February 28, 2018	**Data Dig – Release STAAR Assessment**	**February 16, 2018**	**TOT - February 16, 2018** Formative Assessment Coordinator Teacher Development Specialist
March 7, 2018	**High Leverage Standards**	**February 23, 2018**	TDS attends TOT and collaborates with principal to prepare for session.
March 21, 2018	**Looking at Student Work**	**March 2 2018**	TDS attends TOT and collaborates with principal to prepare for session.
March 28, 2018	**Curriculum Planning**	**March 9, 2018**	TDS attends TOT and collaborates with principal to prepare for session.
April 4, 2018	**Flex Day**	**December 18, 2017** Elem/Sec Options	Leadership team will collaborate with TDS to determine sessions.
April 11, 2018	**STAAR Assessment** ***(No Wednesday PD Session)***		
April 18, 2018	**Curriculum Planning**	**April 6, 2018**	TDS attends TOT and collaborates with principal to prepare for session.
April 25, 2018	**Flex Day**	**December 18, 2017** Elem/Sec Options	Leadership team will collaborate with TDS to determine sessions.
May 2, 2018	**Curriculum Planning**	**April 20, 2018**	TDS attends TOT and collaborates with principal to prepare for session.
May 9, 2018	**Flex Day**	**December 18, 2017** Elem/Sec Options	Leadership team will collaborate with TDS to determine sessions.
May 16, 2018	**STAAR Assessment** ***(No Wednesday PD Session)***		
May 23, 2018	**Data Dig** (Looking Ahead 2018-2019)	**May 4, 2018**	**TOT – April 20, 2018** Formative Assessment Coordinator Teacher Development Specialist

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A180 Next Steps in Literacy By 3 Leadership Training

Elementary Curriculum and Development has partnered with Scholastic Education to provide a series of literacy learning opportunities for Superintendent and Achieve 180 school leaders. The learning will include face-to-face professional learning sessions, lesson modeling, and on-site literacy walk-throughs. The table below represents the targeted dates and learning events.

Date	*Event*
Sept 25th	**School Visits**: *Identify Professional Learning Needs* • **AM**: *Highland Heights Elementary School* • **AM**: *Wesley Elementary School*
Sept 26th	**School Visits**: *Identify Professional Learning Needs* • **AM**: *Montgomery Elementary School* • **PM**: *Hattie Mattie White ESC* - Debrief and Plan
Oct 17th	**Professional Learning Session**: *Leading Guided Reading* Instructional leaders will identify teacher and student centered foci for walk-throughs and a plan that identifies what data will be collected, when it will be collected, and how it will be collected. Instructional leaders will create an action plan that includes strategies for supporting the implementation of Guided Reading. • **AM**: 8:00 A.M – 11:30 A.M *Woodson, Blackshear – R. Johnson (Supt Schools)* *Wesley, Highland Heights, Mading, Dogan – K. Roede (Supt Schools)* *Bruce, Cook, Hilliard, Kashmere Gardens – D. Arreola (A180)* *Gregory-Lincoln, Montgomery – T. Robinson (A180)* • **PM**: 12:30 P.M – 4:00 P.M *Gallegos, Looscan, C. Martinez, Stevens, Pugh, V Prep – H. Martinez (A180)* *Bonham, Foerster, Fondren, Lewis, Young – R. Simmons (A180)* Participants should include the SSO, Principal, Literacy Coach, and Literacy TDS.
	School Visit Lesson Modeling: *Small Group Guided Reading Lesson Modeling* SSO cohorts of principals will gather at one school site to observe a Scholastic literacy leadership specialist facilitate two guided reading lessons. Leaders will be given directions before the lesson model begins to focus their observation. After the lesson demonstrations, the participants will debrief the lesson by examining the instructional practices, what they learned about students, and next steps students need. **AM** 8:00-8:30am: Introduction 8:30-9:00am: Model Lesson #1 9:15-9:45am: Model Lesson #2 10:00-11:00am: Debrief **PM** 12:00-12:30pm: Introduction 12:30-1:00pm: Model Lesson #1 1:15-1:45pm: Model Lesson #2 2:00-3:00pm: Debrief

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Oct 24th	**School Visits**: *Lesson Modeling* • *AM: Bruce, Cook, Hilliard, Kashmere Gardens – D. Arreola* • *PM: Woodson, Blackshear – R. Johnson*
Oct 25th	**School Visits**: *Lesson Modeling* • *AM: Bonham, Foerster, Fondren – R. Simmons* • *PM: Lewis, Young – R. Simmons*
Oct 26th	**School Visits**: *Lesson Modeling* • *AM: Gallegos, Looscan, C. Martinez – H. Martinez* • *PM: Pugh, Stevens, Victory Prep K-8 – H. Martinez*
Oct 27th	**School Visits**: *Lesson Modeling* • *AM: Wesley, Highland Heights, Mading, Dogan – K. Roede* • *PM: Gregory-Lincoln, Montgomery – T. Robinson* Participants should include the SSO, Principal, and Literacy TDS.
Nov 1st	**Professional Learning Session**: *Collecting and Analyzing Literacy Data* Instructional Leaders will have a sample of teacher literacy instruction data collection they will use as a template when collecting data at their schools. Instructional leaders will have an action plan for collecting teacher literacy instruction data at their sites. **1:00-3:00PM: Principal Meeting Breakout Sessions** *Woodson, Blackshear – R. Johnson (Supt Schools)* *Wesley, Highland Heights, Mading, Dogan – K. Roede (Supt Schools)* *Bruce, Cook, Hilliard, Kashmere Gardens – D. Arreola (A180)* *Gregory-Lincoln, Montgomery – T. Robinson (A180)* *Gallegos, Looscan, C. Martinez, Stevens, Pugh, V Prep – H. Martinez (A180)* *Bonham, Foerster, Fondren, Lewis, Young – R. Simmons (A180)* Participants should include the SSO, Principal, Literacy Coach, and Literacy TDS.
Nov 7th *Nov 8th* *Nov 9th* *Nov 10th*	**School Visits**: *On-Site Literacy Walk-Throughs That Strengthen Expectations* Leaders will complete walkthrough data documentation that includes observation data on student and/or teacher centered foci and trends indicated by the data that show commonalities. Each SSO will select one of their campuses for this walk-through. • **AM:** *Wesley, Highland Heights, Mading, Dogan – K. Roede* • **PM:** *Woodson, Blackshear – R. Johnson* • **AM:** *Gallegos, Looscan, C. Martinez – H. Martinez* • **PM:** *Pugh, Stevens, Victory Prep K-8 – H. Martinez* • **AM:** *Bonham, Foerster, Fondren – R. Simmons* • **PM:** *Lewis, Young – R. Simmons* • **AM:** *Bruce, Cook, Hilliard, Kashmere Gardens – D. Arreola* • **PM:** *Gregory-Lincoln, Montgomery – T. Robinson*

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Jan 9th	**Professional Learning Session**: Continuous Cycle of Improvement In Action Instructional Leaders will have a data-informed professional learning plan to strengthen the implementation of the literacy initiative. Instructional leaders will have a plan for collecting data after professional learning facilitation. • **AM**: 8:00 A.M – 11:30 A.M *Woodson, Blackshear – R. Johnson (Supt Schools)* *Wesley, Highland Heights, Mading, Dogan – K. Roede (Supt Schools)* *Bruce, Cook, Hilliard, Kashmere Gardens – D. Arreola (A180)* *Gregory-Lincoln, Montgomery – T. Robinson (A180)* • **PM**: 12:30 P.M – 4:00 P.M *Gallegos, Looscan, C. Martinez – H. Martinez (A180)* *Bonham, Foerster, Fondren – R. Simmons (A180)* Participants should include the SSO, Principal, Literacy Coach, and Literacy TDS.
Feb 13th	**Professional Learning Session**: Continuous Cycle of Improvement In Action Principals have been asked to gather the following: • bring an artifact of the training you provided addressing your professional learning focus • collect data on the same teachers you observed before the January meeting, and, • collect at least two data points for each teacher observed.

Secondary Literacy Support – LiM and LE Training for SY1718 (YTD)

The Literacy and core content teams provided a series of trainings prior to and at the beginning of the school year to campus leaders and teachers, both experienced and new, on the district's *Literacy in the Middle* (MS) and *Literacy Empowered* (HS) initiatives, as well as the SRW courses for struggling readers.

Achieve 180 Campus	LiM / LE # Teachers Trained	SRW # Teachers Trained
Attucks MS	7	1
Cullen MS	27	7
Edison MS	40	4
Forest Brook MS	41	1
Gregory-Lincoln K-8	5	4
Henry MS	42	
HS Ahead MS	6	1
Kashmere HS	27	7
Key MS	35	
Lawson MS	22	13
Liberty HS	1	
Madison HS	10	1
Milby HS	43	2
North Forest HS	12	1
Sharpstown HS	18	3
Texas Connections Academy	5	1
Victory Prep K-8	1	
Victory Prep South	1	1
Washington HS	17	4
Westbury HS	15	12
Wheatley HS	18	6
Woodson K-8	7	9
Worthing HS	37	
Yates HS	15	9
TOTALS	**452**	**87**

Source: HISD Secondary Curriculum, 2017–2018
Note: SRW means Strategic Reading and Writing

Table F-7: Achieve 180 Program Participation in the Accelerating Content Enhancement (ACE) Series, 2017–2018

Elementary Curriculum			Secondary Curriculum		
Month	**Grade Level Content**	**# Participants**	**Month**	**Grade Level Content**	**# Participants**
January	Grade 3 Reading	25	**January**	Grade 6 ELA	7
	Grade 4 Reading	9		Grade 7 ELA	6
	Grade 4 Writing	13		Grade 8 ELA	5
	Grade 5 Reading	18		ENG I	8
	Grade 3 Math	27		ENG II	8
	Grade 4 Math	16		ENG III &IV	2
	Grade 5 Math	15		Grade 6 Math	7
	Grade 5 Science	15		Grade 7 Math	8
Total		**138**		Grade 8 Math	10
February	Grade 3 Reading	20		Geometry	1
	Grade 4 Reading	11		Algebra I	10
	Grade 5 Reading	11		Algebra II	2
	Grade 3 Math	27		Science MS	8
	Grade 4 Math	13		Science HS	6
	Grade 5 Math	13		Social Studies MS	17
	Grade 5 Science	15		Social Studies HS	9
Total		**110**	**Total**		**114**

Secondary Curriculum			Secondary Curriculum		
Month	**Grade Level Content**	**# Participants**	**Month**	**Grade Level Content**	**# Participants**
February	Grade 6 ELA	9	**March**	Grade 6 ELA	2
	Grade 7 ELA	9		Grade 7 ELA	2
	Grade 8 ELA	7		Grade 8 ELA	1
	ENG I	12		ENG I	0
	ENG II	16		ENG II	5
	ENG III &IV	3		ENG III &IV	1
	Grade 6 Math	8		Grade 6 Math	4
	Grade 7 Math	6		Grade 7 Math	8
	Grade 8 Math	7		Grade 8 Math	4
	Geometry	1		Geometry	0
	Algebra I	8		Algebra I	2
	Algebra II	3		Algebra II	1
	Science MS	8		Science MS	8
	Science HS	6		Science HS	1
	Social Studies MS	12		Social Studies MS	8
	Social Studies HS	8		Social Studies HS	3
Total		**123**	**Total**		**50**

Sources: HISD Elementary Curriculum, HISD Secondary Curriculum, April 2018

Table F-8: Formative Assessment Professional Development Sessions for Achieve 180 Program Schools, 2016–2017 and 2017–2018		
	2017–2018 Courses	2016–2017 Courses
1	Achieve 180 - Data Dig 1	EdPlan Leadership Reports
2	Data Dive (DLA)	EdPlan Online Assessment
3	Data Dig 2 : SnapShot	EdPlan System Advanced
4	Data Dig Release STAAR : TOT	EdPlan System Basics
5	Data Dig Snapshot- Snapshot/MOY Screener: TOT	EdPlan Teacher Reports
6	EdPlan Online Assessment	Formative Assessment Update
7	EdPlan System Advanced	OnTrack: Principal Overview
8	EdPlan System Basics	OnTrack: Campus TOT
9	EdPlan Teacher Reports	OnTrack: Leaders Early Adopt
10	Formative Assessment Update	OnTrack: Teacher Early Adopt
11	Formative Reports and Tools	
12	New FAC Orientation	
13	Online Formative Assessment	
14	OnTrack: Answer Key Creation	
15	OnTrack: Campus TOT	
16	OnTrack: CO Overview	

Source: HISD Formative Assessment, 2017–2018

Table F-9: Number of Formative Assessment Professional Development Courses and Participants for Achieve 180 Program Schools, 2017–2018				
Achieve 180 Group	**School**	**Course Type**	**Number Courses**	**Number Participants**
A180 Schools Total			**216**	**473**
Superintendent's Schools	Blackshear Elementary	Data Dig/Data	1	1
		Training of the Trainer (TOT)	1	1
		Updates, Reports, Tools, etc.	1	1
	Dogan Elementary	Training of the Trainer (TOT)	3	5
		Updates, Reports, Tools, etc.	1	1
	Henry Middle School	Training of the Trainer (TOT)	3	5
		Updates, Reports, Tools, etc.	1	1
	Highland Heights Elementary	Data Dig/Data Dive	1	1
		Training of the Trainer (TOT)	4	4
	Kashmere High School	Data Dig/Data Dive	3	3
		OnTrack	1	1
		Training of the Trainer (TOT)	3	4
		Updates, Reports, Tools, etc.	3	3
	Mading Elementary	Data Dig/Data Dive	3	3
		Training of the Trainer (TOT)	3	3
		Updates, Reports, Tools, etc.	2	2
	Wesley Elementary	Data Dig/Data Dive	1	1
		OnTrack	1	1
		Training of the Trainer (TOT)	2	2
	Wheatley High School	Data Dig/Data Dive	1	1
		Training of the Trainer (TOT)	3	3
		Updates, Reports, Tools, etc.	2	5
	Woodson School	Data Dig/Data Dive	1	1
		OnTrack	1	25
		Training of the Trainer (TOT)	2	4
		Updates, Reports, Tools, etc.	2	2
	Worthing High School	Data Dig/Data Dive	1	1
		Updates, Reports, Tools, etc.	2	2
	Superintendent's Schools Total		**53**	**87**

Table F-9: Number of Formative Assessment Professional Development Courses and Participants for Achieve 180 Program Schools, 2017–2018 (continued)				
Achieve 180 Group	**School**	**Course Type**	**Number Courses**	**Number Participants**
A180 Schools Total			**216**	**473**
Primary Group	Bonham Elementary	Data Dig/Data Dive	2	3
		Training of the Trainer (TOT)	3	5
		Updates, Reports, Tools, etc.	3	6
	Cullen Middle School	Training of the Trainer (TOT)	1	1
	Gregory-Lincoln Ed Center	Data Dig/Data Dive	1	2
		Training of the Trainer (TOT)	1	2
		Updates, Reports, Tools, etc.	2	4
	Hilliard EL	Training of the Trainer (TOT)	1	1
		Updates, Reports, Tools, etc.	1	3
	Lawson Middle School	Data Dig/Data Dive	2	2
		Training of the Trainer (TOT)	3	11
		Updates, Reports, Tools, etc.	3	3
	Madison High School	Data Dig/Data Dive	1	1
		OnTrack	1	1
		Training of the Trainer (TOT)	3	3
		Updates, Reports, Tools, etc.	3	7
	North Forest High School	Data Dig/Data Dive	2	3
		Training of the Trainer (TOT)	3	3
		Updates, Reports, Tools, etc.	1	4
	Texas Connections Academy	OnTrack	1	138*
		Training of the Trainer (TOT)	1	1
		Updates, Reports, Tools, etc.	1	1
	Washington BT High School	Data Dig/Data Dive	1	1
		Training of the Trainer (TOT)	1	1
		Updates, Reports, Tools, etc.	1	1
	Primary Group Total		**43**	**208**

Table F-9: Number of Formative Assessment Professional Development Courses and Participants for Achieve 180 Program Schools, 2017–2018 (continued)				
Achieve 180 Group	**School**	**Course Type**	**Number Courses**	**Number Participants**
A180 Schools Total			**216**	**473**
Secondary Group	Attucks Middle School	Data Dig/Data Dive	2	3
		OnTrack	1	1
		Training of the Trainer (TOT)	1	1
		Updates, Reports, Tools, etc.	1	1
	Fondren Elementary	Data Dig/Data Dive	3	3
	Fondren Elementary	Training of the Trainer (TOT)	3	3
		Updates, Reports, Tools, etc.	1	1
	Looscan Elementary	Data Dig/Data Dive	1	1
		Training of the Trainer (TOT)	1	4
		Updates, Reports, Tools, etc.	1	2
	Montgomery Elementary	Data Dig/Data Dive	3	3
		Training of the Trainer (TOT)	3	5
		Updates, Reports, Tools, etc.	3	4
	Pugh Elementary	Training of the Trainer (TOT)	3	3
		Updates, Reports, Tools, etc.	1	1
	Sharpstown High School	Data Dig/Data Dive	2	2
		Training of the Trainer (TOT)	1	3
		Updates, Reports, Tools, etc.	1	10
	Stevens Elementary	Training of the Trainer (TOT)	1	2
		Updates, Reports, Tools, etc.	3	3
	Secondary Group Total		**36**	**56**

Table F-9: Number of Formative Assessment Professional Development Courses and Participants for Achieve 180 Program Schools, 2017–2018 (continued)				
Achieve 180 Group	**School**	**Course Type**	**Number Courses**	**Number Participants**
A180 Schools Total			**216**	**473**
Tertiary Group	Bellfort ECC	Training of the Trainer (TOT)	2	2
	Bruce Elementary	Data Dig/Data Dive	1	1
		Training of the Trainer (TOT)	3	4
		Updates, Reports, Tools, etc.	1	4
	Cook JR ES	Data Dig/Data Dive	1	1
		Training of the Trainer (TOT)	3	3
		Updates, Reports, Tools, etc.	2	3
	Edison Middle School	Data Dig/Data Dive	2	2
		OnTrack	1	1
		Training of the Trainer (TOT)	2	3
		Updates, Reports, Tools, etc.	1	1
	Foerster Elementary	Data Dig/Data Dive	2	2
		Training of the Trainer (TOT)	3	6
		Updates, Reports, Tools, etc.	3	7
	Forest Brook Middle School	Data Dig/Data Dive	1	1
		Training of the Trainer (TOT)	2	2
		Updates, Reports, Tools, etc.	1	2
	Gallegos Elementary	Data Dig/Data Dive	1	1
		Updates, Reports, Tools, etc.	2	2
	H S Ahead Academy	Data Dig/Data Dive	2	2
		Training of the Trainer (TOT)	3	3
		Updates, Reports, Tools, etc.	1	1
	Kashmere Gardens Elementary	Data Dig/Data Dive	1	1
		Training of the Trainer (TOT)	2	6
		Updates, Reports, Tools, etc.	2	2
	Tertiary Group Subtotal		**45**	**63**

Table F-9: Number of Formative Assessment Professional Development Courses and Participants for Achieve 180 Program Schools, 2017–2018 (continued)				
Achieve 180 Group	**School**	**Course Type**	**Number Courses**	**Number Participants**
Achieve 180 Program Total			**216**	**473**
Tertiary Group (continued)	Key Middle School	Data Dig/Data Dive	3	4
		Training of the Trainer (TOT)	3	4
		Updates, Reports, Tools, etc.	1	7
	Lewis Elementary	Data Dig/Data Dive	2	2
		OnTrack	1	1
		Training of the Trainer (TOT)	2	4
	Liberty High School	Data Dig/Data Dive	3	4
		Training of the Trainer (TOT)	2	2
		Updates, Reports, Tools, etc.	2	2
	Martinez C Elementary	Data Dig/Data Dive	1	2
		OnTrack	1	1
		Updates, Reports, Tools, etc.	1	4
	Milby High School	Data Dig/Data Dive	1	1
		Training of the Trainer (TOT)	1	3
	Victory Prep Academy South	Training of the Trainer (TOT)	1	1
		Updates, Reports, Tools, etc.	1	2
	Westbury High School	Training of the Trainer (TOT)	3	4
		Updates, Reports, Tools, etc.	2	3
	Yates High School	Data Dig/Data Dive	1	1
		Training of the Trainer (TOT)	2	2
	Young Elementary	Data Dig/Data Dive	1	1
		Training of the Trainer (TOT)	3	3
		Updates, Reports, Tools, etc.	1	1
	Tertiary Group Subtotal		39	59
Tertiary Group Total			**84**	**122**

Source: HISD Formative Assessment, 2017–2018
Note: *The identified Primary Group OnTrack course met over a three-month period.

Appendix G: Pillar IV – School Design

Literacy Options	**Flex Wednesday PD** ***Elementary Options***
Using Universal Screener Data + Running Records Data X Guided Reading Planning = Impactful Guided Reading Instruction	During the first hour, teachers will review universal screener & running record data to adjust groups as needed and determine targeted skills for each group. During the second hour, teachers would plan at least 1 small group, observe a peer or practice delivery and provide warm/cool feedback.
Differentiated Word Work and Work on Writing Stations that Win!	Teachers will experience and create differentiated, high-yield word work and work on writing activities based on various reading levels.
Aligning Read Aloud and Mini-Lessons for Student Mastery	Teachers will plan aligned read aloud and mini lessons based on upcoming curriculum standards. TDS will model the connection between read aloud and skills instruction for teachers and teachers will engage with the curriculum documents to plan.
Setting Up and Using Your Guided Reading Binder	Teachers will study the different components of a guided reading binder and assemble the binder for their classroom.
Let's Learn the C in Café!	Teachers will learn 3-4 comprehension strategies for students to use during independent reading.

Math Options	
The Effective Math Classroom	Teachers will dive into an effective math learning environment! Come learn how to use anchor strategies to incorporate daily math routines as you experience firsthand the components of the 5E model in an inclusive math classroom.
Introduction to Math Small Groups	Teachers will engage in best practices for small-group instruction. Join us and walk away with a small-group templates and strategies to support small group implementation.
Introduction to Math Workstations	Teachers will learn how to implement workstations in your math classroom to maximize student engagement and learning. Participants will engage in activities to plan and practice the necessary components for workstation implementation.
Math Interactive Notebooks	Teachers will gain a deeper understanding of the benefits of incorporating interactive notebooks in the math classroom. They will engage in creating and setting up a Math Interactive Notebook and walk away with strategies for implementation.
Grade-Level Boot Camps	Teachers will work collaboratively in a high-impact learning experience to practice aligned, rigorous, and engaging research-based strategies for grade-level standards to increase student achievement in elementary mathematics.

Science Options	
Planning for a Science Read Aloud	Using the science read-aloud planning template, teachers will design short read-aloud experiences to create interest, purpose, and excitement around upcoming standards. The teacher will learn how to assign relevant text to provide additional learning opportunities or scaffolding to build knowledge of concepts and Explain scientific ideas and concepts using real-world examples cited in the text.
Daily 5 in the Science Block	Teachers will be introduced to the elements of Daily 5 in the science block, determine how to introduce the routines to students, and plan for standards-based workstation implementation.

Flex Wednesday PD

Secondary Options (in addition to the option of general lesson planning sessions for all 4-core)

Mathematics

Mastering Mathematics with Master Courses

Teachers will review upcoming lessons in the Master Courses and annotate the Teacher Notes pages to address specific campus needs. Teachers will then rehearse portions of the Master Course lessons (At-Bats).

Exploring TI Calculator Resources

In addition to activities provided within the Master Courses, teachers will navigate and explore the resources available for free from Texas Instruments. Activities included during this session will include accessing webinars to teach specific calculator skills, modeling/rehearsing calculator labs, etc.

Imagine Math Interventions

Teachers will access Imagine Math and create action plans for folding the intervention tool into class. Included in this discussion of implementation will be the Vertically Aligned Pathways that can be assigned to students (created by Secondary Curriculum & Development). VAPs address specific Readiness Standards and access prior learning from grades as far back as grade 5. Ways to encourage after-school use by students will also be explored.

English/Language Arts

Lesson Rehearsals

During this PLC, teachers have the opportunity to rehearse a lesson or part of a lesson and receive feedback from their peers. Feedback is centered around, TEKS and rigor alignment, student engagement, clarity, and questioning.

Curriculum Planning

During this PLC, teachers have the opportunity to preview the upcoming curriculum and work with a TDS to differentiate instruction to meet students' needs.

Looking at Student Work

During this PLC, teachers have the opportunity to utilize a protocol to examine student work, looking for patterns and themes. Based on findings, teachers can collaborate on next steps and form intervention ideas.

Social Studies

Utilizing Classroom Libraries in Social Studies

Participants can always use ideas to help students engage meaningfully with informational text. This social studies content session will expose teachers to various research-based strategies to increase student comprehension of text (both primary and secondary sources) and geographic tools (maps, graphs, tables, visuals, etc.).

Examining Social Studies Content and Concepts through Text Circles

Using informational text, teachers will participate in structured conversations designed to engage even struggling readers and ELLS in the skills necessary for the 21st century. Listening is also a focus of this session and teachers will discover ways to increase the skill of listening during student conversations.

Science

Science Inquiry Made Easy

Participants will look at the importance of the 5E Lesson Model as the learning cycle for science which allows teachers to engage students in exploring scientific ideas about the natural world through an inquiry model.

Academic Vocabulary in Science

Using student work samples, participants will assess student work based on the Depth of Knowledge with a focus on academic vocabulary. Research-based strategies will be used to assist in the integration of innovative ways to use vocabulary in science classroom instruction.

Table G-1: Achieve3000® Participation Rates at Achieve 180 Program Middle and High Schools, 2017–2018									
Achieve 180 Program Treatment Group	Total Enrolled	No Activities Recorded	1 Activity	2 to 5 Activities	6 to 10 Activities	11 to 20 Activities	21 to 40 Activities	More Than 40 Activities	Pre- and Post-Test Lexile Measure
All Achieve 180 Groups	16,198	3,707	1,435	2,977	2,338	2,724	2,254	763	6,435
	%	23%	9%	18%	14%	17%	14%	5%	40%
Superintendent's Schools	3,156	986	350	648	476	472	176	48	850
	%	31%	11%	21%	15%	15%	6%	2%	27%
Henry MS	662	268	152	128	53	34	18	9	48
	%	40%	23%	19%	8%	5%	3%	1%	7%
Kashmere HS	677	118	33	107	153	165	83	18	323
	%	17%	5%	16%	23%	24%	12%	3%	48%
Wheatley HS	897	241	93	255	143	117	40	8	225
	%	27%	10%	28%	16%	13%	4%	1%	25%
Woodson PK-8	296	30	19	72	72	59	31	13	123
	%	10%	6%	24%	24%	20%	10%	4%	42%
Worthing HS	624	329	53	86	55	97	4	0	131
	%	53%	8%	14%	9%	16%	1%	0%	21%
Primary Group	4,363	1,064	420	886	596	683	490	224	1,616
	%	24%	10%	20%	14%	16%	11%	5%	37%
Attucks MS	521	41	35	134	144	122	39	6	225
	%	8%	7%	26%	28%	23%	7%	1%	43%
Sharpstown HS	1,686	170	94	179	236	416	475	116	961
	%	10%	6%	11%	14%	25%	28%	7%	57%
Secondary Group	2,207	211	129	313	380	538	514	122	1,186
	%	10%	6%	14%	17%	24%	23%	6%	54%
Edison MS	444	123	85	138	40	16	26	16	66
	%	28%	19%	31%	9%	4%	6%	4%	15%
Forest Brook MS	624	342	80	119	50	17	15	1	71
	%	55%	13%	19%	8%	3%	2%	0%	11%
High School Ahead Acad MS	199	63	28	53	27	22	5	1	39
	%	32%	14%	27%	14%	11%	3%	1%	20%
Key MS	525	370	75	56	12	10	2	0	10
	%	70%	14%	11%	2%	2%	0%	0%	2%
Liberty HS	338	140	57	93	40	5	1	2	33
	%	41%	17%	28%	12%	1%	0%	1%	10%
Milby HS	1,546	77	40	195	244	385	430	175	1,078
	%	5%	3%	13%	16%	25%	28%	11%	70%
V Prep South	-	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-	-
Westbury HS	2,295	191	116	348	358	522	586	174	1,342
	%	8%	5%	15%	16%	23%	26%	8%	58%
Yates HS	501	140	55	128	115	54	9	0	144
	%	28%	11%	26%	23%	11%	2%	0%	29%
Tertiary Group	6,472	1,446	536	1,130	886	1,031	1,074	369	2,783
	%	22%	8%	17%	14%	16%	17%	6%	43%
Cullen MS	466	52	22	94	70	84	80	64	162
	%	11%	5%	20%	15%	18%	17%	14%	35%
Gregory-Lincoln PK-8	223	112	33	60	14	4	0	0	18
	%	50%	15%	27%	6%	2%	0%	0%	8%
Lawson MS	467	318	63	70	12	2	1	1	18
	%	68%	13%	15%	3%	0%	0%	0%	4%
Madison HS	1,483	278	109	281	228	260	217	110	597
	%	19%	7%	19%	15%	18%	15%	7%	40%
North Forest HS	978	134	73	162	154	239	169	47	591
	%	14%	7%	17%	16%	24%	17%	5%	60%
Texas Connections (TCAH)	13	6	1	5	0	1	0	0	3
	%	46%	8%	38%	0%	8%	0%	0%	23%
Washington HS	733	164	119	214	118	93	23	2	227
	%	22%	16%	29%	16%	13%	3%	0%	31%

Source: Achieve3000 Student Data, 2017–2018, accessed on 4/31/2018
Note: Percentages may not total 100 due to rounding.

Table G-2: Number and Percentage of Achieve 180 Program Middle and High School Students' Achieve3000® College and Career Readiness Levels at Pretest and Posttest, 2017−2018

	Number	Not on Track				On Track			
		Falls Far Below		Approaches		Meets		Exceeds	
		Pretest	Post Test	Pretest	Post Test	Pretest	Post Test	Pretest	Post Test
All Achieve 180 Groups (N=6,435)	N	N	N	N	N	N	N	N	N
6th	240	160	139	71	90	4	5	5	6
7th	252	176	165	71	82	2	2	3	3
8th	288	196	193	82	82	8	9	2	4
9th	1,639	998	945	505	493	121	141	15	60
10th	1,722	1,127	1,043	418	452	152	168	25	59
11th	1,232	1,002	934	178	214	38	52	14	32
12th	1,062	862	824	156	178	38	40	6	20
		Not on Track				On Track			
		Falls Far Below		Approaches		Meets		Exceeds	
		Pretest	Post Test	Pretest	Post Test	Pretest	Post Test	Pretest	Post Test
All Achieve 180 Groups (N=6,435)	N	%	%	%	%	%	%	%	%
6th	240	67	58	30	38	2	2	2	3
7th	252	70	65	28	33	1	1	1	1
8th	288	68	67	28	28	3	3	1	1
9th	1639	61	58	31	30	7	9	1	4
10th	1722	65	61	24	26	9	10	1	3
11th	1232	81	76	14	17	3	4	1	3
12th	1062	81	78	15	17	4	4	1	2

Source: Achieve3000 Student Data, 2017−2018, accessed on 4/31/2018

Notes: Achieve 180 Middle and High School students who completed at least one activity and who had a pretest and posttest Lexile score taken on different dates were included. Average Lexile level was interpreted using Achieve3000's College and Career Readiness chart. Percentages may not equal 100 due to rounding.

Table G-3: Achieve3000 Lexile Results for Achieve 180 Middle and High School Students, 2017−2018

Achieve 180 Program Treatment Group	N	Pretest				Post Test				Mean Lexile Growth
		Mean Raw Score	Minimum Raw Score	Maximum Raw Score	Average Lexile Level	Mean Raw Score	Minimum Raw Score	Maximum Raw Score	Average Lexile Level	
All Achieve 180 Groups (N=6,435)										
6th Grade	240	499	84	1218	Falls Far Below	539	43	1441	Falls Far Below	39
7th Grade	252	528	-154	1422	Falls Far Below	546	-190	1428	Falls Far Below	18
8th Grade	288	555	67	1335	Falls Far Below	596	47	1558	Falls Far Below	41
9th Grade	1,639	692	-355	1543	Falls Far Below	740	-120	1600	Falls Far Below	48
10th Grade	1,722	699	-188	1548	Falls Far Below	752	-145	1600	Falls Far Below	53
11th Grade	1,232	711	-131	1564	Falls Far Below	775	-110	1594	Falls Far Below	64
12th Grade	1,062	706	-88	1614	Falls Far Below	758	93	1600	Falls Far Below	52
Superintendent's Schools (N=850)										
6th Grade	40	457	124	1079	Falls Far Below	484	158	1083	Falls Far Below	27
7th Grade	60	463	67	1064	Falls Far Below	472	45	1013	Falls Far Below	9
8th Grade	71	493	67	1007	Falls Far Below	529	47	993	Falls Far Below	36
9th Grade	188	631	65	1512	Falls Far Below	667	40	1551	Falls Far Below	37
10th Grade	172	656	53	1548	Falls Far Below	703	16	1600	Falls Far Below	47
11th Grade	155	716	63	1433	Falls Far Below	751	149	1450	Falls Far Below	35
12th Grade	164	756	127	1614	Falls Far Below	799	182	1600	Falls Far Below	44
Primary Group (N=1,616)										
6th Grade	79	535	148	1218	Falls Far Below	584	232	1441	Approaches	49
7th Grade	56	511	64	942	Falls Far Below	526	135	907	Falls Far Below	15
8th Grade	63	634	96	1335	Falls Far Below	650	154	1558	Falls Far Below	16
9th Grade	436	680	-355	1543	Falls Far Below	725	93	1594	Falls Far Below	45
10th Grade	481	675	97	1469	Falls Far Below	734	128	1569	Falls Far Below	59
11th Grade	318	696	63	1564	Falls Far Below	753	49	1594	Falls Far Below	57
12th Grade	183	711	190	1541	Falls Far Below	758	220	1585	Falls Far Below	46
Secondary Group (N=1,186)										
6th Grade	68	458	84	1054	Falls Far Below	515	43	1230	Falls Far Below	56
7th Grade	68	536	187	1422	Falls Far Below	564	173	1428	Falls Far Below	28
8th Grade	89	552	152	1108	Falls Far Below	609	218	1270	Falls Far Below	57
9th Grade	297	605	-168	1244	Falls Far Below	672	-120	1386	Falls Far Below	66
10th Grade	344	589	-188	1490	Falls Far Below	640	-145	1552	Falls Far Below	50
11th Grade	137	640	-131	1440	Falls Far Below	676	-110	1485	Falls Far Below	36
12th Grade	183	633	91	1356	Falls Far Below	672	194	1431	Falls Far Below	39
Tertiary Group (N=2,783)										
6th Grade	53	531	96	1191	Falls Far Below	544	171	1328	Falls Far Below	13
7th Grade	68	591	-154	1151	Falls Far Below	609	-190	1210	Falls Far Below	18
8th Grade	65	549	105	818	Falls Far Below	598	125	924	Falls Far Below	49
9th Grade	718	750	54	1512	Falls Far Below	796	49	1600	Falls Far Below	46
10th Grade	725	777	65	1547	Falls Far Below	829	40	1600	Falls Far Below	52
11th Grade	622	733	104	1540	Falls Far Below	814	157	1586	Falls Far Below	81
12th Grade	532	715	-88	1431	Falls Far Below	775	93	1600	Falls Far Below	60

Source: Achieve3000 Student Data, 2017−2018, accessed on 4/31/2018

Notes: Achieve 180 Middle and High School students who completed at least one activity and who had a pretest and post test Lexile score taken on different dates were included. Average Lexile level was interpreted using Achieve3000's College and Career Readiness chart.

Interpreting Students' Lexile Scores

To interpret students' Lexiles, Achieve3000 recommends using the College and Career Readiness chart, shown below, to determine whether students are on track for college and career. Follow these steps:

1. Find the student's nominal grade in the column titled 'Grade.' For a fifth grade student, find the number 5.
2. Following the row corresponding to the student's grade, find the range in the next four columns that includes the student's Lexile. For a fifth grade student with a Lexile of 800, the correct column would be the 'Approaches' column.
3. Determine if the student is on track for college and career. A fifth grade student with a Lexile of 800 is not on track for college and career readiness but is approaching being on track.

College and Career Readiness				
	Not On Track		On Track	
Grade	Falls Far Below	Approaches	Meets	Exceeds
1	BR115L and Below	BR110L – 185L	190L – 530L	535L and Above
2	150L and Below	155L – 415L	420L – 650L	655L and Above
3	265L and Below	270L – 515L	520L – 820L	825L and Above
4	385L and Below	390L – 735L	740L – 940L	945L and Above
5	500L and Below	505L – 825L	830L – 1010L	1015L and Above
6	555L and Below	560L – 920L	925L – 1070L	1075L and Above
7	625L and Below	630L – 965L	970L – 1120L	1125L and Above
8	660L and Below	665L – 1005L	1010L – 1185L	1190L and Above
9	775L and Below	780L – 1045L	1050L – 1260L	1265L and Above
10	830L and Below	835L – 1075L	1080L – 1335L	1340L and Above
11/12	950L and Below	955L – 1180L	1185L – 1385L	1390L and Above

Beginning Reader (BR) is a code given to readers and text that are below 0L on the Lexile scale. In some cases, for readers, a BR code is followed by a number and L (e.g., BR150L). A Lexile reader measure of BR150L indicates that the Lexile measure of the reader is 150 units below 0L. The smaller the number following the BR code, the more advanced the reader is. For example, a BR150L reader is more advanced than a BR200L reader.

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Source: Achieve3000®. (2014).

Table G-4: AP Insight Classes and Number of Assignments Created by Subject, January 8 and February 20, 2018					
School	**Subject**	**Jan. 8, 2018**		**Feb. 20,2018**	
		Class Created	**# Assignments Created**	**Class Created**	**# Assignments Created**
Superintendent's Schools Total		**4**	**1**	**4**	**1**
Kashmere HS	AP Calculus	Yes	0	Yes	0
Kashmere HS	AP US History	No	0	No	0
Kashmere HS	AP World History	Yes	0	Yes	0
Wheatley HS	AP Biology	No	0	No	0
Wheatley HS	AP US History	No	0	No	0
Wheatley HS	AP World History	Yes	1	Yes	1
Worthing HS	AP Chemistry	No	0	No	0
Worthing HS	AP US History	No	0	No	0
Worthing HS	AP World History	Yes	0	Yes	0
Primary Group Total		**8**	**16**	**7**	**16**
Madison HS	AP Calculus	No	0	No	0
Madison HS	AP Chemistry	No	0	No	0
Madison HS	AP US History	Yes	0	Yes	0
Madison HS	AP World History	Yes	0	Yes	0
North Forest HS	AP Biology	Yes	8	Yes	8
North Forest HS	AP Calculus	Yes	4	Yes	4
North Forest HS	AP US History	No	0	No	0
North Forest HS	AP World History	No	0	No	0
Washington HS	AP Biology	Yes	0	No	0
Washington HS	AP Calculus	Yes	0	Yes	0
Washington HS	AP Chemistry	Yes	0	Yes	0
Washington HS	AP US History	Yes	4	Yes	4
Washington HS	AP World History	No	0	No	0
Tertiary Group Total		**5**	**16**	**5**	**60**
Milby HS	AP Biology	No	0	No	0
Milby HS	AP Calculus	No	0	No	0
Milby HS	AP Chemistry	No	0	No	0
Milby HS	AP US History	No	0	No	0
Milby HS	AP World History	Yes	0	Yes	24
Westbury HS	AP Calculus	Yes	5	Yes	5
Westbury HS	AP Chemistry	Yes	0	Yes	0
Westbury HS	AP US History	No	0	No	0
Westbury HS	AP World History	Yes	8	Yes	28
Yates HS	AP US History	Yes	3	Yes	3
Yates HS	AP World History	No	0	No	0
Yates HS	AP World History	No	0	No	0
Total		**17**	**33**	**16**	**77**

Source: Advanced Academics, 2017–2018

Table G-5: HISD PowerUp Laptop Inventory and Students with No Laptop, Non-Achieve 180 and Achieve 180 Program Schools by Group

Achieve 180 Campus	#Students	#Laptops	#Spare	#Lost/Stolen	#Available	#Students No Laptop	%Students No Laptop
HISD	**48,560**	**52,887**	**4,327**	**779**	**3,548**	**1,469**	**3.03%**
Superintendent's Schools							
Kashmere HS	691	902	211	120	91	22	3.18%
Wheatley	878	1,050	172	150	22	64	7.29%
Worthing	782	895	113	59	54	14	1.79%
Primary Group							
Madison HS	1,582	1,750	168	120	48	0	0.00%
North Forest	970	1,067	97	3	94	48	4.95%
Washington	742	806	64	6	58	50	6.74%
Secondary Group							
Sharpstown HS	1,626	1,766	140	2	138	22	1.35%
Tertiary Group							
Liberty	343	426	83	0	83	0	0.00%
Milby	1,647	1,790	143	17	126	23	1.40%
Westbury	2,262	2,417	155	29	126	57	2.52%
Yates	772	837	65	10	55	36	4.66%
Non-Achieve 180 Program Schools							
Challenge	462	480	18	0	18	65	14.07%
Austin HS	1,723	1,939	216	17	199	55	3.19%
Bellaire HS	3,397	3,670	273	16	257	414	12.19%
Carnegie	614	639	25	3	22	56	9.12%
Chavez HS	2,955	3,228	273	8	265	72	2.44%
Debakey	860	896	36	4	32	15	1.74%
East Early College	479	536	57	3	54	1	0.21%
Eastwood	425	466	41	0	41	10	2.35%
Energy Institute	695	746	51	1	50	6	0.86%
Fraga	112	126	14	0	14	3	2.68%
Furr	1,068	1,174	106	14	92	36	3.37%
Gulfton	121	168	47	2	45	8	6.61%
HAIS	477	524	47	5	42	23	4.82%
Heights	2,339	2,417	78	16	62	8	0.34%
HSLECJ	421	474	53	1	52	0	0.00%
HSPVA	751	760	9	2	7	63	8.39%
Jones Future's	422	451	29	0	29	22	5.21%
Jordan	142	163	21	0	21	3	2.11%
Lamar	3,312	3,431	119	37	82	50	1.51%

Source: HISD Achieve 180 Program Administrators, 2017–2018
Note: Based on March 27, 2018 student enrollment.

Table G-5: HISD PowerUp Laptop Inventory and Students with No Laptop, Non-Achieve 180 and Achieve 180 Program Schools by Group (continued)							
Achieve 180 Campus	**#Students**	**#Laptops**	**#Spare**	**#Lost/Stolen**	**#Available**	**#Students No Laptop**	**%Students No Laptop**
HISD	**48,560**	**52,887**	**4,327**	**779**	**3,548**	**1,469**	**3.03%**
Long	202	295	93	1	92	0	0.00%
North Houston	462	486	24	3	21	10	2.16%
Northside	1,486	1,614	128	19	109	47	3.16%
Sam Houston HS	2,620	2,954	334	33	301	35	1.34%
Scarborough	750	792	42	14	28	23	3.07%
Sharpstown Int.	776	798	22	4	18	2	0.26%
South Early	371	409	38	0	38	9	2.43%
Sterling	1,328	1,492	164	8	156	28	2.11%
Waltrip	1,738	1,909	171	5	166	16	0.92%
Westside	2,824	2,972	148	22	126	15	0.53%
Wisdom	1,954	2,057	103	19	84	36	1.84%
Young Men's	480	571	91	3	88	2	0.42%
Young Woman's	499	544	45	3	42	0	0.00%

Source: HISD Achieve 180 Program Administrators, 2017–2018
Note: Based on March 27, 2018 student enrollment.

Appendix H: Pillar V – Social and Emotional Learning Support

Table H-1: 2017–2018 Library Programs and Activities at Achieve 180 Program Schools by Treatment Group	
Superintendent's Schools	
Blackshear ES	Real Men Read, Storybook Parade, Black History Program, Poetry Night, Earth Day Celebration, Read Across America Week, Author Study, Financial Literacy, Teach content-based lessons in the library.
Dogan ES	Provided lessons including Brainpop and Discovery Streaming.
Henry MS	Programs: Ran a Book fair, Literacy Night and collaborated with teachers to teach research skills to students. Campus Dyslexia Interventionist. Attended all trainings and taught 17 students skills to overcome dyslexia challenges. Documented and submitted all documents needed for dyslexia using EasyIEP. TELPAS tester 6th through 8th grade. Presented Digital resources to New Teacher cohort.
Kashmere HS	Two SRW, I have taught over twenty classes during the 2017-2018 school year to familiarize English, drama, and music students with the library, book selection, and to encourage use of the library.
Primary Group	
Lawson MS	Book Talks, Orientation, Professional Development for Digital Resources.
Madison HS	Tech Thursdays-Staff HUB Technology Trainings, Madison Library Open House Our Story, CODE, Black History Museum Expo, Selfie-With a Shelfie, Legend of the Poinsettia, Book Tasting, Senior and Underclassmen: Commit to Literacy, MakerSpace, Book Talks with Author Visits. Campus Instructional Technologist – HUB and a variety of Web 2.0 applications, Digital Resources, Library Resources, Student HUB (itslearning) Technology Support, Together We Tech Sponsor.
Milby HS	Author visit; Book fair; Books for Breakfast celebration; Banned Books week celebration; Black History Month Contest; Blind date with a book; Name that book; EOY Reading Celebration, Library orientation for freshmen and ESL students, Lessons: Use of databases, citations, evaluating resources; Discovery board builder, prezis, research, collaboration with teachers.
Washington HS	Provided an overview of the library and processes, PowerUp support.
Secondary Group	
None reported	
Tertiary Group	
Bruce ES	Summer Reading Program, Real Men Read, Pizza Hut Book It, Schlitterbahn's Wave of Pages Reading Program, Scholastic Book Fair, Bio Mania Month, Author Visit from Carl Birk, Dr. Seuss Day with fun activities, Polar Express Week with fun activities.
Forest Brook MS	Big 6 research model, book tasting event for library opening, poetry slam for students and teachers, poetry and coloring arts event, scholastic book fair, Adopt- a -book summer reading slam, email digital resources for teacher to assist with lessons.
Kashmere Gardens ES	Book Fairs, Author Visits, Reading Rock Stars, Student Book Clubs, Familiarize and use public library Learning Links as a connection tool with student instruction, Implement the Accelerated Reader Program, Parent/Community Partners invited out to read to students at different intervals in the school year, Partner with Community Library for Read Alouds, Connect students, teachers and the community with other programs offered by the community library, Extended before and after school library reading/homework time for students, teachers and parents, and Highlight by display and daily announcements the student who reads the greatest number of books for the month are some of the programs implemented through our library program. Daily Instruction includes the teaching of library skills, and the implementation of lessons that support curriculum expectations for each grade level.
Yates HS	Banned Book Week Activities, Summer Reading Program Recognition/Celebration, Teen Read Week, Daily Library News, Author visit. Staff Orientation, Student Orientation, Genre Review, Research Methods.

Source: HISD Library Services, 2017–2018

Table H-2: Library Staffing, Circulation, and Books Accessed Per Student at Achieve 180 Program Schools, 2016–2017 and 2017–2018					
Achieve 180 Program School	**2016–2017 Circulation**	**2017–2018 Circulation**	**% Increase**	**Average Age of the Collection**	**Average # Books per Student**
Total	**62,546**	**63,548**	**2%**	**-**	**-**
Superintendent's Schools					
*Blackshear ES	2,353	2,646	12%	2001	20.4
*Dogan ES	4,320	2,444	-43%	2007	20.9
*Henry MS	1,282	515	-60%	2007	10
*Highland Heights ES	0	1,581		2002	24
*Kashmere Gardens ES	21	535	2447%	1999	25.4
Mading ES	581	1,067	84%	1998	25.7
^^Wesley ES	0	0		1994	39.8
^^Wheatley HS	9	0	-100%	2002	20.6
+Woodson K-8	0	0		1995	14.6
^Worthing HS	40	0	-100%	1996	17.2
Super. Sch. Total	**8,606**	**8,788**	**2%**	**-**	**-**
Primary Group					
*Bonham ES	10,272	10,362	1%	2003	13.3
**Cullen MS	1,248	1,436	15%	2004	27.7
*Gregory Lincoln K–8	795	1,057	33%	2002	17.8
^Hilliard ES	0	3,951		2006	8.9
*Lawson MS	314	1,250	298%	1996	14
*Madison HS	1,028	516	-50%	1999	9.3
*North Forest HS	0	0		2006	15.5
*Washington HS	0	1		1989	17
Primary Total	**13,657**	**18,573**	**36%**	**-**	**-**

Table H-2: Library Staffing, Circulation, and Books Accessed Per Student at Achieve 180 Program Schools, 2016–2017 and 2017–2018 (continued)					
Achieve 180 Program School	**2016–2017 Circulation**	**2017–2018 Circulation**	**% Increase**	**Average Age of the Collection**	**Average # Books per Student**
Total	**62,546**	**63,548**	**2%**	**-**	**-**
Secondary Group					
*Attucks MS	1,334	1,510	13%	1995	33.7
^Fondren ES	0	114		2002	5.5
^Looscan ES	753	952	26%	1996	29
*Montgomery ES	3,453	0	-100%	2002	10.6
**#Pugh ES	1,759	0	-100%	2003	14.6
**Sharpstown HS	1,331	376	-71%	2000	10
**Stevens ES	4,558	3,472	-24%	2001	10.4
Secondary Total	**13,188**	**6,424**	**-51%**	**-**	**-**
Tertiary Group					
*Bellfort ECC	2,292	3,624	58%	2003	18.8
*Bruce ES	9,244	7,640	-17%	2000	26.7
*Cook ES	0	2		2001	16.9
^^Edison MS	0	0		1989	19.6
*Foerster ES	2,387	4,539	90%	1998	14.2
*Forest Brook MS	2	591	29450%	2001	14.2
^^Gallegos ES	0	0		1998	21.7
High School Ahead MS	0	0		NA	NA
*Kashmere HS	699	444	-36%	2003	18.7
**Key MS	135	0	-100%	2004	15.4
*Lewis ES	8,622	8,252	-4%	2003	20
Liberty HS	0	0		NA	NA
**C. Martinez ES	0	22		2000	7.3
*Milby HS	2,806	3,431	22%	2007	7.4
*Westbury HS	279	788	182%	1991	8.5
*Yates	629	430	-32%	2010	14
**^^Young ES	0	0		2014	0.6
Tertiary Total	**27,095**	**29,763**	**10%**	**-**	**-**
Program Total	**62,546**	**63,548**	**2%**		

Source: HISD Library Services; Addendum 2: A180 EOY Pillar III Library Services, May 2018, pp. 156–171

Notes: Shaded areas indicate adaptations to the table to omit calculations requiring division by zero. Numbers may differ from Figure 4, p. 18 due to differences in the specific dates that data were retrieved.
Texas Connections Academy Houston/TCAH and Victory Prep South HS were not included.
*Indicates staffing by certified librarians; ** indicates certified teacher librarian; ^indicates paraprofessional librarian; +indicates other staff as librarian; ^^ indicates vacant positions, and #indicates an educator listed as library contact was not working as librarian.

Table H-3: Non-Achieve 180 and Achieve 180 Program Schools with WrapAround Specialists, 2017–2018					
Non-Achieve 180		**Achieve 180 Program (N=44)**			
(N=18/238)		**Superintendent's Schools (N=10/10)**	**Primary Group (N=6/9)**	**Secondary Group (N=3/7)**	**Tertiary Group (N=12/18)**
Austin HS	Houston MSTC HS	Blackshear ES	Cullen MS	Attucks MS	Cook ES
Burnett ES	Marshall MS	Dogan ES	Gregory-Lincoln PK–8	Looscan ES	Edison MS
DAEP	Momentum Academy	Henry MS	Lawson MS	Sharpstown HS	Forest Brook MS
Deady MS	McGowen ES	Highland Heights ES	Madison HS		Gallegos ES
Durkee ES	Navarro MS	Kashmere HS	North Forest HS		Kashmere Gardens
Fleming MS	North Side HS	Mading ES	Washington HS		Key MS
Fondren MS	Paige ES	Wesley ES			Lewis ES
Franklin ES	Williams MS	Wheatley HS			Martinez C ES
Grissom ES	Wisdom HS	Woodson K–8			Milby HS
		Worthing HS			Westbury HS
					Yates HS
					Young ES

Source: Source: HISD Wraparound Services, 2017–2018
Note: Districtwide WRS not included.

Table H-4: Wraparound Services Student Assessment Forms (SAFs) Received by Category of Need, 2017–2018		
Category	**# of Service Needs Identified**	**% SAFs Received**
Health	118	14
Home and Family	165	19
Immigration Services	18	2
Educational and Vocational opportunities	49	6
Legal Safety and Crisis Support	55	6
Emotional and Psychological Services	308	36
Cultural and Spiritual	46	5
Social and Recreational	92	11
Total Students with SAFs = 496	**851**	**100%**

Source: HISD Wraparound Services, 2017–2018
Note: Multiple service needs may be identified on an SAF for each student.

Table H-5: Wraparound Services Intervention Record Counts by Type, 2017–2018		
INTERVENTION: RECORD TYPE	**RECORD COUNT**	**# INTERVENTIONS**
	Check-In	1,413
	Observation	410
	Resource	677
	Service Link	3,250
Subtotal		***5,750***
Community Development	Service Link	37
Subtotal		***37***
Cultural and spiritual (Art access, Cultural awareness and enrichment)	Check-In	6
Subtotal		***6***
Education and vocational (Vocational training, employment services, college and career readiness)	Check-In	311
	Observation	175
	Resource	132
	Service Link	449
Subtotal		***1,067***
Emotional and psychological (Youth mentoring, psychological counseling & behavioral health)	Check-In	934
	Observation	191
	Resource	10
	Service Link	2,355
Subtotal		***3,490***
Health (Medical, Dental, Vision, Nutrition)	Check-In	59
	Resource	137
Subtotal		***196***
Home and family (Food, clothing, parent engagement, foster care, transportation and housing support)	Check-In	219
	Observation	6
	Resource	1,112
	Service Link	215
Subtotal		***1,552***
Immigration Services	Check-In	6
	Service Link	21
Subtotal		***27***
Legal safety/crisis support (Juvenile justice support, homelessness, child abuse, substance abuse, and domestic violence prevention and support, excluding immigration support)	Check-In	20
	Resource	1
	Service Link	44
Subtotal		***65***
Other	Check-In	241
	Observation	4
	Resource	149
Subtotal		***394***
Social and recreational (Physical activity based clubs, after-school clubs and sports)	Check-In	12
	Observation	1
	Service Link	48
Subtotal		***61***
GRAND TOTAL		**12,645**

Source: HISD Wraparound Services, 2017–2018

Student Assistance Department Special Events & Activities 2017-2018				
Event	**Date**	**# People Involved**	**Purpose**	**Effect**
Mobile Teacher's Aide Distribution at district-wide Graduation Support Meeting	4/24/2018	74 Attendees	Participants were able to utilize district resources to engage in attendance improvement and drop-out prevention efforts.	Participants received supplies to distribute to identified students in need on their campus.
Back to School Extravaganza	8/25/2017	500 Attendees	Annual event which provides information and resources to homeless / at risk families. Involves internal departments, external community partners to educate and inform parents, students, and unaccompanied youth on the services provided by HISD, and community partners.	Supplies, shoes and resources were provided to all attendees, which helped prepare them for a successful school year. Parents were provided needed resources.
Project Prom	4/7/2018	761 Attendees	An initiative that was created to meet the needs of homeless and at-risk students during the prom season. The event also includes motivational speakers, college and career resources, health services as well as student/parent empowerment sessions.	Hundreds of HISD high school seniors are provided prom attire as well as given resources which will equip and empower them for their future. Parents are given needed resources.
Thanksgiving Dinner Distribution	11/18/2017	1, 500 Families Served	To provide Thanksgiving dinner boxes to homeless/at-risk families.	Provided Thanksgiving dinner to families while increasing visibility in the community. We also developed and built relationships with community partners and businesses.
Advisory Board	11/30/17, 1/18/18, 3/22/18	14 stakeholders on committee	Review data related to the attendance and truancy of students in the District; Identify factors that contribute to truancy, and recommend strategies and programs that will help bolster attendance.	Allows stakeholders a critical look at attendance data, while creating a dialogue on improving outcomes for at-risk students.

Source: HISD Student Support Services, Addendum 2: A180 EOY Pillar V Student Assistance, p. 7

HISD's Student Support Services Summary of Identified Services to Achieve 180 Program Schools and 2016–2017 End-of-Year and 2017–2018 May 3, 32018 (To-Date) Attendance Rates

School	GSM Visits by our department	Outreach Support Provided	COP Attended	Truancy Cases	GSM's Attended	JCMP	EOY Att %	YTD Att %
Attucks MS	18	Yes		3	1/6		92.73%	90.23%
Bellfort ECC	14	Yes			0/6		95.72%	95.79%
Blackshear ES	4	Yes	YES		4/6		94.96%	95.40%
Bonham ES	2	Yes		1	5/6		95.31%	95.67%
Bruce ES	5	Yes			2/6		95.58%	95.87%
Cook ES	4	Yes			0/6		95.03%	94.91%
Cullen MS	15	Yes		7	1/6	YES	95.96%	91.44%
Dogan ES	2	Yes	YES		2/6		95.51%	95.82%
Edison MS	5	Yes		2	1/6	YES	95.11%	95.21%
Foerster ES	2	Yes			2/6		94.65%	94.58%
Fondren ES	1	Yes			1/6		95.47%	96.52%
Forest Brook MS	1	Yes			0/6		92.73%	92.24%
Gallegos ES	2	Yes			1/6		96.96%	96.59%
Gregory-Lincoln PK-8	1	Yes			4/6		94.50%	95.75%
Henry MS	12	Yes		7	0/6		94.50%	92.78%
HSAA MS	1	Yes		4	0/6		87.15%	84.02%
Highland Heights ES	6	Yes	YES	1	2/6		94.09%	93.62%
Hilliard ES	8	Yes			0/5		93.14%	91.89%
Kashmere Gardens ES	4	Yes			1/6		94.04%	94.27%
Kashmere HS	23	Yes	YES	4	2/6		88.65%	88.20%
Key MS	11	Yes			2/6		92.06%	91.64%
Lawson MS	4	Yes			2/6		93.17%	94.39%
Lewis ES	10	Yes			2/6		96.52%	96.80%
Liberty HS	3	Yes			4/6		77.42%	80.83%
Looscan ES	2	Yes			1/5		95.57%	95.16%
Mading ES	15	Yes	YES	1	3/6		95.10%	95.83%
Madison HS	8	Yes		6	3/6	YES	88.13%	88.69%
Martinez C ES	7	Yes		1	0/5		95.94%	95.50%
Milby HS	4	Yes			5/6	YES	90.46%	91.10%
Montgomery ES	3	Yes			1/6		95.06%	95.46%
North Forest HS	13	Yes		3	0/6	YES	89.03%	90.58%
Pugh ES	13	Yes		2	1/6		96.11%	96.04%
Sharpstown HS	5	Yes			2/6		91.78%	90.93%
Stevens ES	6	Yes			0/6		95.97%	95.26%
TCAH	1	Yes			2/6		100.00%	100.00%
V Prep South	4	Yes			0/6		90.02%	92.47%
Washington HS	1	Yes		2	2/6		91.29%	89.41%
Wesley ES	1	Yes			1/6		93.51%	93.55%
Westbury HS	5	Yes			5/6		92.35%	93.00%
Wheatley HS	9	Yes	YES		3/6	YES	88.46%	87.98%
Woodson PK-8	18	Yes	YES	4	3/6	YES	94.20%	93.66%
Worthing HS	20	Yes	YES	36	2/6	YES	86.42%	90.22%
Yates HS	5	Yes			1/6		88.39%	89.25%
Young ES	15	Yes		1	1/6		95.06%	94.11%

GSM=Graduation Support Meeting COP=Community of Practice JCMP=Juvenile Case Management Program (City of Houston)

Source: HISD Student Support Services, Addendum 2: A180 EOY Pillar V Student Assistance, p. 6
Note: HISD attendance goals: elementary schools - 98%, K–8 schools - 98%; middle schools 97%; high schools - 95%, and combined-level schools/grades 6–8 - 97%.

Appendix I: Pillar VI – Family and Community Empowerment

Table I-1: Family Friendly Schools (FFS) Designations of Participating Achieve 180 Program Schools, 2016–2017 and 2017–2018

	2016–2017	2017–2018		2016–2017	2017–2018
Superintendent's Schools			**Tertiary Group**		
Blackshear ES		Gold	Bellfort ECC	Gold	Gold
Dogan ES		Gold	Bruce ES		Bronze
Henry MS	Gold	Gold	Cook ES		Gold
Highland Heights ES		Gold	Edison MS		Gold
Kashmere HS		Bronze	Foerster ES		Gold
Mading ES		Gold	Forest Brook MS	Bronze	Gold
Wesley ES		Gold	Gallegos ES		Gold
Wheatley HS		Silver	High School Ahead MS		Silver
Woodson K–8	Silver	Silver	Kashmere Gardens ES	Silver	Gold
Worthing HS		Gold	Key MS		
Primary Group*			Lewis ES		Gold
Bonham ES	Gold	Bronze	Liberty HS		
Cullen MS		Bronze	Martinez, C. ES		Gold
Gregory-Lincoln K–8		Gold	Milby HS		Gold
Hilliard ES		Gold	Victory Prep South HS		Silver
Lawson MS	Gold	Silver	Westbury HS	Gold	
Madison HS	Gold	Bronze	Yates HS		Gold
North Forest HS		Gold	Young ES		Gold
Washington HS		Gold			
Secondary Group					
Attucks MS		Silver			
Fondren ES		Gold			
Looscan ES		Gold			
Montgomery ES	Gold	Gold			
Pugh ES		Silver			
Sharpstown HS		Gold			
Stevens ES	Gold	Gold			

Sources: HISD Family and Community Empowerment, April 17, 2018; HISD Family and Community Empowerment Website, 2017–2018

Notes: FFS designations are based on the total number of activities and events completed by each school.
Star categories are: Bronze: 5 to 9, Silver: 10 to 14, Gold: 15 or more activities.
PCTG refers to Parent-Community-Teacher Group; PDs refers to Professional Development sessions.
*Texas Connections Academy Houston, a virtual campus, was not eligible to participate.

Table I-2: Family Friendly Schools (FFS) Designation and Foundational Activities of Participating HISD Schools, 2017–2018

Schools	Total Eligible Schools	FFS Designation			Foundational Activities				Two-Way Communication Activities
		Bronze	Silver	Gold	Walk-Throughs	PCTG	Climate Survey	PDs	
All Schools	**128**	**7**	**9**	**64**	**88**	**108**	**88**	**107**	**43**
Non-ACHIEVE 180 Schools	85	2	3	36	48	67	47	66	20
ACHIEVE 180 Schools	**43**	**5**	**7**	**28**	**40**	**41**	**41**	**41**	**23**
Superintendent's Schools	10	1	2	7	10	10	10	10	6
Primary Group	8*	3	1	4	8	8	8	8	6
Secondary Group	7	0	2	5	7	7	7	7	3
Tertiary Group	18	1	1	12	15	16	16	16	8
Non-Achieve 180 Schools	**85**	**41 or 48%**			**56%**	**79%**	**79%**	**79%**	**24%**
Achieve 180 Program Schools	**43**	**40 or 93%**			**93%**	**95%**	**95%**	**95%**	**53%**

Source: HISD Family and Community Empowerment, 2017–2018

Note: FFS designations are based on the total number of activities and events completed by each school.
Star categories are: Bronze: 5 to 9, Silver: 10 to 14, Gold: 15 or more activities.
PCTG refers to Parent-Community-Teacher Group; PDs refers to Professional Development sessions.
*Texas Connections Academy Houston, a virtual Primary Group campus, was not eligible to participate.

Table I-3: Participating ACHIEVE 180 Program Schools' Family Friendly Schools (FFS) Designation and Completion of Foundational and Two-Way Communication Activities, 2017–2018

Schools	FFS Desig.	Foundational Activities				Two-Way Comm.*	Schools	FFS Desig.	Foundational Activities				Two-Way Comm.*
		Walk-Throughs	PCTG	Climate Survey	PDs				Walk-Throughs	PCTG	Climate Survey	PDs	
Superintendent's Schools		**100%**	**100%**	**100%**	**100%**	**60%**	**Tertiary Group**		**83%**	**89%**	**89%**	**89%**	**44%**
Blackshear ES	Gold	√	√	√	√	√	Bellfort ECC	Gold	√	√	√	√	√
Dogan ES	Gold	√	√	√	√	√	Bruce ES	Bronze	√	√	√	√	√
Henry MS	Gold	√	√	√	√	X	Cook ES	Gold	√	√	√	√	X
Highland Heights ES	Gold	√	√	√	√	√	Edison MS	Gold	√	√	√	√	√
Kashmere HS	Bronze	√	√	√	√	X	Foerster ES	Gold	√	√	√	√	√
Mading ES	Gold	√	√	√	√	√	Forest Brook MS	Gold	√	√	√	√	X
Wesley ES	Gold	√	√	√	√	√	Gallegos ES	Gold	√	√	√	√	X
Wheatley HS	Silver	√	√	√	√	X	High School Ahead MS	Silver	X	√	√	√	X
Woodson K-8	Silver	√	√	√	√	X	Kashmere Gardens ES	Gold	√	√	√	√	X
Worthing HS	Gold	√	√	√	√	√	Key MS		X	X	X	X	X
Primary Group*		**100%**	**100%**	**100%**	**100%**	**75%**	Lewis ES	Gold	√	√	√	√	√
Bonham ES	Bronze	√	√	√	√	X	Liberty HS		√	√	√	√	X
Cullen MS	Bronze	√	√	√	√	√	Martinez, C. ES	Gold	√	√	√	√	X
Gregory-Lincoln K-8	Gold	√	√	√	√	√	Milby HS	Gold	√	√	√	√	√
Hilliard ES	Gold	√	√	√	√	√	Victory Prep South HS	Silver	√	√	√	√	√
Lawson MS	Silver	√	√	√	√	√	Westbury HS		X	X	X	X	
Madison HS	Bronze	√	√	√	√	X	Yates HS	Gold	√	√	√	√	X
North Forest HS	Gold	√	√	√	√	√	Young ES	Gold	√	√	√	√	√
Washington HS	Gold	√	√	√	√	√							
Secondary Group		**100%**	**100%**	**100%**	**100%**	**43%**							
Attucks MS	Silver	√	√	√	√	√							
Fondren ES	Gold	√	√	√	√	√							
Looscan ES	Gold	√	√	√	√	X							
Montgomery ES	Gold	√	√	√	√	X							
Pugh ES	Silver	√	√	√	√	X							
Sharpstown HS	Gold	√	√	√	√	√							
Stevens ES	Gold	√	√	√	√	X							

Source: HISD Family and Community Empowerment, 2017–2018

Note: FFS designations are based on the total number of activities and events completed by each school. Star categories are: Bronze: 5 to 9, Silver: 10 to 14, Gold: 15 or more activities. PCTG refers to Parent-Community-Teacher Group; PDs refers to Professional Development sessions. *Texas Connections Academy Houston, a virtual campus, was not eligible to participate.

FACE – Spring and Fall Feeder Pattern Events by Campus, 2017–2018

Campus	Hold Fall Feeder Pattern Event	Hold Spring Feeder Pattern Event	BOY check-in with FACE Specialist	MOY check-in with FACE Specialist	FFS Binder	Event Guide
Lewis Elementary	8/24/2017		10/13/2017	2/1/2018	X	X
Liberty High	10/12/2017		10/23/2017	2/23/2018	X	X
Looscan Elementary	8/18/2017	4/19/2018	11.29.17	2/19/2018		X
Mading Elementary	8/18/2017		11/14/2017	2/7/2018	X	X
Madison High	8/24/2017	2/20/2018	9/26/2017	2/12/2018	X	X
Martinez C Elementary	8.23.17		9/20/2017	1/25/2018		X
Milby High	8/22/2017		8/22/2017	2/13/2018	X	X
Montgomery Elementary	Completed		11/14/2017	1/31/2018	X	X
North Forest High	8/10/2017		11/1/2017	2/23/2018	X	X
Pugh Elementary	11/16/2017	4/20/2018	10/3/2017	1/18/2018		X
Sharpstown High	Yes 12/17;Apollo Market		N/A	3/5/2018	X	X
Stevens Elementary	8/18/2017		10/11/2017	2/28/2018	X	X
Victory Prep Academy South		2/15/2018	9/27/2017	2/8/2018		X
Victory Prep K-8 Academy	10/4/2017		11/1/2017	1/10/2018		X
Washington High	8/15/2017	3/24/2018	10/10/2017	3/5/2018	X	X
Wesley Elementary	8/15/2017		12/19/2017	2/26/2018	X	X
Westbury High			1/0/1900	1/0/1900		X
Wheatley High	8/9/2017		11/14/2017	2/9/2018	X	X
Woodson PK-8	8/19/2017	5/5/2018	11/17/2017	3/2/2018	X	X
Worthing High	8/19/2017	5/5/2018	11/17/2017	2/7/2018	X	X
Yates High	8/11/2017			2/13/2018		X
Young Elementary	8/19/2017		11/17/2017	2/23/2018		X

Achieve 180 Program and Comparison Schools Survey – Teacher Survey

2017–2018 ACHIEVE 180 Program and Comparison School Survey of Teachers

	Superintendent's Schools					Primary Group		Secondary Group			Tertiary Group				Comparison		
	Blackshear ES	Mading ES	Wesley ES	Wheatley HS	Woodson K-8	Bonham ES	Madison HS	Attucks MS	Pugh ES	Stevens ES	Bellfort ECC	Liberty HS	Milby HS	Yates HS	Elementary Schools	Middle Schools	High Schools
Number of Schools															4	4	3
Number of Respondents	16	19	17	17	12	9	1	7	4	2	1	4	20	17	90	74	94
Questions: Please indicate how much you agree or disagree with the following statements about:																	
Education at Your School	**3.3**	**3.5**	**2.9**	**3.0**	**2.9**	**3.0**		**3.1**					**3.4**	**3.0**	**3.2**	**2.9**	**2.9**
My school is currently providing a better education to its students than it provided last school year	3.4	3.4	3.0	3.1	3.3	3.0		3.2					3.4	3.1	3.2	2.9	3.0
My school provides a rigorous education to its students	3.4	3.6	2.9	3.0	3.1	2.9		3.2					3.3	2.9	3.3	3.1	2.7
The school maintains high academic standards and expectations	3.4	3.6	2.8	3.0	3.0	3.2		3.3					3.4	3.4	3.4	3.1	2.8
My school provides instruction that meets the individual needs of students	3.4	3.6	3.1	3.1	2.9	3.0		2.8					3.5	3.1	3.3	3.1	2.9
My school teaches students solid academic skills in reading	3.3	3.6	3.1	3.0	3.3	3.2		3.3					3.5	3.1	3.4	3.2	2.8
My school teaches students solid academic skills in mathematics	3.3	3.6	3.1	3.2	2.9	3.2		3.2					3.5	3.1	3.4	3.2	2.9
The school teaches students to think critically and reason out problems	3.1	3.6	3.1	3.2	3.0	3.0		3.3					3.3	2.9	3.3	3.2	2.8
The school teaches students to develop good study and work habits	3.3	3.6	2.9	3.1	2.8	2.8		3.0					3.1	2.8	3.3	3.0	2.7
The school offers excellent academic counseling services	3.1	3.5	2.6	3.2	2.6	2.7		2.8					3.3	2.6	3.2	2.8	3.0
The school offers excellent career planning services	2.9	3.3	2.5	3.2	2.5	2.4		3.2					3.3	2.6	2.9	2.6	3.0
Students have good support from the nurse at my school	3.2	3.7	3.4	3.1	3.0	3.0		3.0					3.7	2.8	3.2	2.9	2.9
Students have good support from the librarian at my school	3.4	3.5	2.4	2.3	2.2	3.8		3.3					3.8	3.6	2.8	2.1	2.9
My school provides students with the skills and education necessary to be successful at the next level	3.3	3.5	3.2	3.1	3.0	3.1		3.2					3.3	3.0	3.4	3.0	2.8
School Teachers and Staff	**3.2**	**3.7**	**3.2**	**3.3**	**3.1**	**3.3**		**3.0**					**3.6**	**3.1**	**3.4**	**3.2**	**3.1**
My school's staff regularly communicates with families about how they can help their children learn	3.3	3.7	3.2	3.5	3.1	3.1		3.1					3.5	2.9	3.5	3.1	3.0
My school's staff communicates effectively with families regarding students' behavior	3.1	3.6	3.4	3.3	3.0	2.9		3.1					3.4	3.1	3.3	3.2	3.0
School staff and families think of each other as partners in educating children	2.9	3.5	2.9	3.1	3.1	3.0		2.7					3.4	3.3	3.2	2.8	2.8
Obtaining information from families about students' learning needs is a priority at my school	3.3	3.6	3.2	3.3	3.1	2.7		3.0					3.4	3.1	3.3	2.9	2.9
My school's staff encourages feedback from families and the community	3.3	3.7	3.2	3.4	3.2	3.2		3.1					3.5	2.9	3.4	3.1	3.0
I get the help I need to communicate with families	3.2	3.6	3.1	3.1	3.1	3.1		2.7					3.4	3.0	3.4	3.1	3.0
The teachers at my school make learning fun and interesting	3.3	3.7	3.1	3.1	3.2	3.4		3.0					3.7	3.1	3.4	3.2	3.1
The teachers at my school make me want to learn more	3.3	3.7	3.1	3.2	3.0	3.7		3.1					3.7	3.1	3.4	3.2	3.1
The teachers at my school expect that I work very hard	3.3	3.7	3.4	3.3	3.3	3.3		3.1					3.8	3.3	3.5	3.3	3.1
The teachers at my school are available when I need help	3.3	3.7	3.3	3.4	3.2	3.6		3.1					3.8	3.2	3.5	3.3	3.2
The teachers at my school know a lot about the subjects they teach	3.3	3.7	3.2	3.4	3.1	3.7		3.0					3.8	3.2	3.5	3.4	3.3
The teachers at my school give me meaningful support that helps me do my job well	3.3	3.7	3.2	3.4	3.1	3.4		3.0					3.7	3.3	3.4	3.3	3.1
I have access to a computer away from school with Internet access	3.3	3.8	3.4	3.4	3.5	3.8		3.3					3.6	3.5	3.5	3.2	3.4
School Environment	**3.0**	**3.5**	**3.0**	**3.1**	**2.7**	**3.0**		**2.7**					**3.4**	**2.8**	**3.3**	**2.8**	**3.0**
My school building is kept clean and in good condition	3.1	3.5	3.7	3.5	3.1	3.3		3.0					3.2	2.7	3.3	3.3	3.0
I like working at my school	3.3	3.6	3.2	3.1	2.7	2.9		3.0					3.7	3.2	3.4	3.1	3.2
The overall climate or atmosphere/feeling at my school is positive and helps students learn	3.1	3.6	2.9	3.1	2.7	3.0		2.7					3.6	2.8	3.3	2.8	2.9
Students at my school feel safe at school	3.3	3.6	3.0	3.4	3.1	3.1		2.7					3.3	2.9	3.4	2.8	3.0
I feel safe at my school	3.1	3.6	2.9	3.1	2.6	3.1		2.7					3.4	3.0	3.4	2.8	3.1
Discipline rules are consistently and fairly enforced at my school	2.6	3.1	2.8	2.4	2.5	2.8		2.4					3.3	2.5	3.1	2.4	2.7
I would recommend my school to families and the community as a place for Houston children to get a great education?	2.8	3.6	2.6	2.8	2.1	2.9		2.6					3.6	2.8	3.3	2.7	2.9
School Principal	**3.5**	**3.8**	**3.4**	**3.4**	**3.3**	**3.3**		**3.2**					**3.6**	**3.4**	**3.4**	**3.4**	**3.1**
The school principal prioritizes effective instruction and student achievement	3.5	3.8	3.4	3.6	3.4	3.6		3.4					3.7	3.5	3.5	3.5	3.2
The school principal implements a rigorous curriculum	3.6	3.7	3.2	3.3	3.3	3.2		3.1					3.7	3.4	3.5	3.4	3.1
The school principal analyzes the curriculum	3.5	3.6	3.4	3.5	3.3	3.3		3.2					3.5	3.3	3.4	3.4	3.1
The school principal models instructional strategies	3.5	3.7	3.2	3.5	3.3	2.9		3.2					3.5	2.9	3.3	3.3	3.1
The school principal sets expectations for learning	3.6	3.9	3.4	3.6	3.4	3.4		3.4					3.7	3.6	3.5	3.5	3.2
The school principal develops systems of routine monitoring to improve instruction	3.6	3.9	3.3	3.4	3.4	3.2		3.5					3.6	3.4	3.5	3.3	3.1
The school principal ensures all staff have clear goals and expectations	3.6	3.8	3.4	3.2	3.3	3.3		3.3					3.7	3.5	3.4	3.3	3.1
The school principal motivates the school's students, staff, and parents through the pursuit of excellence	3.6	3.8	3.4	3.5	3.3	3.1		3.2					3.8	3.5	3.4	3.3	3.1
The school principal assesses the current needs of the school	3.5	3.8	3.5	3.2	3.3	3.3		3.0					3.7	3.5	3.5	3.3	3.2
The school principal focuses on students' social and emotional development	3.5	3.8	3.5	3.4	3.3	3.0		3.0					3.7	3.4	3.4	3.3	3.1
The school principal treats central office staff as partners in achieving goals	3.6	3.8	3.5	3.5	3.3	3.4		3.3					3.7	3.2	3.4	3.4	3.2

Source: 2017–2018 ACHIEVE 180 Program and Comparison School Survey of Teachers

Notes: Only schools with at least one survey response are listed. Grey shading indicates fewer than five teachers from the school responded.

Achieve 180 Program and Comparison Schools Survey – Elementary Students

2017–2018 ACHIEVE 180 Program and Comparison School Survey of Elementary Students					
	Superintendent's Schools		Secondary Group	Tertiary Group	Comparison
	Blackshear ES	Woodson K–8	Pugh ES	Kashmere Garden ES	Elementary Schools
Number of Schools					7
Number of Respondents	145	140	20	2	606
Questions: Please indicate how much you agree or disagree with the following statements about:					
Education at Your School	**3.4**	**3.1**	**3.1**		**3.4**
My school is teaching me better, now, than it did before	3.2	2.9	3.3		3.4
My classes are challenging	2.8	2.8	2.6		3.0
My classes hold my interest	3.0	2.8	2.9		3.2
My school expects me to get good grades	3.7	3.6	3.5		3.7
My school encourages me to work at my highest level	3.6	3.4	3.6		3.6
My school gives me the resources/tools and help I need to learn	3.5	3.1	3.2		3.5
I am learning solid reading skills	3.6	3.3	3.2		3.5
I am learning solid math skills	3.5	3.2	3.1		3.5
I am learning things I can use in the real world	3.5	3.3	3.4		3.5
I am learning good study and work habits at school	3.4	3.1	3.1		3.5
Students have good support from the nurse at my school	3.3	3.1	2.9		3.3
I get good support from the librarian at my school	3.5	2.4	2.5		3.1
My classes this year are going to help me to do well in the next grade.	3.4	3.2	3.3		3.6
School Teachers and Staff	**3.3**	**3.0**	**3.0**		**3.4**
School leaders do a good job running the school	3.4	2.9	3.4		3.5
Teachers and staff at my school are friendly and easy to talk to	3.1	2.7	2.8		3.3
Teachers and staff at my school treat me with respect	3.3	3.0	3.0		3.4
Adults that work at my school care about me as an individual	3.2	3.0	2.9		3.3
Adults that work at my school treat all students fairly and equally	3.2	2.6	3.0		3.4
School leaders are available when I need help with things besides school work	3.1	2.8	3.1		3.3
The teachers at my school make learning fun and interesting	3.4	2.9	2.9		3.5
The teachers at my school make me want to learn	3.5	2.9	2.9		3.4
The teachers at my school expect that I work very hard for the grades I get	3.6	3.5	3.6		3.6
The teachers at my school are available when I need help with school work	3.4	3.1	3.0		3.5
The teachers at my school let me know how I am doing on my school work	3.5	3.2	2.9		3.5
The teachers at my school know a lot about the subjects they teach	3.6	3.3	3.6		3.6
The teachers at my school give me meaningful homework that helps me learn	3.3	2.9	2.9		3.5
I have access to a computer away from school with Internet access	2.8	2.9	2.4		3.2
School Environment	**2.9**	**2.5**	**2.9**		**3.2**
My school is kept clean and in good condition	2.7	2.2	3.1		3.2
I like coming to my school	3.2	2.5	2.9		3.2
Students respect adults at my school	2.3	2.0	2.6		3.0
Students in my school treat each other with respect	2.5	2.1	2.5		2.9
The overall climate or feeling at my school is positive and helps me learn	3.1	2.7	3.0		3.4
There is at least one teacher or other adult in my school that I can talk to if I have a problem	3.5	3.2	3.3		3.5
I feel safe at my school	3.0	2.5	2.8		3.3
School discipline (such as detention, suspension, etc.) is enforced in a fair and consistent manner	3.0	2.8	2.6		3.3
School Principal	**3.5**	**3.1**	**3.2**		**3.5**
Thinking about all my experiences at my school, I would recommend my school to others.	3.2	2.4	3.2		3.3
The school principal puts a high priority on good instruction and student achievement	3.7	3.2	3.4		3.6
The school principal makes sure students have challenging coursework	3.4	3.1	3.2		3.5
The school principal analyzes the coursework students must take	3.5	3.2	3.1		3.5
The school principal models teaching strategies	3.4	3.1	2.9		3.5
The school principal sets expectations for learning	3.6	3.3	3.3		3.6
The school principal develops systems of regular monitoring to improve instruction	3.6	3.1	3.4		3.5
The school principal ensures all staff have clear goals and expectations	3.6	3.3	3.2		3.5
The school principal motivates the school's students, staff, and parents through the pursuit of excellence	3.6	3.2	3.2		3.5
The school principal considers the current needs of the school	3.6	3.2	3.4		3.5
The school principal focuses on students' social and emotional needs	3.4	2.9	3.4		3.5
Source: 2017–2018 ACHIEVE 180 Program and Comparison School Survey Note: Schools with at least one survey response are listed. Grey shading indicates fewer than five students from the school responded.					

Achieve 180 Program and Comparison Schools Survey – Middle and High School Students

2017–2018 ACHIEVE 180 Program and Comparison School Survey of Middle and High School Students

	Superintendent Schools			Primary Group				Secondary Group		Tertiary Group				Comparison	
	Kashmere HS	Wheatley HS	Woodson K-8	Lawson MS	Madison HS	North Forest HS	Washington HS	Attucks MS	Sharpstown HS	Liberty HS	Milby HS	Westbury HS	Yates HS	Middle Schools	High Schools
Number of Schools														5	4
Number of Respondents	1	36	27	1	17	2	1	103	1	18	302	4	73	1,595	1,471
Questions: Please indicate how much you agree or disagree with the following statements about:															
Education at Your School		**3.0**	**3.1**		**2.8**			**3.0**		**3.2**	**3.1**		**2.7**	**3.0**	**2.9**
My school is currently providing me with a better education than it provided last school year		2.8	2.9		2.9			2.8		3.4	3.1		2.7	3.0	2.8
My classes are challenging		2.8	3.0		2.9			2.8		3.1	2.9		2.7	2.9	2.9
My classes hold my interest		2.7	2.7		2.8			2.7		3.1	2.8		2.5	2.8	2.7
My school expects me to get good grades		3.4	3.5		3.4			3.4		3.4	3.4		3.2	3.5	3.2
My school encourages me to work at my highest level		3.1	3.5		2.8			3.3		3.4	3.2		3.0	3.3	3.1
My school gives me the resources/tools and help I need to learn		3.0	3.2		2.8			3.1		3.6	3.1		2.7	3.1	3.0
I am learning solid reading skills		3.2	3.2		2.9			3.1		3.1	3.1		3.1	3.2	3.0
I am learning solid math skills		3.2	3.3		3.0			3.1		3.0	3.0		2.9	3.3	3.0
I am learning things I can use in the real world		3.1	3.4		2.6			3.1		3.4	2.8		2.6	3.0	2.7
I am learning good study and work habits at school		3.0	3.3		2.5			3.0		3.4	3.0		2.6	3.0	2.8
Students have good support from the nurse at my school		2.8	3.2		2.8			2.8		2.6	3.0		2.3	2.9	2.5
I get good support from the librarian at my school		2.5	2.4		2.5			2.8		2.8	3.0		2.4	2.6	2.7
Students have good career planning support at my school		3.0	2.8		2.6			2.8		3.2	3.1		2.6	2.8	2.8
Students have good academic counseling at my school		2.9	2.8		2.7			3.0		3.0	3.1		2.7	3.0	2.9
My classes this year are going to help me to do well in the next grade (or to graduate)		3.1	3.4		3.1			3.1		3.3	3.2		2.8	3.3	3.0
School Teachers and Staff		**2.9**	**3.1**		**2.9**			**3.0**		**3.3**	**2.9**		**2.7**	**3.0**	**2.8**
School leaders do a good job running the school		2.7	2.8		2.8			2.8		3.4	2.9		2.4	3.0	2.7
Teachers and staff at my school are friendly and easy to talk to		2.8	2.9		2.9			2.8		3.1	2.9		2.4	2.9	2.8
Teachers and staff at my school treat me with respect		3.1	2.9		2.9			3.1		3.1	3.0		2.5	3.0	2.9
Adults that work at my school care about me as an individual		2.9	3.3		2.8			3.0		3.3	2.9		2.7	2.9	2.8
Adults that work at my school treat all students fairly and equally		2.9	2.9		2.7			2.7		3.1	2.8		2.4	2.7	2.6
School leaders are available when I need help with things besides school work		2.8	2.9		2.9			2.8		3.3	2.8		2.6	2.8	2.7
The teachers at my school make learning fun and interesting		2.7	3.1		2.7			2.8		3.2	2.7		2.3	2.8	2.6
The teachers at my school make me want to learn		2.9	3.0		2.7			2.9		3.4	2.8		2.5	2.8	2.7
The teachers at my school expect that I work very hard for the grades I get		3.3	3.4		3.1			3.3		3.3	3.2		3.1	3.4	3.1
The teachers at my school are available when I need help with school work		3.1	3.2		3.0			3.1		3.3	3.1		2.8	3.1	3.0
The teachers at my school let me know how I am doing on my school work		3.0	3.3		3.0			3.3		3.4	3.0		2.9	3.1	2.9
The teachers at my school know a lot about the subjects they teach		3.1	3.3		2.9			3.2		3.4	3.1		2.8	3.3	3.0
The teachers at my school give me meaningful homework that helps me learn		2.8	3.3		2.7			2.8		3.2	2.7		2.6	2.8	2.7
I have access to a computer away from school with Internet access		3.0	2.9		2.9			3.0		3.2	3.0		3.1	3.1	3.1
School Environment		**2.7**	**2.8**		**2.6**			**2.4**		**3.3**	**2.7**		**2.3**	**2.7**	**2.6**
My school is kept clean and in good condition		2.7	2.7		2.5			2.3		3.4	2.8		2.2	2.7	2.5
I like coming to my school		2.7	3.0		2.7			2.4		3.6	2.7		2.2	2.6	2.5
Students respect adults at my school		2.5	2.4		2.3			1.8		3.0	2.5		2.0	2.3	2.3
Students in my school treat each other with respect		2.4	2.4		2.3			1.9		2.8	2.6		1.9	2.4	2.4
The overall climate or feeling at my school is positive and helps me learn		2.7	3.1		2.7			2.4		3.1	2.8		2.3	2.8	2.6
There is at least one teacher or other adult in my school that I can talk to if I have a problem		2.7	3.3		2.7			3.2		3.6	3.0		3.1	3.2	3.0
I feel safe at my school		2.9	2.9		2.5			2.5		3.4	2.7		2.5	2.8	2.6
School discipline (such as detention, suspension, etc.) is enforced in a fair and consistent manner		2.7	3.0		2.8			2.8		3.3	2.7		2.5	2.7	2.7
School Principal		**3.0**	**3.3**		**2.7**			**3.0**		**3.4**	**3.1**		**2.8**	**3.0**	**2.8**
Thinking about all my experiences at my school, I would recommend my school to others.		2.9	3.2		2.8			2.3		3.2	3.0		2.4	2.9	2.6
The school principal puts a high priority on good instruction and student achievement		3.1	3.5		2.7			3.2		3.5	3.2		3.0	3.2	2.9
The school principal makes sure students have challenging coursework		2.9	3.3		2.8			3.0		3.4	3.1		2.9	3.1	2.9
The school principal analyzes the coursework students must take		3.0	3.3		2.7			3.1		3.5	3.0		2.8	3.0	2.8
The school principal models teaching strategies		2.9	3.3		2.6			2.9		3.6	3.0		2.7	2.9	2.7
The school principal sets expectations for learning		3.1	3.4		2.7			3.2		3.5	3.1		3.0	3.2	2.9
The school principal develops systems of regular monitoring to improve instruction		2.9	3.3		2.9			3.0		3.4	3.1		3.0	3.1	2.8
The school principal ensures all staff have clear goals and expectations		3.0	3.4		2.9			3.0		3.3	3.1		2.9	3.1	2.9
The school principal motivates the school's students, staff, and parents through the pursuit of excellence		2.9	3.3		2.8			3.0		3.4	3.1		2.8	3.1	2.8
The school principal considers the current needs of the school		3.0	3.2		2.6			3.0		3.4	3.1		2.9	3.0	2.8
The school principal focuses on students' social and emotional needs		2.9	3.1		2.7			2.9		3.4	3.0		2.6	2.8	2.6

Source: 2017–2018 ACHIEVE 180 Program and Comparison School Survey

Note: Schools with at least one survey response are listed. Grey shading indicates fewer than five students from the school responded.

HOUSTON INDEPENDENT SCHOOL DISTRICT



RESEARCH

Educational Program Report

ACHIEVE 180 PROGRAM EVALUATION, PART A: ADDENDA 2017–2018

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Addenda
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Addendum 3: Implementation Findings from Pillar Owners' Reports

Implementation Findings From Pillar Owners' Reports

School Name	Pillar I			Pillar II		Pillar III												
	COP Visits and Data Strategy Sessions	% of Leadership Dev. AP Cohort Meetings Attended	% of Leadership Dev. APCDO Meetings Attended	New Teacher Coach	# of Months with Teacher Vacancies	# Days Per Week TDS Support - Elementary Literacy	# Days Per Week TDS Support - Math, Science, Social Studies or Tech	Literacy Leadership Training with Scholastic	# Elementary TDS PD Sessions	# Secondary TDS Support Visits	# Secondary TDS PLC Meetings	# Secondary Teachers Trained in Literacy in the Middle and Literacy Empowered	# Secondary SRW Reading Teachers Trained	% of HS Students Assigned a Laptop	% of Students Using Achieve 3000 Online Literacy Platform	% of Students Using Imagine Math Online Math Platform	Funded Librarian Position Staffed with a Certified Librarian	Funded Librarian Position Staffed with a Certified Teacher	Funded Librarian Position Staffed with a Clerk	Funded Librarian Position Vacant
Attucks MS	2	20%	100%		3					89	27	7	1		100%	68%	yes			
Bellfort ECC					0												yes			
Blackshear ES	2			1	3	4	4	5	21								yes			
Bonham ES	1				0	4	4	5	20								yes			
Bruce ES	1				1	4	2	5	66								yes			
C. Martinez ES					6	2	2	5	25								teacher	yes		
Cook ES	1		100%		1	2	2	5	23								yes			
Cullen MS	1				0					113	29	27	7		100%	90%	teacher	yes		
Dogan ES	2	80%	100%	1	0	4	4	5	48								yes			
Edison MS	2	100%			2					93	42	40	4		64%	35%	vacant			yes
Foerster ES	1				1	4	2	5	37								yes			
Fondren ES	1				0	4	4	5	32								clerk		yes	
Forest Brook MS	1	0%			2					103	36	41	1		74%	43%	yes			
Gallegos ES					3	2	2	5	21											yes
Gregory-Lincoln PK-8	1	80%	100%		0	4	4	5	25	99	26	5	4		82%	65%	yes			
Henry MS	2			1	1					191	107	42	0		71%	10%	yes			
Highland Heights ES	2			1	1	4	4	6	18								yes			
Hilliard ES	2				1	2	4	5	36								clerk		yes	
HS Ahead MS					1					43	10	6	1		100%	88%				
Kashmere Gardens ES					2	2	2	5	29								yes			
Kashmere HS	2			1	4					342	181	27	7	97%	100%	29%	yes			
Key MS	1				5					124	62	35	0		79%	11%	teacher	yes		
Lawson MS	1				0					150	34	22	13		41%	7%	yes			
Lewis ES	1				1	2	2	4									yes			
Liberty HS					0					13	1	1	0	100%	100%	24%				
Looscan ES	1				0	4	4	5	14								clerk		yes	
Mading ES	2			1	0	4	4	5	68								yes			
Madison HS	1	80%			6					150	50	10	1	100%	90%	9%	yes			
Milby HS	1	0%			4					113	59	43	2	99%	100%	23%	yes			
Montgomery ES	1				0	4	4	6	32								yes			
North Forest HS	1				6					177	69	12	1	95%	100%	34%	yes			
Pugh ES	1				0	4	4	4	42								teacher	yes		
Sharpstown HS	2				4					72	12	18	3	99%	100%	0%	teacher	yes		
Stevens ES	1				2	4	4	4	16								teacher	yes		
TX Connections										0	0	5	1		0%	0%				
Washington HS	1	100%			4					131	25	17	4	93%	100%	36%	yes			
Wesley ES	2			1	4	4	4	6	30								vacant			yes
Westbury HS					4					174	85	15	12	98%	100%	23%	yes			
Wheatley HS	2			1	4					225	68	18	6	93%	100%	45%	vacant			yes
Woodson PK-8	2	40%		1	5	4	4	5	44	161	38	7	9		100%	79%	clerk		yes	
Worthing HS	2			1	7					140	47	37	0	98%	82%	0%	clerk		yes	
Yates HS	1				3					97	27	15	9	95%	65%	44%	yes			
Young ES	1				0	4	2	4	34								teacher	yes		

Source: Achieve 180 Program Administrator

Implementation Findings From Pillar Owners' Reports

School Name	Pillar III (continued)						Pillar IV											Pillar V		
	Librarian Position Changed to Reading Interventionist	% of Centralized Librarian Meetings Attended	# of Books Checked Out by Students	Books Per Student	School Participated in Name That Book	Total Campus-Specific Support Hours from Student Assessment	% of HS Students in Coh. CTE Seq.	% of HS Students Submitted College App as of April	% of HS Students Submitted Financial Aid as of April	Large-scale College Activities by Campus-based Personnel	Long-term ELL Support	Dual Language Support	Immigrant Support	ELL Support Sessions	Total ELL Inst. and Program Support Sessions	ELL Acad. Tutor Days	ELL Outreach Worker Days	Special Ed. Campus Support Visits	Funded Position Staffed with Full-time Registered Nurse	Funded Position Staffed with Part-time Registered Nurse	Funded Position Not Staffed
Attucks MS		58%	1510	33.7		46.5					32			14	46			34	part-time	yes	
Bellfort ECC		17%	3624	18.8		36									0			33	yes		
Blackshear ES		33%	2646	20.4		66.5					18			11	29			36	yes		
Bonham ES		25%	10362	13.3	yes	37					18			4	22			46	yes		
Bruce ES		25%	7640	26.7		36					18			10	28			45	yes		
C. Martinez ES		25%	22	7.3		36						4		2	6			32	yes		
Cook ES		33%	2	16.9		41					32			16	48			37	yes		
Cullen MS		0%	1436	27.7		37.5					18				18			41	yes		
Dogan ES		33%	2444	20.9		46						18		8	26			28	yes		
Edison MS		0%	0	19.6		36.5					32			31	63	36		37	yes		
Foerster ES		42%	4539	14.2	yes	47.5							32	3	35			33	yes		
Fondren ES		0%	114	5.5		47.5					4			7	11			20	part-time	yes	
Forest Brook MS		33%	591	14.2		36					18			7	25			32	yes		
Gallegos ES		0%	0	21.7		36					18			5	23			28	yes		
Gregory-Lincoln PK-8		0%	1057	17.8	yes	44					18				18			19	yes		
Henry MS		42%	515	10		124.5					32			21	53			33	yes		
Highland Heights ES		17%	1581	24		209.5						32		14	46			46	yes		
Hilliard ES		0%	3951	8.9		42.5					18			1	19			33	part-time	yes	
HS Ahead MS		0%	0	0		36					32			3	35			14	yes		
Kashmere Gardens ES		8%	535	25.4		37.5						32		5	37			32	yes		
Kashmere HS		8%	444	18.7		53.5	62%	68%	51%	16	32			19	51	52		32	yes		
Key MS		0%	0	15.4		45.5					32			8	40			34	yes		
Lawson MS		33%	1250	14		38					32			16	48			28	yes		
Lewis ES		25%	8252	20	yes	37							32	4	36			36	yes		
Liberty HS		0%	0	0		39	4%	74%	46%	12	32			36	68	52	52	7	vacant		yes
Looscan ES		0%	952	29		21					32			6	38			27	yes		
Mading ES		25%	1067	25.7		55.5						4		4	8				yes		
Madison HS		17%	516	9.3		49.5	90%	65%	43%		32			64	96	72		45	yes		
Milby HS		25%	3431	7.4	yes	43	76%	75%	51%	56	32			16	48	36	52	43	yes		
Montgomery ES		0%	0	10.6		36					18			12	30			60	yes		
North Forest HS		25%	0	15.5		40.5	89%	66%	33%	29	32			8	40			26	yes		
Pugh ES	yes	0%	0	14.6		37.5						4		25	29			30	yes		
Sharpstown HS		0%	376	10		40	68%	65%	46%	4	32			23	55	108	52	31	yes		
Stevens ES		25%	3472	10.4		37.5							18	18	36			45	yes		
TX Connections		0%		not app		37		26%	29%						0			8			
Washington HS		33%	1	17			50%	76%	44%	11	32			19	51			36	yes		
Wesley ES		0%	0	39.8		37					18			20	38			48	yes		
Westbury HS		0%	788	8.5		43	84%	73%	50%	31					0			34	yes		
Wheatley HS		0%	0	20.6		71.5	88%	68%	40%	94	32			56	88	52		30	yes		
Woodson PK-8		0%	0	14.6		129					32			17	49			38	yes		
Worthing HS		0%	0	17.2		79	58%	78%	58%	27	32			20	52			42	yes		
Yates HS		50%	430	14	yes	39	80%	68%	44%	3	18				18			43	yes		
Young ES		0%	0	0.6		38					32			6	38			31	yes		

Source: Achieve 180 Program Administrator

Implementation Findings From Pillar Owners' Reports

School Name	Pillar V (continued)										Pillar VI			
	Site Visits by Central Office Health and Medical	# Students Non-Compliant for Imm. as of April 2018	# Student Visits to Health Clinic - Tracked for Supe Schools	% Students Returning to Class After Health Clinic Visit - Tracked for Supe Schools	% Unmet Vision Needs - Tracked for Supe Schools	# of Out-of-School Susp.	# of In-School Susp.	Student Assist. Grad Support Visits	YTD Attend. as of May 1	Full-time Wraparound Specialist	Family Friendly Schools Level	FACE PD: Parent Teacher Conf.	FACE PD: Two-way Comm.	FACE PD: FACE 101
Attucks MS	yes	212				192	190	18	90.2%	yes	Silver	yes	yes	yes
Bellfort ECC	yes	27				1	0	14	95.6%		Gold	yes	yes	yes
Blackshear ES	yes	32	2507	91%	0%	2	0	4	95.4%	yes	Gold	yes	yes	yes
Bonham ES	yes	67				8	3	2	95.7%		Bronze			yes
Bruce ES	yes	16				2	0	5	95.9%		Bronze			
C. Martinez ES	yes	8				33	2	7	95.5%	yes	Gold	yes		yes
Cook ES	yes	11				21	0	4	94.9%	yes	Gold	yes	yes	
Cullen MS	yes	223				182	1	15	91.4%	yes	Bronze	yes	yes	yes
Dogan ES	yes	47	3114	87%	52%	2	8	2	95.8%	yes	Gold	yes	yes	yes
Edison MS	yes	163				123	180	5	95.2%	yes	Gold	yes	yes	yes
Foerster ES	yes	17				4	0	2	94.6%		Gold	yes	yes	
Fondren ES	yes	18				5	4	1	96.5%		Gold	yes	yes	yes
Forest Brook MS	yes	95				209	77	1	92.2%	yes	Gold	yes	yes	
Gallegos ES	yes	13				3	3	2	96.6%	yes	Gold	yes		
Gregory-Lincoln PK-8	yes	155				41	0	1	95.6%	yes	Gold	yes	yes	yes
Henry MS	yes	89	1700	75%	75%	170	231	12	92.8%	yes	Gold			yes
Highland Heights ES	yes	36	827	80%	0%	10	1	6	93.6%	yes	Gold	yes	yes	
Hilliard ES	yes	32				46	0	8	91.9%		Gold	yes	yes	
HS Ahead MS	yes	13				165	0	1	84.0%		Silver	yes		yes
Kashmere Gardens ES	yes	0				8	0	4	94.3%	yes	Gold	yes		yes
Kashmere HS	yes	1	3096	94%	13%	182	84	23	88.2%	yes	Silver	yes		
Key MS	yes	14				164	96	11	91.6%	yes			yes	yes
Lawson MS	yes	86				188	124	4	94.4%	yes	Silver	yes	yes	
Lewis ES	yes	71				3	9	10	96.8%	yes	Gold	yes	yes	yes
Liberty HS	yes	291				2	1	3	80.3%		Bronze	yes	yes	
Looscan ES	yes	16				1	0	2	95.1%	yes	Gold	yes		
Mading ES	yes	18	2005	90%	0%	0	0	15	95.8%	yes	Gold		yes	yes
Madison HS	yes	143				273	134	8	88.7%	yes	Bronze			yes
Milby HS	yes	67				185	516	4	91.1%	yes	Gold		yes	
Montgomery ES	yes	2				10	0	3	95.5%		Gold	yes		
North Forest HS	yes	83				230	61	13	90.6%	yes	Gold	yes	yes	
Pugh ES	yes	1				1	4	13	96.0%		Silver	yes		yes
Sharpstown HS	yes	226				181	444	5	90.9%	yes	Gold	yes	yes	yes
Stevens ES	yes	28				16	3	6	95.3%		Gold	yes		
TX Connections								1	100.0%					
Washington HS	yes	33				99	174	1	89.4%	yes	Gold		yes	
Wesley ES	yes	18	1652	88%	46%	32	0	1	93.6%	yes	Gold	yes	yes	yes
Westbury HS	yes	239				257	694	5	93.0%	yes	Gold		yes	
Wheatley HS	yes	15	1726	98%	0%	180	39	9	88.0%	yes	Silver	yes		yes
Woodson PK-8	yes	73	2740	92%	43%	69	14	18	93.4%	yes	Gold	yes	yes	yes
Worthing HS	yes	90	2046	94%	50%	274	191	20	90.2%	yes	Gold		yes	yes
Yates HS	yes	8				232	333	5	89.3%	yes	Gold	yes		
Young ES	yes	3				23	16	15	94.1%	yes	Gold		yes	

Source: Achieve 180

Addendum 2: A180 EOY Year 1 Reports by Pillar

Addendum 2: A180 EOY Year 1 Reports – Pillar I

HISD | Leadership Development
BUILDING CAPACITY FOR SUCCESS



Year 1 Report

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Overview

Leadership Development Department

The Leadership Development Department provides aspiring, novice, and veteran campus-based administrators with knowledge, skills, and disposition needed to lead schools with the HISD urban context. In light of the diverse and specific needs of campuses, effective school leaders in HISD are those with a keen understand of educational leadership in the areas of Instructional Leadership, Human Capital, Executive Leadership, School Culture and Strategic Operations. The Leadership Development Department is committed to growing and developing school leaders through a variety of leadership development cohorts and/or targeted leadership learning experiences to ensure that every student has high-quality school leadership

The scope of work within the department is divided into four divisions: 1) Principal Leadership, Development and Support, 2) Assistant Principals/Dean Leadership, Development and Support, 3) District-wide Instructional Leadership, Development and Support, and 4) and Executive Leadership Development Series. This document captures the cross-collaborative impact of the Leadership Development Department and its support in year-one implementation of the Achieve 180 Schools Initiative.

Principal Leadership, Development and Support

New Leaders' Institute 2017

The New Leaders' Institute (NLI) is a unique training and development opportunity for the first-year principals in Houston ISD. It aims to close the gap between campus-based performance and professional practices of new campus leaders. NLI equips new leaders with the knowledge, skills, and disposition to lead schools that are consistently safe and provide a rigorous instructional program for all students.

The content for NLI 2017 was developed by the Leadership Development Department in collaboration with other district departments and subject matter experts. It included the best practices and strategies for leading urban schools and provided essential training on current district initiatives. Additionally, the principals were provided multiple opportunities to work collaboratively with their peers and principal mentors.

Twenty-nine (n=29) first-year principals attended all or part of the eight-day institute in July 2017, depending on the timing of their appointment to principalship. Six of the principals were assigned to Achieve 180 campuses: Bruce Elementary, Fondren Elementary, Pugh Elementary, Wesley Elementary, Victory Prep K-8 Campus, and North Forest High School.

The learning outcomes for the Achieve 180 campus leaders included the following:

1. Learn tools to build a collaborative school culture.
2. Develop skills to establish efficient campus systems.
3. Learn strategies to leverage instructional leadership.
4. Learn strategies to lead high performing teams that impact student achievement.

New Leaders' Institute			
Date	Topics	Total Attendance	Achieve 180 Attendance
July 10, 2017	▪ Building Highly Effective School Teams ▪ Articulating Your Mission, Vision, and Values ▪ Talent Acquisition/Business Services ▪ HISD School Finance Overview/Budget Coding Process	23	5
July 11, 2017	▪ OneSource Manager Self-service Training ▪ Use of Procard/Travel Cards ▪ Spending and Accounts Payable ▪ Activity/Student Funds ▪ Textbooks and Warehouse Operations ▪ Inventory and Fixed Assets Accounting ▪ Title Grants and Federal Funding ▪ SDMC Training	25	4
July 12, 2017	▪ TADS Update ▪ TEA Accountability System ▪ A4E Dashboards ▪ Leading *Literacy By 3* (Elementary Principals)	28	4
July 13, 2017	▪ Leading *Literacy By 3* (Elementary Principals) ▪ Advanced Academics—GT and AP Programs	21	5
July 17, 2017	▪ Formative Assessments and Data Analysis ▪ Instructional Planning with lead4ward	28	6
July 18, 2017	▪ Federal and State Compliance ▪ Student Records, Grading Policy, and School Guidelines ▪ Safety and Risk Management ▪ HISD Facilities, Transportation, and Nutrition Services ▪ Instructional Technology Resources ▪ Social and Emotional Learning ▪ IAT/RtI Process ▪ Special Education	24	6

	▪ Multilingual Education		
July 19, 2017	▪ Staff Documentation Training (Thompson&Horton) ▪ HISD Legal Updates ▪ Investigations and Grievances ▪ Planning Campus Data Presentations	20	5
July 20, 2017	▪ Peer Tuning and Feedback for Campus Data Presentations ▪ Data Presentations to Chief School Officers and School Support Officers	23	4
			*Total attendance includes Achieve 180 campuses.

Impact: The impact of NLI was measured by a series of customer satisfaction surveys, which indicated an overall satisfaction rate with the quality of the sessions at 4.4 weighted average (based on the 1 to 5 scale, 4 indicating "Agree" response). Further, the school leaders reported that NLI helped prepare them for the first 30/60/90 days in the new role by providing in-time training on essential district systems, initiatives, and best practices in effective and efficient school leadership.

Recommendations: Based on the Achieve 180 data, the New Leaders' Institute 2018 will deliver a differentiated learning experience for the first-year principals, where they will be able to select the learning opportunities during the middle two weeks of the institute. Their selections will be directly related to the campus needs or their own professional development needs. Additionally, the leaders will be provided more time and opportunities to focus on evaluating and creating effective school systems and strategies for school improvement. The school principals who were assigned during the school year 2017-2018 will be invited to attend the New Leaders' Institute alongside the new cohort of school leaders.

First-year Principals' Induction

The State of Texas requires "a principal or assistant principal employed for the first-time as a campus administrator (including the first time in the state)" to "participate in an induction period of at least one year." The induction period is "a structured, systemic process for assisting the new principal or assistant principal in further developing skills in guiding the everyday operation of a school, adjusting to the particular culture of a school district, and developing a personal awareness of self in the campus administrator role."

First-year principals in Houston ISD participated in the cohort experience, which provided them with opportunities to continue developing their skills and knowledge in the new leadership role, as well as receive support from their colleagues and other leaders in the district. The Leadership Development Department developed content for the monthly cohort meetings in collaboration with other departments and subject matter experts. During the meetings, the principals were provided multiple opportunities to work collaboratively with their peers and principal mentors and share best practices and solutions to current campus issues.

Fifty (50) first-year principals participated in the cohort; eight of them were assigned to Achieve 180 schools: Bruce Elementary, Fondren Elementary, Gallegos Elementary, C. Martinez Elementary, Pugh Elementary, Wesley Elementary, Victory Prep K-8 Campus, and North Forest High School.

First-year Principals' Induction			
Session	Learning Outcomes	Total Attendance	Achieve 180 Attendance
October 17, 2017 Principal Factor in Social and Emotional Learning	▪ Learn the principles of restorative discipline and experience restorative circles. ▪ Increase awareness of district focus and services.	29	6
November 16, 2017 Refining Plans for Coaching and Developing Staff	▪ Prepare for the Fall Staff Review and set goals for coaching and developing teachers and leadership teams on their campuses. ▪ Increase awareness of the appraisal timelines and best practices.	42	3

December 12, 2017 Leading Instruction for All Students	▪ Observe teaching and practice providing feedback. ▪ Discuss the impact of absenteeism on student achievement and learn about district resources that support campus strategies for increasing student attendance. ▪ Learn indicators of effective inclusive education and discuss best practices that support learning for all students.	36	3
February 1, 2018 Legal Review Processes and Updates	▪ Increase knowledge and skills in the areas of employee management, documentation, and legal matters guiding hiring/contract renewal processes ▪ Determine and utilize appropriate data sources to determine teacher effectiveness ▪ Review and/or establish systems for effective supervision and documentation	33	6
February 20, 2018 HISD Budget and Finance Operations	▪ Develop their understanding of the district systems and supports for budgeting and financial operations, including best practices for allocating and managing funds in alignment with student performance goals. ▪ Review campus systems of financial planning and operations and establish action steps for raising their effectiveness.	34	4
			*Total attendance includes Achieve 180 campuses.

Impact: The impact of the first-year principals' induction was measured by a series of customer satisfaction surveys, which indicated an overall satisfaction rate with the quality of the sessions at 4.3 weighted average (based on the 1 to 5 scale, 4 indicating "Agree" response). Further, the school leaders reported that the cohort experience provided them with essential knowledge, skills, and support in the new role. Additionally, the principals were supported by principal mentors who provided individualized and in-time feedback and coaching.

Recommendations: Based on the Achieve 180 data, the first-year principals' induction will continue to focus on the most relevant content aimed at improving efficiency and effectiveness of the novice school leaders. The principals' self-assessment of their skills and preparedness for the new role, as well as surveys of the principals who have completed the first year in the principal's role, will guide the content development and specific learning outcomes.

Principal Candidate Development Opportunity

The Principal Candidate Development Opportunity (PCDO) was developed by the Leadership Development Department to fill anticipated principals' vacancies in the Houston ISD with highly qualified internal candidates. This rigorous learning experience was created in partnership with Human Resources-Office of Talent Acquisition and the Office of School Support, and is aligned with the District's grow-your-own model of leadership development of aspiring campus principals.

PCDO 2017-2018 was focused on expanding the aspiring principals' knowledge and skills in the areas of instructional leadership, human capital, executive leadership, school culture, and strategic operations in the context of urban schools. Sitting HISD principals, School Support Officers, and other district leaders, along with the Leadership Development staff served as guest speakers and facilitated the learning.

PCDO participants had multiple opportunities to apply the new learning in their current assignments and during monthly field experiences created for them to apply new knowledge and skills. Throughout the learning process, candidates received individual feedback for continued professional growth. Additionally, the PCDO candidates participated in real-time skills demonstration activities called "Combine" on February 27, 2018.

Five out of twenty-five participants were assigned to Achieve 180 campuses: Attucks Middle School, Edison Middle School, Key Middle School, and Madison High School (2).

Principal Candidate Development Opportunity			
Session	Learning Outcomes	Total Attendance	Achieve 180 Attendance
October 9, 2017 Principal Standard 1—Instructional Leadership	▪ Learn about establishing a campus instructional culture and systems for monitoring instruction/improving teachers' instructional practices aligned with TADS. ▪ Be able to analyze a lesson plan for the appropriate level of rigor and differentiation strategies to meet the students' needs. ▪ Analyze specific teacher moves and student behaviors and determine how they relate to the mastery of the learning objective. ▪ Discuss a field activity aimed at improving the campus PLC effectiveness.	25	4
November 6, 2017 Principal Standard 2—Human Resources	▪ Learn how the feedback cycle leverages the process for continuous school improvement. ▪ Identify effective strategies to encourage teacher development. ▪ Identify collaborative structures and systems to grow teachers and staff.	25	4
December 13, 2017 Principal Standard 3—Executive Leadership	▪ Distinguish between Instructional Leadership and Executive Leadership behaviors. ▪ Identify adaptive challenges and design interventions to address them. ▪ Plan a differentiated inspirational message that leverages stakeholder buy-in.	24	4
January 22, 2018 Principal Standard 4—School Culture	▪ Explore four major educational leadership styles and their effect on building relationships and organizational culture. ▪ Discuss the leader's role in shaping a campus culture and specific steps to reframe the culture. ▪ Practice leading conversations aligned with the campus mission.	23	4
February 15, 2018 Principal Standard 1—Instructional Leadership	• Explore best practices in data-driven analysis conversations in teacher/department PLCs. • Discuss the leader's role in making cultural shifts in PLCs. • Practice planning feedback conversations using "Six Steps for Effective Feedback."	22	5
February 27, 2018 Combine Skills Demonstration	▪ Demonstrate knowledge, skills, and disposition in the areas of Texas Principal Standards for Instructional Leadership and Human Capital.	21	4
			*Total attendance includes Achieve 180 campuses

Impact: The impact of the PCDO cohort was measured by a series of customer satisfaction surveys, which indicated an overall satisfaction rate with the quality of the sessions at 4.3 weighted average (based on the 1 to 5 scale, 4 indicating "Agree" response). Further, the participants reported that the cohort experience provided them with essential knowledge and skills to prepare for the principal's role and the selection process for the principal's positions in the district. They found a great value in making connections with aspiring leaders across the district and exchanging ideas and best practices on different types of campuses and at all school levels.

Recommendations: Based on the Achieve 180 data, the aspiring principals' cohort, PCDO, will be more focused on school improvement strategies and best practices in feedback and coaching for teachers, managing leadership teams, and implementing systems of effective PLCs. The candidates' self-assessment of their skills and preparedness for the new role, as well as surveys of the current principals who have participated in the PCDO cohort in the past will guide the content development and specific learning outcomes.

Assistant Principal Leadership, Development and Support

Assistant Principal Induction

The State of Texas requires "a principal or assistant principal employed for the first-time as a campus administrator (including the first time in the state)" to "participate in an induction period of at least one year." The induction period is "a structured, systemic process for assisting the new principal or assistant principal in further developing skills in guiding the everyday operation of a school, adjusting to the particular culture of a school district, and developing a personal awareness of self in the campus administrator role.

The Assistant Principal Induction program was launched on October 10, 2017 with a cohort of 81 school leaders and thereafter met once per month through February 2018. During the course of the year 10 Assistant Principals were appointed to fill vacancies thereby increasing the cohort to 91 members.

The learning experiences were designed to grow and develop the knowledge and skills of assistant principals and deans of instruction around the five school leader support standards: instructional leadership, human capital, executive leadership, school culture, and strategic operations. The cohort members engaged in learning experiences that included, but were not limited to the following topics:

- Team Building
- Building Relationships
- Restorative Discipline
- Data analysis
- Professional Learning Communities
- Response to Intervention and Instruction

Of the 91 cohort members, 11 or 12% are assigned to the following Achieve180 Campuses: Dogan Elementary, Attucks Middle (1), Forest Brook Middle School (2), Gregory-Lincoln K-8, Woodson K-8 (2), Madison High School, Milby High School (2), and Washington High School.

Note: Ten assistant principals were assigned to their campuses after the first meeting in October 2017. Therefore, they did not engage in a complete cohort experience.

Assistant Principal Induction			
Date of Session	Session Topics	Total Attendance (incl. A180)	Percent Present
October 2017 Leader Standards: 1: Instructional Leadership 4: School Culture	▪ Team Building ▪ Forming Ground Rules ▪ HISD Instructional Leader Profile ▪ Texas Principal Evaluation & Support System ▪ Building Relationships	66	81%
November 2017 Leader Standards: 1: Instructional Leadership 2: Human Capital 3: Executive Leadership 4: School Culture	▪ Team Building Exercise ▪ Building better relationships with students ▪ Instructional Leadership	55	60%
December 2017 Leader Standards:	▪ Team Building Exercise ▪ Social Emotional Learning	51	56%

4: School Culture			
January 2018 Leader Standards: 4: School Culture	▪ Connections ▪ Discipline Scenarios ▪ Restorative Justice/Practice	31	34%
February 2018 Leader Standards: 1: Instructional Leadership 2: Human Capital 4: School Culture	▪ Connections ▪ Data Triangulation ▪ PLC Best Practices ▪ Response to Instruction and Intervention	48	53%

The 11 cohort members assigned to Achieve 180 campuses attended the cohort meetings at a rate of 36%.

Achieve 180 Attendance					
A180 Campus	10/2017	11/2017	12/2018	01/2018	02/2018
Attucks MS	A	P	A	A	A
Dogan ES	P	P	P	A	P
Forest Brook MS	A	A	A	A	A
Forest Brook MS	A	A	A	A	A
Gregory-Lincoln EC	P	P	P	P	A
Madison HS	A	P	P	P	P
Milby HS	A	A	A	A	A
Milby HS	A	A	A	A	A
Washington HS	P	P	P	P	P
Woodson K-8	P	A	A	A	A
Woodson K-8	P	A	A	A	P
% Present	45%	45%	36%	27%	36%

P = Present A = Absent

Assistant Principal Candidate Development Opportunity (APCDO)

APCDO is aligned with the district's "grow-your-own" model of leadership development. Cohort 2 of the APCDO was launched on November 13, 2018 with 14 members and thereafter met once per month through April 2018. The learning experiences were designed to grow and develop the knowledge and skills of aspiring assistant principals and deans of instruction around the five school leader support standards: instructional leadership, human capital, executive leadership, school culture, and strategic operations. The cohort members engaged in learning experiences that included, but were not limited to the following:

- Comprehensive analysis and discussion of student achievement data in the context of a Professional Learning Community
- Development of teacher coaching & feedback plans using the 6-step model
- Use of a descriptive process to capture teacher instructional practices with an emphasis on low-inference data
- Equitable disposition of student behavior/discipline scenarios in the context of the HISD Code of Student conduct and Emergency Management plan

Of the 14 cohort members, 5 or 36% are assigned to the following Achieve180 Campuses: Cook Elementary, Dogan Elementary, Attucks Middle, Edison Middle School, and Gregory-Lincoln K-8.

Note: The cohort member at Attucks was promoted to the role of Dean of Instruction in January 2018, thereby, reducing the cohort from 14 to 13 members.

APCDO Cohort			
Date of Session	Session Topics	Overall Attendance (incl. A180)	Percent Attendance
November 13, 2017 Leader Standards: 1: Instructional Leadership	▪ *Team Building* ▪ Forming Ground Rules ▪ HISD Instructional Leader Profile ▪ School Leader Support Rubric ▪ Instructional Leadership	14	100%
December 11, 2017 Leader Standards: 2: Human Capital 3: Executive Leadership 4: School Culture	▪ Connections ▪ School Leader Support Rubric ▪ Building Trust in Schools ▪ Cross the Line ▪ Building Relationships	13	100%
January 29, 2018 Leader Standards: 1: Instructional Leadership 3: Executive Leadership 4: School Culture	▪ Connections ▪ Discipline Scenarios ▪ Restorative Justice/Practice	13	100%
February 19, 2018 Leader Standards: 1: Instructional Leadership 2: Human Capital	▪ Connections ▪ Data Triangulation ▪ PLC Best Practices ▪ Response to Instruction and Intervention	12	92%
April 23, 2018 Leader Standards: 1: Instructional Leadership 2: Human Capital	▪ Connections ▪ Effective Observation, Feedback and Coaching ▪ Professional Learning Communities at Work ▪ APCDO Combine Review	11	85%
April 28, 2018 Leader Standards: 1: Instructional Leadership 2: Human Capital 3: Executive Leadership 4: School Culture 5: Strategic Operations	APCDO Combine ▪ Instructional Leadership Exercise ▪ Professional Learning Community Exercise ▪ School Culture Exercise	9	69%

The 5 members assigned to Achieve 180 campuses attended the cohort meeting at a rate of 100%.

Achieve 180 Attendance (APCDO)						
A180 Campus	11/13/17	12/11/17	01/29/18	02/19/18	04/23/18	04/28/18
Attucks MS	P	P	N/A	N/A	N/A	N/A
Cook ES	P	P	P	P	P	P
Dogan ES	P	P	P	P	P	P
Edison MS	P	P	P	P	P	P
Gregory-Lincoln EC	P	P	P	P	P	P
Total	100%	100%	100%	100%	100%	100%

P = Present N/A = No longer a member of the cohort

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School Leadership Academy

The School Leadership Academy (SLA) is a year-long program designed to identify, train, and support aspiring instructional leaders to meet the district's need for effective school leaders. The School Leadership Academy bridges the gap between the roles of teacher leader and first-time school instructional leader. The Houston Independent School District has designed a curriculum that focuses on the preparation of instructional leaders with an emphasis on data driven instruction, school culture, and observation/feedback in the context of the unique needs of HISD schools and students.

Members of the cohort engaged in learning experiences that included, but were not limited to the following:

- Development of teacher coaching & feedback plans using the 6-step model
- Use of a descriptive process to capture teacher instructional practices with an emphasis on low-inference data
- Equitable disposition of student behavior/discipline scenarios in the context of the HISD Code of Student conduct and Emergency Management plan
- Resume writing and mock interviews

The most recent cohort was launched on Saturday, October 21, 2017 with 20 members. Of the 20 cohort members, 2 or 10% are assigned to the following Achieve180 Campuses: Key Middle and Gregory-Lincoln.

Note: The cohort member at Gregory-Lincoln was promoted to the role of Assistant Principal in January 2018 thereby reducing the cohort from 20 to 19 members.

SLA Cohort Framework			
Date of Session	Session Topics	Overall Attendance (incl. A180)	Percent Attendance
October 21, 2017 Leader Standards: 1: Instructional Leadership 2: Executive Leadership	▪ Team Building Exercise ▪ HISD Instructional Leader Profile ▪ HISD School Leader Support Rubric ▪ Building Relationships	20	100%
November 11, 2017 Leader Standards: 1: Instructional Leadership 2: Human Capital 3: Executive Leadership	▪ Strengths Based Leadership ▪ Cultural Scavenger Hunt ▪ Instructional Leadership	19	95%
December 9, 2017 Leader Standards: 1: Instructional Leadership 2: Human Capital 3: Executive Leadership 4: School Culture 5: Strategic Operations	▪ Connections ▪ Team Building Exercise ▪ School Leader Panel ▪ Building Trust ▪ Instructional Leadership	17	85%
January 27, 2018 Leader Standards: 1: Instructional Leadership 3: Executive Leadership 4: School Culture	▪ Student Discipline ▪ Restorative Practices	18	90%
February 24, 2018 Leader Standards: 1: Instructional Leadership 2: Human Capital	▪ Connections ▪ Data Triangulation ▪ Professional Learning Communities at Work	15	75%

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The 2 members assigned to Achieve180 campuses attended the cohort meetings at a rate of 100%.

Achieve 180 Attendance (SLA)						
A180 Campus	11/13/17	12/11/17	01/29/18	02/19/18	04/23/18	04/28/18
Gregory-Lincoln EC	P	N/A	N/A	N/A	N/A	N/A
Key MS	P	P	P	P	P	P
Total	100%	100%	100%	100%	100%	100%

P = Present N/A = No longer a member of the cohort

District-wide Instructional Leadership, Development and Support

Leadership development created various streams of opportunities for leaders to opt into learning workshops or customized sessions that targeted their specific development needs and to support leadership efforts on their campuses. Streams of learning for development included STAAR Planning workshops, Staff Documentation, lead4ward Instructional Leadership webinars and face-to-face sessions, a Professional Learning Community (PLC) Task Force, an *Authentic* Instructional Rounds workshop, and Choice Courses, as well as tailored workshops and facilitation sessions to support leaders and campuses. A cohort, Empowering Innovative Instructional Leaders, was created to support first-time, non-administrative instructional leaders in their new roles.

Additionally, Leadership Development offered individualized follow-up coaching and feedback sessions for school leaders. Descriptive information follows in the paragraphs below, along with data tables that capture more specific data reflecting support to Achieve180 and Superintendent's 10 Schools

Monthly Principals Meeting

During the 2017-2018 school year, monthly Superintendent's meetings with principals focused on information sharing as well as specific areas of learning and development for HISD school principals. Meetings consisted of a general session with the Superintendent and/or other Cabinet members, tailored learning break-out sessions, and collaborative, action-planning meetings with School Chiefs.

General sessions over the 2017-2018 school year focused on breaking information regarding CIA, school policies and guidelines, clarity around district and school data and other topics that relate to schools generally.

Breakout learning sessions were held following the general session or following schools' areas. At the beginning of the year, principals were surveyed to determine their learning priorities. Most of the learning created and shared in breakout learning sessions centered around topics principals prioritized or new information that warranted clarity for principals to implement on campuses. Principals also learned from each other as many campus leaders led the learning sessions. Seven principals meetings have been held thus far during the 2017-2018 school year.

Time was slated for schools to meet with Area Chiefs/Superintendents to focus on clarifying information to create campus action plans

Data and Impact: Seventy-three separate breakout learning sessions have been provided via collaborations between departments, schools offices and campus leaders, all organized and vetted by the Leadership Development. Topics covered included literacy, wraparound services and supports, restorative practices, the school leader appraisal process, triangulating data, and effectively using technology, as well as relevant topics identified by campus principals. All Achieve180 campus leaders attended the principals' breakout learning sessions.

Recommendations: For the 2018-2019 school year, we plan to continue to gain insight from principals regarding their learning priorities and seek more opportunities to grow and develop campus in areas they deem relevant for their campuses.

Lead4ward Instructional Leadership Planning and Support Workshops

Lead4ward staff worked with the Leadership Development team to propose a sequence of learning sessions to support the instructional leadership efforts on campuses and the instructional planning by campus teams. Lead4ward also updated their instructional support content and resources to align with new 2017-2018 STAAR and EOC expectations and strengthened much of the "Leading Instruction" content. HISD leaders and campus teams have access to the new webinars, field guides and instructional planning resources as well as opportunities to attend updated content planning sessions to support rigorous instruction for all students.

Data and Impact: The instructional planning workshops were initially planned to target 35 Achieve180 and 10 Superintendent's Schools. Ninety-seven schools opted to participate in the lead4ward workshops; ten of those were A180 or Superintendent's 10 schools. 552 campus instructional leaders attended lead4ward sessions.

Recommendations: Leadership Development will work with the Office of Student Assessment to determine what data analysis and instructional planning support will comprise using lead4ward resources and the level of support needed by lead4ward consultants.

Empowering Innovative Instructional Leaders

Available to first year instructional leaders (Instructional Coordinators/Specialists or Teacher Specialist), the cohort offers a new approach to building leadership competencies and skills. Instructional Leaders are supported in leadership areas supported by the Texas Principal Standards in accordance with Chapter 149 of the Texas Administrative Code, HISD Global Leader Profile, and research-based best practices within innovative education sciences.

Data and Impact: Of the 21 candidates enrolled in the cohort, 24% actively participate in development; 33% of the group are scheduled to apply or have already applied to the HISD Assistant Principal/Dean Pool for the 2019-2019 school year.

Recommendations: As a result of the cohort opportunity, many participants desire to continue development in a year two cohort for support. District-wide data indicate that Instructional Leaders may benefit from streamlined professional growth and development opportunities like the current model. Veteran Instructional Leaders (3-5 years) currently serve many of the Achieve180 campuses. To impact more of our campus leadership teams, the result may yield more alignment between quality instructional leadership and a higher level of student performance and achievement.

Staff Documentation

Leadership Development along with the HISD Legal Department hosted a series of Staff Documentation sessions to provide Campus Administrators and Central Office leaders with training on appropriate documentation for employee improvement or separation. The one-half-day trainings were planned for school administrators, instructional appraisers and central office appraisers. The training included but were not be limited to the following topics: best practices for effective documentation; processes and timelines for documentation; and File Review

Data and Impact: 175 participants attended; 8 individuals from eight A180 or S10 schools attended.

Recommendations: Based on feedback from attendees, future plans include provide a pre-attendance survey or gathering more data around commonly occurring issues related to effective documentation and adding more hands-on activities.

STAAR Planning Workshops

Leadership Development collaborated with the Special Education, Multilingual, and Student Assessment Departments to share critical information outlining compliance procedures which include STAAR 3-8 and STAAR EOC updates for the 2017-2018 school year. The planning workshops will assist schools in effectively and efficiently facilitating campus assessments.

Data and Impact: 165 participants attended; 14 individuals from seven A180 or S10 Schools attended.

Recommendations: Encourage more participation to support campuses in effective and timely identification student subgroups.

Authentic Instructional Rounds

Leadership Development, collaborated with Dr. Erick Pruitt, Area Superintendent, Achieve180 Schools Office, to create development opportunities for Tier II leaders as well as to support the bench of qualified instructional leaders

primed to step into leadership positions as needed. The collective vision was to expand the instructional capacity of Achieve180 campus teachers and aspiring leaders. As a result, the Leadership Development Department created *Authentic* Instructional Rounds training to meet the identified needs and develop a model of internal instructional rounds, which included teachers and leaders.

Data and Impact: Sixteen participants completed 3 days of training (11 hours); five attended 2 days of training, and 8 attended 1 day of training. The Leadership Development staff will offer make-up sessions for the 13 participants who did not complete the training.

Recommendations: As a result of feedback from the Area Superintendent and participants, Leadership Development will offer summer pre-conference workshops in Authentic Instructional Rounds prior to the Professional Learning Series (PLS) 2018. The workshops will also be offered in the new school year to support develop first year leaders.

Choice Courses

Leadership Development offered learning and development workshops designed to support campus leaders' unique development needs and interests. Each of the engaging workshops sourced the most current research and allowed leaders to interact and collaborate with peers to shape their knowledge and strengthen their practices. Courses were open to campus principals, assistant principals and any other administrators.

Twelve separate courses were offered in response to areas data suggest principals struggle. Courses included Effective Questioning Strategies; Follow-Up on Instructional Goals: Aligning Goals with Look-Fors; Strategies for Implementing and Sustaining Change; School Leader's Role in Disrupting Inequity; High-Yield Instructional Strategies (HYIS): Cooperative Learning, Setting Objectives, and Providing Feedback; Raising Effectiveness of Campus PLCs; School Systems: Part 1; School Systems: Part 2; HYIS: Focus-Practice: Linking Resources; and HYIS: Focus-Questions/Cues/ Advanced Organizers.

Data and Impact: Twelve choice courses were offered to leaders. Of the 100 leaders who attended 13 serve in Achieve180 schools.

Recommendations: Based on feedback from participants and from prospective participants, Leadership Development will offer choice courses; however, we will explore opportunities to offer the courses in other formats to provide more personalized development.

Structures to Improve Student Performance

Structures to Improve Student Performance walked leaders through structures that enhance and sustain professional dialogue in their efforts to improve student performance and achievement. Participants expanded skills in building a purposeful community through modeling and practicing inclusive practices and structures; establishing operational guidelines for building trust; and processes for successful engagement and holding themselves accountable toward improving student results.

Data and Impact: Two sessions were offered in two different formats: large group and a personalized format for a school. Leaders from four Achieve180 schools attended.

Recommendations: Based on observations of campus Professional Learning Communities (PLCs), Leadership Development will offer targeted formal training around processes and structures for improving PLCs.

Emdin's Reality Pedagogy Workshop

The workshop provided an awareness of Dr. Christopher Emdin's seven culturally relevant strategies of reality pedagogy and the implications for classroom instruction. Each school were expected to begin the development of a framework that would guide school-wide implementation of at least two of the seven culturally relevant strategies of reality pedagogy and the implications for classroom instruction. Dr. Emdin increased instructional leaders

understanding of reality pedagogy and the impact on student achievement. Leaders participated in the discussion on reality pedagogy and the impact on the students, parents and teachers.

One hundred forty school and central office leaders attended the initial one-day workshop. Dr. Emdin also provided the keynote for the Welcome Back In-service for all campus leaders, who attend along with their administrator teams.

District-Wide School Leadership, Development and Support			
Development/Support Offered	# of Development/ Support Sessions	Achieve180 Schools Attended	# of Attendees
Monthly Superintendent's Meeting with Principals	7 monthly/ *73 breakouts	45	
Lead4ward Instructional Leadership	32	10	552
Staff Documentation	4	5	8 of 174
Empowering Innovative Instructional Leaders	6	5	6 of 21
STAAR Planning Workshops	4	7	7 0f 165
Authentic Instructional Rounds	3	8	13 of 26 Completed
Choice Courses	12	13	13 of 100
Structures to Improve Student Performance	2	4	25
Emdin's Reality Pedagogy Workshop Welcome Back with Emdin as Keynote	1 1	 42	140 1032
TOTALS	72		

**indicates the total number of breakout learning sessions during principals meetings*

Professional Learning Community (PLC) Task Force

The PLC Task Force emanated from observations made during Community of Practice (COP) Walks at Achieve180 or Superintendent's 10 schools. Leadership Development committed to providing development and support to school leaders and their leadership teams in critical areas that might offer foundational support for effective instruction schoolwide.

Data and Impact: The PLC task force served 12 Achieve180 schools that were included in Community of Practice Walks.

Recommendations: Formal training around PLCs will occur in a Pre-PLS Conference. During the 2018-2019 school year two-day workshops will be created to provide formal training in Structures to Improve Student Performance via Effective PLCs.

Targeted A180 Campus-Based Support			
Development/Support Offered	# Contact Points	Achieve180 Schools	Total # Contact Hours
Customized Support: • Facilitation *(leadership retreats)* • Workshop *(tailored micro-learning session)* • Coaching and Feedback *(individualized one-on-one sessions with school leader)* • Consultation/Thought Partner • PLC Task Force	 9 2 8 11 6	12	82.25
TOTALS	36	12	82.25

Executive Leadership Development Series

The Leadership Development Department collaborated with the Schools Office to create training and development opportunities for the district's executive leaders and managers of the departments directly reporting to the Chief Academic Officer Dr. Grenita Lathan. For the first time, the Area Superintendents, School Support Officers, Directors, Officers, Assistant Superintendents, Senior Managers, and Teacher Development Specialists assembled for monthly learning sessions and had an opportunity to discuss the content and plan action steps directly related to the student achievement on school campuses. Depending on the content, other district leaders joined the executive leaders in the learning. The Leadership Development Team facilitated planning and preparation for each session, as well as vetting of the sessions' content.

The learning outcomes of each four-hour session focused on the following:

- Increase knowledge and awareness of district wide systems, processes, and supports, which lead to systematic campus improvements and outcomes.
- Align and leverage district wide resources to target the differentiated needs of campuses.

Below is the summary of topics for each training session. Also, enclosed in the chart of attendance counts per session by area and job title (for central office employees).

Date of Training	Topics	Attendance
October 13, 2017	▪ *Literacy By 3* ▪ OnTrack & ELD Progress Monitoring ▪ Renaissance 360 Universal Screener ▪ Interventions Assistance Teams	245
October 27, 2017	▪ HISD School Leader Appraisal ▪ Employee Relations: Grievances and Investigations	53
November 10, 2017	▪ Secondary Literacy (breakout sessions) ▪ PowerUp HUB ▪ Advanced Academics: Using Data to Support Advanced Placement Performance ▪ College and Career Readiness: CTE/Dual Credit/Khan Academy	157
January 19, 2018	▪ School Leader Appraisal: Connection to the SLAS Rubric ▪ HISD Budget and Title Funding Processes ▪ Area Superintendents' Best Practices	61
February 16, 2018	▪ Executive Leaders' Focus and Support: High Yield Big Three Movers	55
March 23, 2018	▪ ELDS Elementary Curriculum and Development Best Practices (presentations for each core subject) ▪ TELPAS for ELL Students ▪ Renaissance 360 Data Sharing ▪ Master Schedule Update ▪ Fall Staff Review Toolkit ▪ School Leader and Teacher Appraisal Updates ▪ Human Resources Update	69
April 20, 2018	▪ HISD Connect—Rollout of the New Student Information System ▪ Federal and State Compliance: Incomplete End of Year Promotion Status for Elementary and Secondary Schools ▪ HISD Budget—Preliminary Budget Conferences HISD Title Funding—Updates and Year Closeout	69

Attendance per Session by Area and Job Title (Executive Leadership)							
	10/13/17	10/27/17	11/10/17	01/19/18	02/16/18	03/23/18	04/20/18
North (7)	4	6	6	5	6	5	5
Northwest	4	6	6	5	5	5	5
West	5	4	4	7	5	4	4
South (7)	6	5	6	7	6	6	6
East (4)	4	4	4	4	3	4	4
Achieve 180 (8)	6	6	3	6	6	8	8
Supt 10 (4)	3	5	4	3	3	4	4
TDS	134	-	92	-	-	-	-
Dept Directors	10	-	11	3	6	15	15
Dept Managers	11	7	11	2	1	11	11
Asst Supt	3	1	2	2	2	3	3
Officers	4	1	3	3	2	2	2

The impact of the ELDS was measured by a series of customer satisfaction surveys, which indicated an overall satisfaction rate ranging from 4.22. to 4.5 weighted average (based on the 1 to 5 scale, 4 indicating “Agree” response). Further, the participants reported that they appreciated the in-time training and an opportunity to develop a common understanding of the key district initiatives and school improvement strategies. They found a great value in sharing best practices across the areas.

Recommendations: Based on the Achieve 180 data, the Leadership Development Department will continue its cross-departmental collaboration and partnership with key central office teams.

Addendum 2: A180 EOY Year 1 Reports – Pillar II

HISD | Human Resources
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ACHIEVE180

Year 1 Report

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Staffing Report

A staffing data report was created to document the experience of the administrators and teachers at each campus and to analyze the turnover rate entering the 2017-2018 school year.

Beginning of the Year 2017-2018 Achieve 180 Staffing Data

Achieve 180 Campus	Type of A180 Campus	Principal Data		New Teacher Data		Staffing Data				
		Number Yrs of Experience	New to Campus	% of New teachers 0 yrs. experience	% of New teachers 1+ yrs. experience	Vacancies	Total Campus Turnover	Campus Turnover (Left HISD)	Campus Turnover (Left the campus)	Strategic Turnover
		Number	Yes/No	Data as of 10/6/2017		Number as of 9/5/17				
Kashmere HS	Supt School	25	No	12%	88%	0	55.50%	24.40%	31.10%	2
Blackshear ES	Supt School	2	No	10%	90%	0	62.50%	12.50%	50%	5
Wheatley HS-	Supt School	12	No	16%	84%	0	53%	21.60%	31.40%	4
Worthing HS	Supt School	5	No	16%	84%	1	81.50%	28.90%	52.60%	8
Dogan ES	Supt School	4	Yes	13%	87%	0	51.30%	10.30%	41%	5
Highland Heights	Supt School	13	No	6%	94%	0	51.40%	17.10%	34.30%	2
Woodson K-8	Supt School	5	Yes	15%	85%	0	99.80%	23.80%	76.20%	11
Henry MS	Supt School	2	No	14%	86%	0	37.50%	16.70%	20.80%	0
Mading ES	Supt School	3	No	3%	97%0	0	29.40%	14.70%	14.70%	0
Wesley ES	Supt School	3	Yes	5%	95%	0	31.60%	10.50%	21.10%	0
North Forest HS	Primary	2	Yes	4%	96%	0	45.40%	21.80%	23.60%	0
Hillard ES	Primary	3	No	18%	82%	0	67.50%	29.70%	37.80%	0
Lawson MS	Primary	3	Yes	9%	91%	0	49.10%	18%	31.10%	0
Cullen MS	Primary	9	No	3%	97%	0	31.40%	14.30%	17.10%	0
Bonham ES	Primary	7	No	8%	92%	0	44.60%	20%	24.60%	0
Gregory-Lincoln	Primary	4	No	12%	88%	0	56.80%	22.70%	34.10%	0
Madison HS	Primary	4	No	6%	94%	1	38.6	16.80%	21.80%	0
Washington HS	Primary	4	No	11%	89%	1	36.70%	16.30%	20.40%	0
Attucks MS	Secondary	2	No	19%	81%	0	50%	20.80%	29.20%	0
Looscan ES	Secondary	2	No	12%	88%	0	46.50%	17.90%	28.60%	0
Montgomery ES	Secondary	9+	No	0%	100%	0	12.80%	5.10%	7.70%	0
Pugh ES	Secondary	0	Yes	42%	58%	0	87.50%	25%	62.50%	0
Sharpstown HS	Secondary	16+	No	11%	89%	1	43.60%	21.20%	22.40%	0
Stevens ES	Secondary	3	No	11%	89%	0	35.70%	11.90%	23.80%	0
Fondren ES	Secondary	0	Yes	15%	85%	0	44%	12%	32%	0
Kashmere Gardens	Tertiary	2	No	8%	92%	0	72%	16%	56%	4
Cook ES	Tertiary	3	Yes	4%	96%	0	34.1	6.80%	27.30%	0
Lewis ES	Tertiary	2	No	6%	94%	0	22%	8%	14%	0
Forest Brook MS	Tertiary	3	No	16%	84%	0	35.70%	13.20%	22.50%	0
Bruce ES	Tertiary	3	Yes	3%	97%	0	47.20%	13.90%	33.30%	0
Edison MS	Tertiary	3	Yes	22%	78%	0	47.40%	15.80%	31.60%	0
Key MS	Tertiary	10	No	18%	82%	0	61%	24.40%	36.60%	0
C. Martinez ES	Tertiary	2	Yes	0%	100%	0	20%	8.60%	11.40%	0
Young ES	Tertiary	3	No	5%	95%	0	40%	20%	20%	0
Yates HS	Tertiary	5*	No	6%	94%	0	33.30%	11.10%	22.20%	0
Foerster ES	Tertiary	2	Yes	9%	91%	0	42.1	10.50%	31.60%	0
Gallegos ES	Tertiary	0	Yes	4%	96%	0	52%	12%	40%	0
Milby HS	Tertiary	6	No	6%	94%	1	21.30%	7.50%	13.80%	0
Westbury HS	Tertiary	13	No	12%	88%	1	26.90%	12.60%	14.30%	0
Bellfort ECC	Tertiary	16+	No	10%	90%	0	30%	10%	20%	0
HS Ahead MS	Tertiary	3	No	8%	92%	0	72.20%	33.30%	38.90%	0
Liberty HS	Tertiary	10	No	4%	96%	0	30.80%	7.70%	23.10%	0

Achieve 180 Job Descriptions

Job descriptions were created and positions funded to support the Achieve 180 campuses.

Achieve 180 Associate Teacher Trainer:

The Associate Teacher Trainer position was created to train and develop the Dedicated Associate Teachers at Achieve 180 campuses. The trainer also supported campuses with staffing needs and to increase fill rates at each campus.

Houston Independent School District
Job Description

POSITION TITLE: Academics Program Manager - Achieve 180 Associate Teacher Training		**CONTRACT LENGTH:** 12M
DATE: 09/20/17		**DATE OF LAST REVISION:** 09/20/17
JOB CODE: TR0480	**PAY GRADE:** 29	**FLSA EXEMPTION STATUS:** E
Job Family – Training		

JOB SUMMARY

The Academics Program Manager - Achieve 180 Associate Teacher Training is accountable for training and supporting the Associate Teachers at Achieve 180 campuses by creating and presenting face to face, webinars, and online training, assisting in the recruitment of Associate Teachers and continuously monitoring daily fill rates at Achieve 180 campuses to ensure the campus is fully covered each school day.

MAJOR DUTIES & RESPONSIBILITIES	
	List most important duties first
1.	Ensures each Achieve 180 campus has filled all associate teacher requests and campus is fully staffed each day.
2.	Creates specialized trainings for all associate teachers working at Achieve 180 campuses. Trainings are comprised of face to face presentations, webinars and online courses.
3.	Partners with campus leaders to ensure focus of the associate teacher trainings are aligned to development priorities for the campuses.
4.	Works with campus administrative leaders to review and increase associate teacher daily fill rates at each Achieve 180 campus.
5.	Helps to identify and connect associate teachers to appropriate PD opportunities to meet priority needs.
6.	Monitors associate teachers' efficacy in applying new skills and impact on student learning, adjusts approach as necessary to achieve goals for associate teacher improvement and student achievement.
7.	Leads group learning opportunities focused on increasing associate teacher effectiveness in a specific area.
8.	Identifies high need training topics, works with PD Central Support to develop high value training, and delivers training.
9.	Improves associate teachers' effectiveness on an ongoing basis by participating in research-based learning opportunities.
10.	Performs other job-related duties as assigned.

Houston Independent School District
Job Description

EDUCATION Bachelor's Degree
WORK EXPERIENCE 3 to 5 years Minimum of 3 years of experience as a presenter and creating trainings.
TYPE OF SKILL AND/OR REQUIRED LICENSING/CERTIFICATION Microsoft Office Office equipment (e.g., computer, copier) Exceptional interpersonal skills, able to relate one-on-one and in groups with confidence and poise. Ability to provide critical and constructive feedback to effect immediate change. Highly analytical, able to interpret data and weigh multiple options. Strong communicator, ability to write clearly and analytically, able to evidence support. A problem solver, able to prioritize multiple scenarios.
LEADERSHIP RESPONSIBILITIES No supervisory or direct people management responsibilities. May provide occasional work guidance, technical advice and training to staff.
WORK COMPLEXITY/INDEPENDENT JUDGMENT Work is substantially complex, varied and regularly requires the selection and application of technical and detailed guidelines. Independent judgment is required to identify, select, and apply the most appropriate methods as well as interpret precedent. Position regularly makes recommendations to management on areas of significance to the department. Supervision received typically consists of providing direction on the more complex projects and new job duties and priorities. **BUDGET AUTHORITY** No budget development activity is required.
PROBLEM SOLVING Job is frequently expected to recommend new solutions to problems, to improve existing methods/procedures/services and generate new ideas. **IMPACT OF DECISIONS** Decisions have moderate impact to the facility/department or division, causing increased satisfaction or dissatisfaction; producing efficiencies or delays; promoting or inhibiting personal intellectual or professional development; and/or contributing to financial gain or expense. Errors may be serious, usually not subject to direct verification or check, causing losses such as improper cost calculations, overpayment or improper utilization of labor, materials or equipment. Effect usually confined to the organization itself and is short term.
COMMUNICATION/INTERACTIONS Collaborate and solve problems - works with others to resolve problems, clarify or interpret complex information/policies, and provide initial screening/negotiations without approval authority. Interactions are typically with customers, senior level professional staff, and managers.
CUSTOMER RELATIONSHIPS Follows through with customer inquiries, requests and complaints. Forwards difficult and non-routine inquiries or requests to appropriate level for resolution.
WORKING/ENVIRONMENTAL CONDITIONS Work is normally performed in a typical interior work environment which does not subject the employee to any hazardous or unpleasant elements. Ability to carry and/or lift up to 15 pounds.

New Teacher Coach (Superintendent Schools only):

New Teacher Coach positions were created to support, develop and coach new instructional staff at Superintendent Schools.

POSITION TITLE: New Teacher Coach		**CONTRACT LENGTH:** 11M, 12M
DATE: 08/16/17		**DATE OF LAST REVISION:** 08/16/17
JOB CODE: TR0483, TR0485,	**PAY GRADE:** 29	**FLSA EXEMPTION STATUS:** E
Job Family – Training		

JOB SUMMARY
The New Teacher Coach is accountable for supporting a caseload of teachers with 0-3 years of experience by providing individualized feedback, coaching, and development to improve teacher performance and increase student achievement.

MAJOR DUTIES & RESPONSIBILITIES	
	List most important duties first
1.	Support, coach and monitor all teachers with 0-3 years of teaching experience at an Achieve 180 campus.
2.	Collaborate with school leaders to identify beginning teacher-mentor assignments before preservice and/or when vacancy arises.
3.	Attend coaching and development sessions aligned to Achieve 180 best practices.
4.	Meet with each new teacher during the first 3 weeks of school to identify individual areas of strengths and opportunities for growth. Develop individual plan of actions for areas for growth.
5.	Model lessons and instructional strategies for new teachers to coach on increasing lesson effectiveness and student achievement.
6.	Host Campus Orientation and New Teacher Induction *before* pre-service.
7.	Create a handbook for all new teachers and a calendar of meetings and professional development for the school year.
8.	Host weekly meetings and monthly forums with new teachers and mentors focused on the professional and instructional growth.
9.	Use monthly updates on mentor-program compliance to help mentors identify and overcome barriers to success.
10.	Distribute information about district initiatives, trainings and deadlines, like TADS, to beginning and all other new teachers on campus.
11.	Provide support to new teachers in collecting and analyzing school data, classroom management, curriculum planning, and other activities related to pedagogy and improved student achievement.
12.	Work with teachers and campus leadership to review performance data and development plans, and to identify teachers' strengths and prioritize most pressing development needs to increase student achievement.
13.	Help to identify and connect teachers to appropriate PD opportunities to meet priority needs.
14.	Perform other job-related duties as assigned.

EDUCATION Bachelor's Degree
WORK EXPERIENCE A minimum of 5 years of successful teaching experience as demonstrated by a track record of success in increasing student achievement. (Teacher coaching experience preferred)
TYPE OF SKILL AND/OR REQUIRED LICENSING/CERTIFICATION Texas Teacher Certification Exceptional interpersonal skills, able to relate one-on-one and in groups with confidence and poise. Ability to provide critical and constructive feedback to effect immediate change. Strong communicator, ability to write clearly and analytically, able to evidence support. Ability to model research-based teaching strategies Self-starter, flexible, able to adapt and adjust quickly to changing situations and needs. Microsoft Office Office equipment (e.g., computer, copier)
LEADERSHIP RESPONSIBILITIES No supervisory or direct people management responsibilities. May provide occasional work guidance, technical advice and training to staff.
WORK COMPLEXITY/INDEPENDENT JUDGMENT Work involves the application of moderately complex procedures and tasks that are quite varied. Independent judgment is often required to select and apply the most appropriate of available resources. Ongoing supervision is provided on an "as needed" basis. **BUDGET AUTHORITY** No budget development activity is required.
PROBLEM SOLVING Decisions have minor, small and possibly incremental impact on the department or facility. Errors are usually discovered in succeeding operations where most of the work is verified or checked and is normally confined to a single department or phase of the organizational activities resulting in brief inconvenience. **IMPACT OF DECISIONS** Decisions have minor, small and possibly incremental impact on the department or facility. Errors are usually discovered in succeeding operations where most of the work is verified or checked and is normally confined to a single department or phase of the organizational activities resulting in brief inconvenience.
COMMUNICATION/INTERACTIONS Information sharing - gives and receives information such as options, technical direction, instructions and reporting results. Interactions are mostly with customers, own supervisor and coworkers in own and other departments.
CUSTOMER RELATIONSHIPS Follows through with customer inquiries, requests and complaints. Forwards difficult and non-routine inquiries or requests to appropriate level for resolution.
WORKING/ENVIRONMENTAL CONDITIONS Work is normally performed in a typical interior work environment which does not subject the employee to any hazardous or unpleasant elements. Ability to carry and/or lift less than 15 pounds.

Achieve 180 Teacher:

The teacher job description was revised to reflect the requirements necessary to meet the needs of the Achieve 180 campuses.

HOUSTON INDEPENDENT SCHOOL DISTRICT - JOB DESCRIPTION

POSITION TITLE: Achieve 180 Teacher **DATE: 08/24/17**

JOB CODE: Varies **SALARY GRADE: RT** **CONTRACT LENGTH: Varies**

IMMEDIATE SUPERVISOR: Principal

POSITION SUMMARY

Provides students at designated Turn Around campuses with appropriate learning activities and experiences designed to fulfill their potential for intellectual, emotional, physical, and social growth.

TEKS based curriculum will be fully implemented and rigorous lesson plans will be developed using the backward design planning process. Instructional non-negotiables will include but are not limited to daily posting of lesson TEKS, small group instruction, and daily evidence of student mastery of lesson objective(s).

A schedule of common assessments will be adhered to by all core content teachers. Common assessments will be administered every 4-6 weeks per core subject.

Data analysis conversations will be scheduled immediately following every formative assessment. Action plans will be developed to identify individual students and student expectations (SE) that need re-teaching immediately to ensure mastery.

Teachers will be responsible for uniformly tracking and displaying data for all students in kindergarten through 12th grade, disaggregated by teacher, student, race, and gender.

The school day will be maximized to provide teacher professional development and planning/collaboration time for an additional two hours, one day a week.

ILLUSTRATIVE DUTIES:

- Plan a program of study that, as much as possible, meets the individual needs, interests, and abilities of the students.
- Create a classroom environment that is conducive to learning and appropriate to the maturity and interests of the students.
- Fully implement a TEKS based curriculum and develop rigorous lesson plans using the backward design planning process. Instructional non-negotiables will include but are not limited to daily posting of lesson TEKS, small group instruction, and daily evidence of student mastery of lesson objective(s).
- Adhere to a schedule of common assessments. Common assessments will be administered every 4-6 weeks per core subject.
- Schedule data analysis conversations immediately following every formative assessment. Develop action plans to identify individual students and student expectations (SE) that need re-teaching immediately to ensure mastery.
- Uniformly track and display data for all students in kindergarten through 12th grade, disaggregated by teacher, student, race, and gender. Prepare lessons that reflect accommodations for individual differences.
- Prepare for classes assigned and show written evidence of preparation upon request of immediate supervisor.
- Encourage students to set and maintain standards of classroom behavior.
- Guide the learning process toward the achievement of curriculum goals and, in harmony with the goals, establish clear objectives for all lessons, units, projects, and the like to communicate these objectives to the students.
- Employ a variety of instructional techniques and instructional media consistent with the physical limitations of the location provided, and the needs and capabilities of the individuals or student groups involved.
- Strive to implement, by instruction and action, the district's philosophy of education and instructional goals and objectives.
- Assess the accomplishments of the students on a regular basis and provide progress reports as required.
- Refer students for evaluation by district specialists as required.
- Take necessary and reasonable precautions to protect the students, equipment, materials, and facilities.
- Maintain accurate, complete, and correct records as required by law, district policy, and administrative regulations.
- Assist the administration in implementing all policies and rules governing student life and conduct. Develop reasonable rules of classroom behavior. Maintain order in the classroom in a fair and just manner.
- Make provisions for being available to the students and to the parents for education-related purposes when required.
- Plan and supervise purposeful assignments for teacher aide(s) and volunteer(s) and, cooperatively with department heads, evaluate their job performance.
- Maintain and improve professional competence.

- Participate in district staff development. The school day will be maximized to provide teacher professional development and planning/collaboration time for an additional two hours, one day a week.
- Attend staff meetings and serve on staff committees.
- Maintain a professional relationship with colleagues.
- Establish and maintain open lines of communication with students, parents, and community members.
- Maintain open communication with parents.
- Perform other job-related duties as assigned.

POSITION REQUIREMENTS:

Education:

- Minimum of a Bachelor's degree from an accredited college or university.
- Texas Teacher Certificate appropriate for level and/or subject area of assignment.

Other Requirements:

- Ability to communicate effectively in both written and oral forms with all levels of management, both internal and external to the district.
- Ability to establish and maintain effective working relationships both internal and external to the district.
- Ability to adjust the eye to bring an object into focus; judge distance (close and distant); reach with arms extended and use hands to manipulate the keyboard.
- Ability to lift and carry up to 10 pounds, stoop, kneel, crouch, walk, twist, bend, climb, and/or be mobile.
- Ability to travel throughout the district and city by means of private or public transportation. If driving personal (or private) vehicle, must possess a valid driver's license and appropriate insurance coverage.

Principal Training on Best Hiring Practices

Training was offered to campus leaders and hiring teams on effective hiring practices, campus marketing/ branding strategies, candidate engagement, supporting candidates throughout the hiring process and how to entice candidates to select the Achieve 180 campus as their campus of choice.

Ruiz, Janie I

om:	Santos, Juan J
Sent:	Wednesday, July 12, 2017 10:00 AM
To:	GobertLewis, Alicia D; ..; SosaGonzalez, Raquel A; Cooper, Lysette K; Crook, Clayton D; Menxueiro, Sandra E; Smith, Richard L; Craig, Alicia T; Gentry, Tannisha A; Tejada, Jessica; Bell, Alecia; Brantley II, Kenneth R; Cox, Geraldine R; Moultry, Edrick G; Blackwell, Nancy A; Bush, Reginald; Williams, Joseph E; Bailey, Kasey M; Martinez, Marlen; Haskins, Nicole R; Reyna, Orlando; Hernandez, Daniel A; de la Garza, Roy E; Henson, Darryl J; Phillips, Carlos; Anderson, Cornelius; Monaghan, Susan J; Rose, Shirley A; Gittens, Stephen M; Campbell, Khalilah; Davis, Kenneth D; Watson-Robinson, Novelyn J
Cc:	Borzon, Angela A; Adams, Felicia S; Ruiz, Janie I; McCanna, Jeffrey L
Subject:	Principal

Good morning principals,

Join the Teacher Recruitment Team for a hiring and staffing workshop. This training will provide you and your hiring team valuable tools to successfully staff your campus for the upcoming school year. The workshop will cover the following topics:

- Marketing and Branding Your Campus
- Finding the Right Candidate
- Attracting Candidates to Choose Your School
- Engaging Your New Hires

This training will take place on the following days:

- July 13th 08:00AM - 10:00AM at HMW 1E01
- July 19th 01:00PM - 03:00PM at HMW 2E02
- July 27th 01:00PM - 03:00PM at HMW 1E01

Please register by clicking here.

Should you have any questions, please do not hesitate to contact me.

Best,
Juan

Juan J. Santos
Senior Manager, Teacher Recruitment & Selection
713-556-6761 (office) | 713-556-7585 (fax)
jsantos2@HoustonISD.org (email)
@Juan_J_Santos (Twitter)

HOUSTON INDEPENDENT SCHOOL DISTRICT

Best Hiring Practices for School Leaders

Establishing a plan to ensure quality employee selection is crucial to the success of a campus. It is important for the principal to appoint the right staff to lead the hiring process for the campus. Creating clear goals and expectations for the types of employees the campus needs based on data is an important to this process. The principal is responsible for all employees in the school and to ensure the growth of the employee selection process. Choosing the right employees takes time and dedication to the process.

Marketing Your Campus

- Market your school as a desirable place to work.
- The branding should tell the true picture of your school
- Tell the school's story in 15 seconds or less.
- Create a warm and caring environment.
- Share all of the wonderful things that makes your school unique and appealing to candidates.
- Include describing the types of students that you serve.

Channels of Communication

- Campus website
- Social Media/Hashtags
- Newsletters/Brochures

Recruiting

- This is a never ending process and should be your top priority at all times.
- Get your staff and other members of the school involved.
- Sell why your school is different than others (Mentoring program, ongoing professional development, support etc.)

Selection & Hiring

- Determine exactly what you are looking for prior to starting the interview process.
- Create a profile of an ideal teacher
- Establish a hiring team with the same goals in mind.
- Take the time to calibrate prior to the interviews starting.
- Create a "Listen Fors" list

Seven Sources of Information for Hire

- Application
- Resume
- Employment History
- References
- Transcripts
- Certification Status
- Interview Results

Questions during an Interview

- Create questions prior to meeting with your hiring team.
- Set the expectations with your team on what is allowed to be asked as a follow up questions. Types of questions to avoid:
    - What is your religious affiliation?
    - Are you pregnant?
    - Are you married?

Retention of Staff

- Create a culture of support for your staff by celebrating wins for the team, building in mentoring programs, etc.
- Embed continuous professional development into the school year.
- Take time to find the best candidates when you are hiring.
- Place staff in positions that are driven by their passion.
- Establish an onboarding process for your new teachers that allows comfort, to be vulnerable, and learn from experienced, well respected teachers.



HOUSTON INDEPENDENT SCHOOL DISTRICT
Hattie Mae White Educational Support Center • 4400 West 18th Street • Houston, Texas 77092-8501
www.HoustonISD.org • www.facebook.com/HoustonISD • www.twitter.com/HoustonISD

2017-2018 Achieve 180 Vacancies

Teacher Recruitment and Selection implemented priority recruitment staffing for all instructional positions at Achieve 180 campuses. The team monitored Achieve 180 campus vacancies throughout the school year. Each member was assigned campuses to monitor, meet with administrative staff and source candidates for each vacancy. The team worked with Schools Office to determine if feeder pattern or area specialized selection events were needed to fill large number of vacancies along with offering information sessions and a transfer fair to attract effective and highly effective HISD teachers to the Achieve 180 campuses. As vacancies were posted, teacher candidates were immediately vetted and referred to campus hiring teams to quickly fill positions.

Achieve 180 Campus Teacher Vacancies **End of Semester**		
	Number of vacacnies as of December 22, 2017	Number of vacancies as of March 30, 2018
TOTAL	**23**	**11**

Achieve 180 Campus Vacancies NEW TEACHER COACHES All New Teacher Coach Positions Filled by Fall Semester		
	FALL	SPRING
	% of Positons filled#	**% of Positons filled**
Schools		
Superintendent Schools		
Kashmere HS	100%	100%
Wheatley HS	100%	100%
Worthing HS	100%	100%
Woodson K-8	100%	100%
Henry MS	100%	100%
Blackshear ES	100%	100%
Dogan ES	100%	100%
Highland Heights ES	100%	100%
Mading ES	100%	100%
Wesley ES	100%	100%

Achieve 180 Campus Teacher Vacancies by Month

Schools	End of the Month Vacancies									
Superintendent Schools	**JUL**	**AUG**	**SEPT**	**OCT**	**NOV**	**DEC**	**JAN**	**FEB**	**MAR**	**APR**
Kashmere HS	2	0	0	2	4	2	2	0	0	0
Wheatley HS	1	0	1	3	1	0	1	0	0	0
Worthing HS	6	1	0	2	3	3	2	1	1	0
Woodson K-8	1	0	0	0	1	1	0	1	1	2
Henry MS	1	0	0	1	0	0	0	0	0	0
Blackshear ES	2	0	0	2	2	1	0	0	0	0
Dogan ES	2	0	0	0	0	0	0	0	0	0
Highland Heights ES	0	0	0	0	0	0	1	0	0	0
Mading ES	0	0	0	0	0	0	0	0	0	0
Wesley ES	1	0	0	0	2	0	0	1	1	1
Primary A180 Schools										
North Forest HS	3	1	0	0	2	2	1	1	2	0
Madison HS	3	1	1	1	2	0	1	2	0	0
Washington HS	1	1	0	0	1	2	1	0	0	0
Cullen MS	1	0	0	0	0	0	0	0	0	0
Lawson MS	1	0	0	0	0	0	0	0	0	0
Gregory-Lincoln K-8	1	0	0	0	0	0	0	0	0	0
Hilliad ES	1	0	0	2	0	0	0	0	0	0
Bonham ES	2	0	0	0	0	0	0	0	0	0
Secondary Schools										
Sharpstown HS	0	0	0	4	1	1	1	0	0	0
Attucks MS	0	0	0	0	1	1	1	0	0	0
Looscan ES	0	0	0	0	0	0	0	0	0	0
Montgomery Es	0	0	0	0	0	0	0	0	0	0
Pugh ES	0	0	0	0	0	0	0	0	0	0
Stevens ES	0	0	0	0	0	1	1	0	0	0
Fondern ES	0	0	0	0	0	0	0	0	0	0
Tertiary										
Yates HS	0	0	0	0	0	0	1	0	3	3
Milby HS	0	1	0	0	1	1	0	0	0	1
Westbury HS	1	1	1	0	0	2	0	0	1	0
Liberty HS	0	0	0	0	0	0	0	0	0	0
Forest Brook MS	1	0	0	0	0	1	0	0	0	1
Edison MS	1	0	0	0	0	1	1	0	0	0
Key MS	3	2	0	0	0	0	1	1	1	1
HS Ahead MS	0	0	0	1	0	0	0	0	0	0
Kashmere Gardens Es	2	0	0	1	1	1	0	0	0	0
Cook ES	3	0	0	0	0	0	2	0	0	0
Lewis ES	0	0	0	0	0	0	1	0	0	0
Bruce ES	0	0	0	1	0	0	0	0	0	0
C. Martinez ES	0	0	0	2	2	2	1	0	1	1
Young ES	0	0	0	0	0	0	0	0	0	0
Foerster ES	2	0	0	0	0	1	0	0	0	0
Gallegos ES	0	0	0	0	1	1	1	0	0	0
Bellfort ECC	0	0	0	0	0	0	0	0	0	0
Total	49	8	3	22	25	24	20	7	11	10

Achieve 180 Hiring Events and Information Sessions:



HOUSTON INDEPENDENT SCHOOL DISTRICT

ACHIEVE180

TEACHER TRANSFER FAIR

SATURDAY, MAY 13 | 9 A.M. TO NOON

Hattie Mae White Educational Support Center
4400 West 18th Street, Houston, TX 77092

Register at **HoustonISD.org/A180Registration** and bring updated copy of your resume.

$5,000 HIRING BONUS

ELIGIBLE CANDIDATES MUST BE RATED AS **EFFECTIVE** OR **HIGHLY EFFECTIVE**

Meet with leaders from the following schools to learn about positions open for the 2017-18 school year.

ELEMENTARY SCHOOL

Blackshear Elementary School
Bruce Elementary School
C. Martinez Elementary
Cook Elementary School
Dogan Elementary School
Highland Heights Elementary School
Hilliard Elementary School
Kashmere Gardens Elementary School
Lewis Elementary School
Mading Elementary School
Young Elementary School
Wesley Elementary School
Woodson K-8

MIDDLE SCHOOL

Cullen Middle School
Edison Middle School
Forest Brook Middle School
Henry Middle School
Key Middle School
Lawson Middle School
Woodson K-8

HIGH SCHOOL

Kashmere High School
North Forest High School
Wheatley High School
Worthing High School
Yates High School



TEACH IN THE CITY
PRIVATE HIRING EVENT

TUESDAY, MAY 9 | 4:30–6:30 P.M.

KASHMERE HIGH SCHOOL
6900 Wileyvale Rd, Houston, TX 77028

Come meet with leaders from schools in the Kashmere Feeder Pattern.

ELEMENTARY SCHOOL

Berry Elementary School
Cook Elementary School
Elmore Elementary School
Kashmere Gardens Elementary School
McGowen Elementary School
Paige Elementary School

MIDDLE SCHOOL

Key Middle School

HIGH SCHOOL

Kashmere High School

HOUSTON INDEPENDENT SCHOOL DISTRICT



TEACH IN THE CITY

PRIVATE HIRING EVENT

THURSDAY, MAY 11 | 4:30–6:30 P.M.

FOREST BROOK MIDDLE SCHOOL
7525 Tidwell Rd, Houston, TX 77016

Come meet with leaders from schools in the North Forest Feeder Pattern.

ELEMENTARY/ EARLY CHILDHOOD

Elmore Elementary School
Fonwood Early Childhood Center
Hilliard Elementary School
Marshall Elementary School
Shadydale Elementary School

MIDDLE SCHOOL

Forest Brook Middle School

HIGH SCHOOL

North Forest High School

Houston ISD is hosting a Job Fair for Counselors, Librarians and Nurses!



Are you ready to join an Achieve 180 Campus in Houston ISD?

You could receive a $5,000 incentive!

Houston ISD is seeking counselors, librarians and nurses who will become positive change agents and assist students become successful at an Achieve 180 school.

Join us in building an educated and empowered Houston!

Register Here

Wednesday, July 26, 2017
3:00 p.m. - 6:00 p.m.

Chavez High School
8501 Howard Drive
Houston, TX 77017

Teach@HISD
GLOBAL CITY • GLOBAL DISTRICT • GLOBAL GRADUATES

Join Highland Heights ES for a Teacher Job Fair!

Highland Heights Elementary

Highland Heights ES is seeking teachers who will become positive change agents and prepare students to be Global Graduates.
Teachers must possess skills that will prepare our scholars for success in college and to compete in today's global workforce.
Join us in building an educated and empowered Houston!

Register Here

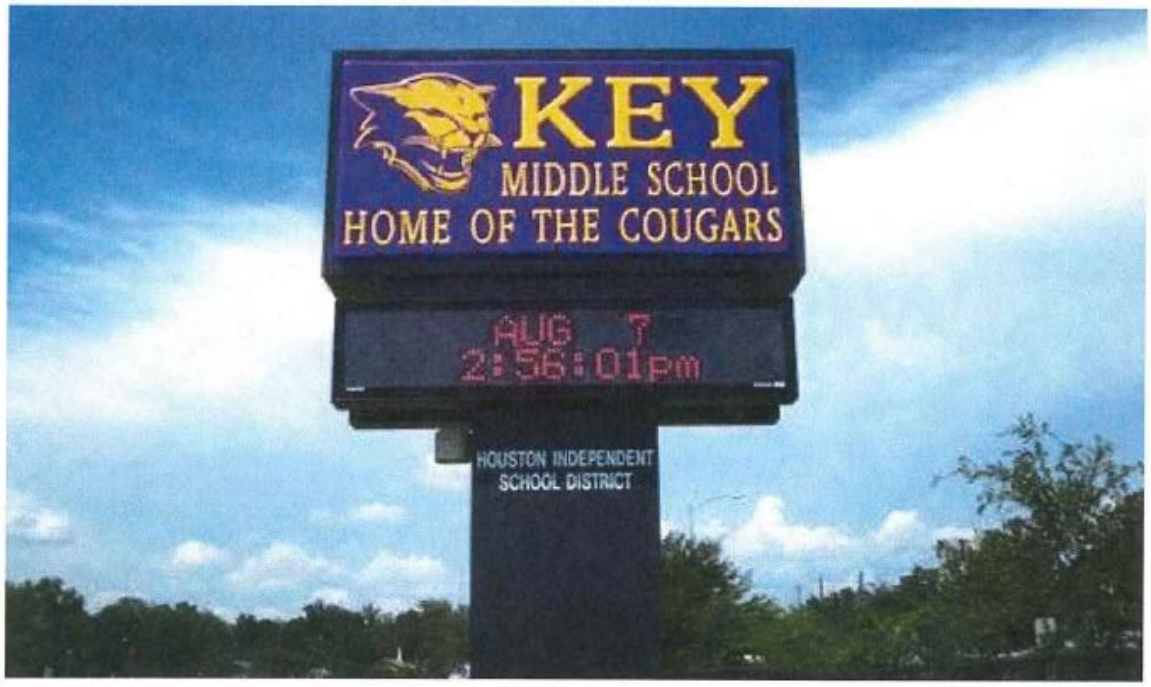
Wednesday, May 24, 2017
5:00 p.m. - 6:30 p.m.
Patrick Henry Middle School
10702 E. Hardy
Houston, TX 77093

Candidate Registration will begin promptly at 4:30 p.m.

We look forward to meeting you! If you have any questions before the event,

Teach@HISD
GLOBAL CITY • GLOBAL DISTRICT • GLOBAL GRADUATES

Join Key MS for a Teacher Job Fair!



Key MS is seeking teachers who will become positive change agents and prepare students to be Global Graduates.

Teachers must possess skills that will prepare our scholars for success in college and to compete in today's global workforce.

Join us in building an educated and empowered Houston!!

VACANCIES

- 1 ELA Position
- 4 Math Positions
- 1 Social Studies Position

2017-2018 Achieve 180 Campus Visits

Campus visits were conducted to support hiring teams with their vacancies and to align recruitment efforts to the staffing needs of the Achieve 180 campuses.

Achieve 180 Campus Visits		
Schools	**Number of visitis Fall**	**Number of visits Spring**
Superintendent Schools		
Kashmere HS	5	4
Wheatley HS	4	2
Worthing HS	4	2
Woodson K-8	4	2
Henry MS	4	2
Blackshear ES	4	1
Dogan ES	4	1
Highland Heights ES	4	2
Mading ES	4	3
Wesley ES	4	2
Primary A180 Schools		
North Forest HS	3	2
Madison HS	3	2
Washington HS	3	2
Cullen MS	3	1
Lawson MS	3	2
Gregory-Lincoln K-8	3	1
Hilliad ES	3	1
Bonham ES	3	1
Secondary Schools		
Sharpstown HS	1	2
Attucks MS	1	1
Looscan ES	1	2
Montgomery Es	1	2
Pugh ES	1	1
Stevens ES	1	2
Fondern ES	1	1
Tertiary		
Yates HS	0	1
Milby HS	0	1
Westbury HS	0	1
Liberty HS	0	
Forest Brook MS	0	2
Edision MS	0	1
Key MS	0	3
HS Ahead MS	0	2
Kashmere Gardens Es	0	1
Cook ES	0	1
Lewis ES	0	2
Bruce ES	0	2
C. Martinez ES	0	2
Young ES	0	1
Foerester ES	0	2
Gallegos ES	0	1
Bellfort ECC	0	1

Houston ISD Teacher Selection Events

Teacher Recruitment and Selection hosted numerous Teacher Selection Events (job fairs) in the spring and summer to assist in staffing the campuses for the upcoming school year. Many district wide events were held as well as events for specific areas of the city or high school feeder patterns. Participation in Teacher Selection events provided campus hiring teams with the ability to meet, interview and hire quality candidates for teacher vacancies.

Achieve 180
2017-2018
HISD Teacher Selection Event Participation

Superintendent Schools	
Blackshear ES	3
Dogan ES	3
Henry MS	2
Highland Heights ES	3
Kashmere HS	4
Mading ES	2
Wesley ES	3
Wheatley HS	4
Woodson K-8	1
Worthing HS	1

Primary Schools	
Bonham ES	4
Cullen MS	2
Gregory-Lincoln K-8	1
Hilliard ES	3
Lawson MS	3
Madison HS	3
North Forest HS	4
Washington HS	4

Secondary Schools	
Attucks MS	1
Fondren ES	3
Looscan ES	1
Montgomery ES	0
Pugh ES	2
Sharpstown HS	4
Steven ES	2
Victory Prep K-8	0

Tertiary Schools	
Bellfort ECC	0
Bruce ES	2
C Martinez ES	3
Cook ES	4
Edison MS	3
Foerster ES	1
Forest Brook MS	3
Gallegos ES	1
HS Ahead MS	2
Kashmere Gardens ES	2
Key MS	4
Lewis ES	2
Liberty HS	2
Milby HS	4
Victory Prep S	0
Westbury HS	3
Yates HS	3
Young ES	1

The table below summarizes the spring 2017 HISD Teacher Selection Events attendance of Achieve 180 campuses to staff campuses for the 2017-2018 school year. All events are listed by dates and location/area and campus attendance is indicated by an “x” under the event. The events highlighted in blue were held for a high school feeder patterns or for an area of the city. Campuses invited to attend these events are highlighted under the event and marked with an “x” if they attended.

Campus hiring teams had many opportunities to attend teacher selection events hosted by the district to find quality candidates to fill their vacancies. Percentage of attendance to events is listed in the last column on the right and are highlighted in red if the percentage is between 0-40%, highlighted in yellow for percentages between 41-60% and highlighted in green for percentages between 61-100%.

Category	A180 Campus	2/25/2017 @ HMW	4/10/2017 South Area	5/6/2017 @ Delmar	5/09/2017 Kashmere	5/11/2017 North Forest	6/20/2017 @ Scarborough	7/26/2017 @ Chavez	8/11/2017 @ Delmar	Total Attendance
Secondary	Attucks MS		x	x						33%
Tertiary	Bellfort ECC									0%
Supe School	Blackshear ES			x			x	x		60%
Primary	Bonham ES			x			x	x		60%
Tertiary	Bruce ES			x						20%
Tertiary	C Martinez ES			x			x		x	60%
Tertiary	Cook ES			x	x		x	x	x	83%
Primary	Cullen MS		x	x			x			50%
Supe School	Dogan ES			x			x	x		60%
Tertiary	Edison MS			x			x	x		60%
Tertiary	Foerster ES			x						20%
Secondary	Fondren ES			x						20%
Tertiary	Forest Brook MS			x		x	x	x		67%
Tertiary	Gallegos ES	x								20%
Primary	Gregory-Lincoln K-8							x		20%
Supe School	Henry MS	x		x	x		x		x	83%
Supe School	Highland Heights ES			x			x			40%
Primary	Hilliard ES			x		x	x	x		67%
Tertiary	HS Ahead MS						x	x		40%
Tertiary	Kashmere Gardens ES			x	x		x			50%
Supe School	Kashmere HS			x	x		x	x	x	83%
Tertiary	Key MS	x		x	x		x	x		60%
Primary	Lawson MS	x		x			x			60%
Tertiary	Lewis ES			x			x			40%
Tertiary	Liberty HS						x	x		40%
Secondary	Looscan ES	x								20%
Supe School	Mading ES		x	x			x	x		67%
Primary	Madison HS			x			x	x		60%
Tertiary	Milby HS	x		x			x		x	80%
Secondary	Montgomery ES									0%
Primary	North Forest HS			x		x	x	x	x	83%
Secondary	Pugh ES						x	x		40%
Secondary	Sharpstown HS	x		x			x	x		80%
Secondary	Steven ES	x		x						40%
Secondary	Victory Prep K-8									0%
Tertiary	Victory Prep S									0%
Primary	Washington HS	x					x	x		60%
Supe School	Wesley ES	x		x			x			60%
Tertiary	Westbury HS	x		x			x			60%
Supe School	Wheatley HS			x			x	x	x	80%
Supe School	Woodson K-8		x						x	33%
Supe School	Worthing HS			x						17%
Tertiary	Yates HS						x	x	x	60%
Tertiary	Young ES		x						x	33%
# Total A180 Participation		11	5	30	4	3	29	20	10	
# Non A180 Participation		42	14	73	4	4	49	43	31	
Total # Campus Participation		53	19	103	8	7	78	63	41	
Total % Campus Participation		18%	100%	36%	100%	100%	28%	22%	14%	

Sixty Day Survey

New staff at Achieve 180 campuses were surveyed to determine strengths, challenges, and needs for support.

First Sixty Days of Instruction – New Employee Survey at Achieve 180 Campuses

Executive Summary

This executive summary analyzes the results of the New Employee Survey which measures the support given within the first sixty days of instruction at Achieve 180 campuses. It examines inquires ranging from New Teacher Academy relevancy, campus instruction coordinator support, campus mentor teachers, campus administrators, global campus morale, and overall success regarding the first sixty days of instruction.

First Sixty Days of Instruction – New Employee Survey at Achieve180 Campuses Narrative

Employees were asked if The New Teacher Academy provided the necessary information to begin the school year. 88% of those that responded agree or strongly agree that The New Teacher Academy provided them with the necessary information to begin the school year. Given this percentage, the New Teacher Academy was successful to new employees at Achieve 180 campuses.

Three questions related to campus mentors were included on the survey. The questions highlighted whether the employee was assigned a mentor, whether the mentor was helpful, well informed and available to the employee, and if the mentor scheduled time to meet with and provided feedback to the employee. 63% confirmed that a mentor was assigned and assisted in their transition. 71% agree or strongly agree that their mentor was helpful, well informed and available to them. 67% of teachers agree or strongly agree that the mentor scheduled time with them and provided feedback. Based on this information our goal is to raise these percentages by increasing mentor support.

The employees were also surveyed concerning the support they received during their first sixty days of instruction. 74% agree or strongly agree that they received support from their mentor teacher, 61% agree or strongly agree they received support from their campus induction coordinator, 81% agree or strongly agree receiving support from their department chair or team leader and 75% agree or strongly agree receiving support from their principal or assistant principal. Overall, the majority surveyed have received a good level of support within the first sixty days from key personnel at their campus.

Employees were surveyed regarding their campus induction coordinator, approachability of the campus administration, and their current campus morale. 54% agree or strongly agree that the campus induction coordinator has met with them or was informative. 73% agree or strongly agree that they felt comfortable approaching their campus administration with questions and concerns, while 57% agree or strongly agree that the morale at their school was supportive and positive. Based on the results of this data, improvement is warranted concerning campus induction coordinator meetings and campus morale.

Lastly, employees were surveyed regarding student relationships, appropriate curriculum support, culturally responsive training, and classroom technology. 90% of employees surveyed agree or strongly agree that they have been successful in building positive relationships with their students, 76% agree or strongly agree that they have received the appropriate curriculum support needed to start the year, 77% agree or strongly agree that they have received culturally responsive training in instructional strategies and social emotional learning, and 63% agree or strongly agree that technology in their classroom is adequate.

In conclusion, the overall results of the survey are favorable with numerous opportunities for growth within each section described; 79% of employees agree or strongly agree that they have been successful within their first sixty days of instruction.

The Human Resources department will use the survey results, in addition to other key data, to communicate with campus leaders the effectiveness of mentoring and support of new employees at their Achieve180 campuses within the first sixty days of instruction. This in turn will aide campus leaders in evaluating and improving their current mentor and support program for new employees.

First Sixty Days of Instruction- New Employee Survey- Achieve 180

1.

FIRST SIXTY DAYS OF INSTRUCTION - NEW EMPLOYEE SURVEY

I received training on culturally responsive instructional strategies and social emotional learning.

Answer Choices	Responses	
Strongly Agree	12.90%	4
Agree	61.29%	19
Disagree	12.90%	4
Strongly Disagree	9.68%	3
Not Applicable	3.23%	1
Answered		**31**
Skipped		**2**

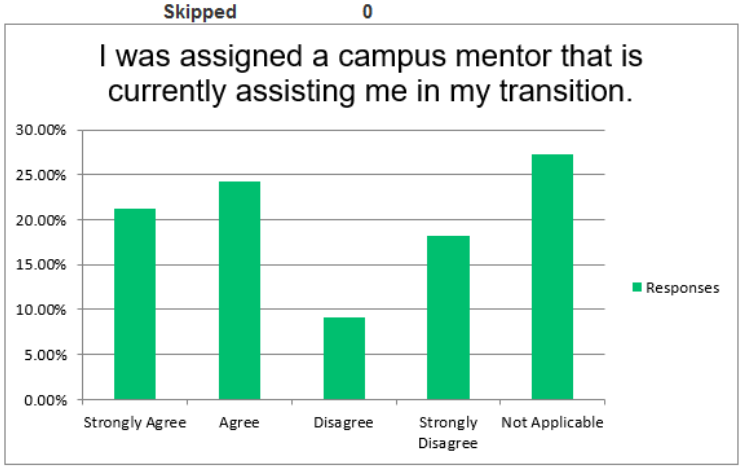


2.

FIRST SIXTY DAYS OF INSTRUCTION - NEW EMPLOYEE SURVEY

I was assigned a campus mentor that is currently assisting me in my transition.

Answer Choices	Responses	
Strongly Agree	21.21%	7
Agree	24.24%	8
Disagree	9.09%	3
Strongly Disagree	18.18%	6
Not Applicable	27.27%	9
	Answered	**33**
	Skipped	**0**

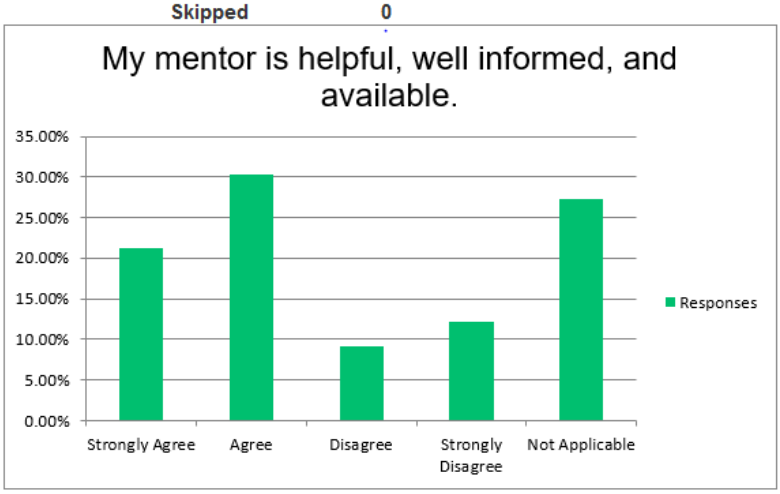


3.

FIRST SIXTY DAYS OF INSTRUCTION - NEW EMPLOYEE SURVEY

My mentor is helpful, well informed, and available.

Answer Choices	Responses	
Strongly Agree	21.21%	7
Agree	30.30%	10
Disagree	9.09%	3
Strongly Disagree	12.12%	4
Not Applicable	27.27%	9
	Answered	**33**
	Skipped	**0**

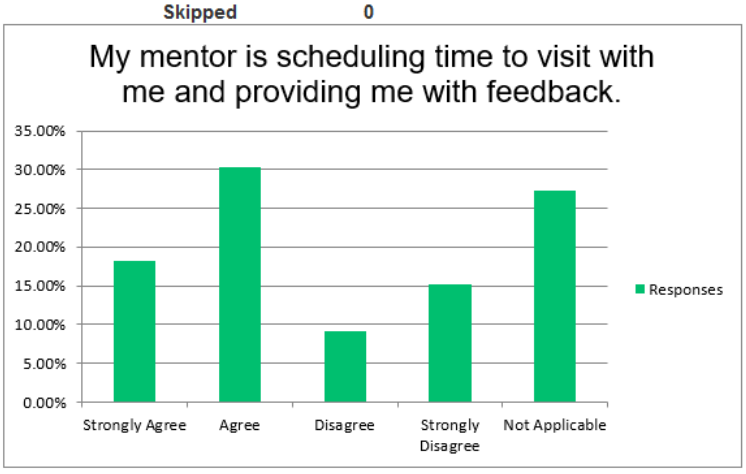


4.

FIRST SIXTY DAYS OF INSTRUCTION - NEW EMPLOYEE SURVEY

My mentor is scheduling time to visit with me and providing me with feedback.

Answer Choices	Responses	
Strongly Agree	18.18%	6
Agree	30.30%	10
Disagree	9.09%	3
Strongly Disagree	15.15%	5
Not Applicable	27.27%	9
Answered		**33**
Skipped		**0**

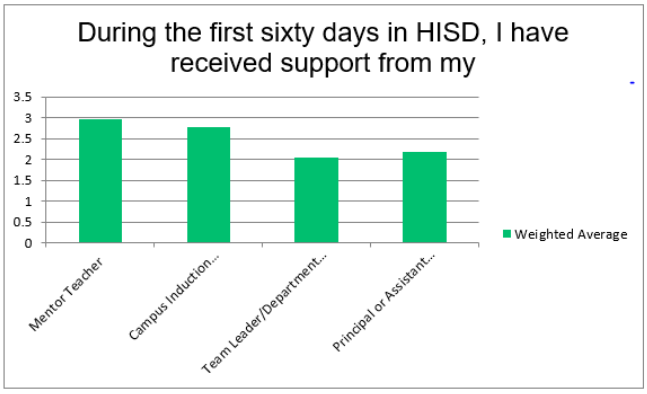


5.

FIRST SIXTY DAYS OF INSTRUCTION - NEW EMPLOYEE SURVEY

During the first sixty days in HISD, I have received support from my

	Strongly Agree		Agree		Disagree		Strongly Disagree		Not Applicable		Total	Weighted Average
Mentor Teacher	27.27%	9	24.24%	8	3.03%	1	15.15%	5	30.30%	10	33	2.97
Campus Induction Coordinator	21.21%	7	30.30%	10	15.15%	5	18.18%	6	15.15%	5	33	2.76
Team Leader/Department Chair	36.36%	12	42.42%	14	6.06%	2	12.12%	4	3.03%	1	33	2.03
Principal or Assistant Principal	27.27%	9	45.45%	15	12.12%	4	12.12%	4	3.03%	1	33	2.18
											Answered	**33**
											Skipped	**0**

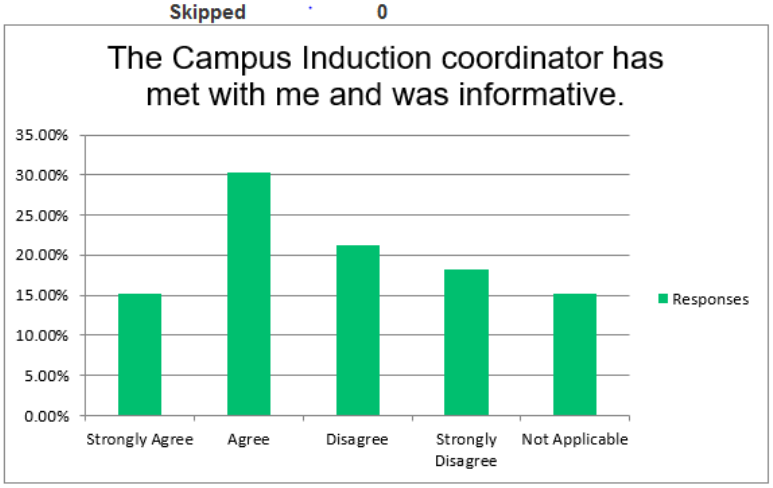


6.

FIRST SIXTY DAYS OF INSTRUCTION - NEW EMPLOYEE SURVEY

The Campus Induction coordinator has met with me and was informative.

Answer Choices	Responses	
Strongly Agree	15.15%	5
Agree	30.30%	10
Disagree	21.21%	7
Strongly Disagree	18.18%	6
Not Applicable	15.15%	5
Answered		**33**
Skipped		**0**

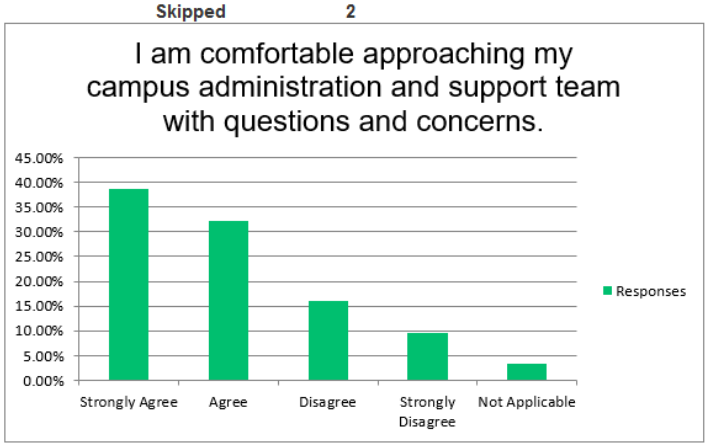


7.

FIRST SIXTY DAYS OF INSTRUCTION - NEW EMPLOYEE SURVEY

I am comfortable approaching my campus administration and support team with questions and concerns.

Answer Choices	Responses	
Strongly Agree	38.71%	12
Agree	32.26%	10
Disagree	16.13%	5
Strongly Disagree	9.68%	3
Not Applicable	3.23%	1
Answered		**31**
Skipped		**2**

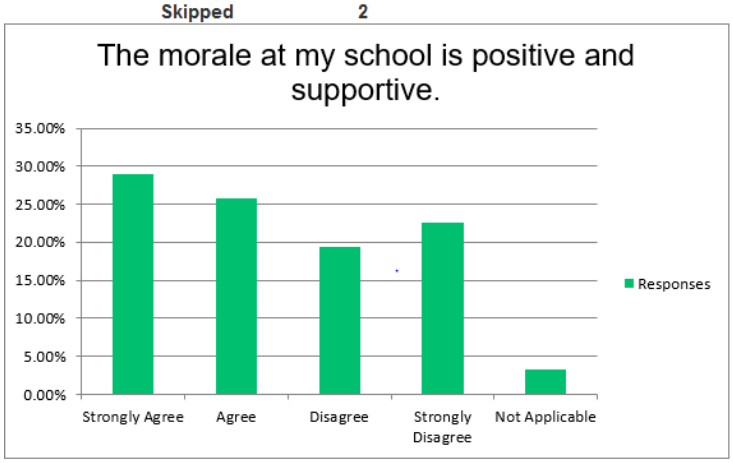


8.

FIRST SIXTY DAYS OF INSTRUCTION - NEW EMPLOYEE SURVEY

The morale at my school is positive and supportive.

Answer Choices	Responses	
Strongly Agree	29.03%	9
Agree	25.81%	8
Disagree	19.35%	6
Strongly Disagree	22.58%	7
Not Applicable	3.23%	1
	Answered	**31**
	Skipped	**2**

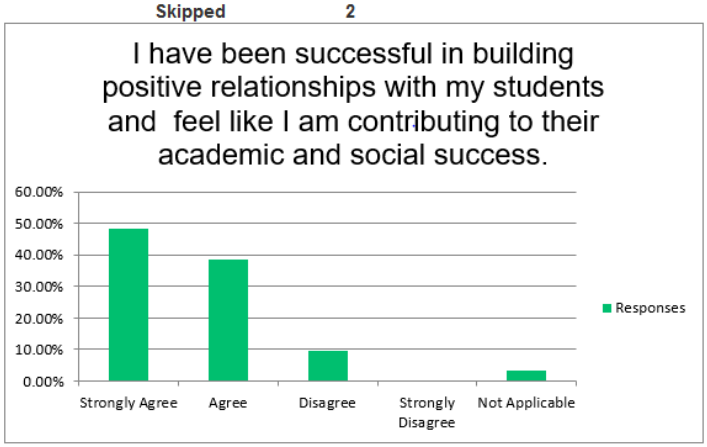


9.

FIRST SIXTY DAYS OF INSTRUCTION - NEW EMPLOYEE SURVEY

I have been successful in building positive relationships with my students and feel like I am contributing to their academic and social success.

Answer Choices	Responses	
Strongly Agree	48.39%	15
Agree	38.71%	12
Disagree	9.68%	3
Strongly Disagree	0.00%	0
Not Applicable	3.23%	1
	Answered	**31**
	Skipped	**2**

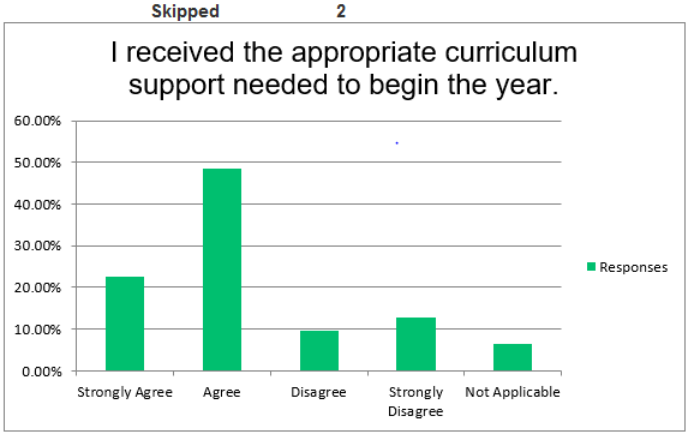


10.

FIRST SIXTY DAYS OF INSTRUCTION - NEW EMPLOYEE SURVEY

I received the appropriate curriculum support needed to begin the year.

Answer Choices	Responses	
Strongly Agree	22.58%	7
Agree	48.39%	15
Disagree	9.68%	3
Strongly Disagree	12.90%	4
Not Applicable	6.45%	2
	Answered	**31**
	Skipped	**2**

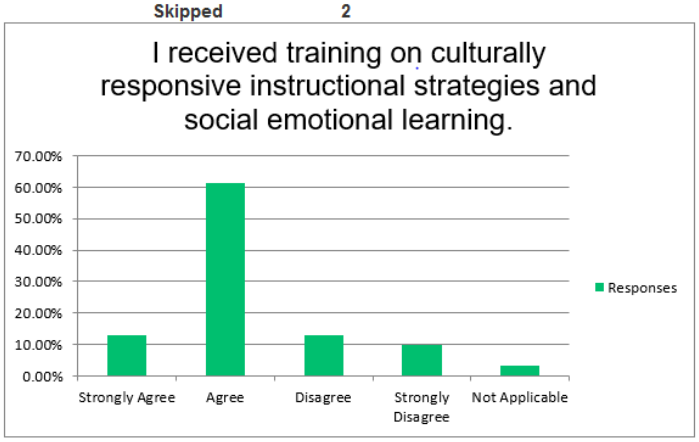


11.

FIRST SIXTY DAYS OF INSTRUCTION - NEW EMPLOYEE SURVEY

I received training on culturally responsive instructional strategies and social emotional learning.

Answer Choices	Responses	
Strongly Agree	12.90%	4
Agree	61.29%	19
Disagree	12.90%	4
Strongly Disagree	9.68%	3
Not Applicable	3.23%	1
	Answered	**31**
	Skipped	**2**

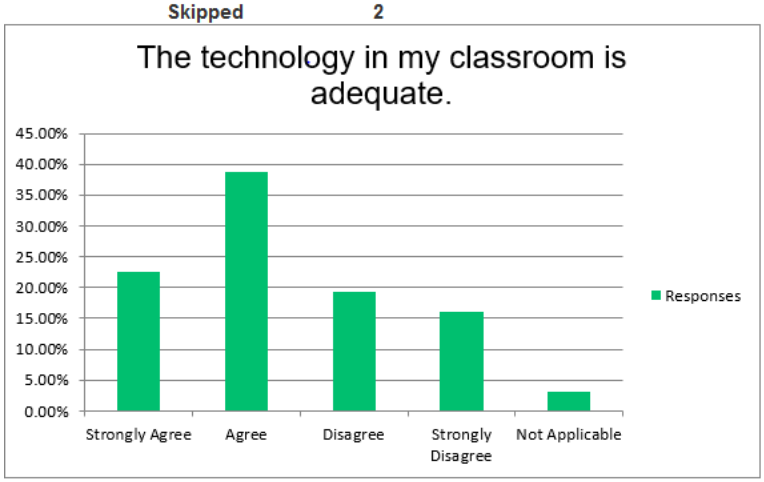


12.

FIRST SIXTY DAYS OF INSTRUCTION - NEW EMPLOYEE SURVEY

The technology in my classroom is adequate.

Answer Choices	Responses	
Strongly Agree	22.58%	7
Agree	38.71%	12
Disagree	19.35%	6
Strongly Disagree	16.13%	5
Not Applicable	3.23%	1
Answered		**31**
Skipped		**2**

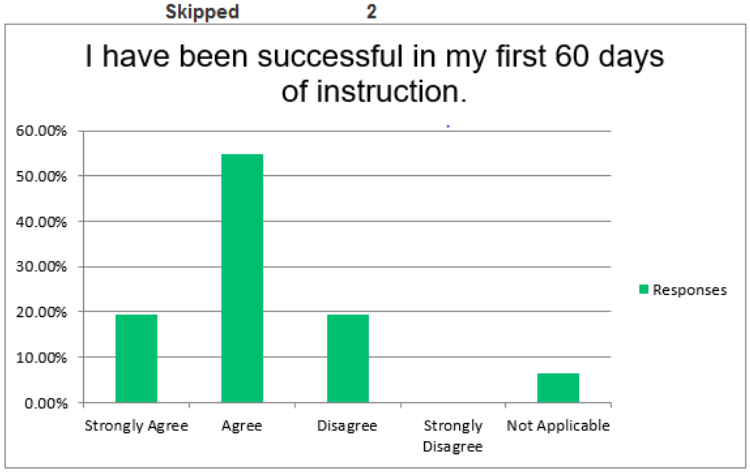


13.

FIRST SIXTY DAYS OF INSTRUCTION - NEW EMPLOYEE SURVEY

I have been successful in my first 60 days of instruction.

Answer Choices	Responses	
Strongly Agree	19.35%	6
Agree	54.84%	17
Disagree	19.35%	6
Strongly Disagree	0.00%	0
Not Applicable	6.45%	2
Answered		**31**
Skipped		**2**



Achieve 180 Incentives

Recruitment and retention incentives were leveraged to successfully recruit and retain effective and highly effective teachers and administrators at Achieve 180 campuses. Incentives were scheduled to be paid out in December and June of the school year. Memorandums and FAQ's were created to provide campus administrators with the communication and clarifications for the incentives.

Achieve 180 Fall Incentives

Campus Name	Received Incentive	Total Eligible Positions	Percent Awarded	Total Amount Awarded
Attucks	28	34	82%	$68,500
Blackshear	35	40	88%	$90,000
Bonham	66	70	94%	$165,000
Bruce	42	43	98%	$104,500
Cook	48	48	100%	$122,000
Cullen	37	40	93%	$97,500
Dogan	45	46	98%	$112,500
Edison	40	46	87%	$104,500
Fondren	25	29	86%	$66,000
Forest Brook	67	67	100%	$170,000
Gregory-Lincoln	50	53	94%	$130,500
Henry	61	65	94%	$159,000
Highland Heights	42	45	93%	$105,000
Hilliard	40	42	95%	$102,500
Kashmere Gardens	31	31	100%	$80,000
Kashmere	56	59	95%	$146,500
Key	52	56	93%	$133,000
Lawson	68	76	89%	$174,000
Lewis	50	55	91%	$127,500
Looscan	23	27	85%	$56,500
Mading	39	41	95%	$99,500
Madison	109	121	90%	$270,000
Martinez, C.	36	36	100%	$91,000
Montgomery	40	42	95%	$102,500
North Forest	68	68	100%	$176,000
Pugh	30	31	97%	$76,500
Sharpstown	83	95	87%	$207,000
Stevens	50	52	96%	$112,500
Washington	51	55	93%	$123,500
Wesley	26	28	93%	$67,500
Wheatley	59	63	94%	$150,500
Woodson	47	54	87%	$117,000
Worthing	56	57	98%	$143,000
Yates	59	63	94%	$155,000
Young	23	26	88%	$59,500
TOTALS	**1682**	**1804**	**93%**	**$4,266,000**

Achieve 180 Incentive Memos:

2017-2018 Achieve 180 Recruitment and Retention Incentive Program FAQ

What campuses are included in the Achieve 180 Recruitment and Retention Program?

- Attucks MS
- Blackshear ES
- Bonham ES
- Bruce ES
- C. Martinez ES
- Cook ES
- Cullen MS
- Dogan ES
- Edison MS
- Fondren ES
- Forest Brook MS
- Gregory-Lincoln Ed Ctr
- Henry MS
- Highland Heights ES
- Hilliard ES
- Kashmere Gardens ES
- Kashmere HS
- Key MS
- Lawson MS
- Lewis ES
- Looscan ES
- Mading ES
- Madison HS
- Montgomery ES
- North Forest HS
- Pugh ES
- Sharpstown HS
- Stevens ES
- Washington BT HS
- Wesley ES
- Wheatley HS
- Woodson PK-8
- Worthing HS
- Yates HS
- Young ES

Are all employees eligible?

No, only full-time exempt employees as listed below are eligible for the incentive:

- Teachers
- Counselors
- Librarians
- Nurses
- Social workers
- Magnet coordinators
- Title I coordinators
- Teacher specialists
- Instructional specialists
- Deans of instruction
- Assistant principals

When do absences begin to count against eligibility?

Attendance starts to count as of August 14, 2017. The district closure and other factors due to Hurricane Harvey from Monday, 8/28/17 – Friday, 9/8/17 will not count as absences.

For employees who were hired or transferred to an Achieve 180 campus after the first duty day, attendance will be calculated as of the hire date (or date of transfer to an Achieve 180 campus).

Employees must not be absent for more than the equivalent of 5 working days; this is 38.75 hours for employees on a 7.75-hour day schedule, 40 hours for employees on an 8-hour day schedule.

Do all types of absences count against eligibility?

The following absences will be held harmless against the maximum 5 day absences (38.75 or 40 hours) allowed for eligibility:

- FML
- Assault Leave
- Worker's Comp
- Religious Holiday
- Compensatory Time
- Military Leave
- Jury Duty
- Funeral Leave (per Board policy)
- Off-campus Duty

Is attendance the only requirement for eligibility?

No, employees must also not be on a Prescriptive Plan for Assistance as of the time of payment.

Can I appeal my eligibility status?

Yes. You must submit an appeal in writing with the reason for your appeal. Provide documentation to support the reason for your appeal.

The principal will collect the appeals and supporting evidence and submit these to the SSO. If the appeal is based on attendance issues, documentation should include the employee's absence report. If the appeal is due to a PPA, the employee must go through the official PPA appeal process. The outcome from that process will determine eligibility for the incentive program.

Documentation should also include a copy of the signed and dated employee memo. Final decisions on appeals will be provided by a committee.

When should employees turn in their appeals?

Employees may turn in their appeal as soon as they see cause for an appeal. For attendance issues, appeals can be turned in as soon as they exceed the 5 allowed absences for the semester.

The deadline to turn in an appeal for the fall incentive is noon on Friday, December 8, 2017.

The deadline to turn in an appeal for the spring incentive is noon on Friday, June 8, 2018.

Submitting an appeal may delay the payment of incentive.

What if an employee was hired or transferred after September 5, 2017?

Incentives are pro-rated by month. Please see chart below for reference.

Fall Semester (8/14/17 – 11/17/17): payout on December 13, 2017 or December 27, 2017*

Assuming you meet the attendance and PPA requirements:				
If you were hired in:	August	September	October	November
In December your incentive would be:	$2,500	$2,000	$1,500	$1,000

*December 13 payout is for the 24 campuses identified earlier in the school year, December 27 payout is for the 11 campuses added to the incentive program in November.

Spring Semester (11/27/17-5/31/18): payout on June 13, 2018

Assuming you meet the attendance and PPA requirements:						
If you were hired in:	December	January	February	March	April	May
In June your incentive would be:	$3,000	$2,500	$2,000	$1,500	$1,000	$500

Due to the payout dates, there will be an uneven distribution of months between the two semesters.

When will the incentive be paid out?

The incentive based on the fall semester ($2,500 max) will be paid on December 13, 2017 (for the 24 campuses identified in August) or December 27, 2017 (for the 11 campuses identified in November) together with the regular paycheck.

The incentive based on the spring semester ($2,500 max) will be paid on June 13, 2018, together with the regular paycheck. For a few late hires that were not paid for December 2017 they will be paid in the spring semester.

Employees who submit appeals may not receive their incentive on the above mentioned dates, depending on the completion of the appeals process.

ACTION ITEM

TO: Principals of ACHIEVE 180 campuses

FROM: Compensation Department

SUBJECT: Implementation of ACHIEVE 180 incentive program

For the 2017-2018 school year, exempt employees at ACHIEVE 180 campuses may be eligible to receive incentives up to $5,000. To facilitate the smooth payout of the incentives, the principal of each ACHIEVE 180 campus (or their designee), will need to complete the following steps:

- Identify the staff on their campuses who may be eligible to receive the incentive. This can be accomplished by running an Authorized Position Report for the following positions:
    - Teachers
    - Counselors
    - Librarians
    - Nurses
    - Social Workers
    - Magnet Coordinators
    - Title I Coordinators
    - Teacher Specialists
    - Instructional Specialists
    - Deans of Instruction
    - Assistant Principals

    Other professional employees whose job titles are not listed above have until September 5, 2017 to inquire in writing to their campus principal regarding their stipend eligibility.

- Distribute memos notifying employees of their eligibility for the incentive.
- Ensure that each employee signs the memo as documentation of receipt and understanding of the program guidelines. Each campus will be responsible for keeping a file of the signed memos.
- Submit a preliminary list of eligible employees to the Compensation department by XXXX. The list should include the employees' names, ID numbers, job titles, and campus assignments.
- Set up a monthly procedure notifying participating employees of their eligibility standing as affected by attendance. Program guidelines state that employees must not be absent for more than 5 absences per semester to receive the incentive for the semester.
- Provide a final list of eligible employees to the Compensation department by November 17, 2017 for the first semester payout scheduled for December 13, 2017. The list for the second semester payout scheduled for June 13, 2018 must be turned in to the Compensation department by May 30, 2018.

MEMORANDUM August 14, 2017

TO: Achieve 180 Campus Principal

FROM: Gloria Cavazos, Chief Human Resources Officer

SUBJECT: **Recruitment/Retention Incentive for Achieve 180 Schools**

I would like to take this opportunity to thank you for leading one of our Achieve 180 schools and pledging your service to the students. I am pleased to announce that HISD will offer you a recruitment/retention incentive for principals who commit to one of these schools for the 2017-2018 school year.

The recruitment/retention incentive will be paid in two installments to eligible employees. Eligible elementary principals will receive a total of $5,000 in December 2017 and the second payment of $5,000 will be paid in June 2018. Eligible middle school principals will receive a total of $7,500 in December 2017 and the second payment of $7,500 will be paid in June 2018. Eligible high school principals will receive a total of $10,000 in December 2017 and the second payment of $10,000 will be paid in June 2018. **Please note that if you are receiving this stipend, you are not eligible to receive the hard to staff stipend.**

In order to be eligible for the entire incentive amount, you must report to campus by September 5, 2017. Later hires are eligible for a pro-rated amount of the bonus, calculated based on start date.

Other stipulations for eligibility:

- Employee must not be on a Prescriptive Plan for Assistance at the time of payment.
- Employee has not had more than 5 absences during the semester of the payout, absences associated with approved leave time such as Assault Leave, Workers Compensation Leave and Family Medical Leave **will not** be counted.

Should an employee resign or transfer to another campus (whether voluntary or involuntary) during the school year, the recruitment/retention incentive amount will be prorated in accordance with the time the employee was present at the Achieve 180 Campus.

In the event the employee is reassigned pending the outcome of an investigation, any recruitment/retention pay will be withheld until the completion of the investigation. If the investigation results in findings of misconduct, no payment will be made. If the investigation results do not include findings of misconduct, and the employee otherwise qualifies, the incentive payment will be paid. Absences from the campus during the reassignment period will not be counted against the employee for purposes of qualifying for the incentive payment, so long as the procedures for a new duty assignment or home duty are followed.

I am proud of the work Team HISD is doing in our Achieve 180 schools and I hope you are excited and prepared to guide our students toward successful futures.

_____

Gloria Cavazos

I have received a copy of this memorandum and understand the stipulations regarding the incentive. In addition, I understand implementation of Achieve 180 pillars is non-negotiable.

_____ _____

Name Date

MEMORANDUM August 14, 2017

TO: Achieve 180 Campus Exempt Employees

FROM: Gloria Cavazos, Chief Human Resources Officer

SUBJECT: **Recruitment/Retention Incentive for Achieve 180**

CONTACT: Compensation Department, 713-556-7323

I would like to take this opportunity to thank you for your employment at one of our Achieve 180 schools and pledging your service to the students. I am pleased to announce that HISD will offer a recruitment/retention incentive for campus employees who commit to one of these schools for the 2017-2018 school year. Campus employees at the following schools are eligible to receive this payment:

Blackshear, Bruce, C. Martinez, Cook, Dogan, Highland Heights, Hilliard, Kashmere Gardens, Lewis, Mading, Wesley, Woodson, Young, Cullen, Edison, Forest Brook, Henry, Key, Lawson, Kashmere, North Forest, Wheatley, Worthing and Yates.

"Exempt" employees will be eligible for a $5,000 incentive. "Exempt" employees are professional employees including teachers, counselors, librarians, nurses, social workers, magnet coordinators, Title I coordinators, teacher specialists, instructional specialists, deans of instruction, and assistant principals. Other professional employees have until September 5, 2017 to inquire, in writing to their campus principal regarding their stipend eligibility.

The recruitment/retention incentive will be paid in two installments to eligible employees. Employees will receive the first payment of $2,500 in December 2017 and the second payment of $2,500 will be paid in June 2018. In order to be eligible for the entire incentive amount, you must be a full-time, exempt employee and report to campus by September 5, 2017. Later hires are eligible for a pro-rated amount of the bonus, calculated based on start date.

Other stipulations for eligibility:

- Employee must not be on a Prescriptive Plan for Assistance at the time of payment.
- Employee has not had more than 5 absences during the semester of the payout, absences associated with approved leave time such as Assault Leave, Workers Compensation Leave and Family Medical Leave **will not** be counted.

Should an employee resign or transfer to another campus (whether voluntary or involuntary) during the school year, the recruitment/retention incentive amount will be prorated in accordance with the time the employee was present at the Achieve 180 campus.

In the event the employee is reassigned pending the outcome of an investigation, any recruitment/retention pay will be withheld until the completion of the investigation. If the investigation results in findings of misconduct, no payment will be made. If the investigation results do not include findings of misconduct, and the employee otherwise qualifies, the incentive payment will be paid. Absences from the campus during the reassignment period will not be counted against the employee for purposes of qualifying for the incentive payment, so long as the procedures for a new duty assignment or home duty are followed.

If you have any additional questions, call the district's Compensation Department at 713-556-7323.

I am proud of the work Team HISD is doing in our Achieve 180 schools and I hope you are excited and prepared to guide our students toward successful futures.

_____

Gloria Cavazos

I have received a copy of this memorandum and understand the stipulations regarding the incentive. I have also read the job posting for an Achieve 180 teacher and agree to meet those requirements.

_____ _____

Name Date

_____

Campus Name

Spring 2018 Achieve 180 Recruitment and Retention Incentive Program

UPDATED FAQ

What campuses are included in the Achieve 180 Recruitment and Retention Program?

- Attucks MS
- Blackshear ES
- Bonham ES
- Bruce ES
- C. Martinez ES
- Cook ES
- Cullen MS
- Dogan ES
- Edison MS
- Fondren ES
- Forest Brook MS
- Gregory-Lincoln Ed Ctr
- Henry MS
- Highland Heights ES
- Hilliard ES
- Kashmere Gardens ES
- Kashmere HS
- Key MS
- Lawson MS
- Lewis ES
- Looscan ES
- Mading ES
- Madison HS
- Montgomery ES
- North Forest HS
- Pugh ES
- Sharpstown HS
- Stevens ES
- Washington BT HS
- Wesley ES
- Wheatley HS
- Woodson PK-8
- Worthing HS
- Yates HS
- Young ES

Are all employees eligible?

No, only full-time exempt employees as listed below are eligible for the incentive:

- Teachers
- Counselors
- Librarians
- Nurses
- Social workers
- Magnet coordinators
- Title I coordinators
- Teacher specialists
- Literacy coaches
- Teacher coaches
- Instructional specialists
- Deans of instruction
- Assistant principal

Can an employee appeal if they believe their job title should be eligible?

If a full-time exempt employee believes their job title should be eligible for an incentive, and it is not among the list above, they need to file a written appeal by **February 16, 2018**.

Employees who submitted appeals about their job titles in the fall should not file another appeal for the spring semester, unless their job titles have changed to another ineligible position.

When do absences begin to count against eligibility?

For the spring semester, attendance starts to count as of November 27, 2017.

For employees who were hired or transferred to an Achieve 180 campus after November 27, 2017, attendance will be calculated as of the hire date (or date of transfer to an Achieve 180 campus).

Employees must <u>not</u> be absent for more than the equivalent of 5 working days; this is 38.75 hours for employees on a 7.75-hour day schedule, 40 hours for employees on an 8-hour day schedule.

Updated as of 01/30/18

Do all types of absences count against eligibility?

The following absences will be held harmless against the maximum 5 day absences (38.75 or 40 hours) allowed for eligibility:

- FML
- Assault Leave
- Worker's Comp
- Religious Holiday
- Compensatory Time
- Military Leave
- Jury Duty
- Funeral Leave (per Board policy)
- Off-campus Duty

Employees should regularly review their attendance information on OneSource to check on their absences and how they were coded in OneSource.

Are there other requirements for eligibility?

Yes, employees must also not be on a Prescriptive Plan for Assistance as of the time of payment.

Do principals have the same eligibility guidelines?

Yes, principals have the same attendance and PPA requirements. However, final eligibility for principals will be determined by their Area Superintendent.

Can I appeal my eligibility status?

Yes. You must submit an appeal in writing with the reason for your appeal. Provide documentation to support the reason for your appeal.

The principal will collect the appeals and supporting evidence and submit these to the SSO.

If the appeal is due to a job title, documentation must include the employee's statement on why they believe their job title should be eligible and must be turned in by **Friday, February 16, 2018**.

If the appeal is based on attendance issues, documentation should include the employee's absence report.

If the appeal is due to a PPA, the employee must go through the official PPA appeal process. The outcome from the official PPA appeal process will determine eligibility for the incentive program.

Documentation should also include a copy of the signed and dated employee memo. Final decisions on appeals will be provided by a committee.

When should employees turn in their appeals?

For job title issues, appeals must be turned in by **Friday, February 16, 2018.**

For attendance issues, appeals may be turned in beginning on **Monday, May 7, 2018.**

The deadline to turn in an appeal for the spring incentive is noon on Friday, June 8, 2018.

Submitting an appeal may delay the payment of incentive.

Updated as of 01/30/18

What if an employee was hired or transferred after November 30, 2017?

Incentives are pro-rated by month. Please see chart below for reference.

Spring Semester (11/27/17-5/31/18): payout on June 27, 2018

Assuming you meet the attendance and PPA requirements:						
If you were hired in:	December	January	February	March	April	May
In June your incentive would be:	$3,000	$2,500	$2,000	$1,500	$1,000	$500

Due to the chosen payout dates, there is an uneven distribution of months between the two semesters.

When will the incentive be paid out?

The incentive based on the spring semester will be paid on June 27, 2018, together with the regular paycheck. Please note that this is a revised date and plan accordingly. Previous versions of the FAQ stated the payout for June 13; however, this would not have given enough time for campuses to run absence history reports through the last day student instruction, June 1, 2018.

For employees hired in December 2017 and were not included in the fall incentive payout, they will be paid in the spring semester.

Employees who submit appeals may not receive their incentive on the above mentioned dates, depending on the completion of the appeals process.

MEMORANDUM April XX, 2018

TO: Achieve 180 Campus Exempt Employees

FROM: Gloria Cavazos, Chief Human Resources Officer

SUBJECT: **Retention Incentive for Achieve 180**

Professional Development and Planning/Collaboration time

Commitment Letter for 2018-2019 school year

CONTACT: Compensation Department, 713-556-7323

I would like to take this opportunity to thank you for your employment and service at one of our Achieve 180 schools during the 2017-2018 school year. I am pleased to announce that HISD will continue to offer a recruitment/retention incentive for campus employees who commit to one of our Achieve 180 campuses for the 2018-2019 school year.

Selected staff members will be required to attend the weekly planning/collaboration meetings one day a week for an additional 2 hours. Staff members required to stay will be compensated the additional 2 hours at their daily rate. Attendance for selected staff members is mandatory.

If you are unable to commit to attending the required planning and collaboration time, it will be necessary for you to work on securing a transfer to another HISD campus where planning/collaboration is not mandatory.

Professional Development and Planning/Collaboration time

- Attend weekly professional development and planning/collaboration time if identified by campus principal as required. (Compensation will be prorated at the employee's hourly rate)
-

Other stipulations for eligibility:

- Employee must not be on a Prescriptive Plan for Assistance at the time of payment.
- Employee has not had more than 5 absences during the semester of the payout, absences associated with approved leave time such as Assault Leave, Workers Compensation Leave and Family Medical Leave **will not** be counted.

In the event the employee is reassigned pending the outcome of an investigation, any recruitment/retention pay will be withheld until the completion of the investigation. If the investigation results in findings of misconduct, no payment will be made. If the investigation results do not include findings of misconduct, and the employee otherwise qualifies, the incentive payment will be paid. Absences from the campus during the reassignment period will not be counted against the employee for purposes of qualifying for the incentive payment, so long as the procedures for a new duty assignment or home duty are followed.

If you have any additional questions, call the district's Compensation Department at 713-556-7323.

I have received a copy of this memorandum and understand the stipulations regarding professional development and planning/collaboration. I have also read the job posting for an Achieve 180 teacher and agree to meet those requirements for the 2018-2019 school year.

_____ _____

Name Date

A180 Dedicated Associate Teachers

Campus Vacancies

A180 dedicated associate teacher (DAT) positions were 75.61% filled by the end of the fall 2017 semester and 89.02% of the DAT positions were filled by the end of the spring 2018 semester. Campuses with vacancies were visited to determine hiring needs. Candidate lists and prescreened candidate resumes were sent to campus principals followed by periodic check-ins on hiring progress.

Achieve 180 Campus Vacancies Dedicated Associate Teachers 2017-2018									
	FALL % of Positions Filled					SPRING % of Positions Filled			
	August	September	October	November	December	January	February	March	April
Schools									
Superintendent Schools									
Kashmere HS	100%	100%	100%	100%	100%	100%	100%	100%	100%
Wheatley HS	50%	50%	50%	100%	100%	100%	100%	100%	100%
Worthing HS	0%	50%	50%	100%	100%	50%	50%	0%	0%
Woodson K-8	50%	50%	100%	100%	100%	100%	100%	100%	100%
Henry MS	50%	100%	100%	100%	100%	100%	100%	100%	100%
Blackshear ES	0%	50%	100%	100%	100%	100%	100%	100%	100%
Dogan ES	50%	50%	100%	100%	100%	100%	100%	100%	100%
Highland Heights ES	50%	50%	50%	50%	100%	100%	100%	100%	100%
Mading ES	50%	100%	100%	100%	100%	100%	100%	100%	100%
Wesley ES	50%	100%	100%	100%	100%	100%	100%	100%	100%
Primary A180 Schools									
North Forest HS	100%	100%	100%	100%	100%	100%	100%	100%	100%
Madison HS	100%	100%	100%	100%	100%	100%	100%	100%	100%
Washington HS	50%	100%	100%	100%	100%	100%	100%	100%	100%
Cullen MS	100%	100%	100%	100%	100%	100%	100%	100%	100%
Lawson MS	50%	100%	100%	100%	100%	100%	100%	100%	100%
Gregory-Lincoln K-8	100%	100%	100%	100%	100%	50%	50%	50%	50%
Hilliad ES	100%	100%	100%	100%	100%	100%	100%	100%	100%
Bonham ES	50%	100%	100%	100%	100%	100%	100%	100%	100%
Secondary Schools									
Sharpstown HS	0%	0%	0%	0%	0%	0%	0%	0%	0%
Attucks MS	0%	0%	100%	100%	100%	100%	100%	100%	100%
Looscan ES	0%	100%	100%	100%	100%	100%	50%	50%	50%
Montgomery ES	0%	0%	0%	0%	50%	50%	100%	50%	50%
Pugh ES	0%	50%	100%	100%	100%	100%	100%	100%	100%
Stevens ES	0%	50%	50%	50%	50%	100%	100%	100%	100%
Fondern ES	50%	0%	0%	0%	0%	0%	50%	50%	50%
Tertiary									
Yates HS	0%	100%	100%	100%	100%	100%	100%	100%	100%
Milby HS	50%	100%	100%	100%	100%	100%	100%	100%	100%
Westbury HS	0%	0%	50%	50%	50%	50%	50%	100%	100%
Liberty HS	0%	0%	0%	0%	0%	0%	100%	100%	100%
Forest Brook MS	50%	100%	100%	50%	50%	100%	100%	100%	100%
Edision MS	0%	0%	100%	100%	100%	100%	50%	100%	100%
Key MS	0%	0%	0%	0%	50%	100%	50%	50%	50%
HS Ahead MS	0%	100%	100%	50%	50%	100%	100%	100%	100%
Kashmere Gardens Es	50%	50%	100%	100%	100%	100%	100%	100%	100%
Cook ES	50%	50%	100%	50%	50%	100%	100%	100%	100%
Lewis ES	50%	100%	100%	100%	100%	100%	100%	100%	100%
Bruce ES	50%	50%	100%	100%	100%	100%	100%	100%	100%
C. Martinez ES	0%	100%	100%	100%	100%	100%	100%	100%	100%
Young ES	0%	50%	100%	100%	100%	100%	100%	100%	100%
Foerester ES	50%	50%	100%	100%	100%	100%	100%	100%	100%
Gallegos ES	0%	100%	100%	100%	100%	100%	100%	100%	100%
Bellfort ECC	0%	0%	100%	100%	100%	100%	100%	100%	100%

Campus Visits

The Associate Teacher Trainer visited all A180 campuses to meet with administrators and DATs. Data gathered is being utilized to address immediate campus needs, promote retention, develop training and strategies to increase DAT effectiveness, and for campus calibration. Coaching and information on available professional development was also provided.

Achieve 180 Campus Visits Dedicated Associate Teachers 2017-2018			
	February	**March**	**April**
Schools			
Superintendent Schools			
Kashmere HS	1	1	0
Wheatley HS	2	0	1
Worthing HS	1	0	0
Woodson K-8	1	1	1
Henry MS	1	0	0
Blackshear ES	1	1	0
Dogan ES	1	1	0
Highland Heights ES	1	0	0
Mading ES	1	0	0
Wesley ES	1	0	0
Primary A180 Schools			
North Forest HS	1	1	0
Madison HS	0	2	0
Washington HS	0	2	0
Cullen MS	2	1	1
Lawson MS	0	2	0
Gregory-Lincoln K-8	2	0	0
Hilliad ES	1	1	0
Bonham ES	0	2	0
Secondary Schools			
Sharpstown HS	0	1	0
Attucks MS	0	1	1
Looscan ES	0	1	2
Montgomery ES	0	1	0
Pugh ES	1	0	0
Stevens ES	0	1	1
Fondern ES	0	2	0
Tertiary			
Yates HS	0	3	0
Milby HS	0	1	2
Westbury HS	1	2	0
Liberty HS	0	1	0
Forest Brook MS	1	0	0
Edision MS	0	1	2
Key MS	0	1	0
HS Ahead MS	0	1	0
Kashmere Gardens Es	0	2	0
Cook ES	0	1	0
Lewis ES	0	1	0
Bruce ES	0	1	0
C. Martinez ES	0	1	1
Young ES	1	1	1
Foerester ES	1	1	0
Gallegos ES	0	1	0
Bellfort ECC	0	1	0
	22	**42**	**13**

Training and Professional Development

A DAT training session was offered in the summer prior to the start of the 2017-2018 school year as well as a Paraprofessional Forum in the fall 2017 semester. DATs have access to all professional development, both in-person and online, offered to HISD teachers. The training prepared DATs for the needs and challenges of working on an Achieve 180 campuses. Many DATs did not attend the professional development offered. Human Resources is partnering with External Funding to secure compensation for DATs to attend New Teacher Academy and campus based professional development for the 2018-2019 school year. In addition, a training plan is being developed specifically geared toward DATs.

Fill Rate

For the fall semester, the entire district had 39,165 assignments requiring associate teacher coverage, 31,241 of those assignments were filled (79.77% filled). A180 campuses had 5,665 assignments needing coverage, with 3,644 filled (68.29% filled). For the spring semester, 37,973 assignments needed coverage and 29,798 were filled (78.47% filled). A180 campuses had 5,448 assignments with 3,795 filled (69.66% filled). The fill rate for the district decreased by 1.3% from fall 2017 to spring 2018 while the fill rate for the A180 campuses increased 1.37%.

All HISD Schools
Associate Teacher Summary
2017-2018

Semester	Absences	Need Sub	Filled	UnFilled	Not need Sub	% of Total	% Filled	% UnFilled
Fall 2017	41169	39165	31241	7924	2004	0.51	79.77	20.23
Spring 2018	39726	37973	29798	8175	1753	0.49	78.47	21.53
	80895	77138	61039	16099	3757	100	79.13	20.87

A180 Schools Associate Teacher Summary Fall 2017								
Schools	**Absences**	**Need Sub**	**Filled**	**UnFilled**	**Not need Sub**	**% of Total**	**% Filled**	**% UnFilled**
Superintendent Schools								
Kashmere HS	161	159	80	79	2	0.03	50.31	49.69
Wheatley HS	188	176	106	70	12	0.03	60.23	39.77
Worthing HS	136	119	94	25	17	0.02	78.99	21.01
Woodson K-8	99	99	43	56	0	0.02	43.43	56.57
Henry MS	131	127	67	60	4	0.02	52.76	47.24
Blackshear ES	79	76	31	45	3	0.01	40.79	59.21
Dogan ES	94	93	58	35	1	0.02	62.37	37.63
Highland Heights ES	48	48	34	14	0	0.01	70.83	29.17
Mading ES	9	9	6	3	0	0.00	66.67	33.33
Wesley ES	57	57	36	21	0	0.01	63.16	36.84
Primary A180 Schools								
North Forest HS	179	174	106	68	5	0.03	60.92	39.08
Madison HS	492	485	443	42	7	0.09	91.34	8.66
Washington HS	44	44	25	19	0	0.01	56.82	43.18
Cullen MS	63	63	41	22	0	0.01	65.08	34.92
Lawson MS	48	21	5	16	27	0.01	23.81	76.19
Gregory-Lincoln K-8	108	106	60	46	2	0.02	56.6	43.4
Hilliad ES	102	102	45	57	0	0.02	44.12	55.88
Bonham ES	283	282	194	88	1	0.05	68.79	31.21
Secondary Schools								
Sharpstown HS	340	331	292	39	9	0.06	88.22	11.78
Attucks MS	144	144	62	82	0	0.03	43.06	56.94
Looscan ES	95	90	53	37	5	0.02	58.89	41.11
Montgomery ES	165	161	120	41	4	0.03	74.53	25.47
Pugh ES	90	90	55	35	0	0.02	61.11	38.89
Stevens ES	83	82	65	17	1	0.01	79.27	20.73
Fondern ES	116	116	83	33	0	0.02	71.55	28.45
Tertiary								
Yates HS								
Milby HS	466	321	262	59	145	0.08	81.62	18.38
Westbury HS	503	470	402	68	33	0.09	85.53	14.47
Liberty HS	15	15	14	1	0	0.00	93.33	6.67
Forest Brook MS	192	174	117	57	18	0.03	67.24	32.76
Edision MS	82	77	39	38	5	0.01	50.65	49.35
Key MS	175	173	105	68	2	0.03	60.69	39.31
HS Ahead MS	47	40	16	24	7	0.01	40	60
Kashmere Gardens Es	53	49	29	20	4	0.01	59.18	40.82
Cook ES	61	60	19	41	1	0.01	31.67	68.33
Lewis ES	159	159	98	61	0	0.03	61.64	38.36
Bruce ES	56	56	21	35	0	0.01	37.5	62.5
C. Martinez ES	164	160	93	67	4	0.03	58.13	41.88
Young ES	71	65	46	19	6	0.01	70.77	29.23
Foerester ES	221	218	155	63	3	0.04	71.1	28.9
Gallegos ES	37	36	16	20	1	0.01	44.44	55.56
Bellfort ECC	9	9	8	1	0	0.00	88.89	11.11
	5665	**5336**	**3644**	**1692**	**329**	**100**	**68.29**	**31.71**

A180 Schools Associate Teacher Summary Spring 2018								
Schools	**Absences**	**Need Sub**	**Filled**	**UnFilled**	**Not need Sub**	**% of Total**	**% Filled**	**% UnFilled**
Superintendent Schools								
Kashmere HS	143	140	103	37	3	0.02	73.57	26.43
Wheatley HS	220	177	104	73	43	0.04	58.76	41.24
Worthing HS	196	180	153	27	16	0.03	85	15
Woodson K-8	117	117	68	49	0	0.02	58.12	41.88
Henry MS	125	120	46	74	5	0.02	38.33	61.67
Blackshear ES	73	65	22	43	8	0.01	33.85	66.15
Dogan ES	106	106	58	48	0	0.02	54.72	45.28
Highland Heights ES	24	24	7	17	0	0.00	29.17	70.83
Mading ES	0	0	0	0	0	0.00	0	0
Wesley ES	75	75	46	29	0	0.01	61.33	38.67
Primary A180 Schools								
North Forest HS	130	129	88	41	1	0.02	68.22	31.78
Madison HS	434	423	395	28	11	0.07	93.38	6.62
Washington HS	37	35	22	13	2	0.01	62.86	37.14
Cullen MS	12	12	9	3	0	0.00	75	25
Lawson MS	75	36	11	25	39	0.01	30.56	69.44
Gregory-Lincoln K-8	144	138	71	67	6	0.02	51.45	48.55
Hilliad ES	64	64	25	39	0	0.01	39.06	60.94
Bonham ES	233	232	164	68	1	0.04	70.69	29.31
Secondary Schools								
Sharpstown HS	273	271	246	25	2	0.05	90.77	9.23
Attucks MS	117	117	48	69	0	0.02	41.03	58.97
Looscan ES	97	96	62	34	1	0.02	64.58	35.42
Montgomery ES	140	126	84	42	14	0.02	66.67	33.33
Pugh ES	131	131	72	59	0	0.02	54.96	45.04
Stevens ES	94	94	67	27	0	0.02	71.28	28.72
Fondern ES	107	105	85	20	2	0.02	80.95	19.05
Tertiary								
Yates HS	151	147	128	19	4	0.03	87.07	12.93
Milby HS	578	378	326	52	200	0.10	86.24	13.76
Westbury HS	498	451	403	48	47	0.08	89.36	10.64
Liberty HS	24	24	23	1	0	0.00	95.83	4.17
Forest Brook MS	241	171	110	61	70	0.04	64.33	35.67
Edision MS	89	89	40	49	0	0.01	44.94	55.06
Key MS	133	132	64	68	1	0.02	48.48	51.52
HS Ahead MS	28	20	7	13	8	0.00	35	65
Kashmere Gardens Es	45	40	23	17	5	0.01	57.5	42.5
Cook ES	66	62	16	46	4	0.01	25.81	74.19
Lewis ES	249	249	152	97	0	0.04	61.04	38.96
Bruce ES	86	86	47	39	0	0.01	54.65	45.35
C. Martinez ES	140	138	85	53	2	0.02	61.59	38.41
Young ES	93	89	49	40	4	0.02	55.06	44.94
Foerester ES	244	244	202	42	0	0.04	82.79	17.21
Gallegos ES	109	109	64	45	0	0.02	58.72	41.28
Bellfort ECC	6	6	0	6	0	0.00	0	100
	5947	**5448**	**3795**	**1653**	**499**	**100**	**69.66**	**30.34**

Campus Roles

DATs filled two roles on campuses: floater or fill-in for teacher vacancies. 50 DATs floated daily filling in where needed for teacher absences, pullouts, intervention, etc. 23 DATs filled the same vacancy on a daily basis. Each campus offered varying strategy and activity supports to the individual DATs including, but not limited to PLC inclusion, department lead/administrator feedback/coaching, and professional development.

Achieve 180 Campus Roles Dedicated Associate Teachers EOY 2017-2018				
	Dedicated Associate Teacher 1		Dedicated Associate Teacher 2	
	Name	Role	Name	Role
Schools				
Superintendent Schools				
Kashmere HS	SWANSON, LETICIA TRENISE	ELA	HORN, BARRY CRAIG	Floating
Wheatley HS	BOOKMAN, TRACY A	Floating	REED, MASHON LAVELLE	Floating
Worthing HS	Vacancy	N/A	Vacancy	N/A
Woodson K-8	SMITH, CAROLYN YVONNE	Math Lab	ANTOINE, DIAMOND ARIAH	Library/Reading
Henry MS	IDLEBIRD, DERICK BRIAN	Floating	SMITH, JASMINE G	ELA
Blackshear ES	FONTAINE CLARK, TANYA SHARI	Floating	DAVIS, DIANNE DENEISE	Floating
Dogan ES	QUINTANILLA, ESTEFANY MARISOL	1st grade	HARRELL, TASMINE D	5th Science
Highland Heights ES	PETERSON, DEBRA A	Floating	FORD, REGINA FAYE	Floating
Mading ES	TAYLOR, QUEEN ESTHER D	Floating	COLTER, TAMMIE MARIE	Floating
Wesley ES	IRCHIRL, GRETTA LYNN	Floating	JACOBS, DWAN*	Interventionist
Primary A180 Schools				
North Forest HS	HICKERSON, JOSLIN MARIE	Floating	KASSA, LYDIA	Floating
Madison HS	KEMP, CARRIE M	ELAR	PRICE, KAREN*	Interventionist
Washington HS	KENT, PHILLIP R	Floating	HAWKINS, JOSHUA LEPATRICK	Floating
Cullen MS	KIRK, SHERYL	Floating	CASTON, DONOVAN D	Floating
Lawson MS	CLARK, CRYSTAL DEVON	Floating	PORTER, KASAI BERNET	Floating
Gregory-Lincoln K-8	CHAIRES, MARIA JOSEFINA	Floating	Vacancy	N/A
Hilliad ES	BOGANY, ANDREW WAYNE	Floating	PETITT, KIRSTEN CHANEL	Floating
Bonham ES	SIMPLES, CAROLYN R	Writing Lab	IMO, ALOZIE	Floating
Secondary Schools				
Sharpstown HS	Vacancy	N/A	Vacancy	N/A
Attucks MS	GRIFFIN, JEREMY LADELL	Floating	GRIFFIN, JONATHAN JERRELL	Floating
Looscan ES	BALOCH, SHAFQAT HUSSAIN	Literacy Lab	Vacancy	N/A
Montgomery ES	ORUM, KELLYE LYNNE	Floating	Vacancy	N/A
Pugh ES	SIMPSON, GLORIA	1st grade	CASTELLO, FLORENCE ELIZABETH	2nd grade
Stevens ES	JAQUINDE, ANTHONY JAMES	Floating	LEE, KALARRIA JHANAE	Floating
Fondern ES	NMEREGINI, GLORIA CHIOMA	Floating	Vacancy	N/A
Tertiary				
Yates HS	SANCHEZ, MICHAEL N	Reading	RUSSELL JR JR, WILLIE GROVER	Floating
Milby HS	LEWIS, KEONDRA DENEICE	Floating	TORREZ, AMBER YVONNE	Floating
Westbury HS	WAGGONER, JORGE BRANDON	Floating	MCADAMS, CHAZ BRENT	Math
Liberty HS	GASPARD, ROCHELLE MARIE	Floating - Night AT	BURNIAS CASTRO, SERGIO ALBERTO	Floating - Day AT
Forest Brook MS	HARRIS, CHIMIRA BAILEY	Math	WHITTINGTON, BRITTANY MONIQUE	Social Studies
Edision MS	BREWER, ALEXANDER PAUL	Tutor	SNEED, BOBBY LEWIS	Tutor
Key MS	HESTER, LEONIA L	Social Studies	Vacancy	N/A
HS Ahead MS	YARBROUGH, FRANCES MARIAN	Floating	RANDLE, QUENTIN CHARLES	Floating
Kashmere Gardens Es	STEWART JR, ROGER	1st grade	MOSLEY, KENDRA CHARLENE	Pre-K
Cook ES	BARNES, CLYRONDA ROCHEL	Floating	DARDEN JACKSON, VONCHA DEATRIC	Floating
Lewis ES	POLLITT, ARIADNE SONIA	2nd grade	EDWARDS, TIASHANA JEAN	Pullouts
Bruce ES	HAMILTON, CARSITA H	Floating	ROSS, SHANNON BRILEY	Floating
C. Martinez ES	RIDER, KYUARA CHANAE	Floating	MOSRI, KAREN GABRIELLA	2nd grade
Young ES	ADAMS, PEGGY WHITE	Floating	BROUSSARD, LISA MARIE	Floating
Foerester ES	BURNS SR SR, KEVIN DWAYNE	Floating	KING, RACHEL REBEKAH	Floating
Gallegos ES	OSEGUEDA, ELENA	Floating	MIGNOGNA, TONY CARLOS	Floating
Bellfort ECC	SUAREZ, MARIA ALICIA	Floating	HARMON, RICKY LEN	Floating
	* DAT position filled by interventionist			

Performance

During A180 campus visits, campus administrators were asked about DAT performance. 87.67% of DATs are meeting or exceeding expectations. 12.33% of DATs are below expectations. In addition to campus coaching, immediate coaching is provided by the Associate Teacher Trainer during campus visits to increase effectiveness.

Achieve 180 Performance Dedicated Associate Teachers 2017-2018				
	Dedicated Associate Teacher 1		**Dedicated Associate Teacher 2**	
	Name	**Performance - Meeting Expectations?**	**Name**	**Performance - Meeting Expectations?**
Schools				
Superintendent Schools				
Kashmere HS	SWANSON, LETICIA TRENISE	Yes	HORN, BARRY CRAIG	Yes
Wheatley HS	BOOKMAN, TRACY A	Yes	REED, MASHON LAVELLE	Yes
Worthing HS	Vacancy	N/A	Vacancy	N/A
Woodson K-8	SMITH, CAROLYN YVONNE	Yes	ANTOINE, DIAMOND ARIAH	No
Henry MS	IDLEBIRD, DERICK BRIAN	Yes	SMITH, JASMINE G	Yes
Blackshear ES	FONTAINE CLARK, TANYA SHARI	Yes	DAVIS, DIANNE DENEISE	Yes
Dogan ES	QUINTANILLA, ESTEFANY MARISOL	Yes	HARRELL, TASMINE D	Yes
Highland Heights ES	PETERSON, DEBRA A	Yes	FORD, REGINA FAYE	Yes
Mading ES	TAYLOR, QUEEN ESTHER D	Yes	COLTER, TAMMIE MARIE	Yes
Wesley ES	IRCHIRL, GRETTA LYNN	Yes	JACOBS, DWAN*	Interventionist
Primary A180 Schools				
North Forest HS	HICKERSON, JOSLIN MARIE	Yes	KASSA, LYDIA	Yes
Madison HS	KEMP, CARRIE M	Yes	PRICE, KAREN*	Interventionist
Washington HS	KENT, PHILLIP R	Yes	HAWKINS, JOSHUA LEPATRICK	Yes
Cullen MS	KIRK, SHERYL	Yes	CASTON, DONOVAN D	Yes
Lawson MS	CLARK, CRYSTAL DEVON	Yes	PORTER, KASAI BERNET	Yes
Gregory-Lincoln K-8	CHAIRES, MARIA JOSEFINA	Yes	Vacancy	N/A
Hilliad ES	BOGANY, ANDREW WAYNE	Yes	PETITT, KIRSTEN CHANEL	Yes
Bonham ES	SIMPLES, CAROLYN R	Yes	IMO, ALOZIE	No
Secondary Schools				
Sharpstown HS	Vacancy	N/A	Vacancy	N/A
Attucks MS	GRIFFIN, JEREMY LADELL	Yes	GRIFFIN, JONATHAN JERRELL	Yes
Looscan ES	BALOCH, SHAFQAT HUSSAIN	Yes	Vacancy	N/A
Montgomery ES	ORUM, KELLYE LYNNE	Yes	Vacancy	N/A
Pugh ES	SIMPSON, GLORIA	Yes	CASTELLO, FLORENCE ELIZABETH	Yes
Stevens ES	JAQUINDE, ANTHONY JAMES	No	LEE, KALARRIA JHANAE	Yes
Fondern ES	NMEREGINI, GLORIA CHIOMA	Yes	Vacancy	N/A
Tertiary				
Yates HS	SANCHEZ, MICHAEL N	Yes	RUSSELL JR JR, WILLIE GROVER	No
Milby HS	LEWIS, KEONDRA DENEICE	Yes	TORREZ, AMBER YVONNE	Yes
Westbury HS	WAGGONER, JORGE BRANDON	No	MCADAMS, CHAZ BRENT	Yes
Liberty HS	GASPARD, ROCHELLE MARIE	Yes	BURNIAS CASTRO, SERGIO ALBERTO	Yes
Forest Brook MS	HARRIS, CHIMIRA BAILEY	Yes	WHITTINGTON, BRITTANY MONIQUE	Yes
Edision MS	BREWER, ALEXANDER PAUL	Yes	SNEED, BOBBY LEWIS	Yes
Key MS	HESTER, LEONIA L	Yes	Vacancy	N/A
HS Ahead MS	YARBROUGH, FRANCES MARIAN	Yes	RANDLE, QUENTIN CHARLES	Yes
Kashmere Gardens Es	STEWART JR, ROGER	Yes	MOSLEY, KENDRA CHARLENE	Yes
Cook ES	BARNES, CLYRONDA ROCHEL	No	DARDEN JACKSON, VONCHA DEATRIC	Yes
Lewis ES	POLLITT, ARIADNE SONIA	Yes	EDWARDS, TIASHANA JEAN	Yes
Bruce ES	HAMILTON, CARSITA H	Yes	ROSS, SHANNON BRILEY	No
C. Martinez ES	RIDER, KYUARA CHANAE	No	MOSRI, KAREN GABRIELLA	Yes
Young ES	ADAMS, PEGGY WHITE	Yes	BROUSSARD, LISA MARIE	Yes
Foerester ES	BURNS SR SR, KEVIN DWAYNE	Yes	KING, RACHEL REBEKAH	No
Gallegos ES	OSEGUEDA, ELENA	Yes	MIGNOGNA, TONY CARLOS	Yes
Bellfort ECC	SUAREZ, MARIA ALICIA	Yes	HARMON, RICKY LEN	Yes
	* DAT position filled by interventionist			

HISD | Teacher Career Development
CULTIVATING EFFECTIVE EDUCATORS

ACHIEVE180

YEAR 1 REPORT

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January Highlights

- New Teacher Coaches met for an all-day Orientation and were equipped with the tools and resources to support the new teachers on their campuses. They learned of the campus systems of support already established on their campuses, an extensive overview of their role and expectations, training over conducting needs assessments to identify priority focus areas based on effective teaching practices in TADS and finally, an overview of the SIBME video coaching tool to use with their supported teachers in efforts to grow the effective teaching capacity on their campuses.
- Collaborative meetings were held on each campus following the Orientation session. Members of the Career Pathways New Teacher Support department, the New Teacher Coach and campus administration formulated an action plan to deliver prescriptive support to the new teachers based on the unique campus needs.
- New Teacher Coaches began to prioritize the work on their campuses and hit the ground running to support new teachers via observation/feedback cycles, modeling effective classroom instruction techniques and debriefing on learned strategies and next steps for implementation.

Timeline of Professional Development Support

HOUSTON INDEPENDENT SCHOOL DISTRICT

New Teacher Coach & Teacher Career Development

TIMELINE

DATE	TIME	EVENT/ MILESTONE	LOCATION
Tues., December 20, 2017	3-3:30pm	Introduction/Overview Meeting	Hattie Mae White, 2C12
Thurs., January 11, 2018	8:30-3:30pm	New Teacher Coach Orientation	Ryan Professional Development Center
January 12 – 23, 2018	Varies	Action Planning Meetings with Campus Principals	Campus-based
Wed., January 24, 2018 & Thurs., January 25, 2018	3-Hour Sign-Up	Effective Practice TOT	Ryan Professional Development Center
Sat., February 3, 2018	8:30-2pm	Super Bowl of Learning	Worthing HS
Thurs., February 15, 2018	8:30-12:30pm	New Teacher Coach Cohort Meeting	Wheatley HS
Mon., February 26, 2018	2:30-4:30pm	New Teacher Coach Problem Solving Community	Highland Heights ES
Thurs., March 8, 2018	8:30-12:30pm	New Teacher Coach Cohort Meeting	Mading ES
Thurs., March 29, 2018	2:30-4:30pm	New Teacher Coach Problem Solving Community	Dogan ES
Thurs., April 12, 2018	8:30-12:30pm	New Teacher Coach Cohort Meeting	Wesley ES
Thurs., April 26, 2018	2:30-4:30pm	New Teacher Coach Problem Solving Community	Henry MS
June – July 2018	TBA	New Teacher Center Instructional Coaching Training	Q

TRAINING DESCRIPTIONS

New Teacher Coach Orientation, January 11th- New Teacher Coaches will become familiar with the New Teacher Coach role and expectations. Coaches will take a deep-dive into effective feedback, learn principles for adult learning and the developmental phases of new teachers, as well as, acquire familiarization with the available instructional support systems which best meet their campus and novice teacher needs.

Effective Practice TOTs, January 24th and 25th- New Teacher Coaches will sign up for an appointment to be trained on priority Effective Practice strategies that they will present at the *Super Bowl of Learning* event in February and throughout the school year.

Saturday, February 3rd, Super Bowl of Learning- A day of professional learning opportunities for new hires and novice teachers from Superintendent Campuses. New Teacher Coaches will facilitate Effective Practice sessions on concrete, specific and actionable techniques which can be implemented immediately in the classroom to support student academic growth and achievement.

New Teacher Coach Cohort Meetings- New Teachers Coaches will participate in campus-based cohort meetings to share best practices, engage in their own professional learning and action-plan for next steps for new teacher support efforts on their respective campuses. **Important Note**: These four-hour morning meetings are held approximately every three weeks. The location will rotate throughout the academic school year.

New Teacher Coach Problem Solving Communities- These monthly, two-hour afternoon sessions bring the New Teacher Coaches together for best practice sharing, consulting, and general collegial support.

Partnership with Social and Emotional Learning (SEL)- The Social and Emotional Learning department will partner with the Teacher Career Development department on professional development endeavors in an effort to enhance effective teaching practices as well as, focus on the whole student through the implementation and growth of culturally-responsive, emotionally safe, teaching and learning environments.

2017-18

New Teacher Coach Orientation

NEW TEACHER COACH ORIENTATION AGENDA

Time	Minutes	Description of Instruction/Activity	Living the Learning (see Key above)	Materials Needed
8:30	5	Welcome and Introductions		PG
8:35	10	Ice Breaker- Name Plates		PG
8:45	15	What Are Your Current Tasks/Expectations?- Poll Everywhere activity where coaches text their response and have conversation around the responses posted on the Smartboard.		Cell Phone Poll Everywhere
9:00	15	Systems of Support (Janice)- Venn Diagram Table Activity & Discussion on the role of CICs, NTCs and Mentors. Division of labor and support structures		Construction paper and zip lock bags (5)
9:15	45	New Teacher Coach Role Overview and Expectations & Autonomy (Review of binder contents) (Jennifer)		New Teacher Coach Binder
10:00	10	Q & A		
10:10	5	Break		
10:15	30	Effective Practice Frayer Model Activity: coaches explore the effective practices, complete frayer model in pairs and have discussion (Janice)		Houstonisdpsd.org/ HISD EP Rubric/ Frayer Model template/ graphic organizer
10:45	10	Needs Assessment- Effective Practice Focus Areas (Needs Assessment)		Poll Everywhere/ Cell Phone
10:55	35	Teambuilding- Building the Problem Solving Community		
11:30	1 hour	Lunch		
12:30-1:30	1 hour	Future Protocol (Team)		Future Protocol template
1:30-	10	Break		
1:40	50	Future Protocol Continued (Campus Goals) (Team)		Future Protocol template

2:30	45	SIBME (TJ)		
3:15	15	Reflections, Wrap Up Closing		

Novice Teacher Needs Assessment

HOUSTON INDEPENDENT SCHOOL DISTRICT

Name _____ Grade _____ Date_____

Survey of Teacher Priorities

Please help me plan the focus of support for our time together by completing this form. As we determine the priorities for semester, I will work to address them in multiple ways, including observations and feedback, modeling in my own classroom and offering quick access to resources that you can use at any time.

Please circle the appropriate number to rate each of the following topics to help you and your students achieve your goals for the school year. I will complete a survey as well and we will collaborate on our findings. Thank you!

- *High Priority (Yes! I need a ton of support in this area.)*
- *Medium Priority (I do pretty well in this area, but I would attend additional trainings on it.)*
- *Low Priority (This is an area of strength for me in my teaching.)*

	High Priority	Medium Priority	Low Priority
Instructional Practices			
Classroom Management	3	2	1
1. Students enter class in an orderly fashion and begin work promptly.	3	2	1
2. Students complete daily routines efficiently and engage in bell to bell instruction.	3	2	1
3. Students are given directions that are clear and student non-compliance is minimal.	3	2	1
4. There is a classroom system in place for both student rewards and consequences.	3	2	1
5. Students prepare to transition at the end of the class period in an orderly fashion.	3	2	1
6. There is a class-wide, established signal to obtain students' attention.	3	2	1
7. There are positive reinforcement practices that reinforce class behavior expectations.	3	2	1
Classroom Culture	3	2	1
1. There is a student check-in/ welcome system in place prior to the start of instruction.	3	2	1
2. There is a practice that provides positive cues in response to consistent, desired student behaviors.	3	2	1
3. Materials are organized and students have immediate access to what they need.	3	2	1
Maximizing Instruction	3	2	1
1. Tools are used for timing activities and there is engagement in multiple activities.	3	2	1
2. Students move quickly and efficiently between activities/stations.	3	2	1
High Expectations	3	2	1
1. Objectives, key learnings and desired outcomes of the lesson are clearly posted.	3	2	1
2. Students receive daily and consistent reminders to work hard and persevere.	3	2	1
3. There is a daily practice of checking for understanding at the end of every lesson.	3	2	1
Lesson Planning	3	2	1
1. Visual stimuli and personal experiences are used in the lesson to hook student interest.	3	2	1
2. Rigorous & authentic assessments are tailored to the unique learning needs of students.	3	2	1
Student Achievement	3	2	1
1. There is an effective system in place for tracking student data to inform instruction.	3	2	1
2. Students set goals and establish an action plan for attainment; goals are used to focus teacher planning.	3	2	1

HOUSTON INDEPENDENT SCHOOL DISTRICT
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New Teacher Coach Observation Form

HOUSTON INDEPENDENT SCHOOL DISTRICT

Observation Form

Classroom Management Procedures

Date:	Time:	Indicators to Consider:
Teacher:	Grade:	1. Maximizes instructional time
Objective:	Number of Students:	2. Students demonstrate engagement during instruction
Observation notes:		3. Implements effective discipline management procedures; follows through with logical consequences
(Time)		4. Communicates high behavioral expectations
		5. Implements non-verbal signals for redirection
		6. Arranges and organizes furniture in a way that supports learning
		Reflections

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New Teacher Coach Modeling Form

HOUSTON INDEPENDENT SCHOOL DISTRICT

Model Lesson Record

Classroom Management Procedures

Date:	Time:	How does/do the...:
Teacher:	Grade:	1. *Teacher* maximize instructional time? What tools or procedures are used for transitions?
Objective:	Number of Students:	2. *Students* demonstrate engagement during instruction?
Lesson Plan: (What systems are in place to support effective classroom management? Use the questions on the right to guide your thinking. Capture your thoughts below.)		3. *Teacher* implement effective discipline management procedures? How does he/she follow through with logical consequences?
		4. *Teacher* implement non-verbal signals for use with redirecting students? Are there signals in place for students to communicate a need? If so, what are they?
		5. *Teacher* arrange and organize furniture in a way that supports learning?

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HOUSTON INDEPENDENT SCHOOL DISTRICT

Model Lesson Record

Classroom Management Procedures

Post-lesson Reflection:	

Tomorrow I will...	

HOUSTON INDEPENDENT SCHOOL DISTRICT

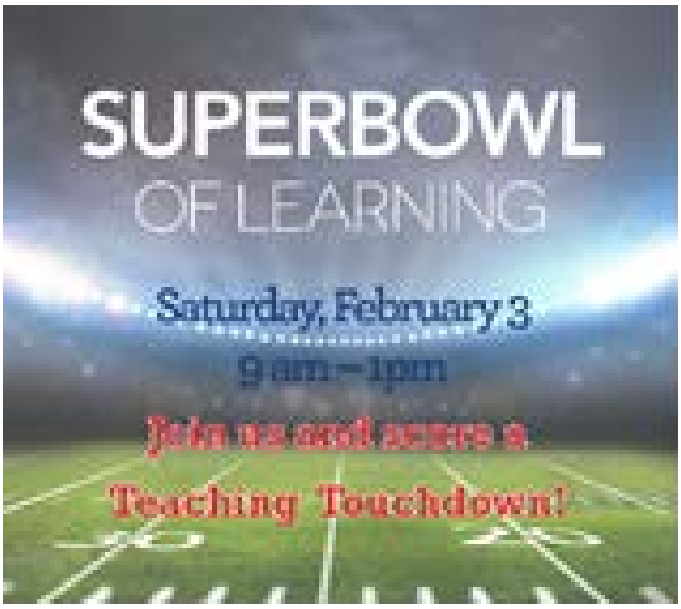
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February Highlights

- New Teacher Coaches met at Wheatley High School and hosted a three-hour professional development seminar on a Saturday morning for their new teachers aligned to effective teaching practices.
- New Teacher Coaches began to meet bi-weekly to discuss best practices in supporting new teachers, how to overcome the traditional attitudinal phases that new teachers historically spiral through throughout the school year and engage in problem-solving protocols to overcome unique campus challenges.



March Highlights

- New Teacher Coaches received training on supporting new teachers in planning lessons effectively. They engaged in professional development and training on the use of the New Teacher Center's *Analyzing Student Learning* tool, as a formative assessment coaching tool, to engage in meaningful conversation with their supported teachers on unpacking standards, ensuring that the new teacher's lessons are aligned to the standards in its entirety and to evaluate current student work samples to ensure that lesson activities actually provide for the opportunity for the student to master the standard.

NEW TEACHER CENTER

FORMATIVE ASSESSMENT TOOL PAGE 1 OF 3

ANALYZING STUDENT LEARNING

Name: _____ PLC Meeting: _____ Completed by: _____

Grade Level/Subject Area: _____ Date: _____

Teaching Standard:
Task:

Analysis of: ☐ Whole Class ☐ Other

I. Standards-Based Content	
A. Which standard(s) and/or cluster(s) are targeted in this lesson?	
B. Are they course/grade-level standards? ☐ Yes ☐ No If no, provide rationale:	
C. Does this lesson address a part of the standard(s) or the standard(s) in their entirety? If part, what part of the standard(s) is addressed?	
D. What knowledge and skills do the targeted standard(s) require?	
E. For mathematics: Which aspect(s) of rigor are targeted in this lesson?	☐ **Conceptual understanding:** Words to look for in the standard include understand, interpret, recognize, describe, and explain. ☐ **Procedural skills and fluency:** Words that signal procedural skill and fluency include fluently, compute, convert, and solve. ☐ **Application:** Phrases that signal application include real world and word problems.
F. For literacy lessons: Is the complexity of the text(s) appropriate for this standard(s), lesson, and course/grade level?	Quantitative Measures (i.e., Lexile): Qualitative Dimensions (meaning/purpose, structure, language, knowledge demands): Reader/Task Considerations:
G. Task Alignment: ☐ **Fully Aligned:** Addresses knowledge and skills of the targeted standard(s)/part of standard(s) ☐ **Partially Aligned:** Does not completely address the knowledge and skills of the targeted standard(s)/part of standard(s) ☐ **Not Aligned:** Does not address any portion of the targeted course/grade-level standard(s)	

April Highlights

- New Teacher Coaches received training and support on *Restorative Justice* activities presented by Ms. Reed-Byrd and Dr. Kearney

  Restorative Justice Activities

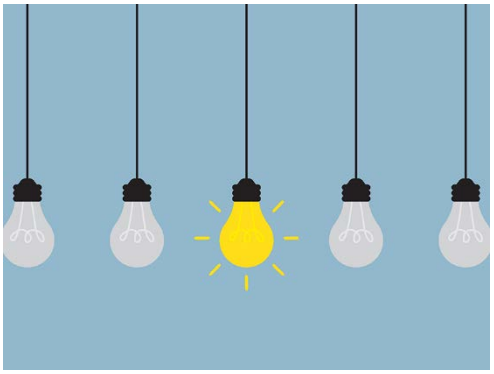
  - I messages – Building relationships with I messages to communicate/and find a solution with a misbehaving student.
  - De-escalation Strategies – Escalation Cycle: Calm, Trigger, Agitation, Acceleration, Peak, De- escalation, Recovery, Restitution. Communication protocol between two people having an argument to get to the root of the problem. Dealing with disrespect and vulnerability.
  - Respect Agreements (Teacher to student, student to teacher, student to student, and environment) establishing respect agreements in the classroom in order to build relationships between and among teachers and students. Used as a tool to increase positive interaction
  - Restorative Circles-Using circles with teachers so that they can then model with students in order to reinforce the respect agreements and building relationships.



April Highlights

- New Teacher Coaches will meet during the last week of April to culminate their experience this introductory year. The meeting will include a reflective activity where NTCs will be able to reflect on their practice as coaches, followed by a mini-consultancy protocol where they will have the opportunity to share challenges with regard to supporting novice teachers and collaborate with other NTCs on possible solutions. The meeting will conclude with the sharing of "bright spots" shared with our department by their supported teachers.

Some "Brightspots" Shared from Novice Teachers:



"My New Teacher Coach is always helpful and if she doesn't know the answer, she makes sure to find it and follow up."

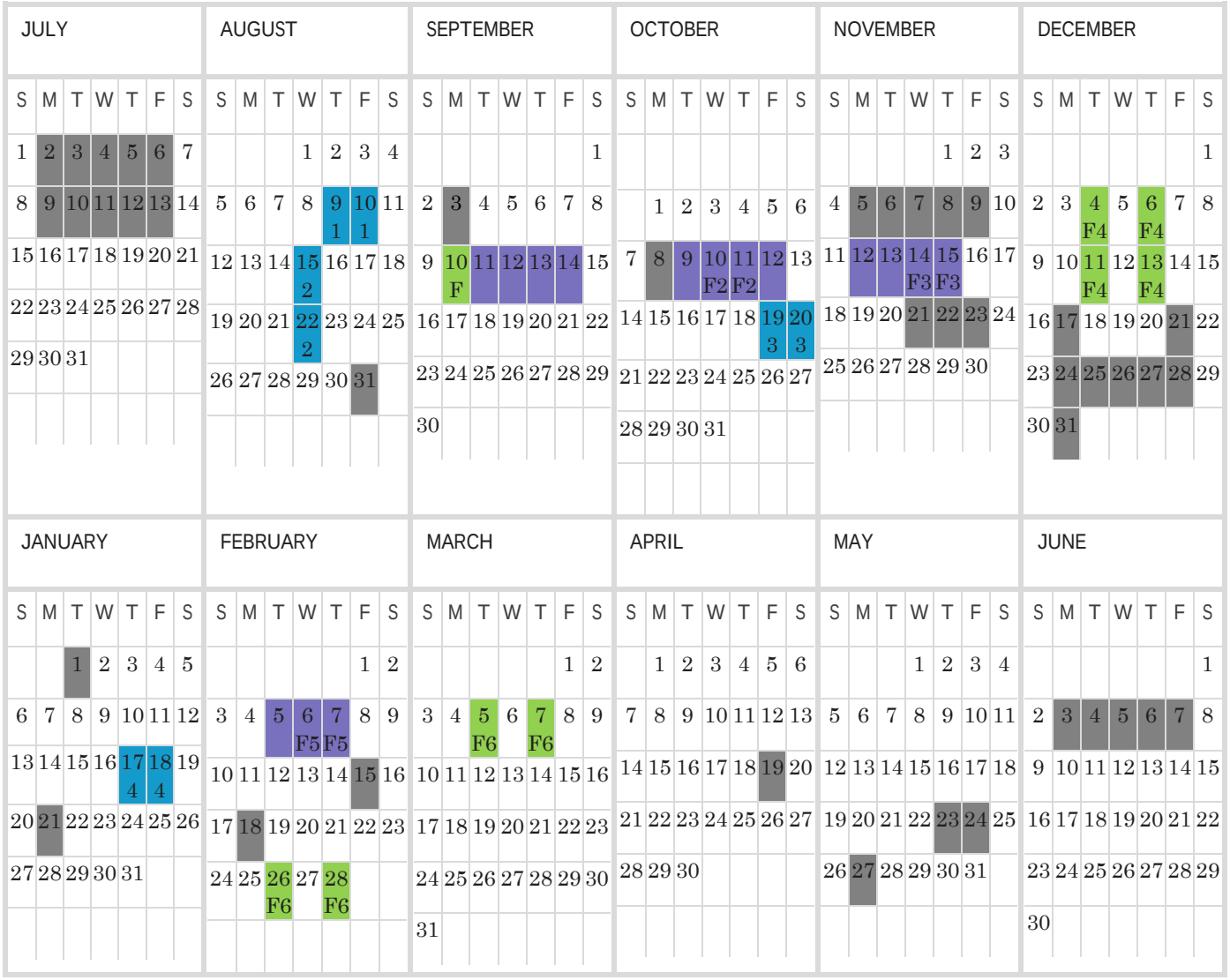
"My New Teacher Coach is an absolute ray of sunshine! She has consistently spread her positive attitude and 'can do' spirit around campus. I appreciate her and her dedication to our students. Also! Thank you for the very kind "goodie bag" with little treats, hand sanitizer and a smiley face ball!"

"My New Teacher Coach has been the best thing that has happen to me all year. She has encouraged me to be the best teacher that I can be even when things seemed tough. I was having a issue with checking for understanding. When I would get my TADS ratings back after a walkthrough, checking for understanding would be my lowest rating. After working with her, she encouraged me to keep trying at it and she would help me and she did just that. She provided strategies to better check for understanding. For example she gave me the strategy of using red and green laminated stop sign symbols and to have my kids to turn it over to indicate how well they understood the concept being taught at that time. This helped my Tads rating go up and I am forever grateful to her for her help."

"My New Teacher Coach has been an absolute God send. From the first day I met with her, she has been one of the most supportive people on our campus. She has provided me with so many wonderful tools to assist with discipline management, data tools that reinforces instruction, as well as always having an encouraging word as I navigate my first year of teaching. I really appreciate everything she has done because I feel that through her efforts, she has made me a more confident, capable teacher."

"My New Teacher Coach has been very helpful in many ways. For example, she assisted me with strategies on how to instruct my class without my smart board. It helped cut down on the time it took for me to transition in between my lesson. Further, I understand that she is a principal in training and she does a thorough job with making her presence known. The students respect her and she has a great rapport with most of the students."

Academic Year 2018/19 Calendar for New Teacher Coaches



Grey- NTC not available

Green- Forums with NTC (Virtual forums)

Purple- In-field coaching with NTC (F- indicates Face to Face forum afterschool)

Blue- IC series

June 6-7 IC 1 (1 cohort)	October 19-20 IC 3 (2 cohorts)
August 9-10 IC 1 (1 cohort)	November 12-15 In-field coaching (POCA)
August 15th, 22nd IC 2 (2 cohorts)	November 14-15 Forum 3 afterschool
September 10 Forum 1 (2 sessions, 1 am, 1 pm)	December 4th, 6th, 11th, 13th Forum 4 Virtual
September 11-14 In-field coaching (PCG)	January 17-18 IC 4 (2 cohorts)
September 10-11 IC 3 (2 cohorts)	February 5-7 In-field coaching (Inquiry cycle)
October 9-12 In-field coaching (ASL)	February 6-7 Forum 5 afterschool
October 10-11 Forum 2 afterschool	February 26th, 28th; March 5th, 7th Forum 6 Virtual

Addendum 2: A180 EOY Year 1 Reports – Pillar III

HISD | Elementary Curriculum and Development
INSPIRING TEACHING, IGNITING LITERACY & LEARNING.



2017-2018 END OF YEAR UPDATES

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HISD | Elementary Curriculum and Development
INSPIRING TEACHING, IGNITING LITERACY & LEARNING.

2017-2018 Elementary Curriculum and Development Support Plan

The mission of the Elementary Curriculum and Development Department is to provide a viable and rigorous curriculum aligned to state standards coupled with research-based best practices and high quality professional development leading to the growth and success of all students. The elementary curriculum is supported by best practices for instruction and formative assessment to advance student learning in an effort to create Global Graduates in HISD.

Elementary Curriculum and Development provides high-quality rigorous prekindergarten through grade five curriculum, instruction, and formative assessment supports that facilitate authentic learning experiences resulting in college and career readiness for all HISD students.

Key Contacts

- Lance Menster, Officer, Elementary Curriculum and Development
- Cindy Puryear, Director, Elementary Literacy
- Gabrielle Coleman, Director, Early Childhood Education
- Dianne Alvarez, Director, English/Spanish Language Arts
- Nalsy Perez, Director, Elementary Mathematics
- Donelle Williams, Director, Elementary Science
- Wenden Sanders, Director, K-12 Fine Arts
- Monique Johnson, Manager, Elementary Social Studies/Dual Language Curriculum
- Milagros (Mili) Henriquez, Manager, Elementary Dual Language Teacher Development

Curriculum, Instruction, and Assessment Tools

- PK-5 Vertical Alignment Matrix
- PK-5 Scope and Sequence Documents
- PK-5 Unit Planning Guides
- PK-5 Pacing Calendars
- Grades 1-5 Snapshot Formative Assessments/Grades 3-5 District Level Assessments
- PK CIRCLE Assessment
- K-5 Reading and Math Universal Screeners
- K-5 Benchmark Running Records
- PK-5 Weekly Curriculum Look-for Documents for Campus Administrators
- PK-5 HUB Resources and Tools
- PK-5 Teacher Appraisal and Development System Assessments/End of Year Assessments

District Initiatives and Professional Development Supports

- K-5 Literacy, Math, and Science Teacher Development Specialists (TDS)
- Literacy By 3/Read Houston Read/Real Men Read/Books Between Kids
- Prekindergarten, Literacy, Math, Science, and Social Studies Lead Teachers
- Dual Language Curriculum/Dual Language TDS
- Early Childhood Programs/Head Start/HIPPY
- Library Services
- K-12 Fine Arts/Arts Access Initiative

Elementary TDS Role and Responsibilities

What is the role of an Elementary Teacher Development Specialist?

- Develops and facilitates coaching plans based on teacher and campus needs
- Develops model/master teachers using a gradual release model
- Organizes and assists with departmental and multi-campus PLCs
- Conducts model/demonstration lessons using a co-teaching model
- Provides customized professional development
- Facilitates data analysis protocols
- Assists with instructional planning
- Documents their work and efforts via a Campus Visitation Log google link to keep campus leadership informed of coaching support efforts https://goo.gl/forms/qTckrV6kONjIOE6a2.

What is not included in the role of an Elementary Teacher Development Specialist?

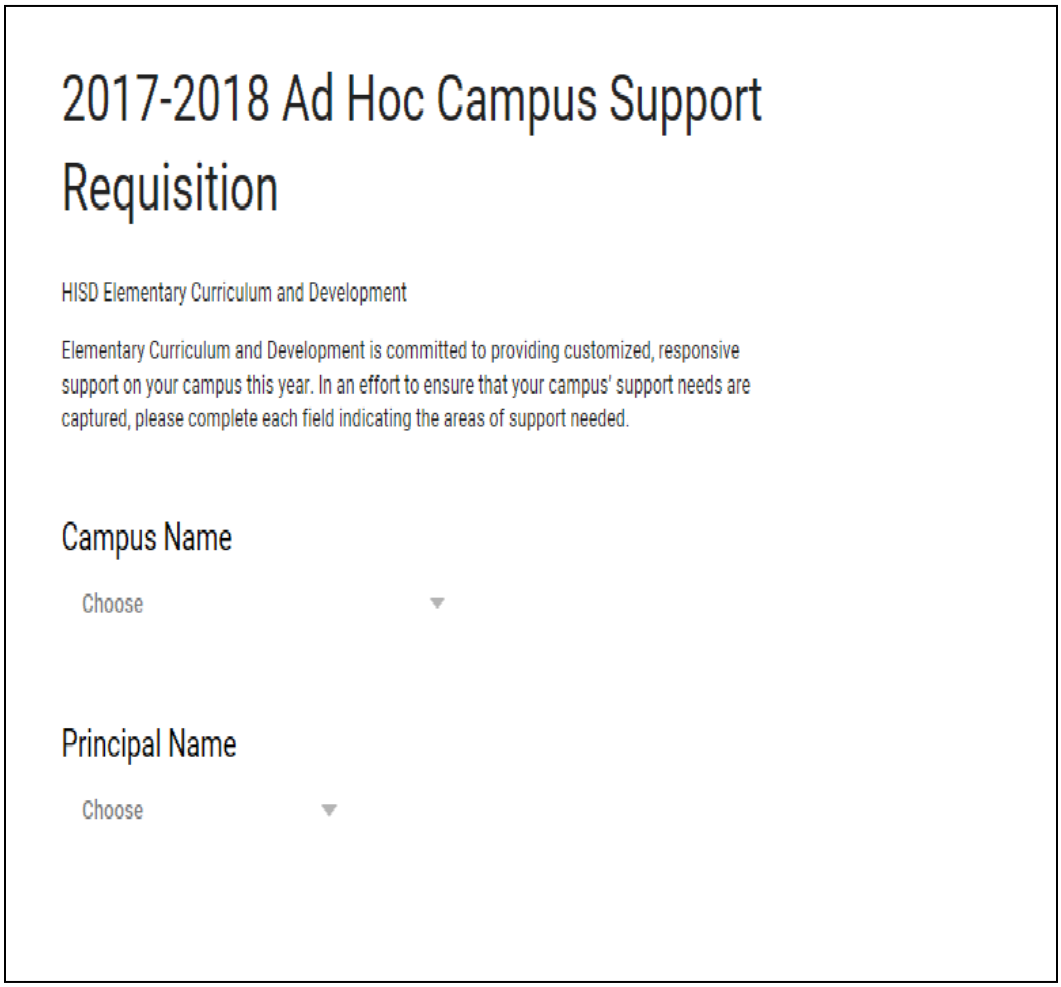
- Serving as a substitute teacher and/or campus administrator
- Serving as an appraiser
- Serving as a tutor
- Creating additional campus-based assessments

TDS and are encouraged to meet with campus leadership weekly to consider the following questions:

- Which teachers and grade levels need coaching and/or PLC support?
- Where are curriculum and instruction implementation gaps and how can TDS provide coaching and implementation support?
- How can TDS better support formative assessment practices, data-driven instruction, and differentiated instruction?
- How can TDS build teacher leadership on the campus and promote collaboration within and among a network of campuses?
- How will we work to refine the current plan of action to meet the need of teachers and students?

Elementary Curriculum and/or Professional Development Support Requests

Elementary campuses not linked to TDS are able to request customized training and/or support using the following link for responsive support requests:
https://goo.gl/forms/WDZ7jJ2a1pErEFqv1



2017-2018 Ad Hoc Campus Support Requisition

HISD Elementary Curriculum and Development

Elementary Curriculum and Development is committed to providing customized, responsive support on your campus this year. In an effort to ensure that your campus' support needs are captured, please complete each field indicating the areas of support needed.

Campus Name

Choose

Principal Name

Choose

2017-2018 Elementary Formative Assessment Plan – REVISED OCTOBER 2, 2017

	FALL 2017		SPRING 2018	
	Oct. 26-30 **Nov. 6-8***	**Dec. 4-8** **Dec. 18-22***	**Jan. 23-25**	**Feb. 19-23**
Grades 1-2	**Snapshot 1***	**Snapshot 2***	**Snapshot 3***	**Snapshot 4***
Grade 1 Mathematics	Units 1-3	Units 4-6 P.1	Units 6 P.2, 7-8	Unit 9-10
Grade 1 Reading	Units 1-3	Units 4-5	Units 6-7	Unit 8
Grade 1 Writing	Units 1-3	Units 4-5	Units 6-7	Unit 8
Grade 2 Mathematics	Units 1-3	Units 4-5	Units 6-8	Units 9
Grade 2 Reading	Units 1-3	Units 4-5	Units 6-7	Unit 8
Grade 2 Writing	Units 1-3	Units 4-5	Units 6-7	Unit 8
Grades 3-5	**Snapshot 1**	**District-Level Assessment**	**Snapshot 2**	**STAAR-Released Practice Test**
Grade 3 Mathematics **STAAR**	Units 1-4	Units 1-6	Units 7-9	2016
Grade 3 Reading **STAAR**	Units 1-3	Units 1-4	Units 5-6	2015
Grade 3 Writing**	Units 1-3*	Units 1-4*	Units 5-6*	Units 6-7*
Grade 4 Mathematics **STAAR**	Units 1-4	Units 1-7	Units 8-11 P.2	2016
Grade 4 Reading **STAAR**	Units 1-3	Units 1-5	Units 6-7	2015
Grade 4 Writing **STAAR**	Units 1-3	Units 1-5	Units 6-7	2015
Grade 5 Mathematics **STAAR**	Units 1-7	Units 1-10 P.1	Units 10 P.2, 11-12	2016
Grade 5 Reading **STAAR**	Units 1-3	Units 1-5	Units 6-7	2015
Grade 5 Science **STAAR**	Units 1-3	Units 1-5	Units 6-8	2017

***SNAP1 & DLA windows for 9/25 start of school campuses**Grade 3 Writing will have Snapshots 1-4. They will not have a DLA.*

Universal Screener Windows			
Assessment	**BOY**	**MOY**	**EOY**
Benchmark Running Records	Sept. 18 – Oct. 13 (19 days) Grades 1-5	Dec. 11 - Jan. 19 (18 days) Grades K-5	May 1-25 (19 days inclusive of STAAR days) Grades K-5
Universal Screener for Reading (K-12)	Sept. 20 – Oct. 13 (17 days)	Jan. 8-31 (17 days)	May 1-25 (19 days inclusive of STAAR days)
Universal Screener for Math (1-12)	Sept. 20 – Oct. 13 (17 days)	Jan. 8-31 (17 days)	May 1-25 (19 days inclusive of STAAR days)
CIRCLE (PreK)	Sept. 25 - Oct. 13 (15 days)	Jan. 8-31 (17 days)	May 1-25 (19 days inclusive of STAAR days)
HFWE (Grades 1-2)	Nov. 6-17	Feb. 5-9	Apr. 16-20

STAAR	
April 10	Grade 4 Writing; Grade 5 Mathematics
April 11	Grade 5 Reading
May 14	Grades 3-4 Mathematics
May 15	Grades 3-4 Reading
May 16	Grade 5 Science

- Grade 3 Writing will have Snapshots 1-4. They will not have a DLA.
- Math will be a new content area for district-wide universal screening.
- Based on campuses' request, Benchmark Running Records will begin prior to the winter holiday.
- The PK CIRCLE assessment will follow the same schedule as other assessments except for BOY. This decision is based on the need for additional time to establish PK classroom routines and structures.
- High Frequency Word Evaluation (HFWE) is an HISD Promotion Requirement. Students are only reassessed if they have not met the promotion standard after each administration.

Achieve 180 Elementary Teacher Development Specialist (TDS) Linkage

ACHIEVE 180SCHOOLS					
Campus	**SSO**	**Literacy TDS K-2**	**Literacy TDS K-5**	**Math/Science TDS K-5**	**Dual Language TDS**
Bruce	D. Arreola		Jessica Varner (4)	Stepheny Chen (2)	
Cook Jr.	D. Arreola		Tiffany Moody (2)	Gricelda Montemayor (2)	
Hilliard	D. Arreola		Candace Thomas (2)	Cynthia Teagle (4)	
Kashmere Gardens	D. Arreola		Tasha Howard (2)	Gricelda Montemayor (2)	Carmen Diaz
Gallegos	H. Martinez		Polly Cornejo (2)	Keni Holley (2)	
Looscan	H. Martinez		Valerie Poole (4)	Susan LaForet (4)	
C. Martinez	H. Martinez		Tiffany Moody (2)	Stepheny Chen (2)	Virginia Ocañas
Pugh	H. Martinez		Elsa Mascardo (4)	Benita Leon (4)	Carmen Diaz
Stevens	H. Martinez		Denise Carter (4)	Jenn Martinez (4)	
Victory Prep, K-8	H. Martinez		Tasha Howard (2)	Pam Johnson (4)	
Gregory-Lincoln	T. Robinson		Tasha Kelly (4)	Justin Ritsema (4)	
Montgomery	T. Robinson		Bobbie Richardson (4)	Deanna Sockwell (4)	
Bonham	R. Simmons		Roslyn Powers (4)	Joseph Vaughn (4)	Jose Cazares (1.5)
Foerster	R. Simmons	Jenina Barnes (2)	Jada Magee Stroud (2)	Jennifer O'Neal (2)	
Fondren	R. Simmons	Polly Cornejo (2)	Jada Magee Stroud (2)	Ali Makhlouf (4)	
Lewis	R. Simmons		Jenina Barnes (2)	Keni Holley (2)	
Young	R. Simmons		Selene Rogers (4)	Jennifer O'Neal (2)	

ELA Floater	Kim Nesbit (4)
M/S Floater	Tracy Fox (2)

Achieve 180 Elementary Teacher Development Specialist (TDS) Linkage

SUPERINTENDENT SCHOOLS						
Campus	**SSO**	**Literacy TDS K-5**	**Math/Science K-5**	**Science TDS K-5**	**Dual Language TDS**	**PK Curric Splst**
Woodson	R. Johnson	Kyra Harris (4) Kim Nesbit (2)	Tiffany Williams (4) & Leon Scott (2) Pam Johnson (4)	Katherine Creeks (1.5) & Markeshia Ellis (1)		Lena Falsone (.5) & G.Coleman (.5)
Blackshear	R. Johnson	Tina Goss (4)	Alan Patterson (4) & James Newman (.5)	Katherine Creeks (1.5)		Lena Falsone (.5)
Wesley	K. Roede	Erika Sanders (4)	Margarita Ramos (4)	Rae Booth (2)		Kim Guinn (.5)
Highland Heights	K. Roede	Patricia Salgado (4) Kim Nesbit (2)	Melinda Viera (4) & James Newman (.5)	Rae Booth (2)	Nancy Salinas	Kim Guinn (.5)
Mading	K. Roede	Terrence Andrews (4)	Tonya Sutton (4)	Katherine Creeks (1)	Ana Aguilar	Marisol Castruta (.5)
Dogan	K. Roede	Yolanda Tolivar (4)	LaKeisha Mays (4)	James Newman (1)	Carmen Diaz	Marisol Castruta (.5)

M/S Floater	James Newman (2)

Midyear Teacher Summary Data and Quotes by Content Area

Elementary Curriculum and Development supports prioritized campuses, in partnership with School Offices, with job-embedded Teacher Development Specialist (TDS) instructional coaching, Achieve 180 extended Wednesday professional development, and ongoing responsive supports tailored to campus needs.

Elementary TDS Positions

Literacy: 28
Math/Science: 30
Dual Language: 16

Elementary TDS Role and Responsibilities

- TDS provide job-embedded professional development aligned with the HISD Instructional Practice Rubric and the HISD curriculum so that teachers receive the professional support they need. TDS spend most of their time in schools supporting professional learning communities, co-planning, and implementing the coaching cycle with their assigned teachers.
- TDS facilitate collaborative planning sessions with teacher teams and supporting campus leaders in identifying professional development priorities aligned with teacher and student needs. TDS may work with teacher leaders and administrators in Professional Learning Communities to facilitate planning, data analysis, examination of student work, and modeling of effective practices at the teacher team level.
- TDS coach teachers and teacher teams in analyzing data; planning units, lessons, and interventions, and developing formative and summative assessments. To build teacher capacity, these efforts are collaborative in nature and are driven by the efforts of the campus team.
- TDS design and deliver rubric-aligned, content-specific professional learning experiences to groups of teachers and support their content teams in other efforts aligned with district and department goals.

Midyear Principal Summary Data

All Elementary Principals Reponses with TDS Support—59 Campuses

- **95%** of HISD Elementary Principals agree or strongly agree they have a positive and professional interactions with their TDS.
- **85%** of HISD Elementary Principals agree or strongly agree that TDS have a positive impact on teacher development on my campus

Elementary Achieve 180 Principals Reponses with TDS Support—17 Campuses

- **94%** of A180 HISD Elementary Principals agree or strongly agree they have a positive and professional interactions with their TDS.
- **94%** of A180 HISD Elementary Principals agree or strongly agree that TDS have a positive impact on teacher development on my campus.

Midyear Elementary TDS Principal Survey Quotes:

"The impact of their support is invaluable! Ms. Toliver's leadership, expertise and attitude is getting our staff ready for our scholars. So creative when creative PD opportunities for our staff." **Sandra Menxueiro, Principal, Dogan Elementary**

"Wesley ES has greatly benefited from the services and support provided by our assigned TDS." **Cornelius Anderson, Principal, Wesley Elementary**

"Mrs. Howard is truly knowledgeable and has a really good re pore with all teachers and instructional leadership team members. Mrs. Howard has supported teachers this year in the areas of guided reading, benchmark running records, and data driven instruction this year. Ms. Richards has made significant impact on teachers and their instructional pedagogy in a very short period of time. Mrs. Diaz has been very supportive to our dual language teachers and has a great deal of knowledge in literacy and all content areas." **Reginald Bush, Principal, Kashmere Gardens Elementary**

"Both TDS are very knowledgeable of their content. They are flexible with their schedules and do not mind planning and coaching my teachers. They have worked tirelessly with my 4th and 5th grade teachers who are both new. In addition, they have provided modeled lessons and Open Labs for Pk-5th grades teachers. Every Wednesday they make that our Extended PD is ready to go whether they are delivering it or not. Both TDS have built relationships with all of my teachers and my leadership team. We have been blessed to have such awesome TDS. I cannot say enough about Ali. He works on my campus 4 days a week. He and my Instructional Specialist have worked side by side with the 4th and 5th grade teachers to build teacher capacity. They have modeled lessons, created math labs and conducted At-Bats. Ali, has created and led Wednesday Extended PD for the math department and provided resources as needed. He has been an asset to not only my math teachers, but to all of my teachers including my leadership team. He created Trackers and modified schedules to meet the needs of our teachers and students alike. Ali is one of a kind, and we are truly bless to have him at Fondren." **Tabitha Dudley, Principal, Fondren Elementary**

"The team of TDS personnel that we work with has been an asset to our school goals. Roslyn is always available to assist during the school day, and goes above and beyond to assist us in communicating our expectations with the teachers. Joseph has been great about working alongside our Instructional Specialist who manages the math team. He has gone above and beyond to provide our teachers with assistance when we have asked him to do so. Jose has been asset to us when it comes to looking at TELPAS data to help us group the students in a manner that is best for students, while still coaching our bilingual teachers for both our math and reading expectations." **Anna White, Principal, Bonham Elementary**

"Each TDS has integrated themselves into the fundamental work of the campus. They each go above and beyond their instructional and support requirements. They each attend admin. team meetings to offer support and conduct planning sessions for teachers." **Alecia Bell, Principal, Gregory-Lincoln Education Center**

"Laura has been essential for the implementation of our DL program. She is an excellent coach for our teachers. She models lessons, gives trainings, supports with data, gathers resources, and supports our SIS." **Carmen Rogina, Principal, Ninfa Laurenzo ECC**

Midyear Teacher Summary Data and Quotes by Content Area

Literacy (53 teacher responses to date):

- **92%** of the literacy teachers who responded to the survey agree or strongly agree that they receive useful feedback aligned to the Instructional Practice Rubric.
- **94%** of the literacy teachers who responded to the survey agree or strongly agree that they have a positive professional relationship with their TDS.

"Ms. Moody is a problem-solver. She always has a spirit of helpfulness and strategic thinking. She helps me stay goal-focused while genuinely acknowledging the challenges in my class."

"I really needed Mrs. Kelley this year. I am at a new school and teaching a new STAAR grade. She remains professional and always supports me with my lesson plans and my delivery of my lesson. I was really scared at first to teach 5th grade. Mrs. Kelley helped me understand the TEKS and how to use my data to plan effectively."

"Ms. Goss has been a true benefit to our campus. It has been a blessing to learn with and from her. I have been in attendance at some professional development she has facilitated and she is fantastic. She's relevant and knowledgeable. I appreciate her greatly."

"Terrence has such a pleasant spirit that makes you want to give your best and have the confidence in doing so. He is willing to share best practices without hesitation to all teachers. The students have come to know him too as he praises them also. Terrence is an absolute GEM!!!!!!!!!!!!!!!!"

"Ms. Smith is a gem! She is a genuine professional ally. She is a problem-solver, goal-oriented, and a kind person. She deserve every acknowledgment/ recognition for her diligence, skill and compassion."

Math/Science (64 teacher responses to date):

- **90%** of math/science teachers supported agree or strongly agree that their TDS provides them with useful feedback, aligned to the Instructional Practice Rubric, which informs their teaching practice.
- **90%** of math/science teachers supported agree or strongly agree that they have positive, trusting, and professional interactions with their TDS.

"Mrs. Moore has been a tremendous help with observing me and providing very useful feedback. I also have learned a lot with backwards planning."

"Jennifer is the best TDS she is an awesome coach who I can trust. I actually feel like it is professional DEVELOPMENT the way it ought to be. "

"Ms. Ellis has been really helpful to me as a first-year teacher. She gives real time feedback and she will model lessons for one class and I will get to use the strategies she used in the next class."

"Ms. Martinez has been the most helpful resource I have ever had in the education environment. She takes so much time to help me out with my specific needs, provides constructive feedback along with recommendations on areas that tell me how and where to grow as an educator. She is personable and has an amazing ability to analyze data and meet with me to discuss plans of action for immediate and

future lesson plans. I wish every teacher had access to Ms. Martinez's helpful skills and her ability to help teachers grow!!!!"

"I believe the biggest impact with my small-group instruction was because of the support of my TDS. I love when she comes into my room because I know she is there to help me and my students."

"Mrs. Sutton is A+! I know I am a better teacher because of her honest feedback and modeling. Please send her back next year."

Dual Language (126 teacher responses to date):

- **95%** of HISD dual language teachers agree and strongly agree that TDS provides them with useful feedback, aligned to the Instructional Practice Rubric, which informs their teaching practice.
- **98%** of HISD dual language teachers supported agree or strongly agree that they have positive, trusting, and professional interactions with their TDS.

"Mr. Cazares observed my Guided Reading/Small Group Instruction and gave great and useful constructive feedback when no one else had done so. He then came back to observe a second time to see if I had implemented his feedback and followed up by having a one on one conversation."

"We would not have a successful Dual Language program implementation in our campus if it wasn't for Ms. Diaz. She is a great professional very knowledgeable in Dual Language practices and Early Childhood appropriate practices. She always goes the extra mile helping teachers and students to reach their goals. Ms. Diaz is a great asset in any campus! Please leave her with us :)"

"As a first year dual language teacher, the support of Ms. Gutierrez has been essential in my implementation of the program. Her help and support has been a life saver!"

"My TDS is excellent, he is highly effective and is always there in the time of need. I have learned so much from him, through modeling and coaching feedback. Fernando Martinez is a phenomenal asset to HISD."

"Thank you TDS's for your dedication and support! Here's to Mrs. Laz' for your dedication to our school. You're energy and hard work is remarkable!"

A180 Next Steps in Literacy By 3 Leadership Training

Elementary Curriculum and Development has partnered with Scholastic Education to provide a series of literacy learning opportunities for Superintendent and Achieve 180 school leaders. The learning will include face-to-face professional learning sessions, lesson modeling, and on-site literacy walk-throughs. The table below represents the targeted dates and learning events.

Date	*Event*
Sept 25th	**School Visits:** *Identify Professional Learning Needs* • **AM:** *Highland Heights Elementary School* • **AM:** *Wesley Elementary School*
Sept 26th	**School Visits:** *Identify Professional Learning Needs* • **AM:** *Montgomery Elementary School* • **PM:** *Hattie Mattie White ESC* - Debrief and Plan
Oct 17th	**Professional Learning Session**: *Leading Guided Reading* Instructional leaders will identify teacher and student centered foci for walk-throughs and a plan that identifies what data will be collected, when it will be collected, and how it will be collected. Instructional leaders will create an action plan that includes strategies for supporting the implementation of Guided Reading. • **AM:** 8:00 A.M – 11:30 A.M *Woodson, Blackshear – R. Johnson (Supt Schools)* *Wesley, Highland Heights, Mading, Dogan – K. Roede (Supt Schools)* *Bruce, Cook, Hilliard, Kashmere Gardens – D. Arreola (A180)* *Gregory-Lincoln, Montgomery – T. Robinson (A180)* • **PM:** 12:30 P.M – 4:00 P.M *Gallegos, Looscan, C. Martinez, Stevens, Pugh, V Prep – H. Martinez (A180)* *Bonham, Foerster, Fondren, Lewis, Young – R. Simmons (A180)* Participants should include the SSO, Principal, Literacy Coach, and Literacy TDS.
	School Visit Lesson Modeling: *Small Group Guided Reading Lesson Modeling* SSO cohorts of principals will gather at one school site to observe a Scholastic literacy leadership specialist facilitate two guided reading lessons. Leaders will be given directions before the lesson model begins to focus their observation. After the lesson demonstrations, the participants will debrief the lesson by examining the instructional practices, what they learned about students, and next steps students need. **AM** 8:00-8:30am: Introduction 8:30-9:00am: Model Lesson #1 9:15-9:45am: Model Lesson #2 10:00-11:00am: Debrief **PM** 12:00-12:30pm: Introduction 12:30-1:00pm: Model Lesson #1 1:15-1:45pm: Model Lesson #2 2:00-3:00pm: Debrief

Oct 24th	**School Visits:** *Lesson Modeling* • *AM: Bruce, Cook, Hilliard, Kashmere Gardens – D. Arreola* • *PM: Woodson, Blackshear – R. Johnson*
Oct 25th	**School Visits:** *Lesson Modeling* • *AM: Bonham, Foerster, Fondren – R. Simmons* • *PM: Lewis, Young – R. Simmons*
Oct 26th	**School Visits:** *Lesson Modeling* • *AM: Gallegos, Looscan, C. Martinez – H. Martinez* • *PM: Pugh, Stevens, Victory Prep K-8 – H. Martinez*
Oct 27th	**School Visits:** *Lesson Modeling* • *AM: Wesley, Highland Heights, Mading, Dogan – K. Roede* • *PM: Gregory-Lincoln, Montgomery – T. Robinson* Participants should include the SSO, Principal, and Literacy TDS.
Nov 1st	**Professional Learning Session:** *Collecting and Analyzing Literacy Data* Instructional Leaders will have a sample of teacher literacy instruction data collection they will use as a template when collecting data at their schools. Instructional leaders will have an action plan for collecting teacher literacy instruction data at their sites. **1:00-3:00PM: Principal Meeting Breakout Sessions** *Woodson, Blackshear – R. Johnson (Supt Schools)* *Wesley, Highland Heights, Mading, Dogan – K. Roede (Supt Schools)* *Bruce, Cook, Hilliard, Kashmere Gardens – D. Arreola (A180)* *Gregory-Lincoln, Montgomery – T. Robinson (A180)* *Gallegos, Looscan, C. Martinez, Stevens, Pugh, V Prep – H. Martinez (A180)* *Bonham, Foerster, Fondren, Lewis, Young – R. Simmons (A180)* Participants should include the SSO, Principal, Literacy Coach, and Literacy TDS.
Nov 7th *Nov 8th* *Nov 9th* *Nov 10th*	**School Visits:** *On-Site Literacy Walk-Throughs That Strengthen Expectations* Leaders will complete walkthrough data documentation that includes observation data on student and/or teacher centered foci and trends indicated by the data that show commonalities. Each SSO will select one of their campuses for this walk-through. • **AM:** *Wesley, Highland Heights, Mading, Dogan – K. Roede* • **PM:** *Woodson, Blackshear – R. Johnson* • **AM:** *Gallegos, Looscan, C. Martinez – H. Martinez* • **PM:** *Pugh, Stevens, Victory Prep K-8 – H. Martinez* • **AM:** *Bonham, Foerster, Fondren – R. Simmons* • **PM:** *Lewis, Young – R. Simmons* • **AM:** *Bruce, Cook, Hilliard, Kashmere Gardens – D. Arreola* • **PM:** *Gregory-Lincoln, Montgomery – T. Robinson*

Jan 9th	**Professional Learning Session:** Continuous Cycle of Improvement In Action Instructional Leaders will have a data-informed professional learning plan to strengthen the implementation of the literacy initiative. Instructional leaders will have a plan for collecting data after professional learning facilitation. • **AM:** 8:00 A.M – 11:30 A.M *Woodson, Blackshear – R. Johnson (Supt Schools)* *Wesley, Highland Heights, Mading, Dogan – K. Roede (Supt Schools)* *Bruce, Cook, Hilliard, Kashmere Gardens – D. Arreola (A180)* *Gregory-Lincoln, Montgomery – T. Robinson (A180)* • **PM:** 12:30 P.M – 4:00 P.M *Gallegos, Looscan, C. Martinez – H. Martinez (A180)* *Bonham, Foerster, Fondren – R. Simmons (A180)* Participants should include the SSO, Principal, Literacy Coach, and Literacy TDS.
Feb 13th	**Professional Learning Session:** Continuous Cycle of Improvement In Action Principals have been asked to gather the following: • bring an artifact of the training you provided addressing your professional learning focus • collect data on the same teachers you observed before the January meeting, and, • collect at least two data points for each teacher observed.

Fall Wednesday PD for Teachers at Achieve 180 Campuses

DATE	SESSION	LEADS/SUPPORTS	IMPLEMENTATION/ FEEDBACK
September 27, 2017	GET TO KNOW YOUR STUDENTS	FACs, TDS, Student Assessment	CSO, SSO, Student Assessment
October 4, 2017	LOOKING AT STUDENT WORK	Teachers/TDS	CSO, SSO, Curriculum
October 11, 2017	CURRICULUM PLANNING*	Teachers/TDS	CSO, SSO, Curriculum
October 18, 2017	UNIVERSAL SCREENER DATA	Student Assessment, Renaissance	CSO, SSO
October 25, 2017	LITERACY BEST PRACTICE SHARING	Teachers/TDS	CSO, SSO, Curriculum
November 1, 2017	CURRICULUM PLANNING*	Teachers/TDS	CSO, SSO, Curriculum
November 8, 2017	DATA DIVE (SNAPSHOT 1)	FACs, TDS, Student Assessment	CSO, SSO, Curriculum, Student Assessment
November 15, 2017	INSTRUCTIONAL PRACTICES*	Teachers/TDS	CSO, SSO, Curriculum
November 29, 2017	LITERACY BEST PRACTICE SHARING*	Teachers/TDS	CSO, SSO, Curriculum
December 7, 2017	INSTRUCTIONAL PRACTICES*	Teachers/TDS	CSO, SSO, Curriculum
December 13, 2017	DATA DIVE (DLA)	FACs, TDS, Student Assessment	CSO, SSO, Curriculum, Student Assessment
December 20, 2017	LITERACY BEST PRACTICE SHARING*	Teachers/TDS	CSO, SSO, Curriculum

*Each session should include: modeling/sharing best practices, looking at student work, reflecting on campus observation trends (can include TADS or other), planning, and a product (a plan, a reflection, a tool or resource).
**For Secondary schools, 11.15.17 activities will occur on 11.29.17 and 11.29.17 activities will occur on 11.15.17.

<u>Joint Professional Learning/Training Days for TDS, FACs, and Student Assessment:</u>

September 22nd 8:00-10:00 TDS and Student Assessment

September 22nd 10:00-12:00 TDS, Student Assessment, and FACs

To Prepare for September 27th

October 27th 8:00-10:00 TDS and Student Assessment

October 27th 10:00-12:00 TDS, Student Assessment, and FACs

To Prepare for November 8th

December 1st 8:00-10:00 TDS and Student Assessment

December 1st 10:00-12:00 TDS, Student Assessment, and FACs

To Prepare for December 13th

Spring Wednesday PD for Teachers at Achieve 180 Campuses

Date	Session	Receive Materials	TOT Session Attendees
January 10, 2018	**Literacy Best Practices** (Small Group Instruction)	**December 22, 2017**	TDS attends TOT and collaborates with principal to prepare for session.
January 17, 2018	**Curriculum Planning** (Literacy Focus)	**December 22, 2017**	TDS attends TOT and collaborates with principal to prepare for session.
January 24. 2018	**Flex Day**	**December 18, 2017** Elem/Sec Options	Leadership team will collaborate with TDS to determine sessions.
January 31, 2018	**Data Dig – Snapshot, MOY Screener**	**January 19, 2018**	**TOT - January 19, 2018** Formative Assessment Coordinator Teacher Development Specialist
February 7, 2018	**Intervention Planning**	**January 26, 2018**	TDS attends TOT and collaborates with principal to prepare for session.
February 14, 2018	**Happy Valentine's Day** ***(PD Session Cancelled)***		
February 21, 2018	**Flex Day**	**December 18, 2017** Elem/Sec Options	Leadership team will collaborate with TDS to determine sessions.
February 28, 2018	**Data Dig – Release STAAR Assessment**	**February 16, 2018**	**TOT - February 16, 2018** Formative Assessment Coordinator Teacher Development Specialist
March 7, 2018	**High Leverage Standards**	**February 23, 2018**	TDS attends TOT and collaborates with principal to prepare for session.
March 21, 2018	**Looking at Student Work**	**March 2 2018**	TDS attends TOT and collaborates with principal to prepare for session.
March 28, 2018	**Curriculum Planning**	**March 9, 2018**	TDS attends TOT and collaborates with principal to prepare for session.
April 4, 2018	**Flex Day**	**December 18, 2017** Elem/Sec Options	Leadership team will collaborate with TDS to determine sessions.
April 11, 2018	**STAAR Assessment** ***(No Wednesday PD Session)***		
April 18, 2018	**Curriculum Planning**	**April 6, 2018**	TDS attends TOT and collaborates with principal to prepare for session.
April 25, 2018	**Flex Day**	**December 18, 2017** Elem/Sec Options	Leadership team will collaborate with TDS to determine sessions.
May 2, 2018	**Curriculum Planning**	**April 20, 2018**	TDS attends TOT and collaborates with principal to prepare for session.
May 9, 2018	**Flex Day**	**December 18, 2017** Elem/Sec Options	Leadership team will collaborate with TDS to determine sessions.
May 16, 2018	**STAAR Assessment** ***(No Wednesday PD Session)***		
May 23, 2018	**Data Dig** **(Looking Ahead 2018-2019)**	**May 4, 2018**	**TOT – April 20, 2018** Formative Assessment Coordinator Teacher Development Specialist

A180 TDS Elementary Professional Development

TDS	CAMPUS	TRAININGS	DATES	PARTICIPANTS
Christina Goss	Blackshear Elementary	Guided Reading - Early & Transitional	10/14/17	6
Christina Goss	Blackshear Elementary	Guided Reading	11/8/17	10
Christina Goss	Blackshear Elementary	Running Records and Guided Reading	12/6/17	10
Christina Goss	Blackshear Elementary	Planning Session (3rd-5th)	12/12/17	5
Christina Goss	Blackshear Elementary	Running Record Refresher	1/24/18	
Monique Marrou	Blackshear Elementary	Cues Students Use	2/21/18	2
Jesse Gonzalez	Blackshear Elementary	Building Stamina in the ELA/SS Block	10/13/17	2
Jesse Gonzalez	Blackshear Elementary	Long-Range Planning for 4th Grade Planning	11/14/17	4
Jesse Gonzalez	Blackshear Elementary	Spring Break Customize Writing Camp	3/12/18	3
Jesse Gonzalez	Blackshear Elementary	Customize Writing Saturdays (6 Saturdays)	3/10/18	3
Marisol Castruita	Blackshear Elementary	Classroom Makeover	10/25/17	
Alan Patterson	Blackshear Elementary	Effective Small Groups	8/21/17	10
Alan Patterson	Blackshear Elementary	3-5 Workstations	8/22/17	10
Alan Patterson	Blackshear Elementary	Effective CFU's	9/21/17	10
Alan Patterson	Blackshear Elementary	The Effective Classroom	9/27/17	8
Alan Patterson	Blackshear Elementary	Workstation Management	10/26/17	7
Alan Patterson	Blackshear Elementary	Analyzing Student Work	12/6/17	6
Alan Patterson	Blackshear Elementary	Analyzing Student Data to Drive Instruction	2/8/18	10
Terrence Andrews	Blackshear Elementary	Literacy by 3	8/15/17	25
Terrence Andrews	Blackshear Elementary	135 Instructional Block	8/21/17	6
Katherine Creeks	Blackshear Elementary			
Joseph Vaughn	Bonham Elementary	Math Best Practices/ Model Lesson	11/29/17	15
Joseph Vaughn	Bonham Elementary	Backwards Design Planning	1/24/18	15
Joseph Vaughn	Bonham Elementary	Creating Effective Science Workstations	2/7/18	
Roslyn Powers	Bonham Elementary	Curriculum Documents and the Literacy Block	8/16/17	20
Roslyn Powers	Bonham Elementary	Transitional Guided Reading	10/4/17	4
Roslyn Powers	Bonham Elementary	Read Alouds	10/9/17	5
Roslyn Powers	Bonham Elementary	Introduction to Guided Reading at Bonham	10/25/17	20
Roslyn Powers	Bonham Elementary	Guided Reading for 1st and 2nd Grade	11/2/17	7
Roslyn Powers	Bonham Elementary	Transitional Guided Reading	11/7/17	7
Roslyn Powers	Bonham Elementary	Planning Read Alouds Using Social Studies in the Primary Grades	1/31/18	10
Roslyn Powers	Bonham Elementary	Creating Literacy Workstations	2/7/18	10
Roslyn Powers	Bonham Elementary	Planning an Effective Reading Lesson	3/21/18	15
Roslyn Powers	Bonham Elementary	Comprehension Instruction	4/4/18	15
Cynthia Gonzalez	Bonham Elementary	Introduction to myON©	2/8/18	30
Jose A. Cazares	Bonham Elementary	GUIDED READING WALK-THROUGH: Quality of Implementation	11/15/17	
Jose A. Cazares	Bonham Elementary	Backward Design	1/24/18	
Jose A. Cazares	Bonham Elementary	Aligned Literacy and Content Integrated Workstations (SLA & ELA /Social Studies & Science)	2/7/18	
Jose A. Cazares	Bonham Elementary	What can we do to improve reading achievement?	4/4/18	
Kim Nesbit	Bonham Elementary	Curriculum Documents/ Literacy Block PD	8/16/17	30
Kim Nesbit	Bonham Elementary	Running Records PD	9/20/17	30
Candace Thomas	Bruce Elementary	Planning for Saturday Tutorials	4/5/18	20
Candace Thomas	Bruce Elementary	Planning for Saturday Tutorials	4/12/18	15
Jessica Varner	Bruce Elementary	Train campus teacher specialists	8/23/17	2
Jessica Varner	Bruce Elementary	Train campus teacher specialists (calendar)	8/24/17	2
Jessica Varner	Bruce Elementary	Unit 2 Calendar (K-5 Teachers)	9/27/17	35
Jessica Varner	Bruce Elementary	Achieve 180 - Long-term Planning	9/27/17	35
Jessica Varner	Bruce Elementary	ELA Non-Negotiables	10/2/17	15
Jessica Varner	Bruce Elementary	Achieve 180 - Backwards Planning	10/4/17	35
Jessica Varner	Bruce Elementary	Achieve 180 Vertical Analysis of Student Work	10/11/17	35
Jessica Varner	Bruce Elementary	Achieve 180 Guided Reading Overview	10/25/17	35
Jessica Varner	Bruce Elementary	Achieve 180 Guided Reading Planning	11/1/17	35
Jessica Varner	Bruce Elementary	Training 4th writing teacher on snapshot scoring and "why"	11/2/17	1

Jessica Varner	Bruce Elementary	Modeled guided reading for 3-5 teachers	11/2/17	15
Jessica Varner	Bruce Elementary	Monday Matters session on guided reading and writing lesson plans	11/6/17	35
Jessica Varner	Bruce Elementary	Achieve 180 - Planning Guided Reading Lessons	11/15/17	35
Jessica Varner	Bruce Elementary	Achieve 180 PD - CFUs and HOTs	12/6/17	35
Jessica Varner	Bruce Elementary	Achieve 180 - Literacy Best Practices: Small Group Instruction	1/10/18	35
Jessica Varner	Bruce Elementary	Achieve 180 - Long-term Planning	1/24/18	35
Jessica Varner	Bruce Elementary	STAAR Grouping and Goal Setting	1/31/18	35
Jessica Varner	Bruce Elementary	Achieve 180 - Intervention Supports	2/7/18	35
Jessica Varner	Bruce Elementary	Achieve 180 - STAAR Release Data Dig and Next Steps	2/28/18	35
Jessica Varner	Bruce Elementary	Achieve 180 - High-Leverage Standards	3/7/18	35
Jessica Varner	Bruce Elementary	Achieve 180 PD - Analyzing Student Work - DOK Rubric	3/21/18	35
Jessica Varner	Bruce Elementary	Achieve 180 - Long-term Curriculum Planning	3/31/18	35
Jessica Varner	Bruce Elementary	Trained campus teacher specialists on teacher supports and action plans	4/18/18	3
Jessica Varner	Bruce Elementary	Training 4th writing teacher on snapshot scoring and "why"	11/2/17	1
Jessica Varner	Bruce Elementary	Modeled guided reading for 3-5 teachers	11/2/17	15
Jessica Varner	Bruce Elementary	Monday Matters session on guided reading and writing lesson plans	11/6/17	35
Jessica Varner	Bruce Elementary	Half day planning with 5th grade reading/writing teachers	11/6/17	15
Jessica Varner	Bruce Elementary	Monday Matters - creating CFUs	11/27/17	15
Jessica Varner	Bruce Elementary	Plan rest of semester with grade-level chairs	11/27/17	7
Jessica Varner	Bruce Elementary	Social studies summit training with teacher	11/29/17	2
Jessica Varner	Bruce Elementary	Full planning day with 4th intervention teacher	11/30/17	1
Jessica Varner	Bruce Elementary	Model read alouds for 3-5 teachers	11/30/17	15
Jessica Varner	Bruce Elementary	Social Studies Summit	12/2/17	30
Jessica Varner	Bruce Elementary	Train social studies teacher on literacy-based stations	12/4/17	3
Jessica Varner	Bruce Elementary	Train 4th writing teacher on composition needs	12/6/17	1
Jessica Varner	Bruce Elementary	Train TLC tutors on grouping of students and needs (based on data)	12/12/17	7
Jessica Varner	Bruce Elementary	4th and 5th grade planning session (half day)	12/13/17	4
Jessica Varner	Bruce Elementary	3rd grade planning session (half day)	12/13/17	3
Jessica Varner	Bruce Elementary	Train 3rd intervention teacher on needs of class and literacy by 3	1/8/18	2
Jessica Varner	Bruce Elementary	Full day planning session with 3rd reading teacher and hired tutors	1/10/18	3
Jessica Varner	Bruce Elementary	Monday Matters guided reading training	1/22/18	7
Jessica Varner	Bruce Elementary	Train 4th writing teacher on data analysis and next steps from compositions (Snapshot)	1/29/18	2
Jessica Varner	Bruce Elementary	Train 3rd teacher on small groups for STAAR - full day planning session	1/30/18	3
Kellian Hughes	Bruce Elementary	Data Rich Year	9/27/17	16
Kellian Hughes	Bruce Elementary	Planning Protocol: Backwards Planning	10/4/17	16
Kellian Hughes	Bruce Elementary	Learning From Student Work	10/11/17	16
Kellian Hughes	Bruce Elementary	Progress Monitoring	10/18/17	16
Kellian Hughes	Bruce Elementary	Math Workstations	10/25/17	16
Kellian Hughes	Bruce Elementary	Using Universal Screener Data + Running Records Data for Guided Reading Planning	11/1/17	16
Kellian Hughes	Bruce Elementary	Data Rich Year- Data Dive	11/8/17	16
Kellian Hughes	Bruce Elementary	Planning Math and Reading	11/15/17	16

Kellian Hughes	Bruce Elementary	Planning Mini-Lesson- CFU's and HOTS questions	12/6/17	16
Kellian Hughes	Bruce Elementary	Data Dig- DLA	12/13/17	16
Kellian Hughes	Bruce Elementary	Small Group Instruction	1/10/18	12
Kellian Hughes	Bruce Elementary	Curriculum Planning	1/24/18	12
Kellian Hughes	Bruce Elementary	STAAR Grouping and Goal Setting	1/31/18	12
Kellian Hughes	Bruce Elementary	Intervention Planning	2/7/18	12
Kellian Hughes	Bruce Elementary	Data Dig- STAAR release	2/28/18	12
Kellian Hughes	Bruce Elementary	High Leverage Standards	3/7/18	16
Kellian Hughes	Bruce Elementary	Analyzing student work: Depth of Knowledge rubric	3/21/18	10
Kellian Hughes	Bruce Elementary	Curriculum Planning	3/28/18	12
Kellian Hughes	Bruce Elementary	Curriculum Session	4/18/18	10
Helio Espinoza	Cook Elementary	Guided Reading Emergent and Early Reading levels	10/25/17	30
Helio Espinoza	Cook Elementary	Guided Reading Transitional and Fluent Reading levels	11/1/17	30
Helio Espinoza	Cook Elementary	AT BATS: Guided Reading Teacher presentation	11/15/17	18
Helio Espinoza	Cook Elementary	TDS Guided Reading Modeling	11/29/17	18
Helio Espinoza	Cook Elementary	What's Happening at the Guided Reading Table	12/7/17	18
Helio Espinoza	Cook Elementary	Unpacking the TEKS(Reading)	1/24/18	30
Helio Espinoza	Cook Elementary	Guided Reading Refresh	2/7/18	18
Helio Espinoza	Cook Elementary	Looking at Student Work	2/21/18	12
Helio Espinoza	Cook Elementary	High Leverage Standards	3/7/18	12
Helio Espinoza	Cook Elementary	Make and Take	4/4/18	12
Helio Espinoza	Cook Elementary	PD Culminating Review-2017-18	4/18/18	12
Gricelda Montemayor	Cook Elementary	Getting to know the UPG's	8/18/18	40
Gricelda Montemayor	Cook Elementary	Workstations	8/17/18	10
Gricelda Montemayor	Cook Elementary	Best Practices	10/17/18	10
Randy Richards	Cook Elementary	Ascend online into stations	12/5/17	2
Randy Richards	Cook Elementary	Standards Progression Report	12/12/17	9
Randy Richards	Cook Elementary	Stations Creation and rotation	12/12/17	2
Randy Richards	Cook Elementary	Station activities and student grouping	1/25/18	7
Randy Richards	Cook Elementary	Station activities and matching objectives	11/27/17	2
Randy Richards	Cook Elementary	Standards Progression Report Review	12/4/17	1
James Newman	Cook Elementary	Science Data Analysis and Planning	3/28/18	3
James Newman	Cook Elementary	Writing and Practicing Science Minilessons	4/4/18	20
James Newman	Cook Elementary	Planning the Review Calendar, Reteach Topics	4/18/18	3
Carmen Diaz	Dogan Elementary	Literacy by 3 Training	8/24/17	35
Carmen Diaz	Dogan Elementary	Guided Reading Table	10/4/17	15
Carmen Diaz	Dogan Elementary	Prompting at the Guiding Reading Table	10/25/17	15
Carmen Diaz	Dogan Elementary	Read Aloud and Mini-lessons	11/8/17	6
Carmen Diaz	Dogan Elementary	Workstations Training	12/6/17	9
Pilar Lopez	Dogan Elementary	Summarizing Strategies/What's Important	4/11/18	1
Yolanda M. Bivins	Dogan Elementary	Literacy By 3: Environment	8/16/17	24
Yolanda M. Bivins	Dogan Elementary	Literacy By 3: Running Records and Mini Lessons	8/17/17	24
Yolanda M. Bivins	Dogan Elementary	Literacy by 3: Guided Reading	8/24/17	24
Yolanda M. Bivins	Dogan Elementary	Running Records: Church Volunteers and Admin	9/5/17	8
Yolanda M. Bivins	Dogan Elementary	The 1st 25 days of Reading and Writing	9/7/17	24
Yolanda M. Bivins	Dogan Elementary	Planning for Read Alouds	9/27/17	24
Yolanda M. Bivins	Dogan Elementary	Writing Objectives and Effective Anchor Charts	9/20/17	18
Yolanda M. Bivins	Dogan Elementary	Guided Reading and Prompting	10/4/17	12
Yolanda M. Bivins	Dogan Elementary	Guided Reading Model and At Bats	10/11/17	12
Yolanda M. Bivins	Dogan Elementary	Planning Effective Mini Lesson	10/25/17	18
Yolanda M. Bivins	Dogan Elementary	Team Building PK-5	11/1/17	36
Yolanda M. Bivins	Dogan Elementary	Planning the Literacy Block	11/8/17	8

Yolanda M. Bivins	Dogan Elementary	Prompting At Bats for Guided Reading Groups	11/15/17	20
Yolanda M. Bivins	Dogan Elementary	Effective Literacy Stations	12/7/17	12
Yolanda M. Bivins	Dogan Elementary	Comprehension Modules	1/24/17	12
Yolanda M. Bivins	Dogan Elementary	STAAR Parent Meeting	1/25/18	16
Yolanda M. Bivins	Dogan Elementary	Effectively Scoring Writing Samples	2/20/18	6
Yolanda M. Bivins	Dogan Elementary	Data Analysis and Highly Tested TEKS	3/27/18	12
Lakeisha Ogbor	Dogan Elementary	Curriculum Overview	8/16/17	8
Lakeisha Ogbor	Dogan Elementary	Getting to Know Students	9/27/17	6
Lakeisha Ogbor	Dogan Elementary	Curriculum Planning	10/11/17	3
Lakeisha Ogbor	Dogan Elementary	Road Map to the 5E Model	10/31/17	4
Lakeisha Ogbor	Dogan Elementary	Team Building Activity	11/1/17	36
Lakeisha Ogbor	Dogan Elementary	Math Workstations	11/1/17	6
Lakeisha Ogbor	Dogan Elementary	Data Dive	11/8/17	3
Lakeisha Ogbor	Dogan Elementary	Instructional Planning	11/15/17	3
Lakeisha Ogbor	Dogan Elementary	Data Dive	12/13/17	4
Lakeisha Ogbor	Dogan Elementary	STAAR Parent Meeting 2 sessions	1/25/18	16
Lakeisha Ogbor	Dogan Elementary	Planning and Workstations 1st/2nd grade	2/14/18	6
Lakeisha Ogbor	Dogan Elementary	AT Bats 3rd grade	3/1/18	6
Lakeisha Ogbor	Dogan Elementary	AT Bats 4th grade	3/1/18	6
Lakeisha Ogbor	Dogan Elementary	Best Practices Alignment	2/27/18	2
Lakeisha Ogbor	Dogan Elementary	Enrolling in Walk through Guides	10/23/17	2
Lakeisha Ogbor	Dogan Elementary	How to use Manipulatives	10/9/17	2
Lakeisha Ogbor	Dogan Elementary	Ontrack	10/23/17	2
Lakeisha Ogbor	Dogan Elementary	Setting up Small groups	11/16/17	12
James Newman	Dogan Elementary	Science Data Analysis and Planning	3/28/18	3
James Newman	Dogan Elementary	Writing and Practicing Science Minilessons	4/4/18	20
James Newman	Dogan Elementary	Planning the Review Calendar, Reteach Topics and Methods	4/18/18	3
Marisol Castruita	Dogan Elementary	Workstations Make & Take	12/13/17	4
Marisol Castruita	Dogan Elementary	Pre-A Guided Reading for Pre-K	1/8/18	8
Marisol Castruita	Dogan Elementary	Workstation, Data, and Differentiation	2/26/18	4
Jada Magee-Stroud	Foerester Elementary	Data Rich Year resource training	10/2/17	5
Jada Magee-Stroud	Foerester Elementary	Planning the mini lesson and guided reading block	10/31/17	4
Jada Magee-Stroud	Foerester Elementary	STAAR Reading Strategies	11/11/17	2
Jada Magee-Stroud	Foerester Elementary	Guided Reading: What Books can I Use?	11/13/17	2
Jada Magee-Stroud	Foerester Elementary	Open Lab-Unpacking the Standards, Maximizing your UPG and Field Guides	11/30/17	2
Jada Magee-Stroud	Foerester Elementary	Open Lab-Mastering Renaissance 360	12/7/17	4
Jada Magee-Stroud	Foerester Elementary	Open Lab-Guided Reading Before and During Reading	1/8/17	2
Jada Magee-Stroud	Foerester Elementary	Open Lab-Questioning using STAAR stems	2/8/17	3
Jada Magee-Stroud	Foerester Elementary	STAAR Planning Session	4/17/2017	5
Jenina Parks-Barnes	Foerester Elementary	Running Records Training	10/3/17	6
Jenina Parks-Barnes	Foerester Elementary	Open Labs- Rigor: Unpacking the Standards	11/30/17	13
Jenina Parks-Barnes	Foerester Elementary	Open Labs- Emergent Guided Reading	12/5/17	3
Jenina Parks-Barnes	Foerester Elementary	Open Labs- Using Renaissance 360 to Group Students	12/7/17	12
Jenina Parks-Barnes	Foerester Elementary	Open Labs- Workstation Make and Take PK-2	12/12/17	10
Jenina Parks-Barnes	Foerester Elementary	Custom PLC Training Guided Reading for Below Level Readers	1/23/18	31
Jenina Parks-Barnes	Foerester Elementary	3rd Grade Full Day Planning on Data Dig, Re-Teach Calendar, and TEKS Aligned Workstations	3/3/18	7
Jenina Parks-Barnes	Foerester Elementary	Campus Visit/Observations and Reflections with Foerster 3rd Grade Teachers	1/25/18	3
Jenina Parks-Barnes	Foerester Elementary	Saturday Workstation Make and Take 3rd-5th	2/3/18	5
Markeshia Ellis-Sampson	Foerester Elementary	Kate Bell South Side Collaborative	9/29/17	14
Markeshia Ellis-Sampson	Foerester Elementary	Kate Bell South Side Collaborative	10/20/17	14

Markeshia Ellis-Sampson	Foerester Elementary	Kate Bell South Side Collaborative	1/17/18	14
Markeshia Ellis-Sampson	Foerester Elementary	Kate Bell South Side Collaborative	2/28/18	14
Markeshia Ellis-Sampson	Foerester Elementary	Kate Bell South Side Collaborative	3/28/18	14
Markeshia Ellis-Sampson	Foerester Elementary	Kate Bell South Side Collaborative	4/25/18	14
Jennifer O'Neal	Foerester Elementary	Interactive Notebook K-5th Grade	10/19/17	35
Jennifer O'Neal	Foerester Elementary	Instructional Planning 3rd-5th Grade	10/26/17	10
Jennifer O'Neal	Foerester Elementary	Unit Planning Guide Breakdown	11/14/17	20
Jennifer O'Neal	Foerester Elementary	Workstations Part 1	12/2/17	10
Jennifer O'Neal	Foerester Elementary	Workstations Part 2	12/7/17	10
Jennifer O'Neal	Foerester Elementary	Data Training for Ontrack	1/11/18	5
Jennifer O'Neal	Foerester Elementary	Lesson Planning	1/18/18	10
Jennifer O'Neal	Foerester Elementary	Lesson Planning	2/6/18	4
Jennifer O'Neal	Foerester Elementary	Open Lab: Rigor Unpacking the Standards	11/30/17	5
Jennifer O'Neal	Foerester Elementary	Learning how to write Daily Objectives	11/14/17	10
Jennifer O'Neal	Foerester Elementary	Mastering Renaissance 360 navigation	12/7/17	10
Jennifer O'Neal	Foerester Elementary	Reteach Planning Session	2/19/18	10
Jennifer O'Neal	Foerester Elementary	Backwards Planning	1/24/18	10
Jada Magee-Stroud	Fondren Elementary	Guided Reading: What Books Do I Use?	11/14/17	5
Jada Magee-Stroud	Fondren Elementary	Quality of Implementation Guide: Before, During Reading	11/15/17	4
Jada Magee-Stroud	Fondren Elementary	Guided Reading: What Books Do I Use?	11/30/17	2
Jada Magee-Stroud	Fondren Elementary	Data Talk: Identifying Trends using OnTrack report	12/12/17	2
Jada Magee-Stroud	Fondren Elementary	Workstations in 5th grade reading	3/8/17	1
Ali Makhlouf	Fondren Elementary	Understanding Backwards Planning Design	8/22/17	5
Ali Makhlouf	Fondren Elementary	Using UPG to backward plan 3-5	8/24/17	5
Ali Makhlouf	Fondren Elementary	Effective Lesson Planning	9/26/17	10
Ali Makhlouf	Fondren Elementary	Using UPG to backward plan K-2	9/28/17	6
Ali Makhlouf	Fondren Elementary	Understanding Snapshot outlines 1- 5	10/5/17	6
Ali Makhlouf	Fondren Elementary	5 E Model Lesson – 3-5	10/19/17	5
Ali Makhlouf	Fondren Elementary	Model a math small group lesson	10/30/17	6
Ali Makhlouf	Fondren Elementary	Using stations to work with small group during	11/6/17	5
Ali Makhlouf	Fondren Elementary	Spiraling and re-teaching TEKS using data	11/13/17	7
Ali Makhlouf	Fondren Elementary	Using exit ticket tracker to track mastery of daily objectives	11/27/17	10
Ali Makhlouf	Fondren Elementary	Planning and creating aligned common assessment to ensure mastery of taught TEKS	12/5/17	6
Ali Makhlouf	Fondren Elementary	Data-driven spiral review calendar	1/30/18	5
Ali Makhlouf	Fondren Elementary	Updating the spiral review calendar based on the Mock STAAR results	3/1/18	4
Ali Makhlouf	Fondren Elementary	Modeling how to write and implement a mini lesson as a re-teach for Low performing TEKS	3/6/18	5
Polly Cornejo	Fondren Elementary	Planning and Implementation-5th Grade	1/31/18	1
Polly Cornejo	Fondren Elementary	Work Stations: Planning and Implementation	3/8/18	1
Polly Cornejo	Fondren Elementary	Lesson Plan Analysis and Planning	1/24/18	26
Polly Cornejo	Fondren Elementary	Check For Understanding & Planning	4/4/18	24
Jenina Parks-Barnes	Fondren Elementary	DRA Training	10/5/0017	23
Jenina Parks-Barnes	Fondren Elementary	Utilizing the UPG Effectively in Planning	10/16/17	22
Jenina Parks-Barnes	Fondren Elementary	Customized 180 Training -Using Running Records to plan Guided Reading	10/25/17	17
Jenina Parks-Barnes	Fondren Elementary	Open Lab- Pre-A Guided Reading Lessons	10/30/17	9
Jenina Parks-Barnes	Fondren Elementary	Open Labs- Emergent Guided Reading	11/1/17	11
Jenina Parks-Barnes	Fondren Elementary	Open Labs- Early Guided Reading	11/6/17	9
Jenina Parks-Barnes	Fondren Elementary	Open Labs- Transitional and Fluent Guided Rea	11/13/17	5
Jenina Parks-Barnes	Fondren Elementary	Open Labs- Using the Scholastic Implementation Guide	11/20/17	14
Jenina Parks-Barnes	Fondren Elementary	Open Labs- Aligning Your Workstations	11/27/17	17

Polly Cornejo	Gallegos Elementary	Planning for Success	8/23/17	13
Polly Cornejo	Gallegos Elementary	What's Happening at the Guided Reading Table	10/10/17	13
Polly Cornejo	Gallegos Elementary	Effective Objective Writing	10/24/17	22
Polly Cornejo	Gallegos Elementary	Panning for Success -Half Day Session	11/6/17	5
Polly Cornejo	Gallegos Elementary	Planning for Success-2nd Grade	11/13/17	2
Polly Cornejo	Gallegos Elementary	Data Analysis for Quality First Instruction	1/8/18	22
Polly Cornejo	Gallegos Elementary	Reading Assessments	2/20/18	5
Polly Cornejo	Gallegos Elementary	Data Analysis for Quality First Instruction	3/6/18	20
Polly Cornejo	Gallegos Elementary	STAAR-Data Analysis and Planning	4/13/18	2
Keniquel Holley	Gallegos Elementary	Backwards Planning	3/5/17	5
Keniquel Holley	Gallegos Elementary	Small Group Table	3/1/17	4
Keniquel Holley	Gallegos Elementary	Backwards Planning	2/5/17	5
Keniquel Holley	Gallegos Elementary	Backwards Planning	1/18/17	5
Keniquel Holley	Gallegos Elementary	Data Dive	1/11/17	4
Keniquel Holley	Gallegos Elementary	Backwards Planning	12/14/17	2
Keniquel Holley	Gallegos Elementary	Assessment Writing	11/28/17	15
Keniquel Holley	Gallegos Elementary	Data Dive	11/14/17	4
Keniquel Holley	Gallegos Elementary	Backwards Planning	11/6/17	3
Keniquel Holley	Gallegos Elementary	Data Dive	11/7/17	3
Keniquel Holley	Gallegos Elementary	Objective Writing	10/24/17	20
Keniquel Holley	Gallegos Elementary	Backwards Planning	10/3/17	4
Tasha Kelley	Gregory-Lincoln Elementary	Phonics Easy as ABC	8/23/17	6
Tasha Kelley	Gregory-Lincoln Elementary	Running Records	10/4/17	7
Tasha Kelley	Gregory-Lincoln Elementary	Read Aloud	10/10/17	5
Tasha Kelley	Gregory-Lincoln Elementary	What's Happening at the Guided Reading Table	11/14/17	3
Tasha Kelley	Gregory-Lincoln Elementary	Running Records/ Kinder	12/6/17	2
Tasha Kelley	Gregory-Lincoln Elementary	Unpacking the Standards	12/13/17	4
Tasha Kelley	Gregory-Lincoln Elementary	Guided Reading Emergent	1/10/18	3
Tasha Kelley	Gregory-Lincoln Elementary	Data Dig	1/24/18	4
Tasha Kelley	Gregory-Lincoln Elementary	Data Dig	2/7/18	4
Tasha Kelley	Gregory-Lincoln Elementary	Planning for Spiral TEKS	2/13/18	3
Tasha Kelley	Gregory-Lincoln Elementary	Planning for Tutorials	3/22/18	2
Tasha Kelley	Gregory-Lincoln Elementary	Crunch Time Schedule Planning	4/4/18	2
Justin Ritsema	Gregory-Lincoln Elementary	Using Standards Progression Report to Create Cumulative Review Plan	3/27/18	3
Justin Ritsema	Gregory-Lincoln Elementary	"Bucketing" TEKS Based on Data	2/7/18	5
Justin Ritsema	Gregory-Lincoln Elementary	Addressing Snap 2 Misconceptions	1/30/18	4
Justin Ritsema	Gregory-Lincoln Elementary	Analyzing Universal Screen Data	1/24/18	7
Justin Ritsema	Gregory-Lincoln Elementary	Planning Intervention Block (Part 2)	12/13/17	5
Justin Ritsema	Gregory-Lincoln Elementary	Small Group Instruction	12/5/17	4
Justin Ritsema	Gregory-Lincoln Elementary	Mapping Daily Objectives	11/28/17	6
Justin Ritsema	Gregory-Lincoln Elementary	Guided Reading 1st and 2nd	11/29/17	4
Justin Ritsema	Gregory-Lincoln Elementary	Planning Intervention Block	11/7/17	6

Justin Ritsema	Gregory-Lincoln Elementary	Addressing Snap 1 Misconceptions	11/1/17	4
Justin Ritsema	Gregory-Lincoln Elementary	Rubric-Based, Open-Ended Exit Tickets	10/24/17	5
Justin Ritsema	Gregory-Lincoln Elementary	Backwards Planning	8/23/17	8
Justin Ritsema	Gregory-Lincoln Elementary	Math Daily Routines	8/21/17	8
Kim Nesbit	Highland Heights Elementary	Workstation Make and Take	2/15/18	15
Melinda Viera	Highland Heights Elementary	Planning for Guided Reading	10/25/17	30
Melinda Viera	Highland Heights Elementary	Integrating Bubble and Circle Maps (Thinking Maps) into Core Instruction	9/14/17	26
Melinda Viera	Highland Heights Elementary	Creating Aligned and Differentiated Workstations	11/15/17	30
Melinda Viera	Highland Heights Elementary	Integrating Tree and Double Bubble Maps (Thinking Maps) into Core Instruction	9/21/17	26
Melinda Viera	Highland Heights Elementary	Planning for Read Alouds	12/6/17	25
Melinda Viera	Highland Heights Elementary	Integrating Flow and MultiFlow Maps (Thinking Maps) into Core Instruction	9/28/17	26
Melinda Viera	Highland Heights Elementary	Integrating Brace and Bridge Maps (Thinking Maps) into Core Instruction	10/5/17	26
Melinda Viera	Highland Heights Elementary	Workstation Creation and Lesson Planning Make and Take	10/12/17	26
Melinda Viera	Highland Heights Elementary	2nd grade Instructional Planning Session	10/2/0017	4
Melinda Viera	Highland Heights Elementary	3rd grade Instructional Planning Session	10/2/17	5
Melinda Viera	Highland Heights Elementary	4th grade Instructional Planning Session	10/3/17	4
Melinda Viera	Highland Heights Elementary	5th grade Instructional Planning Session	10/3/17	3
Melinda Viera	Highland Heights Elementary	Wesley/Highland Heights Math Instructional Pl	2/21/18	7
Erika Sanders	Highland Heights Elementary	Literacy By 3 Day 1	8/17/17	39
Erika Sanders	Highland Heights Elementary	Literacy By 3 Day 2	8/22/17	37
Patricia Salgado	Highland Heights Elementary	Superintendent Collaboration Part 2	2/28/18	10
Patricia Salgado	Highland Heights Elementary	Superintendent Collaboration Part 1	2/21/18	10
Cynthia Teagle	Hilliard Elementary	Pre-service Science Interactive Notebooks	8/18/17	30
Cynthia Teagle	Hilliard Elementary	Curriculum Documents Overview for math and science	8/21/17	30
Cynthia Teagle	Hilliard Elementary	Exploring the 5E lesson cycle (Engage and Explore)	10/3/17	30
Cynthia Teagle	Hilliard Elementary	Exploring the 5E lesson cycle (Explain, Elaborate and Evaluate)Exploring the	10/10/17	30
Cynthia Teagle	Hilliard Elementary	Student work protocol to drive instruction	10/17/17	30
Cynthia Teagle	Hilliard Elementary	Small group instruction	10/31/17	15
Cynthia Teagle	Hilliard Elementary	Writing Learning Objectives	11/14/17	30
Cynthia Teagle	Hilliard Elementary	Using Guiding Questions to Drive instruction	12/6/17	15
Cynthia Teagle	Hilliard Elementary	Using Effective practices to support student learning (Post it and Teach Back)	1/23/18	30
Cynthia Teagle	Hilliard Elementary	Using Effective practices to support student learning (No opt Out and Academic Language)	2/6/18	30
Cynthia Teagle	Hilliard Elementary	Classroom management procedures for workstations	2/21/18	1
James Newman	Hilliard Elementary	Interactive Science Notebooks	8/21/17	20

James Newman	Hilliard Elementary	Math Routines and Problem Solving Expectations	8/21/17	20
Monique Johnson	Hilliard Elementary	Integrating SS into the Literacy Block	9/14/17	10
Monique Johnson	Hilliard Elementary	Work Station Make and Take	10/7/17	15
Monique Johnson	Hilliard Elementary	Work On Writing	1/24/17	8
Monique Johnson	Hilliard Elementary	Literacy Night	3/27/17	20
Tasha Howard	Hilliard Elementary	Higher Order Thinking Questions	2/27/18	25
Jesse Gonzalez	Hilliard Elementary	Integrating Social Studies into the Literacy Block	9/14/17	10
Jesse Gonzalez	Hilliard Elementary	Social Studies Workstation Make and Take	10/7/17	15
Jesse Gonzalez	Hilliard Elementary	Writing Utilizing The Writing Academy Strategies	4/7/18	10
Marichu Tima-An	Hilliard Elementary	Benchmark Running Records Training (Grade 5)	10/3/17	2
Marichu Tima-An	Hilliard Elementary	Benchmark Running Records Training (Grades 3 and 4)	10/2/17	3
Marichu Tima-An	Hilliard Elementary	WORD STUDY - READ ALOUD - MINI-LESSON PD (2nd. Grade)	10/23/17	2
Marichu Tima-An	Hilliard Elementary	Literacy Mini-Open Lab (Workstations and Anchor Charts)	10/26/17	12
Marichu Tima-An	Hilliard Elementary	Read-Aloud and Mini-Lesson	10/30/17	6
Marichu Tima-An	Hilliard Elementary	Unpacking the Standard/TEK Whole Day – during TDS Thursday Planning Time)	11/14/17	12
Marichu Tima-An	Hilliard Elementary	UPG TRAINING and Lesson Planning using Campus Lesson Plan Template	9/12/17	8
Marichu Tima-An	Hilliard Elementary	Content PD – Guided Reading	11/15/17	12
Marichu Tima-An	Hilliard Elementary	Instructional Planning for Small Group Instruction	1/10/18	8
Marichu Tima-An	Hilliard Elementary	Guided Reading/Small Group Skills-Based Intervention and Workstations Lesson Planning	1/30/18	12
Markeshia Ellis-Sampson	Hilliard Elementary	Kate Bell South Side Collaborative	9/29/17	14
Markeshia Ellis-Sampson	Hilliard Elementary	Kate Bell South Side Collaborative	10/20/17	14
Markeshia Ellis-Sampson	Hilliard Elementary	Kate Bell South Side Collaborative	1/17/18	14
Markeshia Ellis-Sampson	Hilliard Elementary	Kate Bell South Side Collaborative	2/28/18	14
Markeshia Ellis-Sampson	Hilliard Elementary	Kate Bell South Side Collaborative	3/28/18	14
Gricelda Montemayor	Kashmere Gardens Elementary	Small Group and Workstations	10/9/17	30
Gricelda Montemayor	Kashmere Gardens Elementary	Utilizing the Planning Guide	8/21/18	5
Carmen Diaz	Kashmere Gardens Elementary	Literacy by 3 in Dual Language	10/3/17	2
Carmen Diaz	Kashmere Gardens Elementary	Literacy by 3 in Dual Language	10/19/17	1
Carmen Diaz	Kashmere Gardens Elementary	Read Aloud and Mini-Lesson	10/26/17	1
Carmen Diaz	Kashmere Gardens Elementary	Content Integration	11/16/17	3
Carmen Diaz	Kashmere Gardens Elementary	Literacy by 3 in Dual	2/15/18	1
Carmen Diaz	Kashmere Gardens Elementary	Read Aloud/Content Integration	2/22/18	1
James Newman	Kashmere Gardens Elementary	Planning the Review Calendar, Reteach Topics and Methods	4/18/18	3
James Newman	Kashmere Gardens Elementary	Writing and Practicing Science Minilessons	4/4/18	20
James Newman	Kashmere Gardens Elementary	Science Data Analysis and Planning	3/28/18	3

Randy Richards	Kashmere Gardens Elementary	Ascend online into stations	12/5/17	2
Randy Richards	Kashmere Gardens Elementary	Standards Progression Report	12/12/17	9
Randy Richards	Kashmere Gardens Elementary	Stations Creation and rotation	12/12/17	2
Randy Richards	Kashmere Gardens Elementary	Station activities and student grouping	1/25/18	7
Randy Richards	Kashmere Gardens Elementary	Station activities and matching objectives	11/27/17	2
Randy Richards	Kashmere Gardens Elementary	Standards Progression Report Review	12/4/17	1
Tasha Howard	Kashmere Gardens Elementary	DLA Data Dig	12/7/17	5
Tasha Howard	Kashmere Gardens Elementary	Data Dig	11/29/17	6
Tasha Howard	Kashmere Gardens Elementary	Guided Reading Binder Set Up	11/16/17	4
Tasha Howard	Kashmere Gardens Elementary	Universal Screener	10/5/17	8
Tasha Howard	Kashmere Gardens Elementary	Running Records	9/29/17	2
Tasha Howard	Kashmere Gardens Elementary	Universal Screener	9/29/17	2
Tasha Howard	Kashmere Gardens Elementary	Small Group Focus	1/10/18	15
Tasha Howard	Kashmere Gardens Elementary	TEKS to Objective	1/22/18	3
Tasha Howard	Kashmere Gardens Elementary	Progress Monitoring for Running Records	1/25/18	6
Tasha Howard	Kashmere Gardens Elementary	Universal Screener	2/8/18	20
Tasha Howard	Kashmere Gardens Elementary	Triangulation Data	2/14/18	5
Tasha Howard	Kashmere Gardens Elementary	Lead4Ward Resources	3/27/18	10
Susan Laforet	Looscan Elementary	Data Based Planning for Math Small Group	1/24/18	5
Susan Laforet	Looscan Elementary	Math Intervention Planning	2/24/18	4
Susan Laforet	Looscan Elementary	Introduction to Small Groups in Math	10/11/17	12
Susan Laforet	Looscan Elementary	Math Best Practices - Workstations	10/25/17	10
Susan Laforet	Looscan Elementary	Effective Math Classrooms	11/15/17	10
Susan Laforet	Looscan Elementary	Creating Spiral TEKS Plans	3/7/18	6
Susan Laforet	Looscan Elementary	Using Data to Plan Math Small Groups	1/10/18	10
Susan Laforet	Looscan Elementary	Math Content Data Training	4/4/18	6
Susan Laforet	Looscan Elementary	Math Data Training	2/28/18	6
Valerie Poole	Looscan Elementary	Guided Reading (B/D/A)	2/5/18	3
Valerie Poole	Looscan Elementary	Effective Literacy Classrooms	11/15/17	8
Valerie Poole	Looscan Elementary	Components of Guided Reading	10/25/17	17
Valerie Poole	Looscan Elementary	A Common Thread	10/11/17	18
Valerie Poole	Looscan Elementary	Writer's Workshop	4/18/18	1
Pamela Johnson	Mading Elementary	Co-facilitated with Lead Teacher establishing PLC's, Data and ideas surrounding support based on campus needs and Goals Talk	8/15/17	25
Pamela Johnson	Mading Elementary	Facilitate Math & Science Curriculum Instructional PD	8/16/17	15
Pamela Johnson	Mading Elementary	Math/Science Lesson Planning (Suggestions) - PD	8/22/17	15
Pamela Johnson	Mading Elementary	Data Dive #1 Training All Teachers – Pacing of Instruction/5-E Model/90 min Math Block	9/27/17	7
Pamela Johnson	Mading Elementary	Navigating through HISD Planning Documents/HUB	10/3/17	7

Pamela Johnson	Mading Elementary	Daily Math Routines/How to create Daily Objectives	10/10/17	7
Pamela Johnson	Mading Elementary	Problem Solving Journals/Workstation Calendar/CFU	10/31/17	7
Pamela Johnson	Mading Elementary	Lesson Planning using the 5 E Model-Navigate through the Planning Guide Components	11/1/17	7
Pamela Johnson	Mading Elementary	Interactive Math Word Walls	11/29/17	7
Pamela Johnson	Mading Elementary	Science Planning Session – Assist with teacher support at Gregory Lincoln	12/14/17	2
Pamela Johnson	Mading Elementary	Make & Take Activities - Using Dominoes	12/12/17	4
Pamela Johnson	Mading Elementary	Make & Take Activities - Using Dominoes	12/14/17	3
Pamela Johnson	Mading Elementary	Data Dig/Data Walls	1/9/18	7
Pamela Johnson	Mading Elementary	Math Workstations K-5	1/11/18	7
Pamela Johnson	Mading Elementary	Instructional Strategies on Fractions 3-5	1/16/18	3
Pamela Johnson	Mading Elementary	Instructional Strategies on Fractions 3-5	1/22/18	3
Pamela Johnson	Mading Elementary	Math & Science Summit	1/20/18	30
Tonya Sutton	Mading Elementary	On Track – Input Data on Data Wall for SS #1 and DLA	1/23/18	7
Tonya Sutton	Mading Elementary	On Track – Input Data on Data Wall for SS #1 and DLA	1/30/18	7
Tonya Sutton	Mading Elementary	Grouping Students for Intervention on TEKS nc	1/26/18	2
Tonya Sutton	Mading Elementary	4th grade benchmark analysis	4/18/18	2
Tonya Sutton	Mading Elementary	4th Grade Planning	4/11/18	2
Tonya Sutton	Mading Elementary	Small Group Instruction	4/4/18	8
Tonya Sutton	Mading Elementary	4th Grade Planning	3/28/18	2
Tonya Sutton	Mading Elementary	4th Grade planning	3/21/18	2
Tonya Sutton	Mading Elementary	Quality Workstations	2/28/18	8
Tonya Sutton	Mading Elementary	Small Group Lesson Planning	2/21/18	8
Tonya Sutton	Mading Elementary	Data Analysis	4/4/18	8
Tonya Sutton	Mading Elementary	Snapshot Data dig	1/31/18	8
Tonya Sutton	Mading Elementary	Lesson Planning/At Bats	1/24/18	8
Tonya Sutton	Mading Elementary	Data Triangulation	12/13/17	8
Tonya Sutton	Mading Elementary	Math Problem Types	11/15/17	8
Tonya Sutton	Mading Elementary	4th gr all day planning session	11/9/17	2
Tonya Sutton	Mading Elementary	Workstations	11/8/17	8
Tonya Sutton	Mading Elementary	5th gr All Day planning session	11/7/17	1
Tonya Sutton	Mading Elementary	3rd grade All Day planning session	11/6/17	2
Tonya Sutton	Mading Elementary	Math Problem Types	11/1/17	8
Tonya Sutton	Mading Elementary	Planning	10/25/17	8
Tonya Sutton	Mading Elementary	Planning for upcoming units of instruction	10/10/17	8
Tamala Cade	Mading Elementary	Writing Backwards Planning	10/30/17	1
Tamala Cade	Mading Elementary	Writing Backwards Planning	11/8/17	1
Tamala Cade	Mading Elementary	Writing Backwards Planning	11/5/17	1
Tamala Cade	Mading Elementary	Writing Workstations	1/24/18	1
Tamala Cade	Mading Elementary	Writing Workstations	1/31/18	1
Tamala Cade	Mading Elementary	Writing Lesson Planning	2/7/18	1
Tamala Cade	Mading Elementary	Writing Workstations	2/21/18	1
Tamala Cade	Mading Elementary	Expository Writing Scoring	2/28/18	1
Marisol Castruita	Mading Elementary	Workstation, Data, and Differentiation	2/26/18	4
Marisol Castruita	Mading Elementary	Pre-A Guided Reading for Pre-K	1/8/18	8
Marisol Castruita	Mading Elementary	Workstations Make & Take	12/13/17	4
Terrence Andrews	Mading Elementary	Creating Guided Reading Binder	10/12/18	5
Terrence Andrews	Mading Elementary	Establishing the Common Thread	10/29/17	2
Terrence Andrews	Mading Elementary	Breaking Down the Literacy Block	8/18/17	6
Terrence Andrews	Mading Elementary	Creating Workstations	10/26/17	2
Terrence Andrews	Mading Elementary	Breaking Down the Literacy Block	9/28/17	1
Terrence Andrews	Mading Elementary	Creating Workstations	11/2/17	10
Terrence Andrews	Mading Elementary	Understanding the Literacy Block	10/25/17	5
Terrence Andrews	Mading Elementary	Guided Reading with an Instructional Focus	11/13/17	2
Terrence Andrews	Mading Elementary	Creating Engaging Lessons in Third Grade	11/14/17	2
Terrence Andrews	Mading Elementary	Creating Engaging Lessons in 5th Grade	11/10/17	1
Terrence Andrews	Mading Elementary	Creating Engaging Lessons in 4th Grade Reading	11/15/17	7

Terrence Andrews	Mading Elementary	Embedding the Instructional Focus in Guided Reading	12/4/17	1
Terrence Andrews	Mading Elementary	Creating Engaging Writing Lessons	12/5/17	1
Terrence Andrews	Mading Elementary	Creating Engaging Read Lessons	12/6/17	7
Terrence Andrews	Mading Elementary	Embedding the Instructional Focus (With Adbats)	1/10/17	8
Terrence Andrews	Mading Elementary	Honing in on Active Engagement in Lessons (I-8)	1/22/17	7
Terrence Andrews	Mading Elementary	Creating an Effective Pacing Calendar	1/31/18	8
Terrence Andrews	Mading Elementary	Utilizing Data to Create Small Groups	2/21/18	8
Virginia Ocanas	C. Martinez Elementary	Get to know your students	9/27/17	30
Virginia Ocanas	C. Martinez Elementary	Looking at Student Work	10/4/17	30
Virginia Ocanas	C. Martinez Elementary	Curriculum Planning	10/11/17	21
Virginia Ocanas	C. Martinez Elementary	Universal Screener Data	10/18/17	21
Virginia Ocanas	C. Martinez Elementary	Literacy Best Practices	10/25/17	21
Virginia Ocanas	C. Martinez Elementary	Curriculum Planning	11/1/17	25
Virginia Ocanas	C. Martinez Elementary	Data Dive (Snapshot 1)	11/8/17	25
Virginia Ocanas	C. Martinez Elementary	Instructional Practices	11/15/17	18
Virginia Ocanas	C. Martinez Elementary	Literacy Best Practices Math Workstations	11/29/17	20
Virginia Ocanas	C. Martinez Elementary	Instructional Practices	12/6/17	20
Virginia Ocanas	C. Martinez Elementary	Data Dive (DLA)	12/13/17	14
Virginia Ocanas	C. Martinez Elementary	Guided Reading Math At-Bats	1/10/18	18
Virginia Ocanas	C. Martinez Elementary	Curriculum Planning	1/24/18	19
Virginia Ocanas	C. Martinez Elementary	Data Dig and MOY Screener	1/31/18	16
Virginia Ocanas	C. Martinez Elementary	Intervention Planning	2/7/18	17
Virginia Ocanas	C. Martinez Elementary	Flex Day: Unpacking the TEKS	2/21/18	18
Virginia Ocanas	C. Martinez Elementary	Data Dig – Released STAAR (ToT on 2/16)	2/28/18	18
Virginia Ocanas	C. Martinez Elementary	High Leverage Standards	3/7/18	20
Virginia Ocanas	C. Martinez Elementary	Interventions / Curriculum Planning	3/21/18	19
Virginia Ocanas	C. Martinez Elementary	Curriculum Planning	3/28/18	30
Tiffany Moody	C. Martinez Elementary	PreA Guided Reading	11/16/17	1
Stepheny Chen	C. Martinez Elementary	Unpacking the TEK	2/21/18	18
Stepheny Chen	C. Martinez Elementary	Math Workstation Make-Take	11/20/18	8
Stepheny Chen	C. Martinez Elementary	At-Bats with Math/ Science Teachers	1/10/18	8
Stepheny Chen	C. Martinez Elementary	Domain 1 Training	3/20/18	5
Pamela Johnson	A.A. Milne Elementary	Co-facilitated with Lead Teacher establishing PLC's, Data and ideas surrounding support based on campus needs and Goals Talk	8/15/17	25
Pamela Johnson	A.A. Milne Elementary	Facilitate Math & Science Curriculum Instructional PD	8/16/17	15
Pamela Johnson	A.A. Milne Elementary	Math/Science Lesson Planning (Suggestions) - PD	8/22/17	15
Pamela Johnson	A.A. Milne Elementary	Data Dive #1 Training All Teachers – Pacing of Instruction/5-E Model/90 min Math Block	9/27/17	7
Pamela Johnson	A.A. Milne Elementary	Navigating through HISD Planning Documents/HUB	10/3/17	7
Pamela Johnson	A.A. Milne Elementary	Daily Math Routines/How to create Daily Objectives	10/10/17	7
Pamela Johnson	A.A. Milne Elementary	Problem Solving Journals/Workstation Calendar/CFU	10/31/17	7
Pamela Johnson	A.A. Milne Elementary	Lesson Planning using the 5 E Model-Navigate through the Planning Guide Components	11/1/17	7
Pamela Johnson	A.A. Milne Elementary	Interactive Math Word Walls	11/29/17	7
Pamela Johnson	A.A. Milne Elementary	Science Planning Session – Assist with teacher support at Gregory Lincoln	12/14/17	2
Pamela Johnson	A.A. Milne Elementary	Make & Take Activities - Using Dominoes	12/12/17	4
Pamela Johnson	A.A. Milne Elementary	Make & Take Activities - Using Dominoes	12/14/17	3
Pamela Johnson	A.A. Milne Elementary	Data Dig/Data Walls	1/9/18	7
Pamela Johnson	A.A. Milne Elementary	Math Workstations K-5	1/11/18	7
Pamela Johnson	A.A. Milne Elementary	Instructional Strategies on Fractions 3-5	1/16/18	3
Pamela Johnson	A.A. Milne Elementary	Instructional Strategies on Fractions 3-5	1/22/18	3
Pamela Johnson	A.A. Milne Elementary	Math & Science Summit	1/20/18	30

Pamela Johnson	A.A. Milne Elementary	On Track – Input Data on Data Wall for SS #1 and DLA	1/23/18	7
Pamela Johnson	A.A. Milne Elementary	On Track – Input Data on Data Wall for SS #1 and DLA	1/30/18	7
Pamela Johnson	A.A. Milne Elementary	Grouping Students for Intervention on TEKS nc	1/26/18	2
Markeshia Ellis-Sampson	A.A. Milne Elementary	Kate Bell South Side Collaborative	3/28/18	14
Markeshia Ellis-Sampson	A.A. Milne Elementary	Kate Bell South Side Collaborative	2/28/18	14
Markeshia Ellis-Sampson	A.A. Milne Elementary	Kate Bell South Side Collaborative	1/17/18	14
Markeshia Ellis-Sampson	A.A. Milne Elementary	Kate Bell South Side Collaborative	10/20/17	14
Markeshia Ellis-Sampson	A.A. Milne Elementary	Kate Bell South Side Collaborative	9/29/17	14
Deanna Sockwell	Montgomery Elementary	Best Practices in the Mathematics Classroom	8/22/17	31
Deanna Sockwell	Montgomery Elementary	Off to a Great Start - PLC 1 (Facilitated the PLC for each grade level at the designated planning time.)	9/28/17	28
Deanna Sockwell	Montgomery Elementary	PLC - Rigor Mountain-- Rigor & Student Work (Facilitated the PLC for each grade level at the designated planning time.)Work	10/5/17	22
Deanna Sockwell	Montgomery Elementary	PLC - What's Happening in Small Group Instruction?(Facilitated on a grade level basis during designated planning times)	10/26/17	22
Deanna Sockwell	Montgomery Elementary	PLC-Being Intentional and Being Reflective - Instruction Planning 101 1st-5th	11/2/17	11
Deanna Sockwell	Montgomery Elementary	PLC Article Study: 13 Math Rules that Expire	10/12/17	11
Deanna Sockwell	Montgomery Elementary	Using Field Guides to Fine Tune Instruction	11/15/17	11
Deanna Sockwell	Montgomery Elementary	Getting Ready for Geometry: A Vertical A"line"ment	1/10/18	11
Deanna Sockwell	Montgomery Elementary	Differentiation & Scaffolding to Ensure Student Success	2/7/18	11
Deanna Sockwell	Montgomery Elementary	Are the STAARs are Closer! Test-taking Strategies	2/28/18	8
Deanna Sockwell	Montgomery Elementary	Creating Math Stems from Released Assessments	3/7/18	8
Deanna Sockwell	Montgomery Elementary	Using Error Analysis to Group Students by Misconceptions	1/31/18	11
Deanna Sockwell	Montgomery Elementary	Ten Tips for Engaging Underperforming Students- Creating Differentiation Folders	3/21/18	8
Deanna Sockwell	Montgomery Elementary	Using TEA Item Rationales to Provide Feedback and Align Assessments	4/18/18	10
Deanna Sockwell	Montgomery Elementary	5th Grade - Interactive Science Review	4/18/18	4
Doris (Bobbi) Richardson	Montgomery Elementary	STAAR Strategies: Using RUBIES	2/7/18	9
Doris (Bobbi) Richardson	Montgomery Elementary	PK/Kindergarten: Data Collection that Matches Report Card Rubrics	10/12/17	7
Doris (Bobbi) Richardson	Montgomery Elementary	STAAR Questions Analysis/ PPT	4/4/18	20
Doris (Bobbi) Richardson	Montgomery Elementary	Main Idea Across the Grades	1/11/18	15
Doris (Bobbi) Richardson	Montgomery Elementary	Writing Camp Day 3 - Camp Writes-a-lot!: Stations for Revising and Editing	3/29/18	95
Doris (Bobbi) Richardson	Montgomery Elementary	Writing Camp Day 2 - ARMS Strategies	3/23/18	95
Doris (Bobbi) Richardson	Montgomery Elementary	Writing Camp Day 1 - CUPS Strategies	3/8/18	95
Doris (Bobbi) Richardson	Montgomery Elementary	Running Records/ Using MSV	2/21/18	2
Doris (Bobbi) Richardson	Montgomery Elementary	What's Hot and What's Not? (3rd Grade - Summary Strategies)	12/5/17	4

Doris (Bobbi) Richardson	Montgomery Elementary	What's Hot and What's Not? (4th and 5th Grade - Summary Strategies)	11/30/17	6
Doris (Bobbi) Richardson	Montgomery Elementary	Is it Important of Not Important? That is the Question? (Summary)	4/18/18	8
Doris (Bobbi) Richardson	Montgomery Elementary	First 25 Days of Writing	8/17/17	20
Doris (Bobbi) Richardson	Montgomery Elementary	Growing Writers Daily/ Kernel Essay	8/22/17	20
Doris (Bobbi) Richardson	Montgomery Elementary	First 25 Days of Reading	8/16/17	20
Doris (Bobbi) Richardson	Montgomery Elementary	Curriculum Road Show/ What's New on the HUB?	8/16/17	35
Doris (Bobbi) Richardson	Montgomery Elementary	Running Records: What Can We Learn About Students?	11/15/17	20
Doris (Bobbi) Richardson	Montgomery Elementary	Early Guided Reading: Before, During and Afte	10/18/17	20
Markeshia Ellis-Sampson	Pugh Elementary	Kate Bell South Side Collaborative	3/28/18	14
Markeshia Ellis-Sampson	Pugh Elementary	Kate Bell South Side Collaborative	2/28/18	14
Markeshia Ellis-Sampson	Pugh Elementary	Kate Bell South Side Collaborative	1/17/18	14
Markeshia Ellis-Sampson	Pugh Elementary	Kate Bell South Side Collaborative	10/20/17	14
Markeshia Ellis-Sampson	Pugh Elementary	Kate Bell South Side Collaborative	9/29/17	14
Elsa Mascardo	Pugh Elementary	Navigating the UPG	8/22/17	10
Elsa Mascardo	Pugh Elementary	How to do a Read Aloud	8/24/17	10
Elsa Mascardo	Pugh Elementary	How to integrate a read aloud with mini lesson	10/3/17	5
Elsa Mascardo	Pugh Elementary	Setting up Guided Reading Binder	10/3/17	10
Elsa Mascardo	Pugh Elementary	Modeled Guided Reading (Early and Emergent)	10/10/17	10
Elsa Mascardo	Pugh Elementary	Modeled Transition Guided Reading	10/17/17	10
Elsa Mascardo	Pugh Elementary	Modeled (implementing a running record)	10/24/17	10
Elsa Mascardo	Pugh Elementary	Review read aloud and mini lesson	11/14/17	5
Elsa Mascardo	Pugh Elementary	Instructional Planning	12/5/17	5
Elsa Mascardo	Pugh Elementary	Instructional Planning (Expository)	1/9/18	6
Elsa Mascardo	Pugh Elementary	Review district Data	1/23/18	6
Elsa Mascardo	Pugh Elementary	Looking a Lead4ward Student Engagement	2/6/18	6
Elsa Mascardo	Pugh Elementary	Instructional Planning /Fiction	2/13/18	6
Elsa Mascardo	Pugh Elementary	Guided Reading (instructional Focus)	2/20/18	6
Elsa Mascardo	Pugh Elementary	Looking Closely at Literary Nonfiction	3/6/18	7
Elsa Mascardo	Pugh Elementary	Creating Intervention Plan for 3rd and 4th grade teachers	3/27/18	4
Elsa Mascardo	Pugh Elementary	Continue with Intervention plan and planned small groups	4/3/18	4
Elsa Mascardo	Pugh Elementary	Student Engagement using STAAR Passages	4/17/18	4
Benita Leon	Pugh Elementary	Peer Review, Learning From Mistakes: My Favorite No Protocol	3/21/18	3
Benita Leon	Pugh Elementary	Error Analysis, Learning From Mistakes: Analyzing Misconceptions and Next Steps	3/7/18	3
Benita Leon	Pugh Elementary	Classroom Animal Terrarium/Aquarium Setup and Animal Care (K-5 Science Teachers)	2/26/18	8
Benita Leon	Pugh Elementary	Math Spiral Instructional Strategies	2/21/18	4
Benita Leon	Pugh Elementary	Small Group Scaffolded Instruction-Math	1/10/18	5
Benita Leon	Pugh Elementary	Math Block Instructional Practices	12/7/17	4
Benita Leon	Pugh Elementary	Snapshot 1 Data Dig (Grade 2)	11/27/17	1
Benita Leon	Pugh Elementary	Developing SMART Student Learning Goals and Instructional Goals	11/15/17	5

Benita Leon	Pugh Elementary	CHAMPS Training and Classroom Strategies (2nd Grade Team)	10/31/17	3
Benita Leon	Pugh Elementary	Using Read-Alouds in the Content Areas	10/25/17	23
Benita Leon	Pugh Elementary	Grade 2 Team Math Planning (Full Day)	10/30/17	2
Carmen Diaz	Pugh Elementary	UPG/HUB Training	8/21/17	35
Carmen Diaz	Pugh Elementary	First 25 Days in Reading and Writing	10/3/17	6
Carmen Diaz	Pugh Elementary	Morning Message Integration	10/10/17	9
Carmen Diaz	Pugh Elementary	Instructional Planning/Ext PLC	10/17/17	6
Carmen Diaz	Pugh Elementary	Guided Reading Modeling/Binder Setup	11/14/17	9
Carmen Diaz	Pugh Elementary	Snapshot Analysis	12/5/17	9
Carmen Diaz	Pugh Elementary	Instructional Planning Long Term	1/9/18	6
Carmen Diaz	Pugh Elementary	Guided Reading Review	2/20/18	6
Carmen Diaz	Pugh Elementary	The Instructional Focus in Guided Reading	3/6/18	6
Jennifer Martinez	Stevens Elementary	Flex Day: At Bats	1/24/18	9
Jennifer Martinez	Stevens Elementary	Math Best Practices Sharing	10/25/17	8
Jennifer Martinez	Stevens Elementary	Flex Day: Compliance Vs. Engagement	2/21/18	23
Jennifer Martinez	Stevens Elementary	Math Best Practice Sharing	11/29/17	9
Jennifer Martinez	Stevens Elementary	Flex Day: Team Building and Book Study	4/4/18	15
Denise Carter	Stevens Elementary	Guided Reading	9/12/18	16
Denise Carter	Stevens Elementary	Guided Reading	10/2/18	20
Denise Carter	Stevens Elementary	Strategies and Stems	1/24/18	12
Denise Carter	Stevens Elementary	Lesson Plan Templates for GR	11/9/18	20
Denise Carter	Stevens Elementary	Compliance Vs Engagement	2/21/18	23
Denise Carter	Stevens Elementary	Spring Break Camp	3/12/18	15
Denise Carter	Stevens Elementary	Team Building	4/4/18	15
Denise Carter	Stevens Elementary	At BATS Training for Implementation	10/17/18	20
Paola Pflucker	Stevens Elementary	Strategies and Stems	1/24/18	12
Paola Pflucker	Stevens Elementary	Compliance Vs. Engagement	2/21/18	23
Paola Pflucker	Stevens Elementary	Team Building	4/4/18	15
Pamela Johnson	Victory Prep	Co-facilitated with Lead Teacher establishing PLC's, Data and ideas surrounding support based on campus needs and Goals Talk	8/15/17	25
Pamela Johnson	Victory Prep	Facilitate Math & Science Curriculum Instructional PD	8/16/17	15
Pamela Johnson	Victory Prep	Math/Science Lesson Planning (Suggestions) - PD	8/22/17	15
Pamela Johnson	Victory Prep	Data Dive #1 Training All Teachers – Pacing of Instruction/5-E Model/90 min Math Block	9/27/17	7
Pamela Johnson	Victory Prep	Navigating through HISD Planning Documents/HUB	10/3/17	7
Pamela Johnson	Victory Prep	Daily Math Routines/How to create Daily Objectives	10/10/17	7
Pamela Johnson	Victory Prep	Problem Solving Journals/Workstation Calendar/CFU	10/31/17	7
Pamela Johnson	Victory Prep	Lesson Planning using the 5 E Model-Navigate through the Planning Guide Components	11/1/17	7
Pamela Johnson	Victory Prep	Interactive Math Word Walls	11/29/17	7
Pamela Johnson	Victory Prep	Science Planning Session – Assist with teacher support at Gregory Lincoln	12/14/17	2
Pamela Johnson	Victory Prep	Make & Take Activities - Using Dominoes	12/12/17	4
Pamela Johnson	Victory Prep	Make & Take Activities - Using Dominoes	12/14/17	3
Pamela Johnson	Victory Prep	Data Dig/Data Walls	1/9/18	7
Pamela Johnson	Victory Prep	Math Workstations K-5	1/11/18	7
Pamela Johnson	Victory Prep	Instructional Strategies on Fractions 3-5	1/16/18	3
Pamela Johnson	Victory Prep	Instructional Strategies on Fractions 3-5	1/22/18	3
Pamela Johnson	Victory Prep	Math & Science Summit	1/20/18	30
Selene Rogers	Victory Prep	Focus Board	10/5/17	4
Selene Rogers	Victory Prep	Running Records	10/10/17	6
Selene Rogers	Victory Prep	How to effectively write Lesson Plans	10/17/17	6

Selene Rogers	Victory Prep	Guided Reading - Emergent	10/10/17	10
Selene Rogers	Victory Prep	Guided Reading - Early	12/4/17	10
Selene Rogers	Victory Prep	Workstations	11/1/17	6
Selene Rogers	Victory Prep	Read Aloud	11/2/17	5
Selene Rogers	Victory Prep	Using data to drive instruction	10/30/17	2
Selene Rogers	Victory Prep	Writing - Kernel Essay	11/6/17	1
Selene Rogers	Victory Prep	Guided Reading Open	11/28/17	2
Selene Rogers	Victory Prep	Workstation Make and Take	11/29/17	6
Selene Rogers	Victory Prep	Word Study/HFW Planning	11/30/17	4
Selene Rogers	Victory Prep	Running Records Refresher	1/23/18	2
Selene Rogers	Victory Prep	Guided Reading Planning	1/30/18	3
Selene Rogers	Victory Prep	10 week Pacing Calendar	2/6/18	3
Selene Rogers	Victory Prep	Corrective Reading	2/7/18	4
Tracy Fox	Wesley Elementary	Overview of Curriculum Documents	8/23/17	15
Tracy Fox	Wesley Elementary	Implementing Workstations	8/16/17	7
Erika Sanders	Wesley Elementary	Literacy By 3 Day 1	8/21/17	21
Erika Sanders	Wesley Elementary	Literacy by 3 Day 2	8/22/17	20
Erika Sanders	Wesley Elementary	HUB Training	8/23/17	19
Erika Sanders	Wesley Elementary	Administering Running Records	9/14/17	16
Erika Sanders	Wesley Elementary	Utilizing Running Record Data to Form Guided Reading Groups	10/5/18	13
Erika Sanders	Wesley Elementary	Open Lab - Planning for Guided Reading Groups	10/16/17	6
Erika Sanders	Wesley Elementary	Guided Reading - Pre-A Planning	11/15/17	4
Erika Sanders	Wesley Elementary	A Closer Look Into Guided Reading Text	12/6/17	10
Erika Sanders	Wesley Elementary	The Next Step Forward in Guided Reading Book Study - Part 1	1/30/18	8
Erika Sanders	Wesley Elementary	Superintendent Collaboration - Part 1	2/21/18	4
Erika Sanders	Wesley Elementary	Superintendent Collaboration - Part 2	2/28/18	1
Margarita Ramos	Wesley Elementary	5E Lesson Math Model	9/27/17	15
Margarita Ramos	Wesley Elementary	Data Analysis	10/4/17	25
Margarita Ramos	Wesley Elementary	Unpacking the Standard and Writing Daily Objectives	10/11/17	25
Margarita Ramos	Wesley Elementary	Scoring Students' Work Samples	10/18/17	15
Margarita Ramos	Wesley Elementary	Interactive Math Notebooks	11/1/17	15
Margarita Ramos	Wesley Elementary	Math Workstations	11/15/17	25
Margarita Ramos	Wesley Elementary	Identifying misconceptions and strategies in Math	1/24/18	25
Barbara Valdez-Clemente	Wesley Elementary	PreK-2nd Teachers : Inference in the Early Grades ,from realia to pictures to print	4/4/18	15
Barbara Valdez-Clemente	Wesley Elementary	PreK-2nd Reading Teachers "ELEVATE " THEIR	3/21/18	15
Barbara Valdez-Clemente	Wesley Elementary	PreK-2nd Teachers:RC1/"BIG" WORDS for "Litt	3/7/18	15
Barbara Valdez-Clemente	Wesley Elementary	Prek-2nd Teachers :Modeled How the Read alc	2/28/18	15
Barbara Valdez-Clemente	Wesley Elementary	WE NEED YOU PreK-2nd Reading Teachers :L	2/21/18	15
Rae Booth	Wesley Elementary	5E in Science	9/20/17	15
Rae Booth	Wesley Elementary	Formative Assessment Data Analysis	10/4/17	25
Rae Booth	Wesley Elementary	Breakdown of TEKS, Chunking, and Daily Objectives	10/25/17	25
Rae Booth	Wesley Elementary	Science INBs	11/1/17	7
Rae Booth	Wesley Elementary	Stations in Science	11/15/17	15
Pamela Johnson	Woodson Elementary	Co-facilitated with Lead Teacher establishing PLC's, Data and ideas surrounding support based on campus needs and Goals Talk	8/15/17	25
Pamela Johnson	Woodson Elementary	Facilitate Math & Science Curriculum Instructional PD	8/16/17	15
Pamela Johnson	Woodson Elementary	Math/Science Lesson Planning (Suggestions) -F	8/22/17	15
Pamela Johnson	Woodson Elementary	Data Dive #1 Training All Teachers – Pacing of Instruction/5-E Model/90 min Math Block	9/27/17	7

Pamela Johnson	Woodson Elementary	Navigating through HISD Planning Documents/HUB	10/3/17	7
Pamela Johnson	Woodson Elementary	Daily Math Routines/How to create Daily Objectives	10/10/17	7
Pamela Johnson	Woodson Elementary	Problem Solving Journals/Workstation Calendar/CFU	10/31/17	7
Pamela Johnson	Woodson Elementary	Lesson Planning using the 5 E Model-Navigate through the Planning Guide Components	11/1/17	7
Pamela Johnson	Woodson Elementary	Interactive Math Word Walls	11/29/17	7
Pamela Johnson	Woodson Elementary	Science Planning Session – Assist with teacher support at Gregory Lincoln	12/14/17	2
Pamela Johnson	Woodson Elementary	Make & Take Activities - Using Dominoes	12/12/17	4
Pamela Johnson	Woodson Elementary	Make & Take Activities - Using Dominoes	12/14/17	3
Pamela Johnson	Woodson Elementary	Data Dig/Data Walls	1/9/18	7
Pamela Johnson	Woodson Elementary	Math Workstations K-5	1/11/18	7
Pamela Johnson	Woodson Elementary	Instructional Strategies on Fractions 3-5	1/16/18	3
Pamela Johnson	Woodson Elementary	Instructional Strategies on Fractions 3-5	1/22/18	3
Jesse Gonzalez	Woodson Elementary	Integrating Social Studies in the ELA Block for :	10/30/17	7
Leon Scott	Woodson Elementary	Deep Dive into Effective Instructional Planning	8/16/17	40
Leon Scott	Woodson Elementary	PLC	11/27/17	3
Leon Scott	Woodson Elementary	PLC	9/18/17	3
Leon Scott	Woodson Elementary	PLC	9/25/17	3
Kim Nesbit	Woodson Elementary	Scoring Writing Compositions	3/6/18	4
Kim Nesbit	Woodson Elementary	Lead4ward Rockin Review	1/22/18	15
Kim Nesbit	Woodson Elementary	Data Dig PD	9/27/17	10
Katherine Creeks	Woodson Elementary	Rigor for Science Mastery	2/1/18	4
Katherine Creeks	Woodson Elementary	Lead4ward Instructional Strategies	3/1/18	6
Katherine Creeks	Woodson Elementary	Achieve 180 Science Planning	3/5/18	6
Kyra Harris	Woodson Elementary	Using the UPG	8/16/17	25
Kyra Harris	Woodson Elementary	Literacy by 3 Day 1	8/22/17	15
Kyra Harris	Woodson Elementary	Literacy by 3 Day 2	8/23/17	15
Kyra Harris	Woodson Elementary	Literacy by Day 3	1/24/17	15
Kyra Harris	Woodson Elementary	Understanding & Using Rubrics/Lead4ward Rocking Review	1/22/18	6
Kyra Harris	Woodson Elementary	Corrective Reading	1/24/18	6
Kyra Harris	Woodson Elementary	Introduction To Small Group	11/16/17	7
Tiffany Williams	Woodson Elementary	Introduction to Workstations	11/8/17	6
Tiffany Williams	Woodson Elementary	At Bat - Direct Instruction	1/7/18	6
Tiffany Williams	Woodson Elementary	TLAC Strategies	10/26/17	4
Tiffany Williams	Woodson Elementary	At Bats - Lesson Delivery	10/26/0017	6
Tiffany Williams	Woodson Elementary	Embedding Number Sense and Fluency	8/23/17	12
Tiffany Williams	Woodson Elementary	Looking at Student Work- anecdotal notes	12/6/17	6
Tiffany Williams	Woodson Elementary	Guided Math - Norming Small Group	1/10/18	6
Tiffany Williams	Woodson Elementary	Managing Workstations	1/24/18	6
Tiffany Williams	Woodson Elementary	Creating Workstations	1/31/18	6
Tiffany Williams	Woodson Elementary	Effective Math Classrooms	2/17/18	6
James Newman	Young Elementary	A180 Science Planning Cohort - Data, Minilessc	1/30/18	20
James Newman	Young Elementary	A180 Science Planning Cohort - Backwards Plai	2/27/18	20
Jennifer O'Neal	Young Elementary	Instructional Planning 3rd-5th Grade	10/26/17	10
Jennifer O'Neal	Young Elementary	Interactive Notebook K-5th Grade	10/19/17	35
Jennifer O'Neal	Young Elementary	Instructional Planning 3rd-5th Grade	10/26/17	10
Jennifer O'Neal	Young Elementary	Unit Planning Guide Breakdown	11/14/17	20
Jennifer O'Neal	Young Elementary	Workstations Part 1	12/2/17	10
Jennifer O'Neal	Young Elementary	Workstations Part 2	12/7/17	10
Jennifer O'Neal	Young Elementary	Data Training for Ontrack	1/11/18	5
Jennifer O'Neal	Young Elementary	Lesson Planning	1/18/18	10
Jennifer O'Neal	Young Elementary	Lesson Planning	2/6/18	4
Jennifer O'Neal	Young Elementary	Open Lab: Rigor Unpacking the Standards	11/30/17	5
Jennifer O'Neal	Young Elementary	Learning how to write Daily Objectives	11/14/17	10
Jennifer O'Neal	Young Elementary	Mastering Renaissance 360 navigation	12/7/17	10
Jennifer O'Neal	Young Elementary	Reteach Planning Session	2/19/18	10
Jennifer O'Neal	Young Elementary	Backwards Planning	1/24/18	10
Selene Rogers	Young Elementary	Word Work Refresher	4/17/18	2

Selene Rogers	Young Elementary	Focus Board	10/5/17	4
Selene Rogers	Young Elementary	Read Aloud Planning	4/19/18	2
Selene Rogers	Young Elementary	Running Records	10/10/17	6
Selene Rogers	Young Elementary	How to effectively write Lesson Plans	10/17/17	6
Selene Rogers	Young Elementary	Guided Reading - Emergent	10/10/17	10
Selene Rogers	Young Elementary	Guided Reading - Early	12/4/17	10
Selene Rogers	Young Elementary	Workstations	11/1/17	6
Selene Rogers	Young Elementary	Read Aloud	11/2/17	5
Selene Rogers	Young Elementary	Using data to drive instruction	10/30/17	2
Selene Rogers	Young Elementary	Writing - Kernel Essay	11/6/17	1
Selene Rogers	Young Elementary	Guided Reading Open	11/28/17	2
Selene Rogers	Young Elementary	Workstation Make and Take	11/29/17	6
Selene Rogers	Young Elementary	Word Study/HFW Planning	11/30/17	4
Selene Rogers	Young Elementary	Running Records Refresher	1/23/18	2
Selene Rogers	Young Elementary	Guided Reading Planning	1/30/18	3
Selene Rogers	Young Elementary	10 week Pacing Calendar	2/6/18	3
Selene Rogers	Young Elementary	Corrective Reading	2/7/18	4

Achieve 180 Accelerating Content Enhancement (ACE) Series

Goals:

- Teachers will design lesson plans and practices, aligned to current data available, to reteach and spiral low-performing TEKS into instruction
- Teachers will preview and plan for new TEKS aligned to the resources and best practices in the HISD Unit Planning Guides
- Teachers will participate in "at-bats" in order to practice teaching content in safe and supportive learning environment prior to going "live" with students
- Campus leaders will participate in an end-of-day closing session to reflect on the learning to support implementation

Registration:

Teachers should register for the appropriate course via OneSource list below. Registration is for all three dates to ensure consistency of participants.

Structure of Day:

8:00-8:15	Welcome and introduction by School Support Officers and Elementary Curriculum and Development Leaders
8:15-10:15	Design lesson plans and practices, aligned to current data available, to reteach and spiral low-performing TEKS into instruction
10:15-12:00	Preview and plan for new TEKS aligned to the resources and best practices in the HISD Unit Planning Guides
12:00-1:00	Lunch on own
1:00-1:45	Continue to preview and plan for new TEKS aligned to the resources and best practices in the HISD Unit Planning Guides
1:45-2:45	Participate in "at-bats" in order to practice teaching content in safe and supportive learning environment prior to going "live" with students
2:45-3:30	Sharing and reflections in school teams with a campus leader

What to bring?

- Laptop
- Lesson Planning Templates
- Current DLA, Snapshot, Universal Screener, and other formative assessment data

Dates and Locations—Session One

Grade Level	Content Area	Date	Location	OneSource Registration
Grade 3	Reading	Thursday, February 1st	Cook Elementary 7115 Lockwood	# 932001
Grade 4	Reading	Thursday, February 1st	C Martinez Elementary 901 Hays Street	# 932002

Grade 5	Reading	Thursday, February 1st	Gallegos Elementary 7415 Harrisburg Blvd	# 932003
Grade 4	Writing	Thursday, February 1st	C Martinez Elementary 901 Hays Street	# 935002
Grade 3	Math	Monday, January 29th	Cook Elementary 7115 Lockwood	# 934006
Grade 4	Math	Monday, January 29th	C Martinez Elementary 901 Hays Street	# 934007
Grade 5	Math	Monday, January 29th	Gallegos Elementary 7415 Harrisburg Blvd	# 934008
Grade 5	Science	Tuesday, January 30th	Young Elementary 3555 Bellfort Ave	# 935001

Dates and Locations—Session Two

What to bring?

- Laptop
- Lesson Planning Templates
- Released STAAR assessment data, Snapshot, and other formative assessment data
- *Artifacts from Session One*

Grade Level	Content Area	Date	Location	OneSource Registration
Grade 3	Reading	Thursday, March 1st	Cook Elementary 7115 Lockwood	# 932001
Grade 4	Reading	Thursday, March 1st	C Martinez Elementary 901 Hays Street	# 932002
Grade 5	Reading	Thursday, March 1st	Gallegos Elementary 7415 Harrisburg Blvd	# 932003
Grade 4	Writing	Thursday, March 1st	C Martinez Elementary 901 Hays Street	# 935002
Grade 3	Math	Monday, February 26th	Cook Elementary 7115 Lockwood	# 934006
Grade 4	Math	Monday, February 26th	C Martinez Elementary 901 Hays Street	# 934007
Grade 5	Math	Monday, February 26th	Gallegos Elementary 7415 Harrisburg Blvd	# 934008
Grade 5	Science	Tuesday, February 27th	Young Elementary 3555 Bellfort Ave	# 935001

Summer 2017 Professional Development



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Literacy

478004 Phonics: As Easy as ABC (K – 2)
June 5, July 10, July 17
Participants willl learn about and practice explicit phonics instruction. The session will provide teachers an opportunity to learn and practice different instructional strategies and activites that will set the foundation for phonics/ word study development in grades K-2. *(3 hrs.)*

478006 Genre Studies - REALISTIC FICTION (K – 5)
June 5, July 10, July 17
Participants will be immersed into a collection of realistic fiction texts. They will take time to study and define the genre. Specific mini-lessons and the TEKS associated with the genre will be shared. *(3 hrs.)*

478009 Genre Studies - TRADITIONAL LITERATURE (K – 5)
June 5, July 10, July 17
Participants will be immersed into a collection of traditional literature. They will take time to study and define the genre. Specific mini-lessons and the TEKS associated with the genre will be shared. *(3 hrs.)*

478010 Genre Studies - LITERACY NON-FICITION (K – 5)
June 5, July 10, July 17
Participants will be immersed into a collection of literary non-fiction texts that includes biography, autobiography and memoirs. They will take time to study and define the genre. Specific mini-lessons and the TEKS associated with the genre will be shared. *(3 hrs.)*

478014 Genre Studies - INFORMATIONAL TEXT (K – 5)
tion. *June 5, July 10, July 17*
Participants will be immersed into a collection of informational texts that includes Expository, Procedural and Persuasive. They will take time to study and define the genre. Specific mini-lessons and the TEKS associated with the genre will be shared. *(3 hrs.)*

478017 A Common Thread: Weaving the Literacy Block Together (K – 3)
June 5, July 10, July 17
Participants will examine each component of the HISD balanced literacy block and alignment. Participants will engage in making connections that will effectively impact planning and student achievement during the entire literacy block. *(3 hrs.)*

478021 A Common Thread: Weaving the Literacy Block Together (4 – 5)
June 5, July 10, July 17
Participants will examine each component of the HISD balanced literacy block and alignment. Participants will engage in making connections that will effectively impact planning and student achievement during the entire literacy block. *(3 hrs.)*

478022 Unpacking the ESL Block (K – 5)
June 5, July 10, July 17
Participants will explore the revised ESL block in detail and practice using the ESL planning guides to plan instruction to ensure the components of the ESL block are efficiently implemented. Participants will learn to use the ESL interactive notebook as a portfolio to illustrate students' journeys throughout the school year. *(3 hrs.)*

478025 What's Happening at the Guided Reading Table? Emergent/Early (K – 3)
June 5, July 10, July 17
Looking for ways to grow your emergent (Levels A-C) and early (Levels D-I) readers? Join us for this hands on session that will engage you in planning and delivering guided reading lessons based on student needs. *(3 hrs.)*

478027 What's Happening at the Guided Reading Table? Transitional & Fluent (2 – 5)
June 5, July 10, July 17
A daily dose of focused vocabulary and comprehension instruction during guided reading is just what transitional and fluent readers need! Join us for this hands on session that will engage you in planning and delivering guided reading lessons based on student needs. *(3 hrs.)*

478026 Reading and Writing Notebooks (K – 5)
June 5, July 10, July 17
Participants will learn to effectively use interactive notebooks for reading and writing instruction. Participants will select and design appropriate lessons to be used with notebooks. Topics will include; expectations, organization, types of entries and feedback. *(3 hrs.)*

479002 Running Records Part 1- Administering Running Records (K – 5)
June 5, July 10, July 17
Determining the reading level of each student will help you provide targeted reading instruction! Participants will learn how to administer and score running records using benchmark materials. *(3 hrs.)*

479001 Running Records Part 2 - Cues Students Use (K – 5)
June 5, July 10, July 17
Do you ever wonder what to do after administering running records to your students? Join us to examine the three cueing systems students use during reading and determine the best prompts to support them during instruc-
Prerequisite: Running Records Part 1 - Administering Running Records. *(3 hrs.)*

478024 The "Write" Start: The First 25 Days of Writer's Workshop (K – 3)
June 5, July 10, July 17
Do you find that you are not sure where to begin with Writer's Workshop? This session will engage you in using "The First 25 Days of Writing" to ensure that you and your students are off to an effective start and help you create the writer's workshop environment that will grow your students as writers throughout the entire school year. *(3 hrs.)*

478023 The "Write" Start: The First 25 Days of Writer's Workshop (4 – 5)
June 5, July 10, July 17
Do you find that you are not sure where to begin with Writer's Workshop? This session will engage you in using "The First 25 Days of Writing" to ensure that you and your students are off to an effective start and help you create the writer's workshop environment that will grow your students as writers throughout the entire school year. *(3 hrs.)*

478019 Writing Conferences (K – 3)
June 5, July 10, July 17
Participants will engage in scoring student papers as a starting point for writing conferences. Participants will practice appropriate strategies for holding writing conferences with students. They will engage in learning how to schedule conferences and how to prompt students to improve their writing. *(3 hrs.)*

478016 Writing Conferences (4 – 5)
June 5, July 10, July 17
Participants will engage in scoring student papers as a starting point for writing conferences. Participants will practice appropriate strategies for holding writing conferences with students. They will engage in learning how to schedule conferences and how to prompt students to improve their writing. *(3 hrs.)*

Literacy

265009 Writer's Workshop, K – 2
June 5 & July 10 Or July 17 & July 24
Participants will learn strategies for implementing Writer's Workshop in the primary classroom. This 12 hour training will provide participants with the necessary skills for implementing mini-lessons, using mentor texts, con- ferencing about writing and providing opportunities for students to share. *(12 hrs.)*

267001 Writer's Workshop, 3 – 5
June 5 & July 10 Or July 17 & July 24
Participants will learn strategies for implementing Writer's Workshop in the intermediate classroom. This 12 hour training will provide participants with the necessary skills for implementing mini-lessons, using mentor texts, con- ferencing about writing and providing opportunities for students to share. *(12 hrs.)*

478012 Elementary Reading and Writing Instruction and Kurweil (K – 5)
June 5, July 10, July 17
Participants will explore Kurzweil 3000 and tools in the program to support fluency and comprehension for K-5 students. They will engage in the use of the elementary ELA/SLA curriculum planning guides to incorporate the use of Kurzweil in classroom reading and writing lessons. Participants should bring a laptop with Kurzweil 3000 installed. *(3 hrs.)*

Science

477001 Using Literacy Techniques to Leverage in the Science Block (K – 2)
June 19, July 10, July 17
Research supports that reading to explore science topics, combined with firsthand investigation and discussions, can help students acquire reading strategies even better than direct instruction in those strategies can. In this session, participants will (1) explore current research and best practices in achieving literacy through science education, (2) practice strategies that reveal how reading, writing, and discussion promote science literacy and (3) plan for incorporating Scholastic readers and other trade texts into the science block. *(3 hrs.)*

478002 Unlocking the Mystery of Misconceptions (K – 2)
June 20, July 11, July 18
A new study finds that what's especially critical to improved science learn - ing is that teachers also know the common misconceptions students have. In this session, participants will identify self and student misconceptions about how to teach the nature and process of science. Participants will de- bunk common misconceptions around TEKS that occur during the 1st cycle of instruction through the use of assessment probes, discovery/ inquirylabs, and the rigor readiness protocol. *(3 hrs.)*

478005 Igniting Inquiry in the 5E Model of Science Instruction (K – 2)
June 21, July 12, July 19
Do you know why each phase in the instructional model begins with the letter E? In this session, participants will identify components and the role of teachers and students within the 5E model of science instruction. Partic - ipants will leverage process standards that support inquiry-based instruction of content standards. Participants will learn how to develop scholars to
(1) actively seek solutions, design investigations, and ask new questions. *(3 hrs.)*

478007 Revving Up Reporting Category 1: Matter & Energy (5th – Lab)
June 22, July 13, July 20
Are you looking for ways to engage students in exploring ideas that are not to scale, occur over long periods of time, and difficult for students to conceptualize that occur within grade 5 science, RC1? In this session, participants will take a deep dive into the matter and energy concepts and design models to support students in better understanding real world systems. *(3 hrs.)*

478008 Using Literacy Techniques to Leverage in the Science Block (3 – 5)
June 19, July 10, July 17
Research supports that reading to explore science topics, combined with firsthand investigation and discussions, can help students acquire reading strategies even better than direct instruction in those strategies can. In this session, participants will (1) explore current research and best practices in achieving literacy through science education, (2) practice strategies that reveal how reading, writing, and discussion promote science literacy and (3) plan for incorporating Scholastic readers and other trade texts into the science block. *(3 hrs.)*

478011 Unlocking the Mystery of Misconceptions (3 – 5)
June 20, July 11, July 18
A new study finds that what's especially critical to improved science learn - ing is that teachers also know the common misconceptions students have. In this session, participants will identify self and student misconceptions about how to teach the nature and process of science. Participants will de- bunk common misconceptions around TEKS that occur during the 1st cycle of instruction through the use of assessment probes, discovery/ inquirylabs, and the rigor readiness protocol.*(3 hrs.)*

478013 Igniting Inquiry in the 5E Model of Science Instruction (3 – 5)
June 21, July 12, July 19
Do you know why each phase in the instructional model begins with the letter E? In this session, participants will identify components and the role of teachers and students within the 5E model of science instruction. Partic - ipants will leverage process standards that support inquiry-based instruction of content standards. Participants will learn how to develop scholars to
(1) actively seek solutions, design investigations, and ask new questions. *(3 hrs.)*

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Math

483016 Math Boot Camp – K
June 7, July 19
Math teachers will work collaboratively in a high-impact learning experi- Come ence to practice aligned, rigorous, and engaging research-based strategies for grade-level standards to increase student achievement in elementary math mathematics. *(6 hrs.)*

483009 Math Boot Camp – 1st
June 7, July 19
Math teachers will work collaboratively in a high-impact learning experience to practice aligned, rigorous, and engaging research-based strategies for grade-level standards to increase student achievement in elementary and mathematics. *(6 hrs.)*

483011 Math Boot Camp – 2nd
June 7, July 19
Math teachers will work collaboratively in a high-impact learning experience to practice aligned, rigorous, and engaging research-based strategies of for grade-level standards to increase student achievement in elementary - mathematics. *(6 hrs.)*

483013 Math Boot Camp – 3rd
June 7, July 19
Math teachers will work collaboratively in a high-impact learning experience to practice aligned, rigorous, and engaging research-based strategies and for grade-level standards to increase student achievement in elementary of mathematics. *(6 hrs.)*

483014 Math Boot Camp – 4th
June 7, July 19
Math teachers will work collaboratively in a high-impact learning experience to practice aligned, rigorous, and engaging research-based strategies and for grade-level standards to increase student achievement in elementary of mathematics. *(6 hrs.)*

483015 Math Boot Camp – 5th
June 7, July 19
Math teachers will work collaboratively in a high-impact learning experience to practice aligned, rigorous, and engaging research-based strategies and for grade-level standards to increase student achievement in elementary of mathematics. *(6 hrs.)*

500004 Introduction to Math Workstations (K – 5)
June 21
Come learn how to implement workstations in your math classroom to maximize student engagement and learning. Participants will engage in and activities to plan and practice the necessary components for workstation of implementation. *(3 hrs.)*

500003 The Effective Bilingual Math Classroom (K – 5)
June 21
Participants will dive into an effective math learning environment! Come learn how to use anchor strategies to incorporate daily math routines as you and experience firsthand the components of the 5E model in an inclusive math of classroom. This session will be conducted in Spanish. *(3 hrs.)*

500007 Effective Math Planning (K – 5)
June 21
Plan effective lessons using the components of the unit planning guide in the context of a 5E model. Participants gain a deeper understanding of and Backwards Planning, analyze and create daily objectives, and engage in of lesson planning practices that would yield effective lessons using district resources. *(3 hrs.)*

3

500002 The Effective Math Classroom (K – 5)
June 21
Participants will dive into an effective math learning environment! learn how to use anchor strategies to incorporate daily math routines as you experience firsthand the components of the 5E model in an inclusive classroom. *(3 hrs.)*

500006 Introduction to Math Small Groups (K – 5)
June 21
This session is designed to support teachers who are interested in implementing small groups. Participants will engage in best practices for small-group instruction. Join us and walk away with a small-group templates strategies to support small group implementation. *(3 hrs.)*

500005 Math Interactive Notebooks (K – 5)
June 21
In this session, teachers will gain a deeper understanding of the benefits incorporating interactive notebooks in the math classroom. They will engage in creating and setting up a Math Interactive Notebook and walk away with strategies for implementation. *(3 hrs.)*

487002 Math Instructional Planning Session (K)
August 8
Math teachers will work collaboratively to practice aligned, rigorous, engaging research-based strategies, plan instruction for the first days school, and walk-away with a better understanding of grade-level math expectations. *(6 hrs.)*

488003 Math Instructional Planning Session (1)
August 8
Math teachers will work collaboratively to practice aligned, rigorous, engaging research-based strategies, plan instruction for the first days school, and walk-away with a better understanding of grade-level math expectations. *(6 hrs.)*

488004 Math Instructional Planning Session (2)
August 8
Math teachers will work collaboratively to practice aligned, rigorous, engaging research-based strategies, plan instruction for the first days school, and walk-away with a better understanding of grade-level math expectations. *(6 hrs.)*

488005 Math Instructional Planning Session (3)
August 8
Math teachers will work collaboratively to practice aligned, rigorous, engaging research-based strategies, plan instruction for the first days school, and walk-away with a better understanding of grade-level math expectations. *(6 hrs.)*

488006 Math Instructional Planning Session (4)
August 8
Math teachers will work collaboratively to practice aligned, rigorous, engaging research-based strategies, plan instruction for the first days school, and walk-away with a better understanding of grade-level math expectations. *(6 hrs.)*

488007 Math Instructional Planning Session (5)
August 8
Math teachers will work collaboratively to practice aligned, rigorous, engaging research-based strategies, plan instruction for the first days school, and walk-away with a better understanding of grade-level math expectations. *(6 hrs.)*

Math

485003 K – 12 Math Conference
August 10

This K-12 math conference will feature a variety of sessions presented by Teacher Development Specialists, Instructional Specialists, Curriculum Specialists, and content experts. Attendees will have an opportunity to net - work with colleagues, expand their learning, and deepen their understand - ing on effective instruction and hands-on activities. *(6 hrs.)*

Social Studies

479003 Integrating Social Studies in the Literacy Block, (K – 2)
June 19

Participants will explore ways to integrate social studies instruction into the literacy block using Studies Weekly. *(90 mins.)*

480001 Integrating Social Studies in the Literacy Block (3 – 5)
June 19

Participants will explore ways to integrate social studies instruction into the literacy block using Studies Weekly. *(90 mins.)*

482001 Social Studies Work Stations (K – 2)
June 26

This make and take session will allow participants to make and take social studies work stations that can be embedded within the literacy block.*(2 hrs.)*

482003 Social Studies Work Stations (3 – 5)
June 26

This make and take session will allow participants to make and take social studies work stations that can be embedded within the literacy block.*(2 hrs.)*

482005 Project-based Learning Social Studies (K – 2)
July 10

In this session participants will engage in using project based learning strat- egies with Studies Weekly. *(90 mins.)*

482006 Project-based Learning Social Studies (3 – 5)
July 10

In this session participants will engage in using project based learning strat- egies with Studies Weekly. *(90 mins.)*

482004 Social Studies Digital Literacy (K – 5)
July 17

K-5 Social Studies teachers will learn to utilize digital tools seamlessly in the social studies classroom to cultivate digital literacy. *(90 mins.)*

Early Childhood

484006 Power of Dramatic Play
July 10

Participants will learn research-based strategies to integrate intentional play into their classrooms. This interactive session will share research, practical methods and techniques needed to incorporate playful learning into their dramatic play workstations to develop children's oral language skills, imag- ination, creativity, cognitive, and social-emotional development. Session will be presented by Rice SLC. *(6 hrs.)*

484004 Drama & Story Baskets
June 21

Teachers will learn interactive strategies to develop oral language skills in English language learners. Topics include extended conversations with chil - dren, creating language-rich classrooms, and using real-life dramatic play scenarios and story baskets as a tool to develop language. Session will be presented by Rice SLC. *(6 hrs.)*

478018 Welcome Back: Hooray for PK
July 25

Pre-K and PALS teachers will come together to celebrate the upcoming school year. Participants will hear from a keynote speaker regarding the JOY of Teaching and participate in several breakout sessions to support the implementation of iPads and apps that reinforce pre-K instruction. Choice sessions will allow teachers to start the year off with a strong litera- cy focus. *(5 hrs.)*

478020 Guided Reading: Pre-A for PK
July 10, July 12, July 17, July 19

Teachers will deconstruct the Jan Richardson small group table Pre-A les- son plan template, learn the importance of each lesson plan component, and practice each component including phonological awareness, word work, comprehension, and writing. *(3 hrs.)*

478003 Ready, Get Set, Write!
June 6, June 8, July 11, July 12

Teachers will learn about the stages of writing development for young learners, how these stages can be reinforced through targeted instructions and purposeful writing in all workstations. *(3 hrs.)*

478001 Hands-On Workstations
June 6, June 8, July 11, July 12

Pre-K teachers will learn the steps for introducing a workstations system, using effective management charts, incorporating literature and writing in each station and differentiating hands-on activities based on data. *(3 hrs.)*

Dual Language

489001 Enjoying a Roller Coaster Ride Integrating Science and Literacy (K – 2)
June 6, July 11, July 18, July 25
Participants will become familiar with the Dual Language Science 5E Model and experience how sheltered instruction strategies support second language learners through hands-on activities. They will create a science lesson integrating literacy and science based on the Dual Language Science 5E Model. *(3 hrs.)*

489002 Enjoying a Roller Coaster Ride Integrating Science and Literacy (3 – 5)
June 6, July 11, July 18, July 25
Participants will become familiar with the Dual Language Science 5E Model and experience how sheltered instruction strategies support second language learners through hands-on activities. They will create a science lesson integrating literacy and science based on the Dual Language Science 5E Model. *(3 hrs.)*

489003 Math + Sheltered Instruction = Successful Dual Language Instruction (K – 2)
June 6, July 11, July 18, July 25
Participants will become familiar with the Dual Language Math 5E Model and experience how sheltered instruction strategies support second language learners through hands-on activities. They will create a math lesson integrating literacy and math based on the Dual Language Math 5E Model. *(3 hrs.)*

490001 Math + Sheltered Instruction = Successful Dual Language Instruction (3 – 5)
June 6, July 11, July 18, July 25
Participants will become familiar with the Dual Language Math 5E Model and experience how sheltered instruction strategies support second language learners through hands-on activities. They will create a math lesson integrating literacy and math based on the Dual Language Math 5E Model. *(3 hrs.)*

490002 Globalizing Social Studies in Dual Language 5) Classrooms (K – 2)
June 6, July 11, July 18, July 25
Participants will discuss and experience how multicultural education is part of social studies and how sheltered instruction strategies support second language learners in dual language classrooms. They will plan an effective social studies lesson combining sheltered instruction and a global perspective. *(3 hrs.)*

490003 Globalizing Social Studies in Dual Language Classrooms (3 – 5)
June 6, July 11, July 18, July 25
Participants will discuss and experience how multicultural education is part of social studies and how sheltered instruction strategies support second language learners in dual language classrooms. They will plan an effective social studies lesson combining sheltered instruction and a global perspective. *(3 hrs.)*

491001 Making the Guided Reading Table a Safe Place for Second Language Learners (K – 2)
June 6, July 11, July 18, July 25
Participants will discuss the importance of accepting students' linguistic resources during guided reading, and the use of sheltered instruction strategies to enhance second language learners' comprehension. They will experience and design a guided reading lesson integrating sheltered instruction strategies. *(3 hrs.)*

491002 Making the Guided Reading Table a Safe Place for Second Language Learners (3 – 5)
June 6, July 11, July 18, July 25
Participants will discuss the importance of accepting students' linguistic resources during guided reading, and the use of sheltered instruction strategies to enhance second language learners' comprehension. They will experience and design a guided reading lesson integrating sheltered instruction 5E Model. strategies. *(3 hrs.)*

492001 Applying the Language Experience Approach to Develop Biliterate Writes (K – 2)
June 6, July 11, July 18, July 25
Participants will analyze developmental stages of writing and discuss how native language linguistic resources impact instruction for biliterate writers. They will experience and combine content instruction with the Language Experience Approach to create an effective writing mini lesson for second language learners. *(3 hrs.)*

492003 Applying the Language Experience Approach to Develop Biliterate Writes (3 – 5)
June 6, July 11, July 18, July 25
Participants will analyze developmental stages of writing and discuss how native language linguistic resources impact instruction for biliterate writers. They will experience and combine content instruction with the Language Experience Approach to create an effective writing mini lesson for second language learners. *(3 hrs.)*

492004 Grounded and Growing: Using GLAD Strategies to Develop Language and Content Learning (K – 2)
June 6, July 11, July 18, July 25
Participants will analyze five GLAD strategies and how these help shelter instruction to support second language learners during content instruction. They will create a content lesson integrating GLAD strategies by engaging in hands-on experiences. *(3 hrs.)*

492005 Grounded and Growing: Using GLAD Strategies to Develop Language and Content Learning (3 –
June 6, July 11, July 18, July 25
Participants will analyze five GLAD strategies and how these help shelter instruction to support second language learners during content instruction. They will create a content lesson integrating GLAD strategies by engaging in hands-on experiences. *(3 hrs.)*

492008 Finding Cross-Linguistic Connections to Develop Biliterate Readers (K – 2)
June 6, July 11, July 18, July 25
Participants will discuss the importance and process of language transfer as we support second language learners develop academic vocabulary. They will create Bridge lessons to compare and contrast a variety of language features using academic vocabulary. *(3 hrs.)*

492009 Finding Cross-Linguistic Connections to Develop Biliterate Readers (3 – 5)
June 6, July 11, July 18, July 25
Participants will discuss the importance and process of language transfer as we support second language learners develop academic vocabulary. They will create Bridge lessons to compare and contrast a variety of language features using academic vocabulary. *(3 hrs.)*

Fine Arts

498002 Best Practices in Visual Arts Education
June 8
Participants will focus on building skills and creativity in the Visual Arts classroom using state and local standards and best practices. *(3 hrs.)*

499001 Best Practices in Elementary Music Education
June 8
Participants will focus on building skills and creativity in the Elementary Music classroom using state and local standards and best practices. *(3 hrs.)*

499003 Best Practices in Instrumental Music Education
June 8
Participants will focus on building skills and creativity in the Instrumental Music classroom using state and local standards and best practices. *(3 hrs.)*

499005 Best Practices in Dance Education
June 8
Participants will focus on building skills and creativity in the Dance classroom using state and local standards and best practices. *(3 hrs.)*

499008 Best Practices in Theatre Education
June 8
Participants will focus on building skills and creativity in the Theatre classroom using state and local standards and best practices. *(3 hrs.)*

Instructional Technology

497002 Chromebooks - 101
June 7
Learn how to make the most of your Chromebooks within HISD! With the seamless integration of Chromebooks with HISD's Google suite for education, a single log in now opens a whole host of new learning opportunities for all students. Participants will learn how Chromebooks make digital resources easier to access, enhance student collaboration, and personalize instruction. *(6 hrs.)*

425001 iPads for Elementary Campuses
July 11
Participants will learn how iPads can make learning more accessible, relevant, and personal for students in grades PK-5. Topics include leveraging built-in iPad features to support English Language Learning, how Multi-Touch books can provide interactive reading experiences, and creativity tools that can help you assess and share student learning in compelling new ways. *(6 hrs.)*



June 2017

Sun	Mon	Tue	Wed	Thu	Fri	Sat
Refer to May Academic Memos and OneSource Learning Catalog for Curriculum pd sessions for various content/grade-levels.				1	2	3
4	5 LITERACY (K-5)	6 DUAL LANGUAGE (DL) (K-2 & 3-5); PRE K (PK)	7 MATH BOOTCAMP (K-5); INSTRUCT. TECH	8 PRE K (PK); FINE ARTS (PK-12)	9	10
11	12 HISD PROFESSIONAL LEARNING SERIES (PLS)	13	14	15	16	17
18	19 SOCIAL STUDIES (K-5); SCIENCE (K-2 & 3-5)	20	21 PRE K (PK); MATH BEST (K-5) *	22 SCIENCE (5 & Lab)	23	24
25	26 SOCIAL STUDIES (K-5)	27	28	29	30 SMR SCH LAST DAY	Notes:

July 2017

Sun	Mon	Tue	Wed	Thu	Fri	Sat
2	3	4 HOLIDAY	5	6	7	8
9	10 LITERACY (K-5) *; SOCIAL STUDIES(K-2 & 3-5); PRE K (PK); SCIENCE (K-2 & 3-5)	11 DUAL LANGUAGE (DL) (K-2 & 3-5); INSTRUCT. TECH	12 PRE K (PK)	13 SCIENCE (5 & Lab)	14	15
16	17 LITERACY (K-5) *; PRE K (PK); SOCIAL STUDIES(K-2 & 3-5); SCIENCE (K-2 & 3-5)	18 DUAL LANGUAGE (DL) (K-2 & 3-5)	19 *MATH BOOTCAMP(K-5) *; PRE K (PK)	20 SCIENCE (5 & Lab)	21	22
23	24 WRITERS WORKSHOP; LITERACY BY 3 FOUNDATION (K-3 & 4-5) NEW TEACHERS; NEW SCIENCE (K-5)	25 DUAL LANGUAGE (DL) (K-2 & 3-5); PRE K (PK); NEW MATH TEACHERS (K-5)	26	27	28	29

August 2017

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	31 New Teacher Academy	1 New Teacher Academy	2 New Teacher Academy	3 New Teacher Academy	4 New Teacher Academy	5
6	7	8 MATH (K-5); **LITERACY BY 3 FOUNDATION (K-3 & 4-5) **	9	10 **SCIENCE (K-5); MATH SUMMIT (K-12)	11	12
13	14 TEACHER SERVCE DAY	15 TEACHER SERVCE DAY	16 TEACHER SERVCE DAY JOB ALIKE 2017	17 TEACHER SERVCE DAY	18 TEACHER SERVCE DAY	19
20	21 TEACHER SERVCE DAY; **LITERACY BY 3 FOUNDATION (K-3 & 4-5)**	22 TEACHER SERVCE DAY	23 TEACHER SERVCE DAY JOB ALIKE 2017	24 TEACHER SERVCE DAY	25 TEACHER PREP DAY	26
27	28 STUDENTS REPORT	29	30	31	Notes:	

Elementary Literacy Summit



Agenda

8:00 – 8:30
Registration

8:30 – 9:30
General Session Gymnatorium

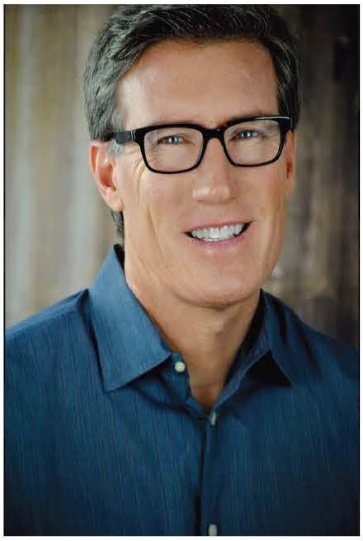
Featured Speaker
Kelly Gallagher

9:40 – 10:40
Breakout Session 1

10:50 – 11:50
Breakout Session 2

12:00 – 1:00
Breakout Session 3

Featured Speaker



How do we decide what and what not to teach? With increased expectations and so little time to meet them, we might heed the words of Rock and Roll Hall of Famer, Bob Seger, who asks us to carefully consider our "deadlines and commitments—what to leave in, what to leave out." In his keynote, Kelly will discuss critical decisions that underpin artful teaching, and how these decisions help to move young readers and writers closer to excellence.

Kelly Gallagher teaches at Magnolia High School in Anaheim, California where he is in his thirty-first year. He is the former co-director of the South Basin Writing Project at California State University, Long Beach. Outside of his work with students and educators, Kelly loves watching baseball, playing with his dog, Scout, reading, hiking and spending time with his family. Kelly's latest book is *In the Best Interest of Students* (Stenhouse/February 2015).

	Breakout Session 1 9:40 - 10:40	Breakout Session 2 10:50 - 11:50	Breakout Session 3 12:00 - 1:00
Promenade	Alfred Tatum: Are Students Getting the Literacy Instruction They Deserve?		John Slagle: Literacy Learners and Social Action
	PreKinder		
Hang Time High	Literacy and Writing Connections – PreKinder teachers attend this 3 hour session		
	Grades K - 2		
1113	Wonderful Word Study	Wonderful Word Study	Maximizing Morning Message
1114	"Extra! Extra! Read All About It!"	Finding Theme	"Extra! Extra! Read All About It!"
1115	Going Batty for Reading!	Going Batty for Reading!	Finding Theme
Great Room A	You Make It! You Take It	You Make It! You Take It	Closing the Vocabulary Gap (3 -5)
Great Room B	Phonologically Sound Workstations	Phonologically Sound Workstations	In Living Color
Party Room	In Living Color	Using Read Alouds in the Science Block	Using Read Alouds in the Science Block
	Grades 3 - 5		
1142	Hand In Hand: The Reading and Writing Connection	Hand In Hand: The Reading and Writing Connection	Revision Round UP
1143	With Rhyme and Reason: Using Metacognitive Strategies to Analyze Poetry	With Rhyme and Reason: Using Metacognitive Strategies to Analyze Poetry	Let's Give Them Something to Talk About: Utilizing STAAR Stems to Create Engaging Turn & Talks During the Read Aloud
1144	Get Your Morning Buzz with Coffeehouse Poetry	Get Your Morning Buzz with Coffeehouse Poetry	Creating Engaging Skill Practice Using Smart Board Software
1145	Practical Research Based Strategies for Spelling, Phonics and Word Study	Let's Roar Into Reading	Let's Roar Into Reading
1420	The Magic Of Reading Conferences: Making Your Readers' Thinking Come to Life!	The Magic Of Reading Conferences: Making Your Readers' Thinking Come to Life!	Show Me Your Character
Dance Room	Let's Give Them Something to Talk About: Utilizing STAAR Stems to Create Engaging Turn & Talks During the Read Aloud	Creating Wonderful Writers	Creating Wonderful Writers

3

	Breakout Session 1 9:40 - 10:40	Breakout Session 2 10:50 - 11:50	Breakout Session 3 12:00 - 1:00
	Grades K - 5		
1133	Is your Students' Writing Wonder-filled?	Engaging Males of Color in Literature	The Text Files
1134	Keep Calm and Chart On	Keep Calm and Chart On	Facilitating Reading and Writing Connections for ELLs
1135	Promoting Literacy Across the Curriculum Using myON	Let's Get Crafty: Analyzing the Author's Craft	Best Practices for Writers' Workshop
1136	Let's Write!	Words Their Way/Palabras A su Paso	HGTV: Staging Your Classroom for Instruction
	Bilingual/Dual Language Grades K - 2		
2111	English Spanish Sound Spelling Connection	Writer's Workshop for Second Language Learners	Writer's Workshop for Second Language Learners
2112	Ready Set Go! Fall Into Workstations!	Ready Set Go! Fall Into Workstations!	Interactive Writing in a Bilingual K-1 Classroom
2113	Escritura en los Cuadernos	Interactive Writing in a Bilingual K-1 Classroom	Escritura en los Cuadernos
	Bilingual/Dual Language Grades 3 - 5		
2114	¿Quiénes son y qué hicieron? Haz de tu idea principal la clave para tu comprensión.	Libro de capítulos: !Que Novela!	Libro de capítulos: !Que Novela!
2115	Utilizando el diario de lectura para implementar la enseñanza de biografías	Utilizando el diario de lectura para implementar la enseñanza de biografías	¿Quiénes son y qué hicieron? Haz de tu idea principal la clave para tu comprensión.
2117	Estrategias de aprendizaje de la lecto-escritura	¡Sazona tu mini-lección!	¡Sazona tu mini-lección!
	Bilingual/Dual Language Grades K - 5		
Hang Time Mid	Actividades diferenciadas para las estaciones de trabajo	Actividades diferenciadas para las estaciones de trabajo	Lectura a través de actividades físicas
Hang Time College	Lo digo y lo escribo a través de la poesía	Lectura a través de actividades físicas	Lo digo y lo escribo a través de la poesía

PK - 2 Session Descriptions

HTH Prekindergarten Literacy and Writing Connections!
Pre-K

Presenters: Judith Goodman-TCM, Lena Falsone, & Marisol Castruita
During this fun-filled session, participants will engage in hands-on strategies to build background knowledge, deepen their understanding of explicit instructional strategies during guided reading groups and develop the emergent literacy writing connection.

1113 Wonderful Word Study
Grades K – 2

Presenter: Venita Johnson
Are you having a hard time teaching all the objectives in your word study block? Come and learn how to explicitly teach phonological awareness and phonics lessons and routines within a 10-20 minute block of time.

1113 Maximizing Morning Message
Grades K – 2

Presenters: Valerie Poole and Crystal Kennedy
Participants will leave with engaging, purposeful Morning Message ideas for K-2 students, as well as knowledge of how this tool supports their daily word study/phonics instruction.

1114 "Extra! Extra! Read All About It!"
Grades K – 2

Presenters: Tasha Howard and Jesse Gonzalez
Let's make connections during Guided Reading and Independent Reading through the genre of Informational Text. We will utilize the resource Studies Weekly as a driving tool to navigate activities.

1114/1115 Finding the Theme/Moral Lesson
Grades K – 2

Presenters: Maekei McNeel and Tasha Kelley
Fishing for a way to teach theme? If so, come take a dive with us as we submerge into the well-known story *The Magic Fish*.

1115 Going Batty for Reading!
Grades K – 2

Presenters: Bobbi Richardson and Kathryn Rodgers
Come and enjoy a bat-tastic mini-lesson based on the book Stellaluna by Janell Cannon. You will leave with ideas and activities for your Daily Five and Balanced Literacy Routines.

Great Room A You Make It! You Take It!
Grades K – 2

Presenters: Denise Carter and Tamala Cade
This make and take session will show you how to create tiered workstations for Word Work and Writing workstations. The activities will help your students work independently and will be ready for immediate use.

Great Room B Phonologically Sound Workstations
Grades K – 2

Presenters: Tiffany Moody and Selene Rogers
Participants will have the opportunity to utilize the HISD curriculum planning guides to create TEKS based activities for the Word Study workstation. Participants will walk away with 1-2 workstations and a stronger knowledge of how to use the planning guide.

Party Room Using Read-Alouds in the Science Block
Grades K – 2

Presenter: Markeshia Ellis
This session will explore the power of using picture books to leverage the TEKS during the Science block. The goal is to maximize time, maximize instruction and maximize mastery. Teachers will use the HISD Read-Aloud planning template, the Elementary Science planning guides and picture books in a triad to design an interactive experience that reinforces that literacy should and could be integrated everywhere.

Party Room/ Great Room B In Living Color
Grades K – 2

Presenters: Kyra Harris and Roslyn Powers
Engage in a colorful interactive read aloud using *A Bad Case of Stripes*. You will walk away with an exciting way to have your students explore the story elements during the read aloud section of your literacy block.

3 - 5 Session Descriptions

1142 Hand in Hand: The Reading Writing Connection
Grades 3 – 5
Presenters: Hillary Smith and Naomi Cruz
Maximize instructional time and increase student achievement by connecting reading and writing. Participants will obtain a complete literacy block lesson plan based on an authentic, multicultural mentor text.

1142 Revision Round Up
Grades 3 – 5
Presenter: Karen Hill
This session will teach revision strategies applicable to both composition and the revising portion of the STAAR test.

1143 With Rhyme and Reason: Using Metacognitive Strategies to Analyze Poetry
Grades 3 – 5
Presenters: Elsa Mascardo and Christina Goss
Come explore reading comprehension in a poetry-lover's paradise! In this interactive session, participants will learn and apply research-based metacognitive strategies to support deep comprehension of various types of poetry.

1144 Get Your Morning Buzz with Coffeehouse Poetry!
Grades 3 – 5
Presenters: Monique Marrou and Kirby Huffstickler
Would you like to see your students create, express, and present? Coffeehouse poetry does all that and more. Learn how to kick off the Poetry Unit with fun and excitement. Take your Poetry Unit to the next level with Coffeehouse Poetry!

1144 Creating Engaging Skill Practice Using Smart Board Software
Grades 3 – 5
Presenter: Tarryl Knight
Have a SmartBoard in your classroom but not sure how to use it to engage your students? In this session, you will learn what the Smart Notebook software has to offer, and how it can help your students in an engaging, interactive way. Please bring a Laptop.

1145 Engage Practical Research-Based Strategies for Spelling and Phonics Word Study to Increase HISD Reading Scores
Grades 3 – 5
Presenter: J. Richard Gentry PhD
The SPELLING CONNECTION to reading has been proven in 2017 to increase reading scores in elementary school. Strategies in this session build a dictionary of words in each student's brain, lead to a deeper level of phonics knowledge, save word-study time, and guarantee literacy success and higher reading scores.

1145 Let's Roar into Reading!
Grades 3 – 5
Presenter: Kim Nesbit
Let's Roar into Reading with the *Library Lion* in a captivating interactive Read Aloud lesson. Using the actions of the friendly lion as an inspiration, you will be encouraged to think beyond the surface and plan effective Read Aloud lessons using Higher Order Thinking question stems.

1420 The Magic of Reading Conferences: Making Your Readers' Thinking Come to Life!
Grades 3 – 5
Presenters: Jessica Varner and Shelby Smith
How do you confer with 2-3 classes of 25+ students each, who are on different reading levels, and who are reading a wide variety of texts that you may or may not be familiar with? This session will equip you with the knowledge and tools for conferring, while still using a "STAAR lens", to accomplish this unfathomable task and continue to grow your students' love for reading.

1420 Show Me Your Character
Grades 3 – 5
Presenters: Candace Thomas and Monique Boone
In this hands-on Reader's Workshop, participants will discover one way to improve overall comprehension skills while focusing on both making inferences and character analysis. At the end of this session, teachers will walk away with a sharpened set of skills and an in-depth approach to tackling Fig19 D.

Dance Studio Creating Wonderful Writers
Grades 3 – 5
Presenters: Dr. Kimberly J. McNeil and Dulcie Veluthukaran
In this hands-on session participants will observe a read aloud using the book *Wonder* by RJ Palacios and then learn how to use this text as a mentor text to model writing for students using word-choice and sensory detail.

Dance Studio/ 1143 Let's Give Them Something to Talk About: Utilizing STAAR stems to Create Engaging Turn & Talks during the Read Aloud
Grades 3 – 5
Presenter: Terrence Andrews
Could your turn and talks use a little pick me up? If so, this session is for YOU! In this session, we will discover how we can use STAAR stem questions for Turn & Talks during our read aloud in order to create thought-provoking and engaging conversation for our scholars.

Great Room A Closing the Vocabulary Gap with Vocabulary.com
Grades 3 – 5
Presenter: Shannon Doyne
In this hands-on workshop, we'll explore the Vocabulary.com Educator Edition. Vocabulary.com is a platform for systematic, adaptive vocabulary improvement that HISD provides to grades 4-12 as a resource for improving literacy skills.

K - 5 Session Descriptions

1133 Is Your Students' Writing Wonder-Filled?
Grades K – 5
Presenter: Vicki Roberts
Let's take your student's writing from thin Oreos to double stuffed! Join us for an interactive writing workshop designed to help your students develop engaging ideas reflecting depth of thought with specific facts, details, and examples.

1133 Engaging Males of Color in Literature
Grades K – 5
Presenters: Yolanda Bivins and Tyneisha Hall
Are you looking for ways to engage young males of color during independent reading time? Prepare to engage with practical suggestions to create meaningful, culturally responsive guidelines for selecting and discussing text with males of color.

1133 The Text Files
Grades K – 5
Presenter: Vicki Roberts
Navigating through a variety of sources that are read, viewed or heard can be challenging for students. Join Scully and Mulder as they guide you through a game of critical thinking investigation strategies to engage your students as they learn to read with a pencil, find text evidence, annotate, and uncover structure and meaning of text from a variety of sources.

1134 Keep Calm and Chart On
Grades K – 5
Presenters: Erika Sanders and LaShondra Jackson
Create interactive anchor charts that will empower students to take ownership of their learning. Teachers will learn how to transfer learning into workstations and independent practice through the use of anchor charts.

1134 Facilitating Reading and Writing Connections for ELLs
Grades K – 5
Presenter: Raquel Moral
How can I facilitate connections between the Read Aloud and the Writer's Workshop that are meaningful for the ELLs in my class? Join us to learn more about how to make the reading and writing components flow while you support the different needs of your ELLs.

1135 Promoting Literacy Across the Curriculum using myON
Grades K – 5
Presenters: Linda Bessmer and Carl Franklin, Ph.D.
myON is a tremendous resource for all major subject areas. It's easy and fun to use. Nearly 6,000 enhanced digital books are aligned to the TEKS. Example projects are available at every grade level to show how to make powerful connections between authentic texts and the curriculum.

1135 Let's Get Crafty: Analyzing Author's Craft
Grades K – 5
Presenters: Jamie Barrs and Sylvia Saenz
Did you know that most reading comprehension assessment questions are about the author's craft? Teachers will understand how to encourage deep comprehension of text through presenting author's craft to students in a meaningful way.

1135 Best Practices for Writers' Workshop
Grades K – 5
Presenter: Jamil Odom
Writing instruction is evolving and changing to include new genres, new expectations about writing in response to texts, and even how conventions are incorporated. So how do we transfer these changes to our daily instructional time devoted to writing? That, my friends, is what we will explore in this session.

1136 LET'S WRITE!
Grades K – 5
Presenter: Tiffany Willie
In this session, teachers will explore engaging standards-based instructional strategies while focusing on meaningful connections between reading, writing and vocabulary. The ultimate goal of this session is to increase student success with writing proficiency!

1136 The HGTV of HISD: Staging your classroom for instruction
Grades K – 5
Presenters: Jada Magee, Marcella Melancon, and Marichu Tima-An
This session will provide examples of how to seamlessly connect your mini lesson and workstations.

Promenade Are Students Getting the Literacy Instruction They Deserve?
Grades K – 5
Presenter: Alfred Tatum
This session will focus on interdisciplinary reading and writing to nurture students' academic and personal development. Attention will be given to a multidimensional reading model that incorporates a wide range of texts to enable and engage students.

Promenade Literacy Learners and Social Action
Grades K – 5
Presenter: John Slagle
Great ELA instruction should equip students as difference-makers. Strategies shared in this interactive workshop will help teachers craft opportunities for students to use listening, speaking, reading, writing, and thinking to:

- make positive differences in their classrooms, schools, homes, and communities.
- solve big problems
- help others

Bilingual/Dual Language Session Descriptions

2111 Taller de Escritura para Estudiantes Aprendiendo un Segundo Idioma
Bilingual Grades K – 2

Presenters: Guadalupe Alvarez, Carmen Diaz, and Irene Zamora
Vengan a explorar cómo animar a sus estudiantes bilingues a escribir sobre las áreas de contenido durante el Taller de Escritura. Discutiremos cómo integrar contenido, lectura y escritura a través del uso de la literatura.

2111 The English Spanish Sound Spelling Connection
Bilingual Grades K – 2

Presenter: Silvia Dorta Duque de Reyes
Learn to organize instruction for transfer by making the Spanish-English sound-spelling connection explicit in Spanish and English. Interactive strategies that promote cross-linguistic transfer will be practiced. Assessment protocols for monitoring progress towards biliteracy will be demonstrated. Transfer routines and strategies that can be immediately implemented be showcased.

2112 Ready-Set-Go: Fall into Workstations
Bilingual Grades K – 2

Presenter: Polly Cornejo
Ready for a hands-on experience on workstations? You will have an opportunity to identify physical characteristics in the classroom environment that support literacy instruction through workstations. TEKS aligned activities will be shared through workstation rotations. Contribute with ideas for future workstation activities and receive ideas "to go" ready to implement immediately in your classroom.

2113 Escritura en los Cuadernos
Bilingual Grades K – 2

Presenter: Adriana Ferro
En esta sección los maestros aprenderán diferentes estrategias y técnicas para comenzar el proceso de escritura en los cuadernos. Se modelarán diversos niveles de escritura y cómo lograr que los estudiantes avancen a su propio ritmo cubriendo los objetivos de escritura.

2113/2112 Interactive Writing in a Bilingual K-1 Classroom
Bilingual Grades K – 2

Presenter: Cynthia Gonzalez
Interactive Writing (IW) is a teaching and learning activity to help students see the relationship between reading and writing. In IW, the teacher and students jointly compose and write text. From this session, teachers will learn how to get IW started in their bilingual classrooms.

2114 Libro de capítulos: !Que Novela!
Bilingual Grade 3 – 5

Presenters: Betty Franco and Virginia Ocanas
Como implementar libros de capítulos o novelas en el bloque de lectura y escritura.

2114/2115 ¿Quiénes son y qué hicieron? Haz de tu idea principal la clave para tu comprensión.
Bilingual Grades 3 – 5; Dual Language

Presenters: Nancy Salinas and Barbara Clemente
Los participantes aplicarán estrategias de comprensión en el área de estudios sociales para identificar la idea principal y hacer un resumen de las contribuciones principales de personajes históricos importantes.

2115 Utilizando el diario de lectura para implementar la enseñanza de biografías
Bilingual Grades 3 – 5; Dual Language

Presenters: Rodolfo Otero and Paola Pflucker
El diario de lectura es una herramienta que se utiliza para la enseñanza de diversos géneros literarios. En esta sesión, los participantes aprenderán a implementar un diario de lectura utilizando una biografía a través de una lectura en voz alta y una mini lección.

2117 ¡Sazona tu mini-lección!
Bilingual Grades 3 – 5; Dual Language

Presenters: Ana Aguilar and Jose Cazares
En esta sesión los maestros tendrán la oportunidad de experimentar una mini lección en la cual se ha integrado literatura y áreas de contenido en una forma efectiva para ayudar al desarrollo de la comprensión de lectura de los estudiantes usando textos expositivos.

2117 Estrategias de aprendizaje de la lecto-escritura
Bilingual Grades PreK – 5; Dual Language

Presenter: Dr. Ric Villasanta
This hands-on session will provide engaging mini-lessons, modeled in Spanish, to support reading aloud, independent reading, and small group instruction.

1136 Words Their Way/Palabras A Su Paso
Bilingual Grade K – 5

Presenter: Denise Graham
This session will focus on the components and strategies needed for a successful word study implementation. Teachers will be actively engaged with peers in academic conversations, and leave the session with an assortment of activities, ideas, and instructional practices to incorporate into their literacy block.

HTC Lo digo y lo escribo a través de la poesía
Bilingual Grades K – 5; Dual Language

Presenters: Gladys Gutierrez and Syreeta "Laz"arus
Empieza tu día con un poético mensaje de la mañana donde la poesía expositiva se combina para formar un centro de escritura.

HTM Actividades diferenciadas para las estaciones de trabajo
Bilingual Grades K – 5; Dual Language

Presenters: Carmen Dominguez and Laura Diaz
Participen en esta divertida e interactiva sesión que aportará nuevas ideas para crear estaciones de trabajo interactivas alineadas a los objetivos del estado (TEKS). Los participantes tendrán la oportunidad de explorar las diferentes actividades diferenciadas que servirán para involucrar a los estudiantes durante el tiempo de trabajo independiente.

HTC/HTM Lectura a través de actividades físicas
Grades K – 5

Presenters: Fernando Martinez and Heleodoro Espinoza
Esta sesión demostrará un método de enseñanza que combina el habla con la acción y propone enseñar la lectura a través de actividades físicas y divertidas. ¡Acompáñanos a practicar la respuesta física total y aprender acerca de sus ventajas para la enseñanza!

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HISD

Elementary Curriculum and Development

INSPIRING TEACHING, IGNITING LITERACY & LEARNING.

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A SPECIAL THANKS TO ALL PRESENTERS AND STAFF

Elementary Math & Science Summit



Featured Speaker



Anthony (A.J.) Nottingham, Ph.D. is a native of Atlantic City, NJ who spent most of his secondary schooling years in Richmond, Virginia. He received a Bachelor of Science (Mathematics) and Masters in Teaching from Virginia Commonwealth University. He also completed a Doctorate in Curriculum and Instruction from the University of Virginia at the young age of 30.

Dr. Nottingham's life has been a testimony to the mantra that "No significant learning occurs without a significant relationship" by Comer. He has worn many hats in his almost twenty years as an educator from life long learner, mathematics teacher, STEM director, instructional coach, entrepreneur/business owner, father, professor, mentor, author, advocate, consultant, and motivational speaker. Most recently, Dr. Nottingham served as an administrator and principal at both the middle school and high school in Virginia, Maryland and North Carolina. In his capacity as a transformational school leader he implemented Professional Learning Communities, Baldrige School Improvement tools, a one to one device initiative, and data informed decision making to turnaround school achievement in traditionally struggling urban communities.

This consummate educator has received awards for his contributions to schools and the community, including: Governors Award Fellowship (2002); Montgomery County Executive Service Award for the principals and "Vision" of Dr. Martin Luther King, Jr., (2011); The Outstanding Professional Service Award for Academic Excellence (2009) from Kappa Alpha Psi Fraternity; and the Living Legacy Award (2013) from Richmond Public Schools for his commitment to ensuring equity in schools. His consummate humility describes his service to providing a voice for the underprivileged.

A.J's faith sustains him as well as his beautiful wife of 12 years (Allison) and vibrant one-year-old son (Nehemiah). His service spirit is further exemplified by the fact that he and Allison are foster parents. He is an active and proud member of Kappa Alpha Psi Fraternity, Incorporated and several professional organizations such as the National Alliance of Black School Educators, Association for Supervision and Curriculum Development and National Association of Secondary School Principals.

Dr. Nottingham has an inspiring speaking style and has contributed invaluable community service to all the districts he has worked. He is a phenomenal, dynamic, motivational speaker. He is highly sought after as a keynote speaker to address topics such as equity, diversity, achieving personal and professional excellence, setting "SMART" goals, service based school leadership, transforming school culture and inspiring others to beat the odds.

HISD | Elementary Curriculum and Development
INSPIRING TEACHING, IGNITING LITERACY & LEARNING.

Agenda

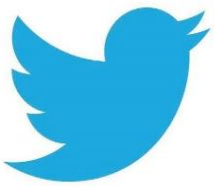
8:00 – 8:30
Registration

8:30 – 9:30
General Session Gymnatorium
Featured Speaker
Dr. Anthony (A.J.) Nottingham, Ph.D.

9:40 – 10:40
Breakout Session 1

10:50 – 11:50
Breakout Session 2

12:00 – 1:00
Breakout Session 3



#HISDMathSciSummit

HISD: @HISD_CurrElem
Math: @Elem_Math_Team and @nperez10
Science: @eMC_Squared_TDS and @DonelleWilliams

Please use this QR code or link to complete an evaluation survey at the close of the summit.
https://www.surveymonkey.com/r/5Z53GWJ



2

Session 1 (9:40 AM - 10:40 AM)

Great Room A Math Workstations in Action!
Grades K – 2
Presenter: Demetria Bandy-Brown
In this session, participants will learn how to implement effective math workstations into their classroom routines. We will cover standards and activities that span K-2 that are designed to help you engage your scholars in math workstations.

Great Room B Making the Most of Your Math Block
Grades Pre-K
Presenters: Michelle Thomas and Charlotte Murray-Lawton
Participants will experience best practices in math instruction that support PK Guidelines, learn how to incorporate effective read alouds during a math block, experience strategies, games, and tools that teach and link classroom instruction to PK Guidelines. As a bonus, participants will experience dozens of activities that will encourage student learning through independent practice.

1420 Geometry is Plane Fun! Delving into Geometry Concepts.
Grades 3 – 5
Presenters: Deanna Sockwell and Joyce Thompson
Are you ready to delve into geometry with your students? Do you need to spiral other mathematics concepts into your geometry instruction? Join us for instructional strategies to prepare you for Reporting Category 3!

1113 Building Numerical Fluency and Automaticity
Grades 3 – 5
Presenter: Randy Richards
Are your students frustrated when it is time to use mental math? Are you? Don't miss this opportunity to engage in workstation activities that develop students' numerical fluency and automaticity and can be easily implemented.

1114 BIG Results from SMALL Groups
Grades 3 – 5
Presenter: Leon Scott
Participants will discuss the benefits of teaching lessons in small groups and engage in a small-group rotation with activities they can take away to implement in their classrooms.

1115 Math Interactive Notebooks, Reset!
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Are your Interactive notebooks falling apart? Are your Interactive Notebooks lost? I'm here to help save the school year. I am providing many activities in which to help with reset your student learning connection within the Interactive Notebook.

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Grade 5
Presenter: Ali Makhlouf
Do your 5th grade students struggle with multiplying and dividing fractions using concrete and pictorial models? In this session, participants will engage in strategies and activities that help students understand how to multiply and divide fractions using concrete and pictorial models.

1134 Engage Your Students in Math, with the Power of Songs!
Grades K – 2
Presenter: Margarita Ramos
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Presenters: Katherine Creeks Sanders and Angela Brown Ellis
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Grades 3 – 5
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Presenter: Benita Leon
Peer into the fascinating world of the gentle giants … Bessbugs. Explore and learn interesting facts about this insect, such as why they make several audible squeaking sounds. Throughout this session, you will think and act like an entomologist as you investigate Bessbugs' needs, such as food and shelter preferences and survival behaviors. Whether you call them Bess or Betsy, you'll be a hero when you introduce your students to these interesting insects. Participants will leave the session with resources and instructional strategies to implement learning activities with students. Session giveaways!

1143 Using Place Value Disks to Solve Addition, Subtraction, Multiplication, and Division Problems
Grades 3 – 5
Presenter: Pam Smith
Participants will be engaged in using QuietShape Disks that help students conceptually understand the operations of addition, subtraction, multiplication, and division.

1144 Promoting Learning Through the Use of Games
Grades K – 2
Presenters: Sharon Moore and Marshall DuPas
Are you looking for engaging, interactive and fun ways to integrate math and science games in your classroom? In this session, participants will take part in activities that promote learning and leave with ideas and activities for immediate classroom implementation.

Session 1 (9:40 AM - 10:40 AM)

1145 Literacy Strategies to Improve Mathematics Instruction
Grades K – 5

Presenters: Markeshia Ellis-Sampson and Dr. Kimberley McNeil
How can math teachers be more successful by incorporating vocabulary and comprehension skills needed to understand mathematics? What strategies can be used to achieve this goal? With the goal of a "balanced literacy" approach coupled with increasingly rigorous objectives and standards, math teachers will become reading teachers. Math + Literacy has partnered to provide teachers with classroom strategies to prepare students to be successful in mathematics.

Promenade Supporting ELL Students in Mathematics using "Mathematically Speaking"
Grades 3 – 5

Presenter: Erica Gil
Mathematically Speaking is a protocol that can be incorporated into almost any area of your 5E math block, including workstations. The purpose of this task is to alert students to important vocabulary and terms used during a problem based math activity. Students are asked to listen for, track, and describe vocabulary they use, while solving a problem. This a great way to review for STAAR and check for mastery!

Dance Room What's on the Menu Today? Choice!
Grades 3 – 5

Presenter: Gricelda Montemayor
How much choice do you provide your students in your classroom? Join us and gain a better understanding on how to use math menus as a differentiation tool to provide students opportunities for choice and ownership in their learning. Participants will walk away with sample choice menus for immediate classroom implementation. Don't miss out on exploring the wonderful world of choice menus!

Hang Time College Using HUB courses in the Elementary Classroom
Grades K – 5

Presenter: Michelle Herod
Take advantage of your students already accessing the HUB to integrate blended learning into your classroom! Learn how to access your courses, create pages with your lesson materials, and interact with students in our district's digital learning platform.

Hang Time High Labs with Literacy: Using the CER Framework
Grades K – 5

Presenters: Kameetra Davis and Ashley Kolb
In this session, participants will gain insight on using the Claims, Evidence, and Reasoning framework during science instruction to construct reasonable explanations based on evidence. Participants will engage in hands-on investigations and receive ready to use guides, templates, and question stems that will assist in science writing and discussion in K-5 classrooms.

Hang Time Mid Can't Bar Model Difficult Problem Structure? – No Structure
Grades 3 – 5

Presenter: Kellian Hughes
In this session, participants will engage in hands-on learning using strip diagrams with table and partner pairs in building and drawing representations for vertically aligned problem structures, including STAAR type problems. They will have an opportunity to address student misconceptions when solving multi-step and comparative problem types. Participants will have an opportunity to model discourse in sharing representations and walk away with mobile anchors and questioning strategies to use as a reference point for instruction.

2111 Integrating Technology in the Math Classroom
Grades 1 – 5

Presenter: Claude Cox
Are you looking for fun interactive ways to engage your students? Join us and gain skills needed to use technology tools effectively in the math classroom. Participants will discover simple ways to integrate technology in the classroom to enhance math content instruction aligned to grade-level TEKS expectations. Don't Miss Out!

2112 What's Up with Cuisenaire Rods?
Grades 3– 5

Presenter: Cathy Lejune
Come experience how this powerful manipulative can be used to cover a variety of TEKS. Manipulatives include: Fractions, area, strip diagrams, and more.

2113 How Time Flies!
Grades 3 – 4

Presenter: Lakeisha Ogbor
Don't get TIME warped! Teachers will explore the progression of time across grade levels. Come get a lens eye view of the vertical alignment of the TEK and participate in activities exploring time.

2114 Imagine Math
Grades 3 – 5

Presenter: Karen Tillet
Are you ready to take your implementation of Imagine Math to the next level? We'll start by spending some time reflecting last school year's implementation of the program including what went well and what could have gone better. Then, we'll take a look at best practices for implementing Imagine math!

2115 An AmaZOOing Race
Grades 3 – 5

Presenters: Gloria Leonard and Deidre Davis
Has your typical field trip to the zoo turned into a walking tour? Discover how you can use math and science based scavenger hunts to boost student interest and content knowledge in a fun and challenging way. Participants will experience a "scavenger hunt" and learn how to create one for their class. Your students will never look at the zoo the same again!

2116 Problem Solving Strategies to Increase Success on STAAR
Grades 3 – 5

Presenters: Joseph Vaughn and Eric Owens
Participants will engage in problem solving strategies that will help all levels of students increase success with word problems. You will experience how to give students organization skills and learn different ways to attack low performing standards from previous STAAR assessments.

2117 Problem Solving in the Early Years
Grades K – 2

Presenter: Pam Morris
Are you looking for answers to the questions about what does problem solving look like in kindergarten and 1st grade? Are you trying to create meaningful experiences that lead to success in the big jump to second grade TEKS? Come let us learn together best practices for problem solving.

Session 2 (10:50 AM - 11:50 AM)

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Great Room B STEMscopes – Planning to Meet the Needs of All Students
Grades K – 12
Presenter: Colleen Kelly and Lisa Dentler
The new dashboard and student data in STEMscopes will have elements and activities for all students at one click. The session will go deeper into the student and teacher side of STEMscopes.

1420 What STAAR Accommodations and Supports are Allowable?
Grades 3 – 5
Presenter: Cortney Haislip
Not sure what accommodations you are allowed to provide for your students? Are you struggling to meet the needs of all your learners? Join us to gain a deeper understanding of classroom and state assessment instructional math accommodations. Participants will engage in activities to determine which supplemental aids, accommodations, and supports are allowable in the math classroom. Participants will walk-away with strategies to support student learning.

1113 Math Olympics!
Grades 3 – 5
Presenters: Keni Holley and Tiffany Harris
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1143 CRA- What It Is, Incorporating It into Lessons, and Student Application in Problem Solving
Grades K – 5
Presenter: Chad Minor
In this session, teachers will learn what the CRA method is, how the parts build off one another, ways to incorporate CRA into lessons and units, and teach students to make connections and apply parts of the CRA method when solving problems.

1144 You Really Do Have Time for That! Teaching Science Efficiently and Effectively!
Grades K – 5
Presenter: James Newman
Let's be real. Finding time to teach science is difficult. During this session, participants will engage as students in a modified science lesson that still includes the essential components that lead to student mastery of science concepts, such as inquiry, exploration, hands-on experiences, visuals, and vocabulary supports. After debriefing the experience, participants will engage as teachers to walk through the planning.

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Grades 2 – 3
Presenters: Stepheny Chen and Satyra Gilford-Smith
Are you looking for fun, engaging, hands-on activities? Come Join Us! Participants will rotate through 6 interactive stations just as their students would to explore attributes of 2d and 3d shapes. Shifting shapes in stations will also provide background information for the teachers, that connect to real world exploration.

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Hang Time College Tech Integration using Google Classroom
Grades 3 – 5
Presenters: Michele Herod and Khyati Sanjana
Now that we have G-suite for Education at our fingertips, how are you using it? Wait, you need some help? Come explore how to set up and utilize Google Classroom and create even more blended learning for your students!

Hang Time High Easy, Engaging, Effective Vocabulary Strategies: Making Science Concepts Real and Relevant
Grades K – 2
Presenters: Tiffany Williams and Naomi Ewell
Struggling to develop you student's academic vocabulary? Do you wonder how to keep students challenging themselves, develop critical thinking skills, and differentiate science instruction at the same time? This session will assist you in helping students build their science tool kit, by embedding hands on vocabulary strategies to apply conceptual meaning to content. We will demonstrate how to get students to DIG DEEPER into science content by providing student choice and voice to create authentic learning experiences. Grab your Shovels and let's dig in!

Hang Time Mid Making Word Problems Come Alive!
Grades K – 2
Presenters: Tonya Sutton and Ciara Sutton-Rivers
Are your students struggling to understand word problems? Join us as we explore engaging strategies to solve problems including strategies that address all learning styles.

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2112 Multiplication and Division of Decimals, Oh My!
Grade 5
Presenters: Melinda Viera and Melissa Casillas
Do your 5th grade students struggle with using place value to multiply and divide with decimals? In this session, participants will engage in strategies and activities that help students understand where to place the decimal without using the standard algorithm.

2113 Hook on High-Level Strategies to Boost Classroom Instruction!
Grades 3 – 5
Presenters: Pamela Johnson and Dana Jordan
Participants will explore a variety of research-based instructional strategies using word problems concretely, pictorial representations and technology. Engage in high-level strategies using hands on activities of the academic content in game-like situations to capture students' attention, and connect high-level strategies with TEKS aligned problems targeting the needs of the students.

2114 Integrating Experimental Design
Grades 3 – 5
Presenter: Justin Ritsema
This session will focus on integrating the Experimental Design process throughout the 3rd-5th curricula. A teacher-friendly framework for Experimental Design instruction will be introduced and then modeled using upcoming content TEKS.

2115 Two Birds, One Lesson: Integrating Science and Social Studies
Grades 4 – 5
Presenter: Rae Booth
Do you struggle with cross-curricular planning ideas? Come join this session to participate in activities that will demonstrate how Science and Social Studies can be integrated. Participants will engage in TEKS aligned activities that can be implemented to assist in their students' concept attainment.

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2117 Picture This!
Grades 3 – 5
Presenters: Cynthia Teagle and Courtney Watkins
Are you looking for ways to capture students' thinking? Do your students have difficulty interpreting visuals as they respond to questions? If your answer is yes, then Picture This is the session for you. Together we will spend some time digging in to the process standards as we analyze pictures, charts, tables and graphic organizers to support student learning.

Session 3 (12:00 PM - 1:00 PM)

Great Room A STEAM on a Dime
Grades 3 – 5
Presenters: Jenn Martinez and Angelica Halphen
It's full STEAM ahead with science and math content! Join us and learn how to incorporate STEAM into your curriculum - pop art math, musical fractions and other STEAM activities will be available for you to explore and take back to your classroom. All of the activities are cross- curricular, develop your students' creative potential, and build engagement. Remember, when you include the arts component in science and math content, your students get open-ended and authentic learning experiences.

Great Room B Get the Most out of your Dreambox
Grades K – 2
Presenter: Nicole Sarchet
This course provides a detailed analysis of curriculum content from My Flex PD in combination with targeting the concepts, tools within DreamBox Learning Math, and is designed for teachers from Kindergarten through grade 8. During the session teachers will discuss how the curriculum within DreamBox Learning Math aligns with TEKS as well as have the opportunity to provide and reflect on how the strategies and concepts identified may be used in classroom instruction and identify data from the DreamBox dashboard to inform instruction in the classroom.

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1142 Visually Scientific
Grades K – 5
Presenters: Markeshia Ellis-Sampson and Dr. Kimberley McNeil
Pictures speak. It is important that today's students have visual literacy skills required for dealing with scientific stimuli. Many of our students are visual learners due to all of the digital content they are exposed to. Come practice visual literacy exercises that will assist students with comprehension, analysis, drawing conclusions and making inferences using charts, tables, diagrams, pictures and graphic organizers. With 75% of the Science STAAR assessments including a some sort of graphic stimulus, we must help our students "read" pictures.

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Presenters: Deanna Sockwell and Joyce Thompson
Are you ready to delve into geometry with your students? Do you need to spiral other mathematics concepts into your geometry instruction? Join us for instructional strategies to prepare you for Reporting Category 3!

Dance Room EverFi: The Art of Technology in Math & Science Classrooms
Grades 3 – 5
Presenter: Clare Agostinelli
Today's students will live and work in a world that is rapidly changing, especially in terms of technology. EVERFI's digital resources support STEM concepts and Math and Science TEKS while engaging students in personalized, independent learning. In this session, teachers will experience the integration of meaningful technology, supporting a blended learning classroom and providing time for small groups and one-to-one instruction to help close the learning gap. Attendees will walk away with an EVERFI account and a firm understanding of how to implement these digital programs as soon as they step back into the classroom. Please come to this session with a device and e

Hang Time College Labs with Literacy: Using the CER Framework
Grades K – 5
Presenters: Kameetra Davis and Ashley Kolb
In this session, participants will gain insight on using the Claims, Evidence, and Reasoning framework during science instruction to construct reasonable explanations based on evidence. Participants will engage in hands-on investigations and receive ready to use guides, templates, and question stems that will assist in science writing and discussion in K-5 classrooms.

Hang Time High Easy, Engaging, Effective Vocabulary Strategies: Making Science Concepts Real and Relevant
Grades K – 2
Presenters: Tiffany Williams and Naomi Ewell
Struggling to develop you student's academic vocabulary? Do you wonder how to keep students challenging themselves, develop critical thinking skills, and differentiate science instruction at the same time? This session will assist you in helping students build their science tool kit, by embedding hands on vocabulary strategies to apply conceptual meaning to content. We will demonstrate how to get students to DIG DEEPER into science content by providing student choice and voice to create authentic learning experiences. Grab your Shovels and let's dig in!

Hang Time Mid Making Word Problems Come Alive!
Grades K – 2
Presenters: Tonya Sutton and Ciara Sutton-Rivers
Are your students struggling to understand word problems? Join us as we explore engaging strategies to solve problems including strategies that address all learning styles.

2111 What STAAR Accommodations and Supports are Allowable?
Grades 3 – 5
Presenter: Cortney Haislip
Not sure what accommodations you are allowed to provide for your students? Are you struggling to meet the needs of all your learners? Join us to gain a deeper understanding of classroom and state assessment instructional math accommodations. Participants will engage in activities to determine which supplemental aids, accommodations, and supports are allowable in the math classroom. Participants will walk-away with strategies to support student learning.

2112 Multiplication and Division of Decimals, Oh My!
Grades 5
Presenters: Melinda Viera and Melissa Casillas
Do your 5th grade students struggle with using place value to multiply and divide with decimals? In this session, participants will engage in strategies and activities that help students understand where to place the decimal without using the standard algorithm.

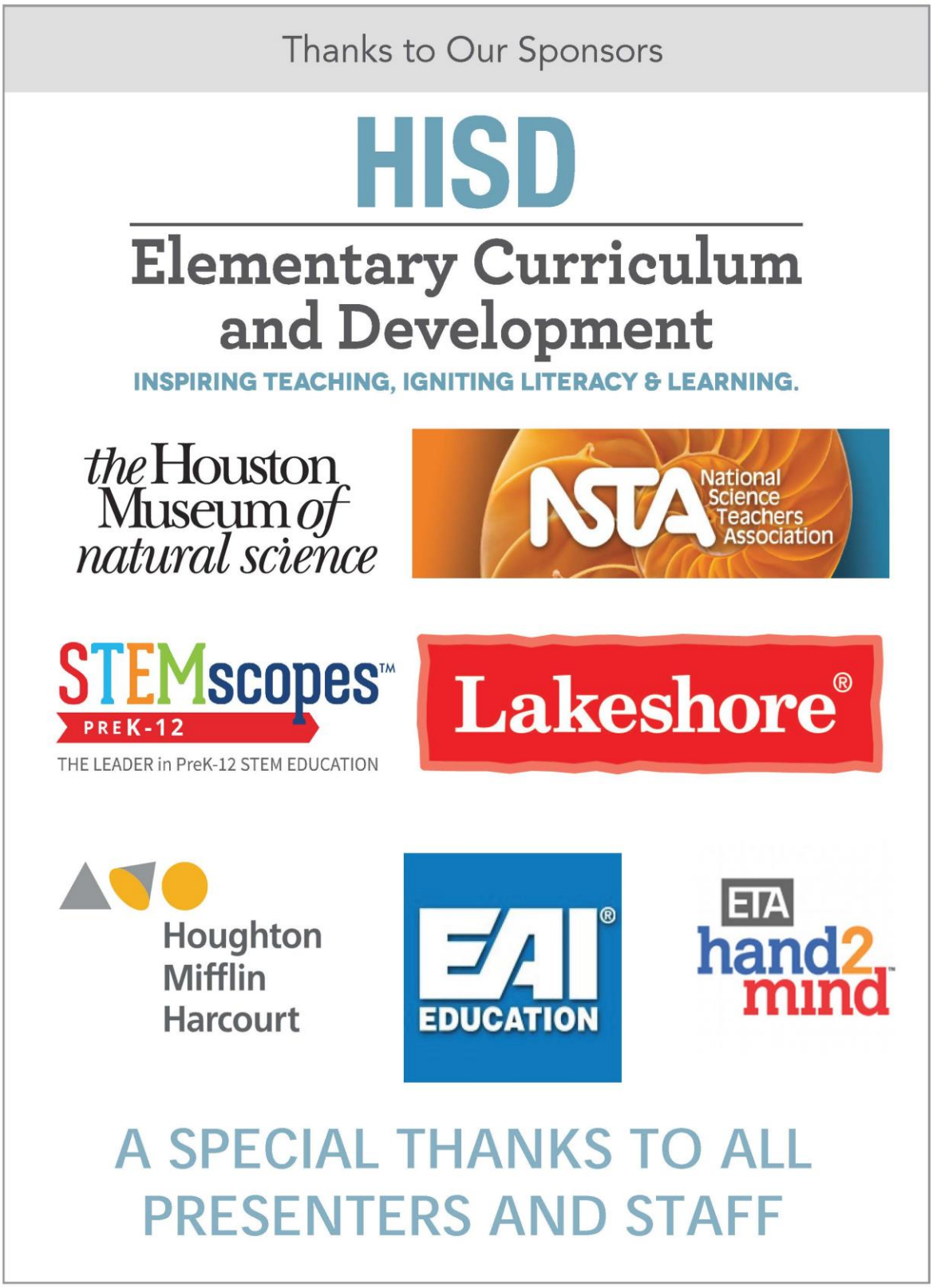
2113 Hook on High-Level Strategies to Boost Classroom Instruction!
Grades 3 – 5
Presenters: Pamela Johnson and Dana Jordan
Participants will explore a variety of research-based instructional strategies using word problems concretely, pictorial representations and technology, engage in high-level strategies using hands on activities of the academic content in game-like situations to capture students' attention, and connect high-level strategies with TEKS aligned problems targeting the needs of the students.

2114 Integrating Experimental Design
Grades 3 – 5
Presenter: Justin Ritsema
This session will focus on integrating the Experimental Design process throughout the 3rd-5th curricula. A teacher-friendly framework for Experimental Design instruction will be introduced and then modeled using upcoming content TEKS.

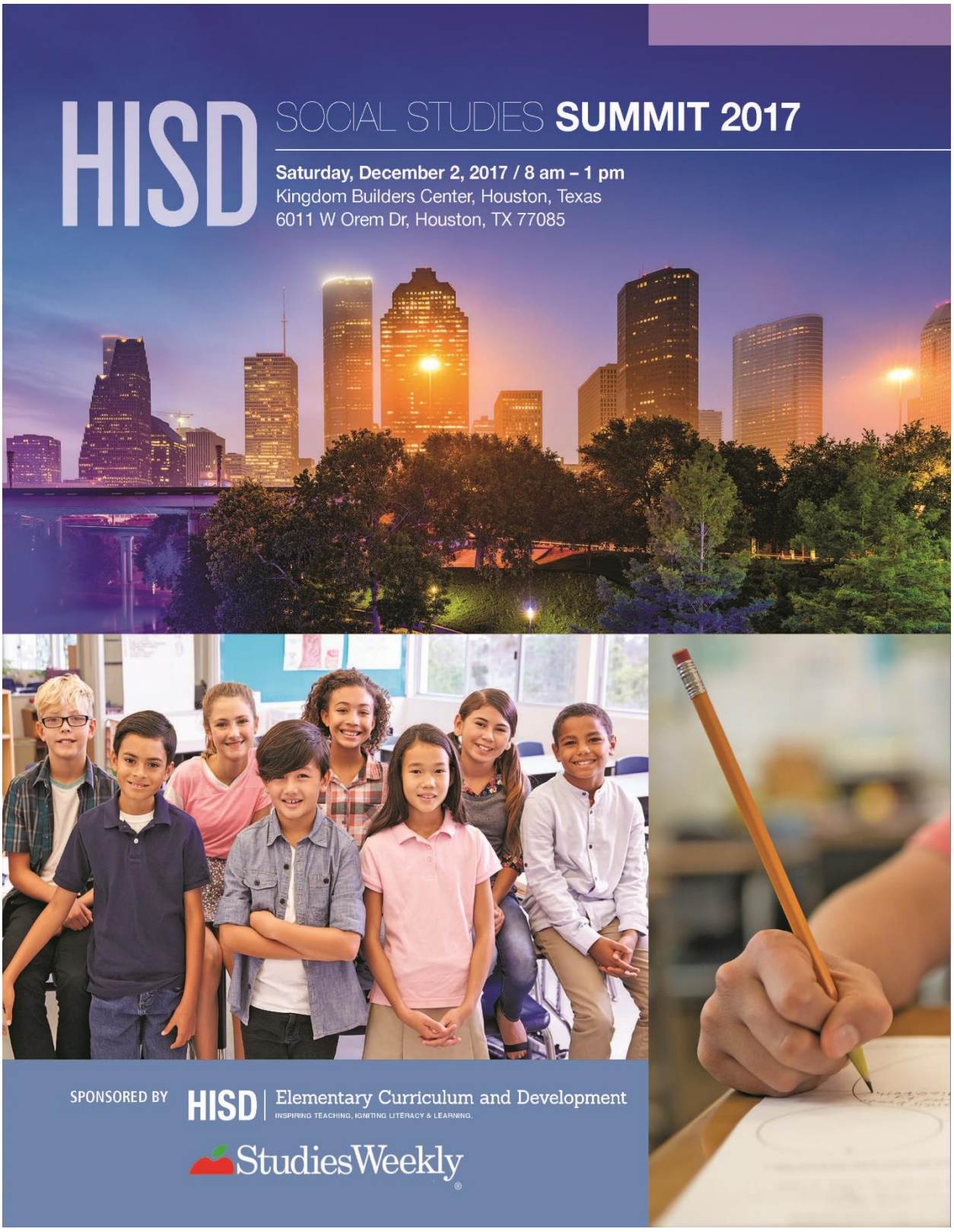
2115 Two Birds, One Lesson: Integrating Science and Social Studies
Grades 4 – 5
Presenter: Rae Booth
Do you struggle with cross-curricular planning ideas? Come join this session to participate in activities that will demonstrate how Science and Social Studies can be integrated. Participants will engage in TEKS aligned activities that can be implemented to assist in their students' concept attainment.

2116 An AmaZOOing Race
Grades 3 – 5
Presenter: Gloria Leonard and Deidre Davis
Has your typical field trip to the zoo turned into a walking tour? Discover how you can use math and science based scavenger hunts to boost student interest and content knowledge in a fun and challenging way. Participants will experience a "scavenger hunt" and learn how to create one for their class. Your students will never look at the zoo the same again!

2117 Picture This!
Grades 3 – 5
Presenters: Cynthia Teagle and Courtney Watkins
Are you looking for ways to capture students' thinking? Do your students have difficulty interpreting visuals as they respond to questions? If your answer is yes, then Picture This is the session for you. Together we will spend some time digging in to the process standards as we analyze pictures, charts, tables and graphic organizers to support student learning.


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Elementary Social Studies Summit



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SOCIAL STUDIES **SUMMIT 2017**

AGENDA

7:30 - 8:30	Registration/Breakfast	10:10 - 11:30	Session II
8:30 - 10:00	Session I	11:40 - 1:00	Session III

BREAKOUT SESSIONS

TITLE	SESSION DESCRIPTION	PRESENTER	ROOM NO.
Developing Social Studies Thematic Units for K-1st	Participants will explore how to develop fun and engaging thematic units	Venita Johnson	1113
It's *Natural:* Connecting Social Studies and Science TEKS in Primary Grades K-2nd	Do you ever feel like you don't have time to teach Social Studies and Science? Learn about how our TEKS Correlating Standards document can help connect Social Studies and Science TEKS for meaningful instruction. Participants will receive "Just in Time" resources and ideas for teaching the Natural Resources TEKS in K-2 Social Studies and Science classrooms.	Ashley Kolb	1114
The Power of Signposts: Strategies for Examining Informational Text 3rd – 5th	Analyzing and evaluating an informational text and don't know where to start? These Notice and Note strategies by Kylene Beers will have your students picking apart any text in no time!	Dr. Kimberly McNeil	1115
Colonial Archaeology 4th -5th	Take your students back in time by having them go on an "archaeology dig". Students will use primary sources to determine the uses of colonial artifacts.	Jada Magee-Stroud Dana Klusener	1130
Las conferencias individuales durante el proceso de escritura. 3rd -5th	En esta sesión, los maestros aprenderán los beneficios de las conferencias individuales con los estudiantes durante el proceso de la escritura usando el contenido de la clase de Estudios Sociales.	Dario Contreras Enciso	1133
Integrando Estudios Sociales, Artes del Lenguaje y literatura real En Español 3rd -5th	Los participantes explorarán cómo la literatura y Estudios Sociales pueden integrarse para los estudiantes que utilizan la literatura real.	Miguel Gardeta Lordan	1134
Inspire Readers by Linking Social Studies & Literacy 3rd – 5th	The participants will learn how to use Social Studies Weekly to plan effective read alouds and workstations.	Kyra Harris Erika Sanders	1135
Dear Diary 3rd -5th	Getting students involved in events that occurred long before their birth is not easy. Learn how to ncorporate historical figure diaries into your social studies routine and increase student motivation and engagement.	Monique Marrou	1136
Two Birds, One Lesson: Integrating Science and Social Studies 4th-5th	Do you struggle with cross-curricular planning ideas? Come join this session to participate in activities that will demonstrate how Science and Social Studies can be integrated. Participants will engage in TEKS aligned activities that can be implemented to assist in their students' concept attainment.	Rae Booth	1142
Multiculturalism and Diversity: Using Literature as a Window to the World. K-5th Note: 8:30-10:00 only	Participants will experience the use of literacy as a platform to explore multiculturalism and diversity in the world by engaging students in critical thinking and problem solving, while developing listening, speaking, reading, and writing skills. Materials will be provided in English and Spanish.	Mili Henriquez	1143

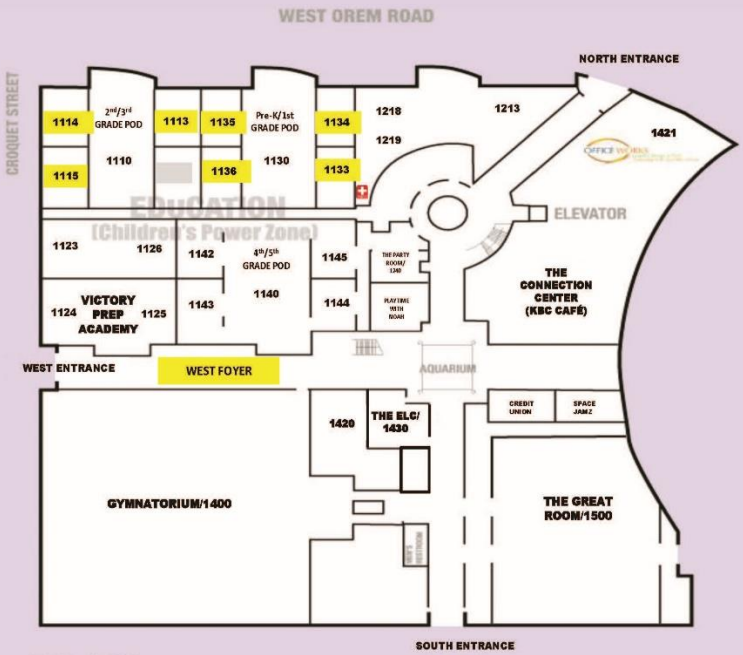
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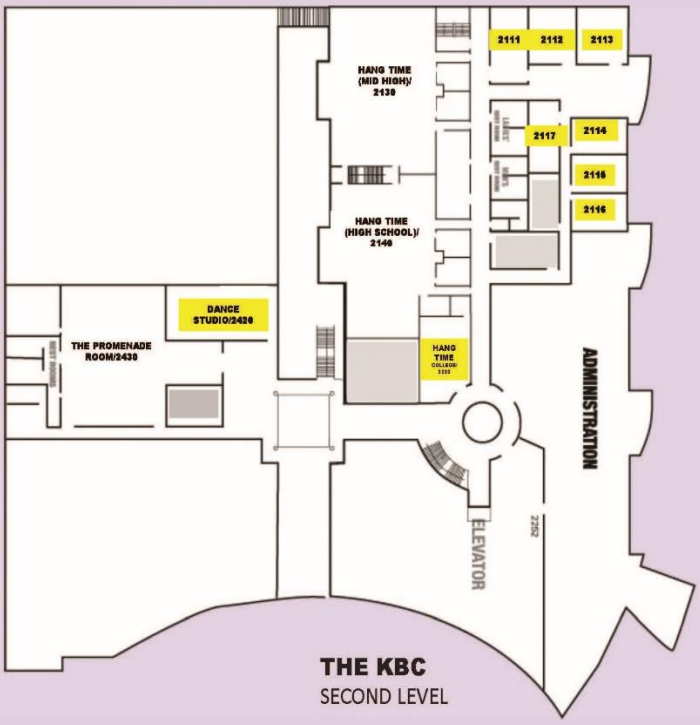
TITLE	SESSION DESCRIPTION	PRESENTER	ROOM NO.
Informational Text Can Be Fun! 3rd -5th	Whether you're preparing for a Read Aloud, or Independent Reading, this strategy is a winner! "Possible Sentences" We will use this fun and engaging activity to inspire and spark the imagination of every child. Students will be pleading for you to let them dive into the text!	Yolanda Toliver	1144
Tell YOUR Story – How to use literary nonfiction in your Social Studies classroom. K-5th Note: 8:30-10:00 only	Come and immerse yourself in the genre of Literary Nonfiction. Let's explore how biographies, autobiographies and memoirs connect our students to the world around them.	Dianne K. Alvarez Terrence Andrews	1145
Teaching Cultural Diversity in Pre-K	Participants will learn how to use read alouds to teach cultural diversity. Activities will include celebrating different cultural holidays from around the world.	Lena Flasone Marisol Castruita	2111
Integración de estudios sociales en la clase de lectura K-5 En Español	¿Cómo puedo integrar contenidos y maximizar mi tiempo de instrucción? ¡Súbete a nuestro tren! Descubrirás estrategias que facilitan la integración del área de estudios sociales en la clase de lectura y conectan la lectura con la escritura.	Raquel Moral	2112
Let's Get Crafty Analyzing Author's Craft K- 5th	Teachers will understand how to encourage deep comprehension of text through representing Literacy Block Component: Read Aloud/ Mini Lesson.	Sylvia Saenz	2113
Integrating Biographies into Guided Reading. 3rd -5th	Trying to incorporate Social Studies into Guided Reading? We are going to show you how to use the biography Henry's Freedom Box during your Guided Reading lesson. You will take a walk through all components of Guided Reading	Tasha Kelley Maekei McNeel	2114
Guided Reading with Studies Weekly K- 5th	We will show you how to "Do It Yourself" at the Guided Reading Table and Independent Reading workstation using Studies Weekly leveled readers	Tasha Howard Lashondra Jackson	2115
Let's Learn About Important People in History! 3rd-5th	This session will offer a variety of ways to teach students about important people, inventions and events of the past. Learn how to connect our students with the past to understand the present.	Denise Carter	2116
Enseñando estudios sociales en lectura guiada. K-5th	Los participantes aprenderán como usar libros de estudios sociales para enseñar lectura guiada con un propósito de desarrollar la comprensión en textos expositivos.	Ana Aguilar	2117
Valuing Every Minute 3rd – 5th	Using the Comprehension Toolkit's social social studies articles to merge ELA thinking with social studies content in a seamless manner	Jessica Varner Mona Abdilahi	Dance Studio
Digital Connect with Studies Weekly	In this exciting session participants will explore the digital components of Studies Weekly as well as social studies connection to the balanced literacy block	Shawn Mabry	Hang Time College

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StudiesWeekly

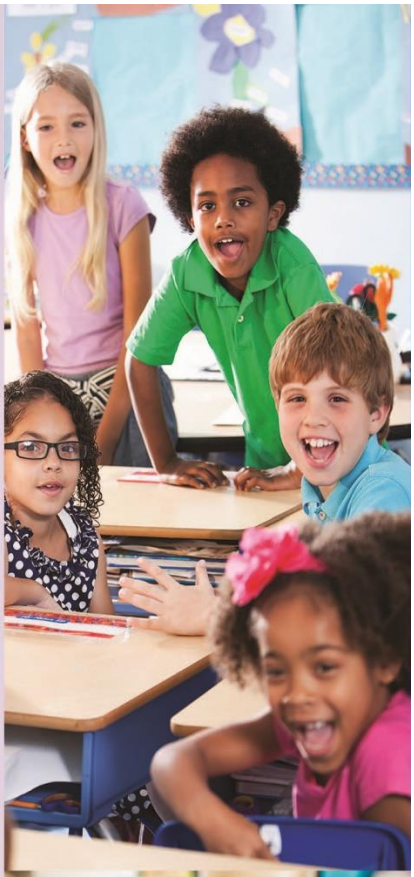
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ACHIEVE180

YEAR 1 REPORT

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APPENDIX

Name That Book Overview 6-8

Library Services Highlights

- ***25 certified librarians (60%):*** *Bellfort, Blackshear, Bonham, Bruce, Cook, Dogan, Foerster, Highland Heights, Lewis, Kashmere Gardens, Mading, Montgomery, Attucks, Forest Brook, Gregory Lincoln, Henry, Lawson, Kashmere, Madison, Milby, North Forest, Washington, Westbury, Yates*
- ***7 certified teachers (16%):*** *Cullen, Pugh*, C Martinez, Stevens, Young, Sharpstown, Key*
- ***4 paraprofessionals (10%):*** *Fondren, Hilliard, Looscan, Worthing*
- ***1 other staff members (2%):*** *Woodson*
- ***5 vacant positions (12%):*** *Gallegos, Wesley, Young, Edison, Wheatley*

(indicates that the library educator listed as the library's contact is not actually working in the library)*

Circulation Statistics

Achieve 180 school	2016-2017	2017-2018	% Increase	Average Age of the Collection	Books per Student
Bellfort ECC	2292	3624	58%	2003	18.8
Blackshear ES	2353	2646	12%	2001	20.4
Bonham ES	10272	10362	1.00%	2003	13.3
Bruce ES	9244	7640	-17%	2000	26.7
C. Martinez ES	0	22	2200%	2000	7.3
Cook ES	0	2	200%	2001	16.9
Dogan ES	4320	2444	-43%	2007	20.9
Foerster ES	2387	4539	90%	1998	14.2
Fondren ES	0	114	114%	2002	5.5
Gallegos ES	0	0	0%	1998	21.7
Highland Heights ES	0	1581	158100%	2002	24
Hilliard ES	0	3951	395100%	2006	8.9
Lewis ES	8622	8252	-4%	2003	20
Looscan ES	753	952	26%	1996	29
Kashmere Gardens ES	21	535	2447%	1999	25.4
Mading ES	581	1067	84%	1998	25.7
Montgomery ES	3453	0	-100%	2002	10.6
Pugh ES	1759	0	-100%	2003	14.6
Stevens ES	4558	3472	24%	2001	10.4
Wesley ES	0	0	0%	1994	39.8
Young ES	0	0	0%	2014	0.6

Attucks MS	1334	1510	13%	1995	33.7
Cullen MS	1248	1436	15%	2004	27.7
Edison MS	0	0	0	1989	19.6
Forest Brook MS	2	591	29450%	2001	14.2
G. Lincoln Education Center	795	1057	33%	2002	17.8
Henry MS	1282	515	-60%	2007	10
High School Ahead	0	0	0	NA	NA
Key MS	135	0	-100%	2004	15.4
Lawson MS	314	1250	298%	1996	14
Victory Prep K-8	0	0	0%	NA	NA
Woodson K-8	0	0	0%	1995	14.6
Kashmere HS	699	444	-36%	2003	18.7
Liberty HS	0	0	0%	NA	NA
Madison HS	1028	516	-50%	1999	9.3
Milby HS	2806	3431	22%	2007	7.4
North Forest HS	0	0	0%	2006	15.5
Sharpstown HS	1331	376	-71%	2000	10
Washington HS	0	1	100%	1989	17
Westbury HS	279	788	182%	1991	8.5
Wheatley HS	9	0	-100%	2002	20.6
Worthing HS	40	0	-100%	1996	17.2
Yates	629	430	-32%	2010	14

Professional Development Support

Our Library Educator meetings were held once a month at Ryan PLC to provide staff working in the library an opportunity to collaborate, receive responses to questions/concerns, receive PD credit for library related training, and hear updates regarding initiatives, programs, policies and procedures that pertain to the district, department, and their campus libraries.

Monthly Meetings	Support Topics
Oct	**Destiny Collections, Genrefying a School Library** (14 in attendance: Attucks, Bellfort, Blackshear, Bonham, Cook, Dogan, Forest Brook, Henry, Lawson, Lewis, Mading, C. Martinez, Milby, North Forest)
Nov	**Curriculum Integration, Ninja Day, Managing Multiple Name That Book Teams** (6 in attendance: Bruce, Foerster, Forest Brook, Henry, Lawson, Washington)
Dec	**MackinVIA Integration, Symbaloo and Destiny** (10 in attendance: Attucks, Dogan, Foerster, Forest Brook, Henry, Lawson, Lewis, North Forest, Washington, Yates)
Jan	**Road to Success w/ new LS manager, Library Programming with Canva** (11 in attendance: Bonham, Cook, Dogan, Foerster, Henry, Lewis, Mading, C. Martinez, North Forest, Washington, Yates)
Feb	**HPL Learning Link New Resources** (11 in attendance: Attucks, Blackshear, Bonham, Cook, Dogan, Foerster, Henry, Kashmere, Lawson, Mading, C. Martinez)
Mar	**ACP through UNT, Idea Share Breakouts, Financial Literacy Support- Fed' Reserve** (7 in attendance: Attucks, Blackshear, Cook, Dogan, Forest Brook, Lawson, Lewis)
Apr	**HPL Summer Reading, Weeding/EOY Inventory/State of the Library Report** (14 in attendance: Attucks, Blackshear, Bonham, Bruce, Cook, Foerster, Forest Brook, Henry, Kashmere Gardens, Mading, C. Martinez, North Forest, Stevens)
Skype	
Nov	**Achieve 180 HUB Course, Social Media for HISD Libraries, Sway for Monthly Newsletters** (2 in attendance: Blackshear, Highland Heights)
Dec	**MackinVIA Integration, Accessing Digital Resources** (4 in attendance: Attucks, Madison, Milby, Yates)
Jan	**Programming with Canva, Blind Date with a Book** (5 in attendance: Attucks, Bellfort, Bruce, Milby, Yates)
Mar	**eBooks, Teacher Collaboration** (5 in attendance: Bellfort, Madison, Milby, Washington, Yates)
Apr	**HPL Summer Reading, Weeding/EOY Inventory/State of the Library Report** (4 in attendance: Attucks, Highland Heights, Stevens, Yates)

Accomplishments

SCHOOL	Administered reading program	Hosted author/speaker	Book Fair	Conducted yearly inventory	Maintained library computers	Ordered new books/AV materials	Ran/Distributed Overdue Notices	Plan collaborative lessons	Plan independent library lessons	Provide Professional Dev. Opportunity	Pull resources for teachers	Library collection maintanence
Attucks MS												
Blackshear EL	X								X			
Bellfort ECC												
Bonham EL	X		X	X	X	X	X		X	X	X	X
Bruce EL	X	X	X			X	X	X	X	X	X	X
C Martinez EL												
Cook EL			X			X			X	X	X	X
Cullen MS												
Dogan									X		X	X
Edison MS												
Foerster EL	X		X					X	X		X	
Fondren EL												
Forest Brook MS			X						X		X	
Gallegos EL												
Gregory Lincoln Education Center												
Henry MS			X					X		X		
Highland Heights EL									X			
Hilliard EL												
Kashmere Gardens EL	X	X	X					X	X		X	
Kashmere HS									X			
Key MS												

Lawson MS					X			X	X	X	X	X
Lewis EL									X			
Looscan EL												
Mading EL		X							X			
Madison HS									X	X		
Milby HS	X	X	X			X		X	X		X	X
Montgomery												
North Forest HS							X	X				
Pugh EL												
Sharpstown HS												
Stevens EL												
Washington HS									X	X		
Wesley EL												
Westbury HS			X	X		X		X	X	X	X	X
Wheatley HS												
Woodson K-8												
Worthing HS												
Yates HS		X								X		
Young EL												

All accomplishments are self-reported for the current school year. Reports are to be conducted in November, February and May. We did not receive reports from the campuses that appear empty.

These accomplishments are part of the "State of the Library" report that is to be completed by the library staff 2-3 times per year. The final submission should be accompanied by collection development reports that highlight the circulation statistics, library collection's age and number of items per student. This document was revised for the May 2018 reporting date to align accomplishments to district standards.

One of the reading programs that was administered at several of our campuses, was our district-wide Name That Book competition. See Appendix for more details.

Can You…Name That Book?

The Name That Book competition has a deep rooted history in HISD, originating over 20 years ago. This means over 20 years of memories fostering a love of reading. Each year, a new group of schools add to that rich history.

This year several of our A180 campuses participated in the Name That Book competition by developing a team that would read, practice, and compete in one of four age group competitions. The competitions were K-2, 3-6, Middle School, and High School. The competitions were held on various days between February and April. For 3-6, MS, and HS, the winners of each daily round went on to compete in a Finals round held at Hattie Mae White. The finals rounds were streamed on HISD tv and the HISD website.



The A180 campuses that participated were:

K-2 competition	3-6 competition	High School competition
Foerster EL	Bonham EL	Milby HS
Lewis EL	Gregory Lincoln	Yates HS

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ALIGN, ADVANCE, ENGAGE.

ACHIEVE180

Year 1 Report

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Secondary TDS Campus Visits for SY1718 (YTD)

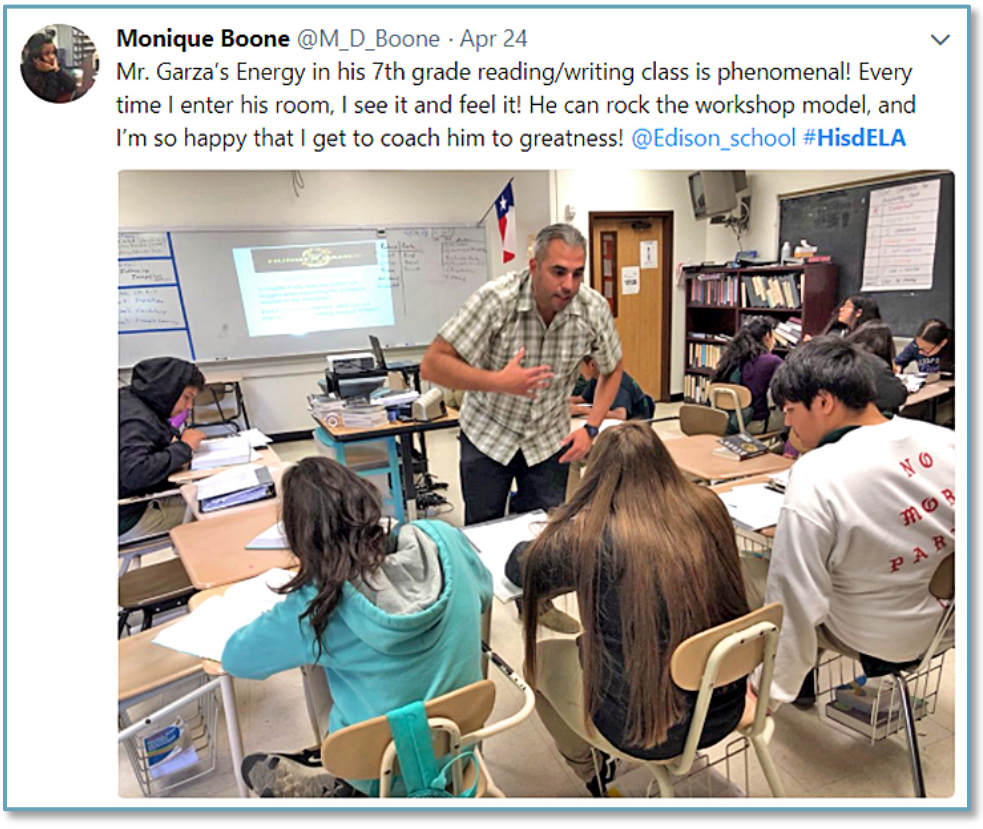
Teacher Development Specialists (TDS's) from the Secondary Curriculum and Development Office provide ongoing, systematic support to teachers in A180 schools throughout the school year. The chart below shows the number of TDS support visits, teacher visits, and PLC meetings to date (4/30/18).

Achieve 180 Campus	# TDS Support Visits	# Meetings w/ PLCs
Attucks MS	89	27
Cullen MS	113	29
Edison MS	93	42
Forest Brook MS	103	36
Gregory-Lincoln K-8	99	26
Henry MS	191	107
HS Ahead MS	43	10
Kashmere HS	342	181
Key MS	124	62
Lawson MS	150	34
Liberty HS	13	1
Madison HS	150	50
Milby HS	113	59
North Forest HS	177	69
Sharpstown HS	72	12
Texas Connections Academy	0	0
Victory Prep K-8	30	7
Victory Prep South	28	0
Washington HS	131	25
Westbury HS	174	85
Wheatley HS	225	68
Woodson K-8	161	38
Worthing HS	140	47
Yates HS	97	27
TOTALS	**2,858**	**1,042**

Secondary TDS Support for Teachers

Teacher Development Specialists support A180 campuses every week. This work includes:

- Serving as teachers of record (at the beginning of the school year)
- Serving as substitute teachers, as needed when no district substitute teachers are available
- Co-teaching lessons with teachers
- Modeling lessons with teachers
- Modeling small-group instruction
- Conducting small-group instruction
- Conducting classroom observations to inform PD plans
- Creating personalize PD plans with teachers
- Providing personized PD to teachers
- Facilitating PLC sessions with departments
- Creating intervention plans/lessons
- Meeting with campus administration to inform ELA instruction
- Conducting classroom observations with campus admin to calibrate expectations



Wednesday Professional Development Support

Secondary Curriculum and Development team members, including all TDS and content directors, developed and facilitated targeted professional development sessions throughout the school year for teachers at the A180 schools around the general topics provided by the A180 leadership. Sessions incorporate a regular focus on the district's literacy initiatives, content-specific activities and strategies, use of student work, and analysis of student performance data to inform planning and instruction.

Session Dates and Topics:

- September 27, 2017 – Data Dive #1
- October 4, 2017 – Analyzing Student Work
- October 11, 2017 – Curriculum Planning using Master Courses
- October 18, 2017 – Universal Screener (Renaissance)
- October 25, 2017 – Literacy Best Practices
- November 8, 2017 – Data Dive #2
- November 15, 2017 – Curriculum Planning using Master Courses
- December 6, 2017 – Analyzing Student Work
- December 13, 2017 – Data Dive #3
- January 10, 2018 – Small Group Instruction
- January 17, 2018 – Curriculum Planning using Master Courses
- January 24, 2018 – Flex Day (Curriculum Planning)
- January 31, 2018 – Data Dive #4
- February 7, 2018 – Intervention Planning
- February 21, 2018 – Flex Day (Curriculum Planning)
- February 28, 2018 – High Leverage Standards
- March 7, 2018 – Data Dive #5
- March 21, 2018 – Analyzing Student Work
- March 28, 2018 – Curriculum Planning using Master Courses
- April 4, 2018 – Flex Day (Curriculum Planning)
- April 18, 2018 – Curriculum Planning using Master Courses
- April 25, 2018 – Flex Day (Curriculum Planning)
- May 2, 2018 – Curriculum Planning Using Master Courses
- May 9, 2018 – Flex Day (Curriculum Planning)
- May 23, 2018 – Data Dive #6

Secondary Literacy Support – LiM and LE Training for SY1718 (YTD)

The Literacy and core content teams provided a series of trainings prior to and at the beginning of the school year to campus leaders and teachers, both experienced and new, on the district's *Literacy in the Middle* (MS) and *Literacy Empowered* (HS) initiatives, as well as the SRW courses for struggling readers.

Achieve 180 Campus	LiM / LE # Teachers Trained	SRW # Teachers Trained
Attucks MS	7	1
Cullen MS	27	7
Edison MS	40	4
Forest Brook MS	41	1
Gregory-Lincoln K-8	5	4
Henry MS	42	
HS Ahead MS	6	1
Kashmere HS	27	7
Key MS	35	
Lawson MS	22	13
Liberty HS	1	
Madison HS	10	1
Milby HS	43	2
North Forest HS	12	1
Sharpstown HS	18	3
Texas Connections Academy	5	1
Victory Prep K-8	1	
Victory Prep South	1	1
Washington HS	17	4
Westbury HS	15	12
Wheatley HS	18	6
Woodson K-8	7	9
Worthing HS	37	
Yates HS	15	9
TOTALS	**452**	**87**

Other Professional Development Support

Secondary Curriculum and Development team members provide a range of professional development support throughout the year for all schools, while maintaining a special focus on the Achieve 180 schools. A sample of the school support includes:

Department Chairperson Meetings

- Each content-area team meets regularly throughout the year with the campus department chairs to provide information, model select best-practice strategies, and solicit feedback on district support to teachers.

Workshops, Conferences, and Targeted PD

- Recent examples include Social Studies' *Second Annual For Teachers, By Teachers Conference – Pursuing Intellectual Excellence* in January and its *s3 Strategies – Revving Review for STAAR/EOC* in April.
- Instructional Technology's *Super Saturday* series of four workshops provided an opportunity for teachers to learn more about the effective use of digital tools, resources, and strategies in instruction. Teachers from Achieve 180 schools made up 42% of the attendees this school year.
- Along with professional development, key resources were also distributed to Achieve 180 teachers. For example, the science team recently distributed 15 middle school science kits containing class sets of lesson manipulatives to middle school science teachers in Achieve 180 schools, and 32 biology kits to high school A180 biology teachers.



PowerUp at Achieve180 High Schools

Spring semester report on the assignment of laptops to high school students in A180 schools:

Achieve 180 HS Campus	% of Students Assigned a Laptop	Number of Spare Laptops
Kashmere HS	96.8%	211
Liberty HS	100.0%	83
Madison HS	100.0%	168
Milby HS	98.6%	143
North Forest HS	95.1%	97
Sharpstown HS	98.6%	140
Washington HS	93.3%	64
Westbury HS	97.5%	155
Wheatley HS	92.7%	172
Worthing HS	98.2%	113
Yates HS	95.3%	65

PowerUp Pros

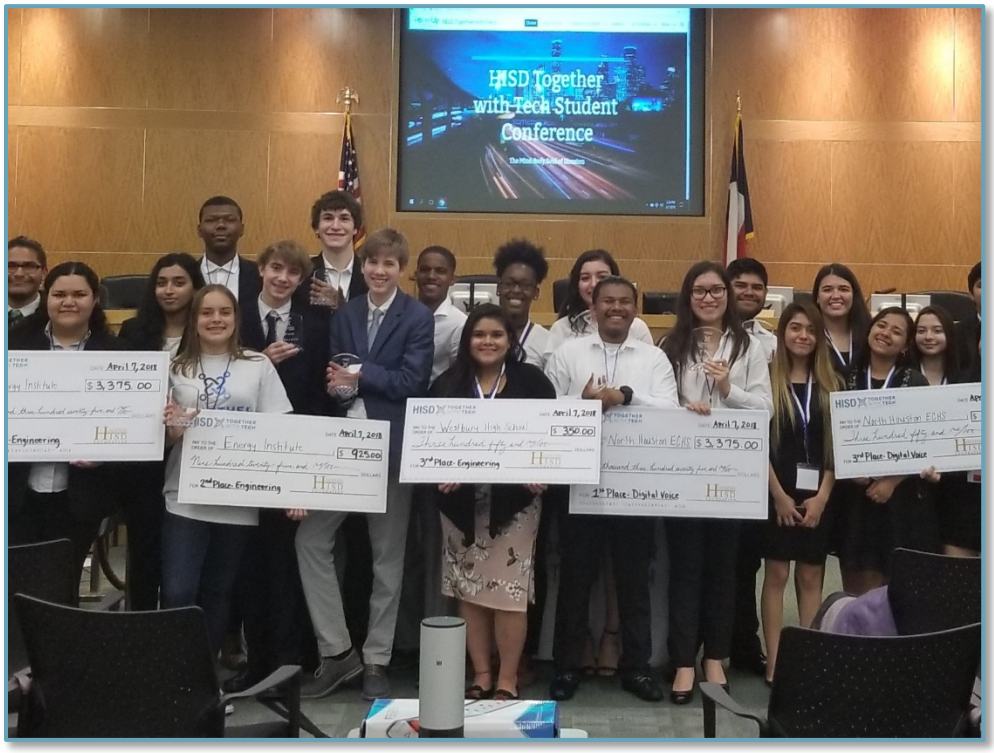
PowerUp Pros was a teacher development opportunity at all Achieve 180 high schools. The purpose of the PowerUp Pros program was to build sustainability within the Campus Instructional Technologists (CIT) and teachers on each campus. Participants were trained on ways to meaningfully integrate technology into their lessons and coach colleagues at their campuses. In addition, participants facilitate PowerUp Super Saturdays and coached teachers during the event.



Together With Tech Student Conference

Over 300 students district-wide, including Achieve180 students, participated in the 2nd annual Together with Tech Student Conference. During the conference, Houston ISD high school students presented technology-infused projects they've developed throughout the school year to demonstrate how technology can be used to positively impact their community. Each of the projects offered a potential solution to the 2017-2018 guiding questions. Guiding questions revolved around the topics of sound, adequate nutrition and community safety.

After competing against other students in the district, Westbury HS won third place in the Engineer a Solution category. Their project was designed tosave lives and property by creating a high-water alert system. To do this their solution involved creating a flood alert system to notify motorists of potentially hazardous driving conditions using water sensors, LED lights, mechanical gates, and sirens. Their dedication and thoughtful research led to the team's eventual success as they claimed their third-place prize, which included a $375 scholarship.



Use of Selected Instructional Resources by A180 Students in SY1718

Achieve 3000 provides a leveled collection of expository texts to support literacy instruction. Imagine Math provides an adaptive, standards-aligned screening and instructional resource. Both tools support skill building and interventions. The Clever Dashboard and its single sign-on feature allow the district to track student access to these and other digital tools.

Resource	Usage by Scoped Users, Students (%)	Unique Users, Students (n)	Total Logins, Students (n)	Schools' Percentage Usage by Scoped Student Users	
ACHIEVE3000	75.5 % *SY1718 to date via Clever Achieve180 Grades 6-12* *Rate is 92.9% without Texas Connections* Percentage of students in the Achieve180 schools that have accessed the resource at least once this school year	16,895 *SY1718 to date via Clever Achieve180 Grades 6-12* *Number is 16,891 without Texas Connections* Number of students in the Achieve180 schools that have accessed the resource at least once this school year	329,930 *SY1718 to date via Clever Achieve180 Grades 6-12* *Number is 329,925 without Texas Connections* Total number of student logins in the Achieve180 schools during this school year	Attucks MS Cullen MS H S Ahead Academy Kashmere HS Liberty HS Milby HS North Forest HS Sharpstown HS Washington BT HS Westbury HS Wheatley HS Woodson School Madison HS Gregory-Lincoln Ed Ctr Worthing HS Key MS Forest Brook MS Henry MS Yates HS Edison MS Lawson MS Texas Connections Victory Prep Academy S	100.0% 100.0% 100.0% 100.0% 100.0% 100.0% 100.0% 100.0% 100.0% 100.0% 100.0% 100.0% 98.0% 82.3% 81.7% 79.1% 74.4% 70.5% 64.8% 63.8% 41.3% 0.1% 0.0%
Imagine Math	21.6 % *SY1718 to date via Clever Achieve180 Grades 6-12* *Rate is 26.4% without Texas Connections* Percentage of students in the Achieve180 schools that have accessed the resource at least once this school year	4,622 *SY1718 to date via Clever Achieve180 Grades 6-12* *Number is 4,622 without Texas Connections* Number of students in the Achieve180 schools that have accessed the resource at least once this school year	162,187 *SY1718 to date via Clever Achieve180 Grades 6-12* *Number is 162,184 without Texas Connections* Total number of student logins in the Achieve180 schools during this school year	Cullen MS H S Ahead Academ Woodson School Attucks MS Gregory-Lincoln Ed Ctr Wheatley HS Yates HS Forest Brook MS Washington BT HS Edison MS North Forest HS Kashmere HS Liberty HS Westbury HS Milby HS Key MS Henry MS Madison HS Lawson MS Worthing HS Sharpstown HS Texas Connections Victory Prep Academy S	89.5% 87.6% 78.8% 68.2% 65.3% 44.8% 43.7% 43.3% 36.4% 34.9% 34.0% 28.6% 23.8% 23.1% 23.0% 11.1% 9.9% 8.9% 6.9% 0.4% 0.3% 0.0% 0.0%

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YEARLY UPDATES

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Formative Assessment and Data Protocols

- *551 Achieve 180 campus faculty and support staff were trained in Formative Assessment Best Practices and Data Rich Year protocols (Appendix A)*
- *304 Achieve 180 and Curriculum Teacher Development Specialists were trained throughout the year in Data Rich Year data protocols to lead at their assigned campuses*

As part of the Achieve 180 program's six pillars, HISD Student Assessment created data protocols to align with various district administered assessments as part of the Instructional Excellence pillar. Each protocol was developed to allow teachers to review their data at a surface level to identify successes and needs classroom-wide. Additionally, each protocol also focused on identifying individual students who might need additional personalized instruction. Each Achieve 180 campus Formative Assessment Coordinator (FAC) and assigned HISD Curriculum Teacher Development Specialists (TDS) attended the data dive sessions to learn about the protocols, were provided resources (e.g., PowerPoints, facilitator's guides, sample reports, back pocket questions) they could return back to the Achieve 180 campuses to train the teachers on designated Wednesdays with the expectation that the work with the protocols would extend into professional learning community meetings at the campuses.

Six formative assessment data protocols were created for the Achieve 180 campuses. The created protocols were:

- **Data Dive 1:** Knowing Your Students as Learners required teachers to use longitudinal STAAR data to create whole school priorities and initial small instructional groups at the beginning of the school year. Professional development with campus FACs and TDS was held September 22, with campus implementation scheduled for September 27.



FACs and TDS learn about OnTrack reports and Data Dive 1: Knowing your Student as Learners

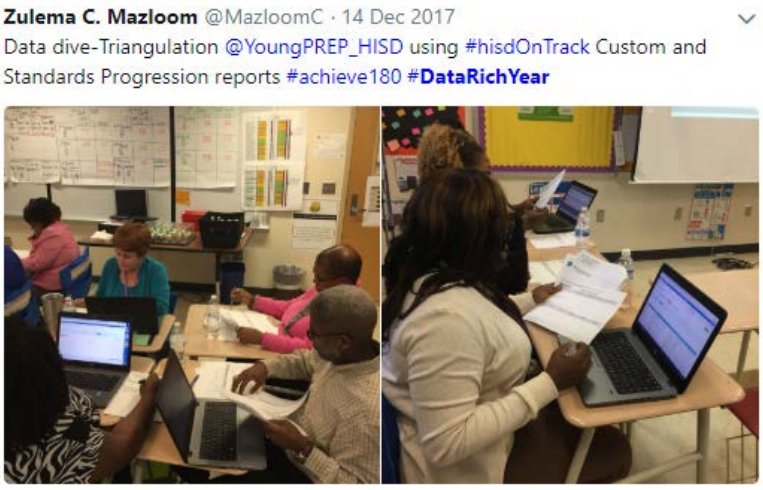


- **Data Dive 2**: Snapshot 1 asked teachers to use their data driven instruction (DDI) reports based on HISD's first Snapshot assessment to make instructional decisions and adjustments. The reports included: item analysis focused on students' misconceptions, standard analysis to determine the students' performance by aggregated learning objectives, and Student Feedback cards to begin to have students take ownership of their learning data. Achieve 180 FACs and supporting HISD curriculum TDS received materials and were trained October 27, and the campus sessions were implemented for teachers on November 8.



Highland Heights Elementary teachers review Snapshot 1 data.

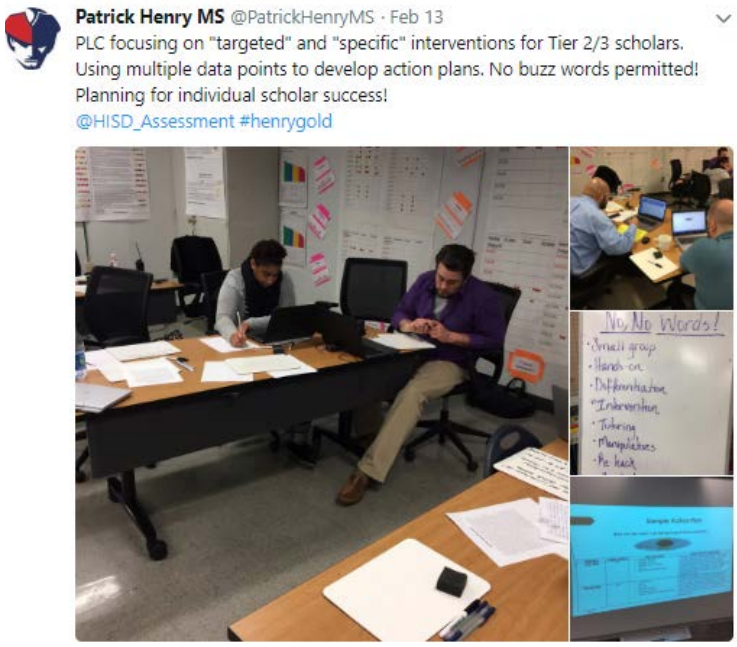
- **Data Dive 3**: DLA Triangulation asked teachers to review Standards Progression reports to review how students performed in the same standards over time. Teachers were asked to review the data over the first semester to make appropriate regrouping decisions using students' first semester performance on grade level standards. Achieve 180 FACs and Curriculum TDS received materials and professional development on December 1, and sessions were implemented for teachers on December 13.



Young Elementary teachers learning how OnTrack custom and standards progression reports help with data triangulation.

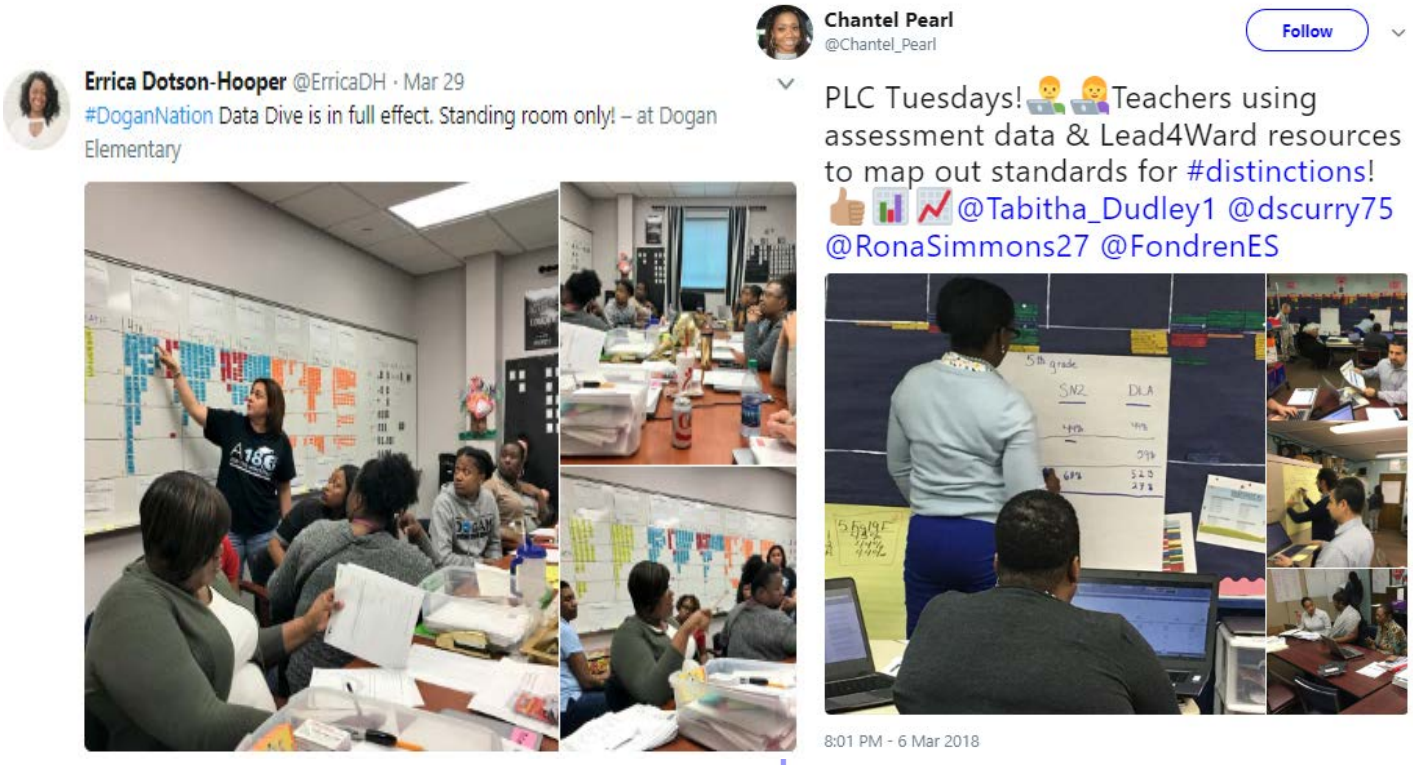
- **Data Dive 4**: Progress Monitoring Triangulation combined on grade-level state standards data with universal screener data in a combined custom report. Teachers were asked to identify the number of students at various Response to Intervention Tiers using the universal screener data. Additionally, teachers were asked to review and revise their RTI interventions based upon the triangulation of the universal screener data points and their on-grade level student expectations. Materials and professional development were presented to the Achieve 180 FACs and Curriculum TDS on January 19, with campus implementation scheduled for January 31.





- **Data Dive 5**: STAAR Release focused teachers on using the data from a released state assessment to identify those students who might need extra help prior to the spring administrations of the state assessments. Working closely with the HISD Research and Accountability department in the protocol development, campuses were able to begin to connect their formative assessment data from TEA released STAAR assessments to proposed (not yet finalized) accountability measures. Teachers were asked to review banding reports, standards progression reports, and custom reports. Campus FACs and Curriculum TDS received materials and professional development on February 24, with Achieve 180 campus implementation scheduled for March 7.

- **Data Dive 6**: Looking Ahead with End of Year (EOY) Data centered around teachers on using pivot table reports comparing students' progress from the universal screener Beginning of Year (BOY) to End of Year (EOY) in math and reading. Additionally, teachers were asked to review standards progression and custom reports showing student data collected throughout the academic year. This protocol focused on the transfer of teacher knowledge to the students' following year teachers, or to summer school teachers for those students who needed extra time to master student expectations. Because of the approaching STAAR assessments and the necessity for all faculty and support TDS personnel to be at campuses, Student Assessment provided all training materials rather than a full professional development session.



As an additional resource for Achieve 180 campuses, Student Assessment secured funding from the Chief Academic Officer to purchase licenses for online lead4ward field guides for each Achieve 180 campus and HISD Curriculum Department to help facilitate instructional planning support. The lead4ward field guides connect TEA standards to curriculum and demonstrates how each student expectations plays a role in students' learning, including common learning misconceptions of students.

Student Assessment team members participated in Communities of Practice Instructional Walks to help Achieve 180 campuses identify areas of success and areas in which to grow, followed by commitments from the department on how best to support the Achieve 180 campus. Because of the reliance of formative assessment on timely, actionable data, ad hoc data reports were created based on individual campuses needs and their priorities.

Additional formative assessment support was provided for Achieve 180 principals and support staff in the use of data reports available in OnTrack, as well as direct campus support, visits, professional development, and tutoring outlined in Appendix B.

Summative Assessment Campus Testing Coordinator Support

Student Assessment supported the Achieve 180 campuses by providing Achieve 180 campuses specialized professional development that addressed the specific needs of the campuses. Professional development included specific scenarios and case studies that Campus Testing Coordinators (CTC) might encounter when planning for and administering state and national level assessments. All Achieve 180 schools' professional development was scheduled earlier than other HISD campus sessions to allow Achieve 180 campuses extra time for campus assessment planning and to enable personalized assistance when needed.

Specific professional development training for the Achieve 180 campuses included:

- October 3, 2017 CTC Best Practices and Assessment Security
- October 17, 2017 Gifted and talented assessments: IOWA, Logramos, and CogAT
- January 23, 2018 Special populations assessments: TELPAS, and STAAR Alternate 2
- February 20, 2018 Texas accountability assessments: STAAR

Additional training was provided to Achieve 180 district leaders regarding the use of designated supports for students in state assessments, in addition to 787 hours of direct campus support, visits, professional development, and tutoring outlined in Appendix B.



Student Assessment team members volunteered to tutor at Highland Heights Elementary, Patrick Henry Middle School, and Woodson K-8.

Campus Testing Materials Support

Student Assessment aimed to keep all instructional personnel on campuses and to support campus efficiencies as much as possible to support teaching and learning in classrooms. Support for Achieve 180 campuses regarding testing materials included:

- Delivery of all Spring STAAR assessment materials to Achieve 180 campuses to allow the CTCs to remain on campus.
- Providing TestHound software to all Achieve 180 CTCs to increase efficiencies regarding assessment logistics and reduce the number of assessment incidents related to logistical processes. All Achieve 180 campuses received a full day of training on how to use TestHound effectively.
- TestHound could be used for all assessments utilized on a campus and logistical support focused specifically on the following:
    - Inventory of secure testing materials
    - Assigning assessment booklets to students
    - Effective assigning of student accommodations
    - Assistance with assessment scheduling and planning such as assigning proctors, relief personnel, and hallway monitors

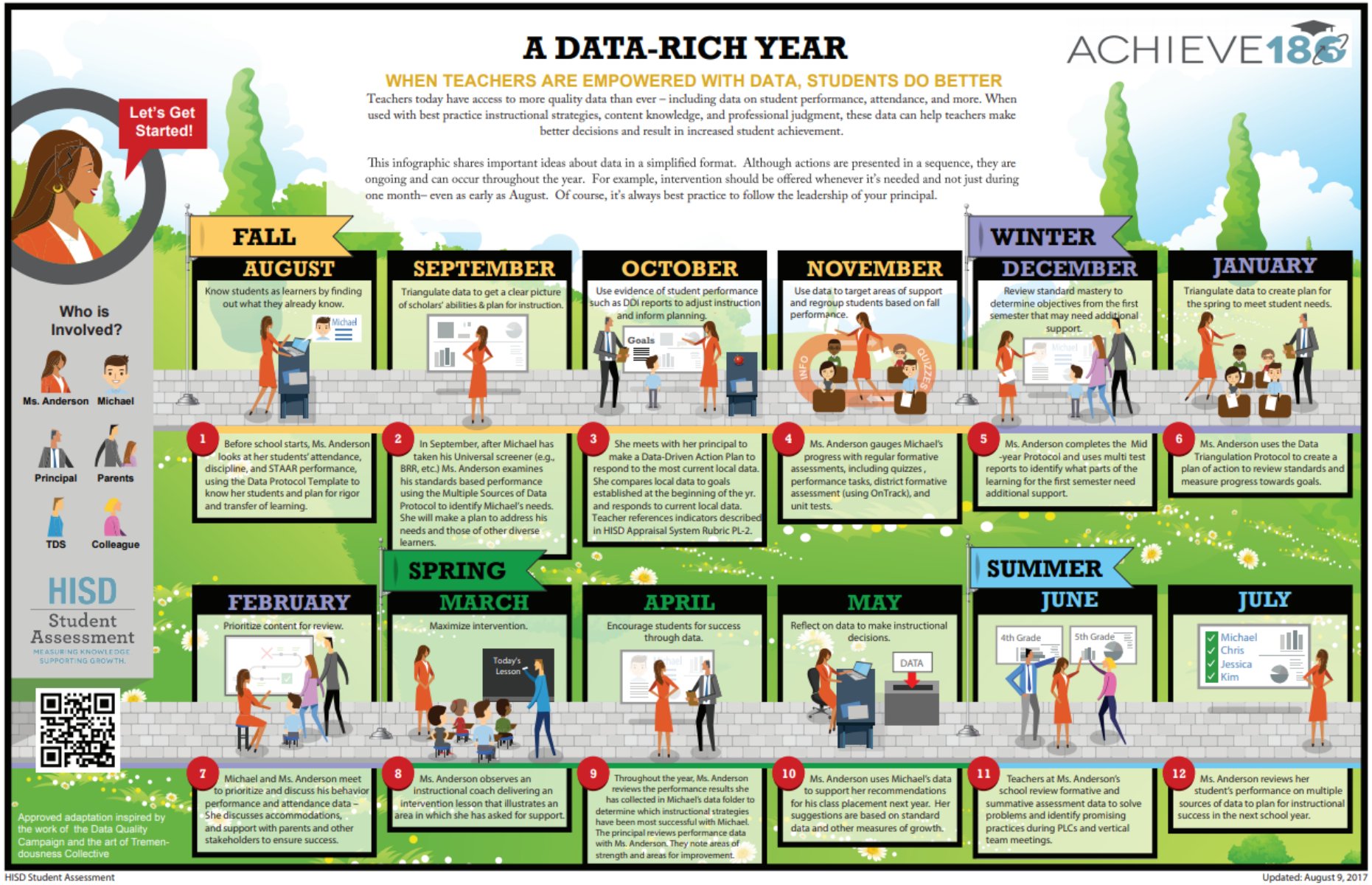
Online Assessment Support

Student Assessment's Online team provided support for online assessments by working with campuses to complete their online assessment readiness plans for both formative and summative assessments. Support for the Achieve 180 included:

- Reimaging computers for online assessments
- Supporting campuses with using new TELPAS headsets provided by Student Assessment
- Installing appropriate software required for online assessments
- Verifying bandwidth issues and working with HISD IT department to remedy connectivity issues

Additionally, the online team spent 161.5 hours of direct campus support, visits, professional development, and tutoring outlined in Appendix B.

APPENDIX: Data Rich Year



APPENDIX II: Direct School and Achieve 180 Central Office Support

The table below summarizes hours Student Assessment spent directly supporting at Achieve 180 campuses and Achieve 180 Central office support personnel, including large scale required professional development (e.g., Data Dives, Campus Testing Coordinator trainings). Not included in the summary below are phone, email, and other support provided by Student Assessment through HISD Service Desk ticketing and tracking.

The *Formative Assessment Team* specializes in data and assessment literacy, including professional development and development of data protocols that address student learning misconceptions and personalized student learning plans. The team also supports HISD campuses in the use of OnTrack, HISD's formative assessment platform.

The *Summative Assessment Team* specializes in all assessments administered at the state and national level, including STAAR, TELPAS, NAEP, Gifted and talented assessments, and credit by exam. The team provides support to Campus Testing Coordinators through training on assessment administration best practices to main the integrity of all summative assessment programs.

The *Online Assessment Team* supports schools in online assessment best practices for both formative and summative assessment administration. The team assists schools in developing their online assessment readiness plans, including planning for the number of computers that can be used successfully per wireless hotspot and verifying that computers are updated and free of programs that might interfere with successful online assessment administration.

A180 Campus	Formative	Summative	Online	Total Hours per School
Attucks MS	24	16	6.5	46.5
Bellfort ECC	20	16		36
Blackshear ES	45.5	16	5	66.5
Bonham ES	20	16	1	37
Bruce ES	20	16		36
Cook ES	25	16		41
Cullen MS	20	16	1.5	37.5
Dogan ES	30	16		46
Edison MS	20	16	0.5	36.5
Fondren ES	31.5	16		47.5
Forest Brook MS	20	16		36
Foerester ES	20	16	11.5	47.5
Gallegos ES	20	16		36
Gregory-Lincoln K-8	21.5	16	6.5	44

Henry MS	72.5	40	12	124.5
Highland Heights ES	135	70	4.5	209.5
Hilliard ES	25.5	16	1	42.5
HS Ahead MS	20	16		36
Kashmere HS	37.5	16		53.5
Kashmere Gardens ES	20.5	16	1	37.5
Key MS	20	16	9.5	45.5
Lawson MS	20	16	2	38
Lewis ES	21	16		37
Liberty HS	20	16	3	39
Looscan ES	5	16		21
Mading ES	27.5	16	12	55.5
C. Martinez ES	20	16		36
Madison HS	21	16	12.5	49.5
Milby HS	20	17	6	43
Montgomery ES	20	16		36
North Forest HS	20	16	4.5	40.5
Pugh ES	21.5	16		37.5
Sharpstown HS	20	16	4	40
Stevens ES	20	16	1.5	37.5
Texas Connections	20	17		37
Victory Prep South	20	16		36
Wesley ES	21	16		37
Westbury HS	22	16	5	43
Wheatley HS	45	16	10.5	71.5
Woodson K-8	82	16	31	129
Worthing HS	59.5	16	3.5	79
Yates HS	20	16	3	39
Young ES	22	16		38
Achieve 180 Central Office	200.5	19	2.5	222
TOTAL	**1,436.5**	**787**	**161.5**	**2,385**

Addendum 2: A180 EOY Year 1 Reports – Pillar IV



CAREER READINESS YEAR 1 REPORT

Assistant Superintendent for Career Readiness: Michael Love
Director of CTE: Glenda Calloway
Director of Dual Credit: Sherelle Foust
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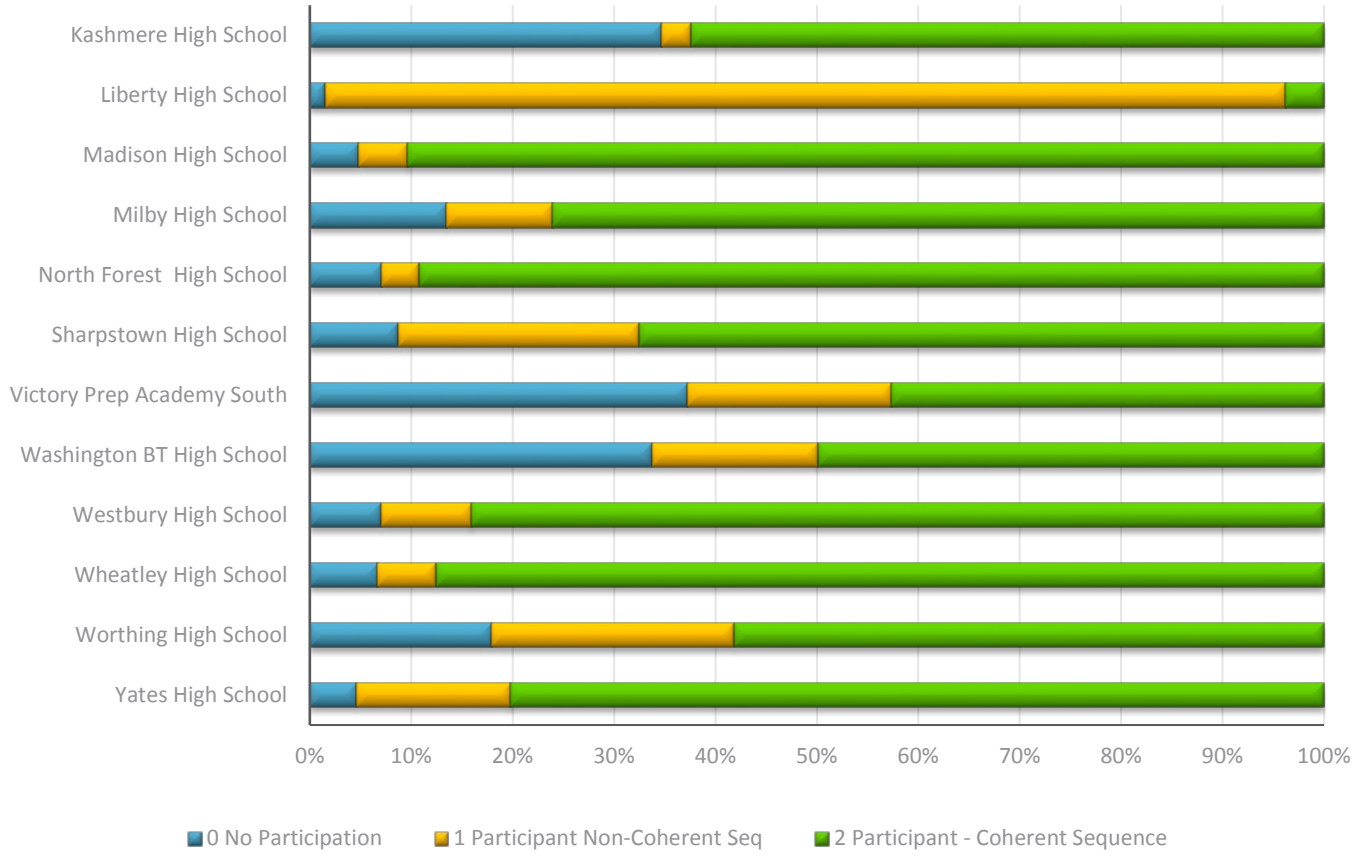
YEAR 1 REPORT FOR CAREER READINESS

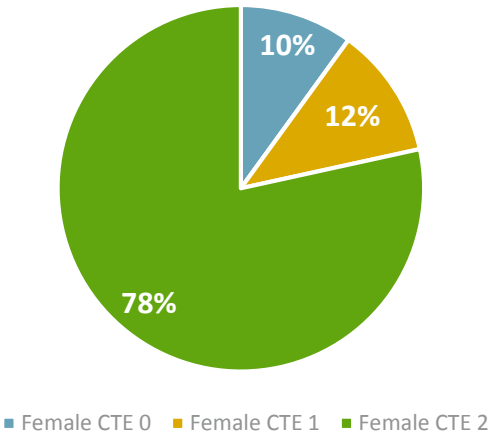
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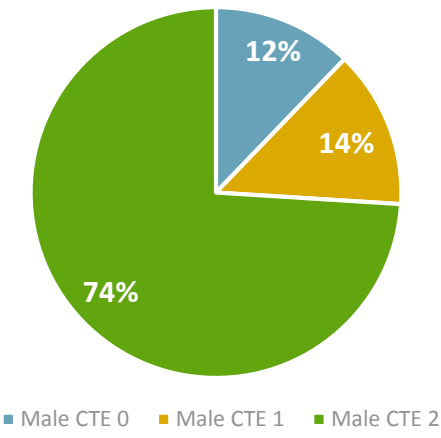
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Career and Technical Education Program Participation







District Wide Career Readiness Initiatives

The Career Readiness department has implemented district wide initiatives to help campuses meet the accountability measures set forth by TEA under Domain I: Student Achievement. To ensure that all students and campuses are afforded the equitable access to curriculum, certifications, training, supplemental curriculum, professional development, facility accreditation, and staff support, the department has implemented district wide initiatives that positively impact schools and ensure student success. Each of the programs listed below directly impacts the Industry Recognized Certifications under TEA Domain I.

ASE (Automotive Service of Excellence) Accreditation support for all Automotive Pathways

- Industry-recognized benchmark is a quality-assurance measure that better positions automotive students to successfully pass one of many ASE exams associated with TEA's certification accountability list
- Each campus receives advisory support from an ASE (Automotive Service of Excellence) credentialing representative
- Dedicated CTE specialist and an automotive specialist assigned to each campus
- A program evaluation at each campus to determine facility needs
- All teachers will attend the ASE conference in July of 2018, to engage in continuing education credits and ASE certifications to deliver content and exams to students enrolled in the automotive pathway
- Career Readiness has purchased CDX automotive curriculum for all campuses to engage in ASE supplemental curriculum to foster student success on examinations needed for credentialing
- Continued professional development offered to automotive instructors offered by ASE advisory member
- Career Readiness funds certification requests for each program
- Current Achieve 180 ASE Accredited campuses:
  - Westbury
  - Madison

Microsoft Office Specialist curriculum support for MOS Certifications

- MOS Expert certifications recognized by TEA under Domain I: Student achievement is aligned to the Business and IT pathway; campuses that do not have the aforementioned pathways still receive the following to ensure equity of resources across the district
- JASPERACTIVE curriculum that supports the entire MOS suite of products have been purchased for all campuses
- On-line LMS curriculum is embedded with the Gmetrix benchmark examinations used by the credentialing agency: Certiport
- Available to students via the software center for easy access and delivery beyond the classroom
- Curriculum is aligned to all objectives by the credentialing agency and is the preferred curriculum for student success on certification exams
- Print materials for each lesson is available to all instructors and students
- Lesson plans, scope and sequence of material is available for instructors
- Professional development sessions for onboarding and instructional best practices offered to all campuses
- Ongoing professional development via webinar is offered as part of the continuing education process for instructors
- All certification site licenses funded by the Career Readiness department

NCCER (The National Center for Construction Education and Research) accreditation for campuses

- NCCER is recognized by the construction industry and by TEA as the training, assessment, certification and career development standard for the construction and maintenance craft professional
- Credentialing, advocacy, and advisory is provided through our sponsor ABC/CMEF
- Professional development and accreditation of instructors to deliver content is provided by the Career Readiness depatment

- NCCER curriculum provided to each campus and instructor

District Wide Career Readiness Initiatives Cont.

- NCCER Achieve 180 accredited campuses:
  - Yates
  - Washington
  - Madison
  - Milby

Adobe Creative Cloud software install

The world-class applications that compose Adobe Creative Cloud ensure that students can materialize their inspiration while remaining in step with industry standards globally. The application package was carefully curated by CTE to expose students to ten of the most sought-after and relevant Adobe applications. Every student participating in our Arts/AV pathways is afforded the opportunity to not only master the apps in the classroom but broaden their employment opportunities and augment marketability by certifying in a multitude of Adobe Creative Cloud apps. Application package includes: Photoshop, Illustrator, InDesign, Premier Pro, Acrobat DC, Dreamweaver, After Effects, Animate, Fireworks, Lightroom.

Receiving the industry recognized Adobe Certified Associate certification places students on a fast track to continued success in an associate/bachelors program or entrepreneurship in Texas's growing Arts market. Campuses that received licenses are **Kashmere, Sharpstown, Yates, and Wheatley**.



Compliance and Audits

In an effort to assist the Achieve 180 campuses stay in compliance with CTE coding procedures, a more intensive review was conducted as the proper coding can have a major impact on the current Accountability measures. These reviews were conducted in the fall to allow for additional time to make corrections to be prepared for the final PEIMS submission in summer.

Teams from the CTE department analyzed every 9th, 10th, 11th and 12th grade student at these campuses by referencing current schedules, transcripts and PGPs for the Superintendent campuses: Kashmere, Wheatley and Worthing. For the remainder of the Achieve 180 schools, the entire senior class was reviewed for compliance with PEIMS Coding instructions. Following the fall reviews, each campus received a detailed summary of findings as well as recommendations on the changes needed to code additional students as Coherent Sequence Takers (CTE Code 2).

The CTE Department maintains regular communication and participates in training opportunities with other departments for the CTE Administrators and campus counseling staff. This allows these campuses to receive additional support with scheduling, coding, CTE programming and compliance with policies related to students in Special Populations.

Major Projects

The Career and Technical Education Department has worked in collaboration with campuses to initiate major projects that increase student success by affording them access to programming, facility needs, technology, curriculum, and extracurricular support to foster student success. Below are examples of the major projects that the Career Readiness department has initiated for the 2017-2018 academic school year.

Campus	*Project*	*Description*
Kashmere	New Apple Lab	The campus was provided a new Apple Lab using Perkins funding to establish the STEM Solidworks programming. The Solidworks software runs optimally through this technology. Students engage in the supplemental curriculum and certification testing through the use of this lab.
Liberty	UT OnRamps Curriculum	The establishment of the UT OnRamps program to afford students the opportunity to engage in rigorous curriculum and earn post-secondary credit. • Rhetoric (ELA): Total Number of Teachers 1 • US History: Total Number of Teachers 1 • Precalculus: Total Number of Teachers 2 / Total Number of Sections 2 • Statistics: Total Number of Teachers 1 • Physics I: Total Number of Teachers 1
Madison	Cosmetology Program	New Career and Technical Education programming, in an effort to ensure equity of programming across the district, a new

		cosmetology program is being established at Madison. Working in tandem with the TDLR (Texas Department of Licensing and Regulation), CTE is in the beginning stages of establishing a facility within the school.
Milby	Welding Lab Purchases	The Career and Technical Education department has provided the campus with major welding equipment purchases such as a welding simulator to outfit the welding lab at Milby. Printing press and book assembly machinery was purchased to outfit the print media lab.
North Forest	Automotive Lab	The Career and Technical Education Department has provided the new automotive lab with the equipment and facility needs to establish their new Automotive pathway. This includes providing the lifts, tools, and curriculum to ensure student success. In addition to the facility needs, the Career and Technical Education department has provided the campus with supplemental curriculum and instructor onboarding to ensure student success as they earn ASE certifications. The Fire Academy at North Forest has received equipment to outfit and create a learning environment to mimic those found in our post – secondary institutions. Equipment such as fire ladders, hoses, axes, and other equipment needed to facilitate the fitness test needed to effectively engage in the program.
Sharpstown	Computer Lab	The Career and Technical Education department has outfitted the campus with a new computer lab to ensure students in CTE programs in the Business pathway to ensure that students can engage in supplemental curriculum such as Jasperactive as well as serve as a testing center for Certiport / MOS exams.
Washington	Drone Competition	The event was sponsored by the Career Readiness department and took place Saturday, March 3, 2018 at Booker T. Washington High School and was open to HISD STEM middle and high school students. The purpose was to expose students to collaborative team work on teams of 3-5 to learn and solve complex problems, gain hands on experience and have fun in a project based competition. This overall competition was developed to promote interests in STEM disciplines, promote drone curricula and promote learning and friendly competition between schools. Students flew their drones in three events which were The Navigation Challenge, The Task Challenge and the STEM & Coding Challenge. Each team from a campus with CTE courses was supplied a drone kit which included 1 large and 1 small drone. There were over 80 students from 10 middle and highs schools who participated in the event and Washington's "Attack

		Helicopter" team was the overall winner. Students had a great time and look forward to participating again next year. An industry grade 3D printer was purchased for the STEM program to afford students the opportunities to create their own projects such as rocketry components.
Westbury	Establishment of the Certified Nursing Program	Westbury high school has partnered with The Gardens of Bellaire assisted living facility to provide Certified Nurse Aide (CNA) students with over 60 hours of hands-on clinical instruction and interaction with real patients. Upon completing the state-mandated number of clinical and classroom instruction, CNA students will be able to sit for the state certification exam. Students are scheduled to take the exam in late May at Westbury High School's patient care facilities, which has been approved by Pearson as an active testing site. Upon successful completion of the exam, students will be able to begin working as Certified Nurse Aides.
Wheatley	Establishment of the Prairie View A&M Cohort	The Career and Technical Education department established a relationship with the university in career areas of interest such as Agriculture and Nutrition to form a bridge between students finishing high school and entering college. Houston ISD joined teams from the Prairie View A&M Departments of Agriculture and Human Nutrition to discuss opportunities for partnerships with CTE programming on Houston ISD campuses. Wheatley's Digital Media program received digital media cameras to further enhance their educational experience with new technology aligned with their CTE programming.
Yates	Arts AV Production Studio	The Career and Education department has provided the Arts AV program with the equipment needs to establish the production studio. Equipment purchases included professional lighting, professional sound equipment, and software needs such as "Just Add Beats" to further enhance the Arts AV production studio and learning environment for students.



Professional Development

Schools in attendance	Date	Training Name	Professional Development Description
Open to all campuses	3/29/2018	CTE: Dual Credit Academy: Updates and Training	Participants learned what to consider before beginning the process of dual credit implementation along with requirements to offer dual credit courses and the support that will be provided by the division. Campus representatives will also walk away knowing the critical time line associated with requesting dual credit courses as well as being familiar with required forms to be submitted to the division
Madison *North Forest* *Sharpstown* *Worthing* *Madison* *Yates* *Kashmere* *Wheately* *Liberty*	11/14/2017 & 11/29/2017	CTE: New Teacher Academy	The CTE New Teacher Academy provided first year to third year instructors professional development on instructional best practices offered by HISD and classroom management provided by Region 4
Madison *Yates* *Milby* *Washington*	3/26/2017	CTE: New Teacher Interactive Instruction	Participants engaged in a workshop that focuses on how to incorporate ELA strategies into an interactive workbook and CTE and Project based
Worthing *Madison* *North Forest* *Milby*	11/30/2017	CTE: Work Based Learning	Participants learned the rules associated with and documentation necessary to teach a practicum or Career Preparation Course, in which students leave campus for paid or non-paid job training
Sharpstown *Washington*	10/12/2017	CTE: Compliance Training	Participants learned HB5 endorsements, CTE pathways, PEIMS coding, CTE funding, and CTE budget guidelines. The CTE department is holding

North Forest *Madison* *Liberty* *Worthing* *Milby* *Westbury* *Kashmere* *Wheately* *Yates*	10/13/2017 10/16/2017		this mandatory training for the campus identified CTE administrator and the master scheduler
Open to all campuses	Webinar	CTE: Certifications and Accountability	Participants engaged in an overview of CTE certifications and their impact on a campus' accountability in relation to TEA Student Achievement: Domain 1.
Wheatley *Sharpstown* *Westbury*	1/22/2018 & 02/22/2018	CTE and Special Populations	Participants engaged in instructional best practices to better serve special populations within CTE courses. This course is targeted for teachers in Achieve 180 campuses and Superintendent schools.
Kashmere *Yates* *Madison* *Worthing* *North Forest* *Sharpstown* *Liberty*	12/12/2017 & 02/05/2018	CTE: Jasperactive	Participants engaged in Jasperactive with a focus on Microsoft Office Windows curriculum and certification training for students
Kashmere *Sharpstown* *Yates* *Wheatley*		Adobe Creative Cloud	Participants strengthened the skills needed to pass the Adobe Certified Associate exam. This 2-day training will be lead by a Certified Adobe Expert covering most of the applications in the Cloud
Kashmere *Madison*	01/23/2018- 01-24/2018	CTE : Solidworks Beginner	Participants learned the basics of Solidworks including parts and assembly

Madison *Kashmere* *Milby*	02/07/2018 - 02/08/2018 03/06/2018 – 03/07/208	CTE : Solidworks Intermediate	Participants briefly reviewed the basics of SolidWorks including parts and assemblies, built-in tutorials and help features. Participants also learned, more specifically, about what they need to teach their students to be successful on the CSWA certification exam. They explored, in more detail, the applications such as drawings and 3D printing. Prior beginning experience with SolidWorks is required
		CT_Houston Gulf Coast Building and Construction Trades Site Visit	Participants will tour two training facilities, Plumbing and Electricians, with the Gulf Coast Building and Construction Trades council
Madison *Wheatley* *North Forest* *Westbury*		CTE: ASE Training for Automotive Programs	Participants gained further insight into offering an ASE accredited program in our district
	Upcoming	CTE : Adobe Photo Shop Application	This 2 - day Photoshop training is geared towards beginner to intermediate skill level. Instructor, Dan Armstrong, will cover fundamentals and Photoshop test prep.
	Upcoming	CTE : Veterinary Technician Program	This two-day training will offer instructors to engage in the delivery of the Vet Tech curriculum for student certifications.



Elementary and Middle School Outreach

Elementary School Outreach

The Career Ready Wagon is a mobile career exploration exhibit that visits Houston ISD elementary schools and provides entertaining, interactive, and informative career experiences for students in pre-kindergarten through 6th grade. The Career Ready Wagon offers activity stations and hands-on exhibits to explore different interests and skills related to all 16 CTE programs of study.

- Activity stations and hands-on exhibits are set up in and around the bus for students to personally explore how different interests and skills can link to a future career.
- Career exploration activities, encouraging continued exploration of lessons and activities presented on the bus, are available for students to take with them.
- Career focused interactive performances and presentations featuring music, costumes, and theater are available.
- Customizable career curriculum, based on the needs of the school, is available. The Career Cowboy offers a basic, standard career curriculum, however collaboration with the school regarding both content and format is encouraged.
- Pre and post-visit online resources are available to encourage continued exploration of lessons and activities presented on the bus.

Achieve 180 campuses and feeder school campuses visited by the Career Ready Wagon are:

- Highland Heights ES
- Bonham ES
- Wesley ES
- Fonderen ES
- Kashmere Gardens ES
- Stevens ES
- Cook ES
- Bruce ES
- C. Martinez ES





Middle School Outreach

Several CTE programs within Westbury High School (Achieve 180 - Tertiary Group) presented their pathway on March 1 to upwards of 150 students from Meyerland Performing and Visual Arts Middle School. These student- and/or faculty-driven presentations provided 7th and 8th grade students currently enrolled in a CTE middle school course the opportunity to better understand the classroom experience associated with the Firefighting, Engineering, Health Sciences, and Automotive programs at Westbury High School. The primary intent of this outreach event is to ensure rising 9th graders are more intentional when selecting a CTE pathway at Westbury High School.







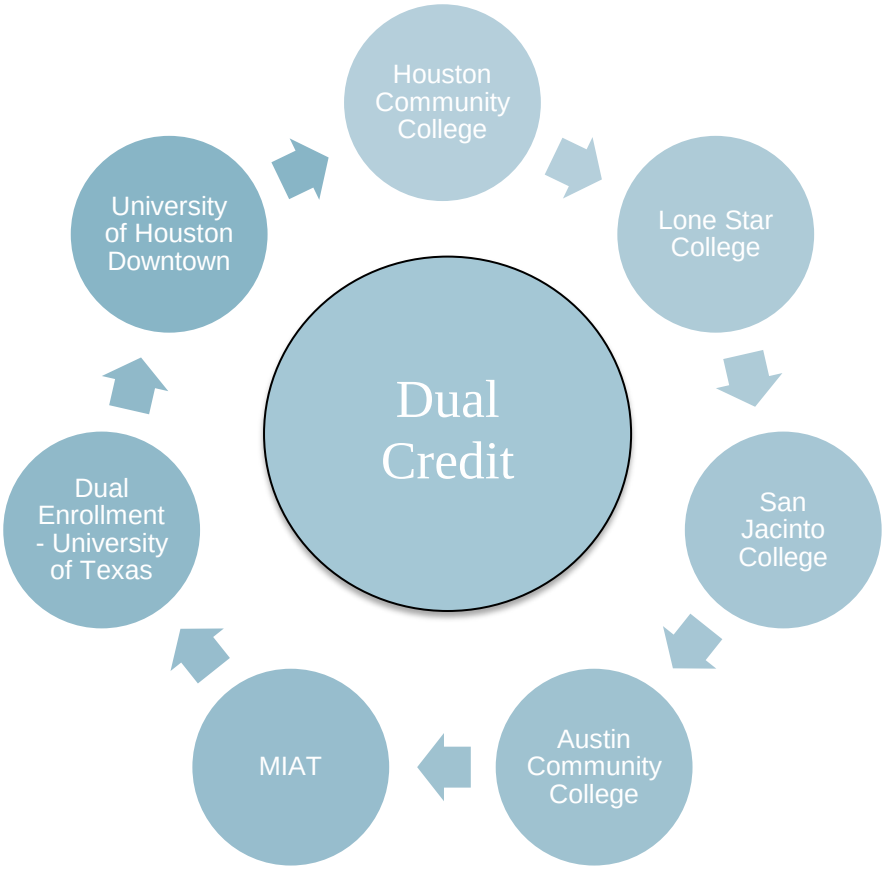
Dual Credit

The Houston Independent School District Dual Credit Division, through provisions made by the Texas Education Code Section 28.009, provides the opportunity for students to participate in programs which allow them to earn at least 12 semester hours of college credit while in high school. The programs are offered in collaboration with higher education institutions in the state of Texas through partnership agreements. Highly qualified instructors approved by partner colleges deliver the dual-credit courses. These instructors may be high school teachers who meet the criteria for delivering college courses or they may be college instructors who are assigned to deliver these courses. The Dual Credit Division will continue to work with these campuses to ensure students are provided with dual credit opportunities through planned programs on each campus.

High School	Dual Credit Courses	Course Enrollment
Kashmere	Engineering Design Presentation IA	35
	Engineering Design Presentation IB	34
	Engineering Design Presentation IIA	27
	Engineering Design Presentation IIB	27
	Digital Media A	15
	Digital Media B	15
	Web Technologies A	21
	Web Technologies B	21
Madison	Welding 2B	22
Milby	HCC Math 1314	34
	English 3A-1301	39
	English 3B-1302	37
	English 4A-2322	13
	English 4A-1301	13
	English 4B-1302	23
	Psychology – 2301	17
	Special Topics 1	22

Dual Credit Cont.

High School	Dual Credit Courses	Course Enrollment
Sharpstown	Physics A	62
	Physics B	62
	English 3A	94
	English 3B	85
	Pre-Calculus A	75
	Pre-Calculus B	75
Westbury	Firefighter 1B	16
	Firefighter 2A	18
	Firefighter 2B	18
	English 4A-1301	65
	English 4B-1302	30
Worthing	College Transitions B	18



The Marvy Finger Scholarship

The Marvy Finger Foundation scholarships are available for a career and technical degree or certificate program in architecture and construction, health science, hospitality and tourism, human services, law and public safety, information technology, and transportation distribution and logistics. Scholarship awards are based on a student's interest in a career and technical program, grades (minimum 2.0 GPA), activities in which they participated in school, and financial need. Students will enroll in a two-year approved degree/certificate program at a not-for-profit college in the Houston area and the scholarship will provide any educational expenses including books, supplies, tools and equipment required by the college program (excluding transportation, food, and housing).

High School	Number of Recipients
Kashmere	1
Madison	3
Milby	2
Sharpstown	2
Westbury	4
Wheatley	2
Worthing	1
Yates	1
Total	**16**

Advisory Committee's Work with Achieve 180 Campuses

The CTE District Advisory Council meets throughout the school year in support of CTE programming at Houston ISD High Schools. The Council is representative of industry and higher education across the Houston metroplex. Advisory Council members are focused on providing industry relative knowledge to CTE classrooms through onsite classroom visits as guest speakers, participating in campus career events, offering onsite workplace tours, exhibiting at When I Grow Up Expo and providing externship experience for teachers.

- Century AC – hosted Milby and Scarborough high school HVAC students at two local manufacturing facilities tours
- Comfort Systems USA – presented as a guest speaker to Milby and Scarborough high school HVAC classes providing information on HVAC industry viability and importance of achieving NCCER certification.
- Marriott Marquis – hosted Wheatley High School for a hotel tour including both front and back of house
- Marriott Marquis – hosts Worthing High School onsite weekly for Hospitality Practicum where students gain exposure to all areas of hotel management
- Westbury High School hosts a Campus Automotive Advisory Council multiple times throughout the year who also participate in onsite demonstrates to students and provide student employment opportunities

Parent College Tours

In collaboration with the College Readiness Team, the Career Readiness division hosted a parent college tour for all parents with students in grades K-12. Parent College Tours are aimed at enhancing student outcomes by empowering parents with information about the college application and on-going processes. At each tour, parents had the opportunity to win scholarships ranging from $500-$1000 for their students.

November 4, 2017: Prairie View A&M University	
School	**Attendees**
Madison	4
Milby	12
North Forest	12
Sharpstown	2
Victory Prep	4
Washington	4
Westbury	16
Wheatley	2
Worthing	6
Yates	4
TOTAL	**66**

Perkins Reserve Grant Recipients

The Career and Technical Education department was awarded the Perkins Reserve Grant for the 217-2018 academic year.

The parameters set forth by the grant were to provide students with a dual credit education leading to a Level 1 Certificate. The campus chosen to compete for funding of major equipment were **Milby** High School, **Madison** High School, and Barbara Jordan Career Center's dual credit welding programs. Each program will receive over $15,000.00 in large equipment purchases to afford students the hands-on training to complete their program in a high skill, high wage, high demand career around the Texas Gulf Coast region.

Equipment:

1) 15V899 Hydraulic Pipe Bender,1-1/4 GARDNER BENDER B340SPH80

2) 40F048 Hydraulic Press,40 t, Electric Pump

Campus CTE Specialist Support

Below are the CTE specialist's notations for personalized work done with each of the campuses. These activities demonstrate the additional supports afforded to each campus as part of their ongoing work to provide district support for Career and Technical Education and Dual Credit.

Kashmere

- Jasperactive Curriculum Site Licenses and OnBoarding
- Solidworks Software
- Adobe computer downloads (Potts and Kroll-White)
- Community of Practice walkthrough (Feb 8th, 2018)
- Assisted campus Admin team with reviewing their PGPs and corrections that needed to be made (March 7th)
- Connecting Junior Achievement Director to campus Admin staff for partnership.
- CTE 2018-19 Program Meeting (March 27th)
- Planned and is coordinating field trip for students to attend the College of Health Care Professions to learn about allied health career opportunities (April 30th)

Liberty

- Worked closely with HCC to provide dual credit course options and help students reach college readiness standards
    - Worked with HCC to provide extra language instruction for ELL student and parent population
- Worked with campus leadership team to offer UT OnRamps courses in 2018-2019
- Provide curriculum support to CTE teachers
- Working with campus leadership and CTE teachers to align 2018 - 2019 certification offerings with CTE pathway

Madison

- Presented on certifications/scholarships/ curriculum/ lesson plans/Perkins/ Houston Public Library Resources: Professional Development, Lynda.com, Gale Course, etc., / Texas Gateway/ Texas CTE
- Programming Meeting to evaluate CTE pathways and concerns
- Assisted with the Mobile Go Bus at Madison Fall and Spring semester for dual credit application and TSI
- Campus visits to Eastwood Campus to observe STEM program
- Provided opportunity to visit other programs and teachers
- Assisted with NCCER welding lab credentialing
- Assist teachers with NCCER modules submission process (NCCER registry and Chancery recording)
- Turner Industries Safety Day Professional Development
- Submit PBL Welding Project which was produced for Mandarin Immersion Magnet School (Chinese Zodiac Symbols) 2018
- NASA Hunch Program Soft Goods project (Fashion Marketing and Design) October 2017
- HCC Apprenticeship Job Fair at HCC West Loop Campus-student fieldtrip

Milby

- Created a mentorship program with the Culinary/hospitality students and the University of Houston, Conrad N. Hilton College Student Ambassadors.
- UH Hilton College Shadow Day- This will allow a Milby HS Culinary student (Senior) to use one of their college visit days and spend a day shadowing a UH Hilton College Ambassador.

- Ben E. Keith Gulf Coast Food Expo and Culinary Competition – All Culinary Instructors and students attended this event courtesy of my very good friends at Ben E. Keith Foodservice. The students learned the importance of creating great relationships with all vendors within a foodservice establishment.



North Forest

- North Forest High School participated in a week structured to allow all CTE students the opportunity to meet in the auditorium from Monday through Thursday to hear from a variety of presenters representing different careers and academic institutions, including the Houston Fire Department, Fox Sports, Art Institute of Houston, and Thurgood Marshall School of Law at TSU.
- The week culminated with a career fair on Friday that provided students additional opportunities to asks questions for employers and postsecondary institutions.
    - See pictures below.

Sharpstown

- Presented a dress for success and interviewing workshop for students preparing for the Genesys Works internship interview.
- Presently working with the Apollo News station on possible partnerships with several media outlets.
- Working with UT OnRamps to establish a cohort of courses.
- Reintroduced Dual Credit for the 2018-2019 school year.
- Met with CTE instructors to discuss a Dress for Success/Resume Building workshop Day

Washington

- Futures and CTE Program Meetings. Assisted campus with establishing a stronger Futures program as well as reorganizing the CTE AG pathway.
- AG Barn walk-through and discussion (Feb 14th)
- Met with Prairie View A&M leadership team to discuss future partnership with campus AG program. (March 1st)
- Assisted with planning Washington's first Drone Competition and was a judge at the competition. (March 3rd)

  CTE 2018-19 Program Meeting (April 3rd)
- Planned and is coordinating field trip for students to attend the College of Health Care Professions to learn about allied health career opportunities (April 30th)

Westbury

- Established MOU with Gardens of Bellaire assisted living facility for CNA students to take part in clinicals
- Obtained official site licensing for Westbury patient care facilities to conduct CNA certification testing
- Held Career Exploration Seminar for Meyerland MS students, where Westbury CTE teachers presented to prospective Westbury students about their CTE pathways
- Met consistently with campus leadership team to refine CTE programming and plan for 2018-2019
- Assisted campus leadership team in counseling students about their CTE pathway options and revisions of PGPs
- Assisted campus in preparing to offer UT OnRamps courses in 2018-2019
- Assisted in renewal of ASE certification for auto lab
- Established a dual credit fire science program with HCC
- Established a firefighter program advisory committee with fire teachers across HISD, the Houston Fire Department, and the Houston Community College (met monthly)
- Developed a firefighter skills training calendar for students to visit different HFD facilities in 2018 – 2019 and practice skills objectives
- Worked to offer dual credit English courses through Lone Star Community College

- Meet with teachers regularly to provide curriculum support and align certification offerings
-

Wheatley

- Assistance with preparing for CTE audit
- Consulted counselors on an ongoing basis on how to code new/transfer students
- Facilitated meeting with SnapOn to provide a list of equipment needed and PO to update automotive lab to qualify for ASE certification
- Facilitated meeting and tour of other culinary and IT programs in the district
- Guided administration in updating the culinary space using CTE funds
- Assisted the administration in creating expectations and evaluations for CTE programs and teachers
- Secured a university partnership for CTE programs
- Prairie View A&M University will meet with administration to find ways to support the Culinary program and the Wealthy garden to establish a farm to market initiative
- Met with teacher and administrators to discuss new programming that will:
    - Engage the students
    - Provide an opportunity for students to complete industry level certifications that are part of the new accountability system
    - Begin a new Government pathway for students interested in following the path of two notable Wheatley alumni, Barbara Jordan, and Mickey Leyland
    - Provided assistance to begin new dual credit program on campus
    - Began work to create a career pathway interest survey for students
    - Began work on a resource for counselors to use when guiding students and parents in choosing a pathway

Worthing

- Created partnership with the Marriott Marquis Hotel and Worthing HS's Hospitality program that began in the Fall 2017.
- The campus is participating in 8-week rotations that include front office, housekeeping, human resources, accounting and finance and food and beverage.
- Dress for Success and Resume workshops for Hospitality students..
- Ben E. Keith Gulf Coast Food Expo and Culinary Competition – All Culinary Instructors and students attended this event courtesy of my very good friends at Ben E. Keith Foodservice.

Victory Prep South

- Launched dual credit classes at Victory Prep South for the first time in Spring 2018. Juniors and seniors completed the student success course, EDUC 1300, with instructional support provided by Houston Community College.
- Delivered dual credit orientation to student interested in completing college courses with HCC.
- Planned to double the number of dual credit course offerings in Fall 2018 for Victory Prep South students.
- Provided additional support in completing PGPs using content from student transcripts.

Yates

- Collaborated in the re-introduction of Maritime Dual Credit Course for 2018-2019 school year augmenting student earning potential.
- Assisted in the formation of New Music Production pathway by aiding in course selection, advising the hiring process, and providing resources for instructor candidate.
- Provided campus with on-site and off-site Jasperactive coaching support.
- Organized Professional Development for Arts/AV pathway for Adobe Certified Associate.
- Delivered Arts/AV equipment to further student exposure to industry materials.
- Met with counselors to evaluate Personal Graduate Plans for potential errors and suggested revisions for future compliance.
- Assisted in creation of a Certiport Lab which enables online Adobe and Microsoft Office certification testing.

- Met frequently with campus personnel to ensure all pathways are supported.
- Downloaded Adobe Creative Cloud in labs to create an industry ready environment.
- Advocated for the procurement of Maritime tools for students to acquire real world experience.



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2017-2018 Annual Report

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APPENDIX

DiscoverU Achieve 180 Program Report 18-22

College Advising & Data Highlights

- *1,642 seniors advised out of 2,615** (63%)*
- *1,376 out of 3,148 seniors have submitted financial aid (44%)*
- *1,974 out of 3,148 seniors have submitted a college application (63%)*
- 260 group events were held at A180 schools, with 17,524 student participants (duplicated)

A180 Campus	# Seniors	# Advised	% Seniors Advised	# Submitted College Application	% Submitted College Application	# Submitted Financial Aid	% Submitted Financial Aid
Kashmere	111	66	59%	76	68%	57	51%
Liberty*	39	39	100%	32	74%	28	46%
Madison	328	166	51%	212	65%	140	43%
Milby	258	165	64%	194	75%	132	51%
North Forest	213	148	69%	140	66%	70	33%
Sharpstown	423	314	74%	277	65%	194	46%
Texas Conn.	533	N/A	N/A	136	26%	153	29%
Victory Prep	67	33	49%	54	81%	33	49%
Washington	140	115	82%	107	76%	62	44%
Westbury	507	205	40%	369	73%	255	50%
Wheatley	188	136	72%	127	68%	76	40%
Worthing	181	135	75%	142	78%	105	58%
Yates	160	120	75%	108	68%	71	44%
TOTAL	**3148**	**1642**	**63%****	**1974**	**63%**	**1376**	**44%**

*** indicates the estimated number of students who are eligible to graduate this school year**

**** indicates the exclusion of Texas Connections since there is no advising in the online setting**

Scholarship and Financial Aid Offers

A180 Campus	Class of 2017	Class of 2018	% to Last Year
Kashmere	$1,815,181	$0	0%
Liberty	$175,730	$786,480	447.55%
Madison	$6,287,385	$4,094,608	65.12%
Milby	$9,524,868	$2,976,960	31.25%
North Forest	$2,049,348	$1,384,182	67.54%
Sharpstown	$6,069,224	$3,777,588	62.24%
Texas Conn.	N/A	N/A	N/A
Victory Prep	$0	$0	0%
Washington	$5,694,564	$894,960	15.72%
Westbury	$8,062,948	$9,824,480	121.85%
Wheatley	$2,652,960	$905,232	34.12%
Worthing	$2,537,852	$2,907,656	114.57%
Yates	$2,108,667	$389,412	18.47%
TOTAL	$388,467,239	$131,143,432	33.76%

Events Supporting College Exploration and Readiness

This year, HISD's Office of College & Career Readiness strengthened its commitment to prioritizing access at Achieve 180 campuses. Transportation was provided for all events, aiming to improve in the following areas for Achieve 180 schools:

- Increasing scores on college entrance exams by increasing usage of Khan Academy Official SAT Practice.
- Increasing the number of students applying to and receiving financial aid and scholarships.
- Increasing access to college and career opportunities to (1) educate families and (2) increase college aspirations.

View itemized campus and district event records for Achieve 180 campuses on pages 9-17.

Events Supporting College Exploration and Readiness	
10/6/17	HISD FAFSA Event | Dee-1 Demystifies Financial Aid – Targeting Achieve 180 / Superintendents' Schools. Power Center.
10/7/17	Tech Pack Summit | HCC SW target career programs at 180
10/11/17	HISD Top Tier College Day. Open to all high schools.
10/11/17	PSAT/NMSQT and PSAT 8/9 Exam for 8th -11th grades.
10/28/17	Black College Expo (NRG). Open to all high schools.
10/28/17	Link-up Conference. Open to all middle and high school campuses. HCC Central.
11/04/17	Parent College Tour | Prairie View A&M University
11/11/17	HISD College & Career Day | Open to all middle and high school across district.
12/9/17	Dream Summit. Open to all high school students. Hattie Mae White.
1/29/18 – 2/2/18	Elementary College Week
1/30/18	Parent College Tour | University of Houston-Downtown
2/5/18 – 2/23/18	HISD FAFSA Roadshows
2/10/18	Hispanic Forum: Career & Education Day. Open to all middle and high school students. George R Brown.
2/22/18	Parent College Tour | University of Houston
2/17/18	CCR Day at Chavez HS. Open to all East End High Schools.
3/3/18	HISD Summer Opportunities Summit
3/3/18	Parent College Tour | University of Texas-Austin
4/12/18	NACAC College Fair
4/14/18	When I Grow Up Career Expo. Open to all elementary, middle and high school campuses. Hattie Mae White.
4/24/18	School Day SAT (11th grade)

Khanathlon, PSAT, and SAT

Last year, CollegeBoard released a national survey empirically showing that students who use Khan Academy for just 20 hours see an average score increase of 115 points on their PSAT/NMSQT and SAT. Our division expanded its annual Khan Academy competition to all HISD high schools and combined 6-12 campuses, grades 9-11, and categorized campuses based on student enrollment. The competition—called the *Khanathlon*—will encompass three challenges: (1) linkage between Khan Academy and CollegeBoard, (2) 10-hour usage, and (3) 20-hour usage, and is aimed at promoting the daily use of Official SAT® Practice at Khan Academy. Students will build skills in reading, math, and writing to increase PSAT and SAT® scores, thereby enhancing students' college options, scholarship dollars, and likelihood of testing college-ready in math and reading.

Date	Support/Task	Campus
1/29/18	Official SAT practice on Khan/ Schoolwide registration planning meeting.	North Forest
2/1/18	Math Department Chair training: Official SAT and Khan Academy Math Courses	All High School Math Dept. Chairs (including A180 campuses)
2/1/18	AVID teacher training: Official SAT and Khan Academy Courses. Created a school wide registration plan through AVID.	Worthing
2/6/18	Official SAT practice on Khan/ Schoolwide registration planning meeting.	Booker T. Washington
2/7/18	ELA teacher training: Official SAT and Khan Academy Courses & Rollout in English Courses.	Booker T. Washington
2/9/18	Official SAT Practice and Khan registration and Linking Drive: Rollout	North Forest
2/14/18	Official SAT Practice and Khan registration and Linking Drive: Cont.	North Forest
2/15/18	Official SAT Practice and Khan registration and Linking Drive: Cont.	North Forest
2/20/18	SAT Test Ordering and SSD request for accommodations assistance.	Milby
2/20/18	Counselor training: Official SAT and Khan Academy Courses. Created a school wide registration plan.	Wheatley
2/27/18 and 3/1/18	Official SAT Practice and Khan registration and Linking Drive: Rollout	Wheatley
4/4/18	Official SAT Practice and Khan registration and Linking Drive	Kashmere
4/17/18	Math teacher training: Official SAT and Khan Academy Math Courses	Milby

FAF$A Roadshows

12th grade students and their parents are invited to attend these annual events at their respective schools, to complete the financial aid applications—FAFSA or TASFA—necessary for securing funds for college. HISD FAF$A Roadshows were held from February 5, 2018 – February 23, 2018, and three lucky 12th grade students who complete their FAFSA/TASFA were entered for the chance to win a $1,000 scholarship for college.

School	FAFSA Roadshow	# of Volunteers	Attendees
Victory Prep	2/23/2018	2	12
Milby	2/23/2018	4	50
Sharpstown	2/21/2018	4	50
Yates	2/19/2018	3	45
Westbury	2/19/2018	2	15
Worthing	2/15/2018	4	27
Wheatley	2/14/2018	3	12
Liberty	2/14/2018	5	11
Kashmere	2/13/2018	2	50
North Forest	2/13/2018	3	12
Madison	2/13/2018	2	7
Washington	2/12/2018	3	30
	TOTAL	**37**	**321**

Spring College Fairs

This Spring, HISD students attended several college fairs—both national and local—right here in Houston. Transportation was either readily available through the fair or campus, or being provided by our division. The fairs are aimed at enhancing student outcomes by empowering students with information about the college application and going processes.

Event/Date	A180 Schools in Attendance:	
HHF Career and Education Day ***Saturday, February 10, 2018***	• Westbury • Milby	• Liberty • Madison
National Hispanic College Fair ***Monday, February 12, 2018***	• Milby • Sharpstown • Washington	• Madison • North Forest
Chávez HS College & Career Readiness Forum ***Saturday, February 17, 2018***	• Milby[1] [1]Note: This event targeted regional parents and students.	
NACAC National College Fair ***Thursday, April 12, 2018***	• Kashmere • Liberty • Madison • Washington	• Wheatley • Worthing • Yates

Parent College Tours

This school year, our division hosted four high-impact Parent College Tours for all parents with students in grades K-12. Parent College Tours are aimed at enhancing student outcomes by empowering parents with information about the college application and going processes. At each tour, parents had the opportunity to win scholarships ranging from $500-$1000 for their students.

November 4, 2017: Prairie View A&M University	
School	**Attendees**
Madison	4
Milby	12
North Forest	12
Sharpstown	2
Victory Prep	4
Washington	4
Westbury	16
Wheatley	2
Worthing	6
Yates	4
TOTAL	**66**

January 30, 2018: UH-Downtown	
School	**Attendees**
Madison	2
Milby	4
North Forest	3
Sharpstown	2
Kashmere	4
Washington	1
Westbury	3
Wheatley	2
Worthing	1
Yates	5
TOTAL	**27**

February 22, 2018: University of Houston	
School	**Attendees**
Sharpstown	2
Washington	2
TOTAL	**4**

March 3, 2018: UT-Austin	
School	**Attendees**
Madison	2
Milby	2
North Forest	8
Westbury	2
Worthing	2
Yates	2
TOTAL	**18**

DiscoverU Partnership & Summer Opportunities Summit

DiscoverU notes that it is a privilege to serve the students of Achieve 180 high schools. When surveyed about what they love most about their job, DiscoverU FLO Advisors provided a resounding answer: students. One summed it up as: "…being able to give back…when I see students that feel like that people have written them off, and they come to me and ask me to read something or find out how to be involved; they are trying even if they might not yet have the capability off hand to complete an application or write an essay on their own; but to see the ones that people assume are far too gone come in and TRY. Because that was me as a teenager. That was me—I lived it." Our students matter, and so do the experiences they will have as young people. FLOs matter. Relationships matter. Experience matters.

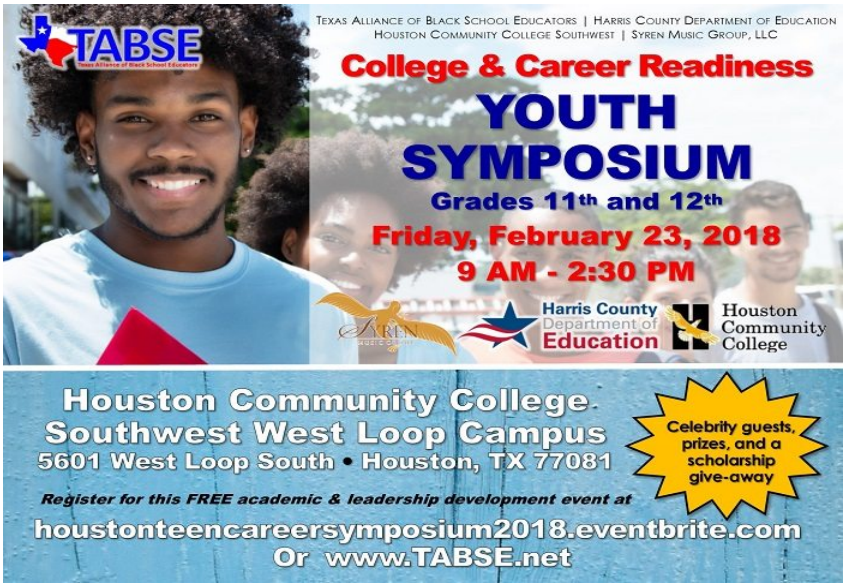
To make summer programming more accessible, Achieve 180 students have been awarded $78,375 in FLO Provider scholarships, in addition to $19,785 in direct tuition or travel assistance!

On March 3, DiscoverU partnered with HISD College Readiness to host the Summer Opportunities Summit. Over 500 students and parents attended, and the event was a huge success! City of Houston Director of Education Juliet Stipeche gave the keynote, and vendors from across the city promoted their programs. One vendor noted, "I was thrilled with the turnout for the event. There were students from several different schools which was nice. Very easy to sign up, set up, and navigate. Thanks for the invite! I look forward to the next one." Achieve 180 students from Liberty, Westbury, and Yates High Schools were bussed to the event so they could take advantage of the small-group application support and exposure to a variety of programs.

View the full DiscoverU Achieve 180 program report on pages 18-22.

College & Career Readiness Youth Symposium

HISD's Office of College & Career Readiness has collaborated with the Texas Alliance of Black School Educators (TABSE), the Harris County Department of Education (HCDE), and Houston Community College Southwest, to host a high-impact College & Career Readiness Youth Symposium. This one-day event will focus on college and career readiness as a means of encouraging participants to set goals, initiate steps toward achieving their goals, identify intrinsic and extrinsic barriers, and become empowered to move past obstacles to achievement and success. The following A180 schools were in attendance: **Yates, Washington, Worthing, and Sharpstown.**



Dee-1 De-Mystifies Financial Aid

Students at Achieve 180 schools in the district's received an interactive lesson on college financial aid thanks to a visit from a former middle school teacher-turned-rap-artist. David Augustine Jr., also known as rapper Dee-1, addressed the crowd of high school seniors on the importance of applying for college and sang his hit single about paying off student loans. The song, *Sallie Mae Back*, is about how Augustine paid off his college student loans with an advance he received after signing a record deal.

"I was like, how should I spend this," said Dee-1. "Most rappers buy a new car, they take a vacation, buy jewelry but I wanted to break all the stereotypes – and most importantly, I wanted to get out of debt."

A key driver of Acheive180, which focuses on historically underserved and underperforming schools at HISD, includes removing non-academic barriers that interfere with student success, including the college application and financial aid process. **Nearly 40 students from every Achieve 180 high school attended the Dee-1 event at the Power Center on October 6, 2017, which also included a workshop on the Federal Application for Student Aid or FAFSA. Two lucky students were also awarded a $5,000 college scholarship from Sallie Mae. In addition, Sallie Mae contributed $20,000 to the HISD Foundation Hurricane Harvey relief fund.**

Read the complete story, and view pictures from the event at http://bit.ly/Dee-1HISD (case-sensitive).

HISD DREAM Summit

HISD's third annual Dream Summit, held Saturday at Hattie Mae White, drew more than 200 students eager to collect resources and information about college applications and financial aid – about double the attendance over last year.

The HISD Office of College and Career Readiness and Multilingual Programs event is held each year to offer assistance to HISD DREAMers, DACA (Deferred Action for Childhood Arrivals) recipients, visa holders, permanent residents, refugees, and asylum grantees, along with their families.

Assistant Superintendent of Multilingual Programs Gracie Guerrero said the goal of the event is twofold.

"It shows students who may think that they have no options to pursue anything beyond high school that there are specific resources for them. And it also brings together resources that we have in the district in one place to make it accessible," Guerrero said.

Admissions representatives from many Texas colleges and universities were on hand to answer questions and host information sessions on the Texas Application for State Financial Aid (TASFA). The summit also included college information sessions, a college and resource fair, and a financial aid application lab for seniors. Students were able to complete a free affidavit that states he/she has been a Texas resident for three years, which is an admissions requirement for students.

Students such as Ramon Rodriguez, a sophomore at Sterling Aviation High School, were eager to get an early start learning about the college and financial aid processes.

Read the complete story, and view pictures from the event at http://bit.ly/DS-HISD (case-sensitive).

School	Event	Date	# Attendees
Kashmere	KHAN Academy Workshop	3/21/2018	14
Kashmere	KHAN Academy Workshop	3/7/2018	18
Kashmere	Lamar University College tour	2/27/2018	65
Kashmere	Application Workshop	2/22/2018	30
Kashmere	FAFSA Workshop	2/20/2018	30
Kashmere	FAFSA/TASFA ROADSHOW	2/13/2018	50
Kashmere	Houston Baptist University Field Trip	2/12/2018	60
Kashmere	Aggieland Saturday	2/10/2018	11
Kashmere	Houston Livestock Show and Rodeo Scholarship Application Review	2/6/2018	5
Kashmere	Classroom vist (Finacial Aid presentation/workshop) Economics classes	2/5/2018	75
Kashmere	TRIO visit ot RAM 100	2/1/2018	33
Kashmere	Houston Tillotson University Presentation	1/29/2018	30
Kashmere	TSU Visit	1/24/2018	22
Kashmere	Houston Baptist University Field Trip	1/12/2018	60
Kashmere	RAM 100 Meeting	12/5/2017	100
Kashmere	Senior Application Drive	12/4/2017	61
Liberty	Verification Roadshow Liberty High School AM & PM Students	4/25/2018	16
Liberty	Parent Meeting Liberty High School PM Students	3/7/2018	15
Liberty	FAFSA/TASFA Roadshow Liberty High School AM & PM Students	2/12/2018	18
Liberty	Houston Hispanic Forum Liberty High School	2/10/2018	6
Liberty	Dream Summit	12/9/2017	10

School	Event	Date	# Attendees
Liberty	FAFSA/TASFA Workshop PM Liberty High School	11/13/2017	20
Liberty	FAFSA/TASFA workshop AM students Liberty High School	11/6/2017	26
Liberty	Open House for PM students Liberty High School	10/14/2017	50
Liberty	Open house for AM students Liberty High School	10/13/2017	50
Liberty	Top Tier College Experience	10/11/2017	15
Liberty	Open House/Financial Aid/ College Fair for Challenge Early College High School	10/9/2017	300
Liberty	Dee 1 Demystifies Financial Aid	10/6/2017	200
Milby	HCC Orientation on Milby campus	6/18/2018	50
Milby	Decision Day(plan, organize, invite scholarship organizations and college reps)	5/30/2018	200
Milby	Milby Hispanic Alumni Scholarship Banquet	5/11/2018	100
Milby	Posse Foundation Info Session for Juniors	5/9/2018	30
Milby	Bacterial Meningitis Shot(planned, passed out paperwork, permission slips, organized bus)	5/8/2018	50
Milby	HCC Visit	5/7/2018	20
Milby	Texas Southern University visit	5/4/2018	20
Milby	Uaspire financial aid training	5/3/2018	50
Milby	San Jacinto College Visit	5/2/2018	20
Milby	Posse Info Session	4/26/2018	20
Milby	Human Resources Training	4/24/2018	40
Milby	Milby Alumni Interviews(plan, organize, pull students)	4/16/2018	20
Milby	Presented to all junior classes, collected contact information	4/12/2018	300

School	Event	Date	# Attendees
	and spoke about SAT/Khan Academy		
Milby	EcoServices scholarship interviews(plan, organize, pull students)	4/12/2018	20
Milby	Individual advising meetings for senior checkout with all seniors	4/11/2018	300
Milby	FAFSA Verification Workshop	4/6/2018	20
Milby	UT Presentation to juniors	3/28/2018	25
Milby	Senior Field trip to Main Event	3/9/2018	200
Milby	Assess, Plan, Reflect meeting	3/6/2018	50
Milby	TSI training	3/5/2018	20
Milby	HCC HVAC & Welding Presentations to senior classes	3/1/2018	50
Milby	LULAC/Army/UH Field trip(plan, organize, recruit)	2/27/2018	30
Milby	San Jacinto Counselor Connection	2/16/2018	50
Milby	Saint Thomas College Fair(request bus, recruit students)	2/12/2018	30
Milby	Houston Hispanic Forum advertise	2/9/2018	10
Milby	Texas A&M field trip	2/7/2018	40
Milby	FAFSA Roadshow(plan, organize, recruit)	2/1/2018	50
Milby	UHD Parent college tour	1/30/2018	10
Milby	UHD President visited campus(recruited students, advertised)	1/26/2018	50
Milby	UHD College Visit(plan, recruit, organize)	1/18/2018	20
Milby	HSLR Scholarship Workshop(plan, recruit, organize)	1/17/2018	20
Milby	CCR Winter Retreat	12/21/2017	75
Milby	Financial Aid Training	12/20/2017	50
Milby	CSA Cluster Meeting	12/19/2017	5
Milby	Dream Summit(recruit, create and collect permission slips)	12/9/2017	2
Milby	UT Field Trip	12/8/2017	40
Milby	TWU College Visit(plan, recruit, organize)	12/5/2017	20
Milby	TAMU College Visit(plan, recruit, organize)	11/29/2017	20
Milby	Sam Houston College Visit(plan, recruit, organize)	11/29/2017	20
Milby	UNT College Visit(plan, recruit, organize)	11/27/2017	20
Milby	College Readiness Institute	11/26/2017	75
Milby	Application Workshop	11/20/2017	100
Milby	Discover U Training	11/20/2017	5
Milby	Classroom Presentations	11/15/2017	200
Milby	Essay Writing Workshop(recruit, order food, reserve room, organize)	11/14/2017	20
Milby	HISD College & Career Day(recruit, create and collect permission slips)	11/11/2017	10
Milby	Texas State College Visit(plan, recruit, organize)	11/6/2017	20
Milby	Texas State University Visit	11/6/2017	15
Milby	FAFSA Fiesta	10/28/2017	10
Milby	FAFSA Workshop(plan, recruit, organize)	10/28/2017	20
Milby	University of Houston Visit	10/18/2017	20
Milby	UH College Visit(plan, recruit, organize)	10/18/2017	20
Milby	Top Tier College Night(recruit, create and collect permission slips)	10/11/2017	10

School	Event	Date	# Attendees
Milby	HISD FAFSA Event(recruit, create and collect permission slips)	10/6/2017	20
Milby	Texas A&M Visit	9/29/2017	22
Milby	University of Texas Visit	9/18/2017	27
Milby	UT College Visit(plan, recruit, organize)	9/18/2017	20
Milby	TACRAO College Fair(plan, recruit colleges, organize)	9/15/2017	400
North Forest	TSI	5/1/2018	213
North Forest	Arclab Welding Presentation	4/30/2018	36
North Forest	lifeguard recruiting prorgram	4/27/2018	20
North Forest	Arkansas Baptist	4/26/2018	8
North Forest	college signing day	4/18/2018	70
North Forest	TSU President	3/21/2018	397
North Forest	US Airforce - Sgt. Arnio	3/6/2018	100
North Forest	UHD Dr. Wallace & Dr. Perish from UHD	2/27/2018	75
North Forest	Texas Southern Tiger Day	2/23/2018	40
North Forest	Meningitis Clinic	2/22/2018	40
North Forest	Blinn College Tour	2/21/2018	40
North Forest	College & Career Fair	2/16/2018	600
North Forest	Lamar University	2/15/2018	15
North Forest	FAFSA Road Show	2/13/2018	12
North Forest	St. Thomas University College Fair	2/12/2018	30
North Forest	Khan Academy Roll out w College Board	2/9/2018	100
North Forest	TSI Tutorials	2/8/2018	8
North Forest	Texas Southern University	2/7/2018	40
North Forest	Black Panther Day	2/3/2018	50
North Forest	TSI Tutorials	2/1/2018	8

School	Event	Date	# Attendees
North Forest	Houston Community College	1/26/2018	20
North Forest	University of Houston - Downtown	1/25/2018	20
North Forest	Meningitis Clinic	1/25/2018	20
North Forest	Discover U	1/24/2018	150
North Forest	Rodeo Scholarship Workshop	1/22/2018	10
North Forest	Rodeo Scholarship Workshop	1/22/2018	10
North Forest	Aggie Next Steps for Seniors	1/19/2018	9
North Forest	Alumni Student Panel	1/11/2018	100
North Forest	TSI Tutorials	2/15/2016	8
Sharpstown	ESL presentation	2/27/2018	12
Sharpstown	Financial Aid/College App Drive for Senior Day/PSAT Testing	10/11/2017	300
Sharpstown	Senior Presentation	9/19/2017	330
Sharpstown	Senior Presentation	9/19/2017	330
Victory Prep	Decision Day	5/2/2018	40
Victory Prep	Arkansas Baptist College Visit	4/26/2018	60
Victory Prep	Application/FAFSA day	2/2/2018	12
Victory Prep	Army Recruiters speaking to students	2/1/2018	20
Victory prep	Trina Wright Scholarship Presentation	1/25/2018	60
Washington	Decision Day	5/18/2018	80
Washington	Scholarship Wrap up	4/30/2018	10
Washington	Bus trip to ARC labs welding school	4/27/2018	15
Washington	Arkansas Baptist College Visit	4/18/2018	10
Washington	Washington EMERGE Interviews	4/3/2018	6
Washington	San Jacinto recruiter/ Advisor visit	3/21/2018	20

School	Event	Date	# Attendees
Washington	Texas A&M follow up and scholarship criteria	2/20/2018	4
Washington	HCC college recruiter presenations	2/13/2018	25
Washington	Unversity of St Thomas College Fair	2/12/2018	16
Washington	Booker T Washington Khan registration meeting	2/6/2018	2
Washington	Rodeo Scholarship	1/31/2018	20
Westbury	HCC signing day	5/11/2018	40
Westbury	TSI	5/2/2018	25
Westbury	TSI	5/1/2018	25
Westbury	TSI	4/25/2018	40
Westbury	TSI	4/24/2018	40
Westbury	TSI	4/23/2018	30
Westbury	NACAC COLLEGE FAIR	4/12/2018	29
Westbury	TSI	4/11/2018	87
Westbury	Texas A&M	4/4/2018	30
Westbury	Prairie View A&M visit. Only seniors that were accepted got a chance to go this trip.	4/3/2018	45
Westbury	Classroom visits	4/2/2018	310
Westbury	Texas A&M visit for admitted students	2/21/2018	14
Westbury	FAFSA ROADSHOW	2/20/2018	22
Westbury	Lamar University visit	2/20/2018	20
Westbury	Bridge Year	2/9/2018	150
Westbury	Sam Houston field trip	2/8/2018	35
Westbury	Meningits Shots	2/6/2018	78
Westbury	Tarleton State University	2/1/2018	15
Westbury	San Jacinto came to visit our students	1/30/2018	27
Westbury	Trip to HCC Stafford campus	1/22/2018	40
Westbury	Trip to UofH	1/22/2018	25
Westbury	Classroom visits	1/10/2018	100
Westbury	Scholarship workshop	12/6/2017	73
Westbury	Rodeo Scholarship meeting	12/1/2017	30
Westbury	English class advising	12/1/2017	70
Westbury	University of Clear Lake	11/15/2017	40
Westbury	Texas Southern University fieldtrip	11/13/2017	40
Westbury	Lamar University field trip	11/7/2017	43
Westbury	TACRO FAIR	10/11/2017	507
Westbury	Texas State University	9/25/2017	45
Wheatley	TX AM-San Antonio College Visit During Lunch	12/6/2018	6
Wheatley	Senior Class visits	11/29/2018	125
Wheatley	Class visits- AP (Mr. Torres)-	11/29/2018	40
Wheatley	College Application Drive (Mr. Torres- AP US GOV)	11/2/2018	40
Wheatley	HBU Lunch Visit- Student presentation	11/2/2018	30
Wheatley	Junior Achievement	10/2/2018	8
Wheatley	TSI Test Administration	4/26/2018	15
Wheatley	TSI Test Administration	4/25/2018	30
Wheatley	Marvy Finger Scholarship Banquet	4/25/2018	2
Wheatley	TSI Test Administration	4/24/2018	35
Wheatley	SAT Pre-Registration	4/23/2018	125
Wheatley	Junior Achievment Job Shadow	4/20/2018	36
Wheatley	NACAC College Fair	4/12/2018	40
Wheatley	Dual Credit Sign-Up	4/11/2018	30
Wheatley	Tulsa Welding School Class Presentation	4/4/2018	85

School	Event	Date	# Attendees
Wheatley	TSI Pre- Assessment Activity	4/3/2018	45
Wheatley	TSI Pre-Assessment Activity	4/2/2018	75
Wheatley	Junior Class Presentations (AP Classes)	3/29/2018	25
Wheatley	Texas Southern University College Visit	3/28/2018	40
Wheatley	Junior Class Presentations (AP Classes)	3/28/2018	50
Wheatley	University of Houston Downtown College Visit	3/27/2018	50
Wheatley	Jarvis Christian College Auto Admit	3/22/2018	30
Wheatley	Lamar College Tour	3/6/2018	25
Wheatley	HBU Fieldtrip	2/26/2018	40
Wheatley	Rice University Fieldtrip	2/21/2018	40
Wheatley	TSI/KHAN Academy meeting w/ assistant principal	2/20/2018	5
Wheatley	Senior Ranking Ceremony	2/16/2018	100
Wheatley	FAFSA phone bank	2/14/2018	17
Wheatley	ACT - Taking students to FURR High School	2/10/2018	17
Wheatley	HCC College Application Drive	2/7/2018	20
Wheatley	PV College Tour	2/6/2018	36
Wheatley	Applicants for HLS&R Scholarship	1/31/2018	14
Wheatley	Senior Class presentation	1/31/2018	120
Wheatley	Monmouth College Counselor Breakfast	1/25/2018	1
Wheatley	Monmouth College Counselor Breakfast	1/25/2018	10
Wheatley	TSU Visit- Dr. Pollard, Honors College	1/22/2018	20
Wheatley	Family Friendly Walkthrough	1/22/2018	10
Wheatley	Junior achievement interviews	1/19/2018	2
Wheatley	Job corp presentation	1/10/2018	35

School	Event	Date	# Attendees
Wheatley	Dream Summit	12/9/2017	10
Wheatley	UHD College Visit	12/8/2017	15
Wheatley	Grambling State Auto Admissions	12/1/2017	4
Wheatley	University of Houston STEM Field Trip	11/10/2017	40
Wheatley	HCC Visit	11/8/2017	15
Wheatley	FAFSA/TASFA Workshop	11/3/2017	10
Wheatley	Senior Class Presentation	11/1/2017	125
Wheatley	Senior Presentations (FAFSA)	10/31/2017	40
Wheatley	Black College Expo	10/28/2017	35
Wheatley	UHD's Men of Color Conference	10/27/2017	20
Wheatley	Counselor update (Lamar, SFA, & Sam Houston)	10/26/2017	15
Wheatley	Black College Expo Team @ Wheatley for presentation (11th & 12th)	10/24/2017	120
Wheatley	College Applications Drive	10/23/2017	100
Wheatley	TX State Lunch Visit	10/19/2017	75
Wheatley	College Essays Drive	10/16/2017	10
Wheatley	College Applications Drive	10/13/2017	30
Wheatley	College Applications Drive	10/12/2017	30
Wheatley	Application & FAFSA Drive	10/11/2017	50
Wheatley	Top Tier College Event	10/11/2017	25
Wheatley	College Fair	10/10/2017	200
Wheatley	Financial Aid Field Trip (Dee 1-Financial Aid)	10/6/2017	40
Wheatley	LEGACI class -11th & 12th grade males	10/3/2017	20
Wheatley	Junior class Presentations	10/2/2017	75
Wheatley	Open House	9/21/2017	40
Wheatley	TX A&M College Visit	9/21/2017	10

School	Event	Date	# Attendees
Wheatley	Senior Intros and Goals for the Year	9/11/2017	100
Worthing	Worthing Goes To College Week Rep Your College Day	12/15/2018	762
Worthing	Worthing Goes To College Week- Throwback Thursday	12/14/2018	762
Worthing	Worthing Goes To College Week- Show Me The Money Day! (Scholarship Seminars)	12/13/2018	214
Worthing	Worthing Goes To College Week Part I (Dress for Success Day)	12/12/2018	762
Worthing	PVAMU Field Trip	3/27/2018	35
Worthing	#SAYHERNAME Conference	3/23/2018	11
Worthing	Texas Southern University	3/7/2018	40
Worthing	#sayhername conference	3/7/2018	8
Worthing	#SAYHERNAME Conference	3/6/2018	15
Worthing	Minority Male Initiative	3/5/2018	25
Worthing	PVAMU 4H Scholarship completion	3/1/2018	5
Worthing	HCC Cohort Meeting	2/26/2018	8
Worthing	Senior Rankining Ceremony	2/16/2018	200
Worthing	FAFSA Roadshow	2/15/2018	25
Worthing	Parent Message Blast	2/14/2018	17
Worthing	Guided Student Sign In system with assistance from HCC rep	2/14/2018	15
Worthing	Methodist and St. Luke's hospital session	2/14/2018	10
Worthing	Prairie View A&M University tour	2/13/2018	40
Worthing	Pipeline to College Info Meeting	2/9/2018	35
Worthing	Info Session - TSU Honors College SAT Prep	2/9/2018	9
Worthing	Senior Class Meeting	2/7/2018	180
Worthing	College Knowledge Week: Scholarships and Financial Aid	12/13/2017	100
Worthing	College Knowledge Week: HLSR Scholarship	12/13/2017	100
Worthing	College Knowledge Week	12/12/2017	200
Worthing	College Knowledge Week	12/11/2017	100
Worthing	Worthing Goes To College Week Part I	12/11/2017	762
Worthing	Sam Houston State University	11/15/2017	20
Yates	College Fair	2/12/2018	34
Yates	Scholarship Presentation	2/5/2018	15
Yates	Within Reach Parent Presentation	1/18/2018	20
TOTAL	**260 Events**	**17,524 Attendees (Duplicated)**	

School	Previous HB 18 Instruction Provided	Current Support and Future Requests
Attucks MS	• 3/31/16- Career Day Presentation (7th and 8th Grade) Partner: HAUL (provided professionals) • 5/22/17-Career Day Participant • 3/4/17-Several students attended Explore UT trip	• 02/14/18- Counselor received training for My Personal Highway
Cullen MS	• 8/2/17-Amegy Bank Partnership (Student were provided with uniform shirts and a trip to the Astro's game)	• 09/17-School received Hurricane Harvey donations from partnership with NYC non-profit. • 9/27/17-Amegy Bank Partnership-all 7th graders received uniform shirts and a trip to the Astros game • 05/22/18-College and Career Day Field Trip to UH Planned (Financial Literacy-Amegy Bank Partnership) • 12/04/17-My Personal Highway Training conducted for counselor • 02/19/18-Facilitated My Personal Highway Module 1 demo to train counselor
Edison MS	• 12/2-4/15-Why College (6th grade), HS Success (7th Grade), and College Fair Prep/Understanding PSAT Results Presentations (8th) • 2/9/17-Why College (6th/7th) and PSAT Presentations (8th) • 2/13/17- Why College (6th/7th) and PSAT Presentations (8th)	• Current My Personal Highway Pilot (HB 18 HUB course) Campus (provided support on 11/9/17) • 04/28/18-Students attended Camp College
Forest Brook MS	• 1/13/16-Why College Presentations (8th grade) • 6/01/16-Why College Presentation	• 09/17-School received Hurricane Harvey donations from partnerships with non-profits. • 10/17- Provided book donations for their library from TCWSE
Gregory-Lincoln K-8	• 5/17/16-College and Career Day Presentation	• 2/14/18-Counselor attended My Personal Highway Training • 2/15/18- -meeting was scheduled to discuss College Readiness resources but Counselor had a parent meeting. Counselor received materials on our departmental offerings.
HS Ahead MS	• A presentation was schedule for 6/28/16 but was cancelled.	• 02/14/18-Counselor received training for My Personal Highway • 04/19/18-Attended TSU Middle School Day
Key MS	• 11/15/16-Career Day Presentation (provided additional professionals to present from various industries) • 11/17/16-Scholarship provided to a 7th grade student from Career Day from a private donor.	• 11/17/17-Career Day Presentations (6th-8th Grade)
Lawson MS	• 1/19/17-High School Preparation Presentation	• Career Day Resources requested (follow up with Ms. Walker) • 02/06/18-Provided My Personal Highway Support to counselor (Ms. Edwards) • 04/19/18-Attended TSU Middle School Day
Patrick Henry MS	• 1/27/17-Understanding your PSAT results presentation	• 12/06/18-A HB 18 HUB Course Training was requested for the second week of January.
Woodson K-8	• 12/2/15-HS Preparation Presentation (8th Grade) • 12/3/15-HS Preparation Presentation (8th Grade) • 3/10/16- Career Day Presentation (7th and 8th Grade) Partner: HAUL (provided professionals)	• 12/06/17-Requested buses for Explore UT trip • 2/28/18-Career Day Support
Attucks MS	• 3/31/16- Career Day Presentation (7th and 8th Grade) Partner: HAUL (provided professionals) • 5/22/17-Career Day Participant • 3/4/17-Several students attended Explore UT trip	• 02/14/18- Counselor received training for My Personal Highway

School	Previous HB 18 Instruction Provided	Current Support and Future Requests
All Achieve 180 Middle Schools	• March 27-TSU Trip Planning Meeting for Achieve 180 Elementary and Middle Schools • April 2nd-5th- Development of Achieve 180 Middle School Programming for HERC Cycle II • April 4th-University of Houston Campus Visit Planning Meeting for Third Ward and those that serve Third Ward Achieve 180 campuses [Blackshear, Cullen, Yates, Sterling] (planning/recruitment is currently happening) • April 9th and April 18th-Development of free College and Career Readiness resources and implementation plan for Achieve 180 campuses with the Middle School Collaborative • April 11th-TSU Campus Visit Planning Meeting for select Achieve 180 campuses [Wesley and Edison] (planning/recruitment is currently happening) • May 7th-TSU Campus Visit Finalization Meeting • May 8th-University of Houston Partnership Meeting for Third Ward Achieve 180 Campuses • May 21st-TSU Campus Visit for Elementary and Middle Schools • May 22nd-University of Houston Elementary Day for Third Ward Schools • May 23rd- University of Houston High School Day for Third Ward Schools (Yates and Sterling)	

School	Current Support and Future Requests
Bellfort	• 02/20/18- College Readiness meeting conducted with Counselor to discuss department resources to support early college awareness.
Blackshear	• 12/06/17-College Readiness Support Meeting request sent • 12/19/17-Needs Assessment Meeting Conducted • 3/08/18-Provided speakers for College and Career Day • 05/22/18-University of Houston Elementary School College/Career Field Trip
Bonham	• 3rd Place Elementary College Week Winner! • 2/23/18-College Readiness Meeting Conducted • 4/13/18-Hosted a Career Day • Hosted a Junior Achievement Day as well as the Career Wagon
Bruce	• 12/13/17-Needs Assessment Meeting Scheduled • 02/16/18- College Readiness meeting conducted with Counselor and Principal to discuss department resources to support early college awareness. Counselor requested support with upcoming Career Day and Counseling Referrals. • 03/23/18- Provided speaker for College and Career Day
C. Martinez	• 12/19/17-Needs Assessment Meeting Scheduled • 12/19/17- College Readiness meeting conducted with Counselor to discuss department resources to support early college awareness. • 05/18/18-06/01/18-Participation in Virtual Job Shadow Career Readiness Pilot
Cook	• 12/13/17-Needs Assessment Meeting Conducted-Interested in UHD/Explore UT Parent Tours, the Career Readiness Robotics Presentation, and Junior Achievement's 'What a Difference a Day Makes'. • Elementary College Week 2nd Place Winners!
Dogan	• 12/06/17-College Readiness Support Meeting request sent • 01/11/18-College Readiness meeting conducted with Counselor to discuss department resources to support early college awareness. • Campus was a finalist in Elementary College Week.
Fondren	• 12/20/17-Needs Assessment Meeting Conducted. Provided counselor with TX Reality Check Lesson plan. Their 4th graders took a trip to TSU and their 5th graders went to JA Biz Town.The Career Wagon was also scheduled.
Forester	• 02/16/18- College Readiness meeting conducted with Counselor to discuss department resources to support early college awareness.
Gallegos	• 12/12/17-Needs Assessment Meeting Conducted-College and Career Day Support, Interested in Parent College Trips and parent education presentations.

School	Event
Hilliard	• 12/19/17-Needs Assessment Meeting Scheduled • 12/19/17- College Readiness meeting conducted with Counselor to discuss department resources to support early college awareness.
Kashmere Gardens	• 12/14/17-Needs Assessment Meeting Conducted. They hosted a college and career week prior to our meeting. Provided information on Junior Achievement programming and the Career Wagon.
Lewis	• 02/12/18- College Readiness meeting conducted with Counselor and Principal to discuss department resources to support early college awareness. Connected counselor with middle school feeder pattern counselors for transition work. She also requested MS transition strategies.
Looscan	• 12/12/17-Needs Assessment Conducted-Interested in Pre-Registration for parent college tour and will participate in Elementary College Week.
Mading	• 12/06/17-College Readiness Support Meeting request sent • 2/15/18- College Readiness meeting conducted with Counselor to discuss department resources to support early college awareness. • Participated in Elementary College Week.
Montgomery	• 12/20/17-Needs Assessment Meeting Scheduled • 12/20/17-Needs Assessment Conducted. Counselor requested support for College and Career Day on 5/23/18. • 5/23/18-Will provide guest speakers for College and Career Day
Pugh	• 12/21/17-Needs Assessment Conducted-Counselor requested materials in Spanish, Career Day Support and was interested in Jr. Achvmt. programming. • 03/02/18-Provided speakers for College and Career Day
Stevens	• 12/15/17-Needs Assessment Meeting Conducted. Met with the counselor and parent coordinator and provided information on engaging parent college tours.
Wesley	• 12/06/17-College Readiness Support Meeting request sent • 1/13/18- College Readiness meeting conducted with Counselor and Principal to discuss department resources to support early college awareness. Help was requested for upcoming College/Career Day as well as a trip to a local college. • 4/24/18-College and Career Day Presentation to 65 students in grades 3-5 • 05/18/18-06/01/18-Participation in Virtual Job Shadow Career Ready Pilot • 05/21/18-TSU Field Trip for all 5th Graders
Young	• 02/15/18- College Readiness meeting conducted with Counselor to discuss department resources to support early college awareness.

Discover U
Fantastic Learning Opportunities

Achieve 180 Program Report
4/30/2018

It is a privilege to serve the students of Achieve 180 High Schools. When surveyed about what they love most about their job, DiscoverU FLO Advisors provided a resounding answer: ***STUDENTS.*** One summed it up as: *"...being able to give back...when I see students that feel like that people have written them off, and they come to me and ask me to read something or find out how to be involved; they are trying even if they might not yet have the capability off hand to complete an application or write an essay on their own; but to see the ones that people assume are far too gone come in and TRY. Because that was me as a teenager. That was me—I lived it."* Our students matter, and so do the experiences they will have as young people. FLOs matter. Relationships matter. Experience matters.

Student Accounts Created Since 1/1/2018 **825**	**Student FLO Records Created Since 1/1/2018** **4842**	**Students Working on Applications** **291**
Applications Awaiting Response **201**	**Student Acceptances** **191**	**Completed FLO Experiences** **30**

A180 Student Acceptances

Local Day Programs

ACE Mentor Program
Alley Theatre Conservatory Prep Camp
Aspirations in Medical Professions
Biomedical Summer Scholars Academy
City of Houston Youth Jobs
Hire Houston Youth Private & Public Internships
HPD Explorers
Rice Summer Business Institute
Saturday Morning Science

Local Residential Programs

Hugh O'Brien Youth Leadership Conference
Young Owls Leadership Program

Local Programs with Negiotiated Seats

Build Your Brand: Marketing & Digital Media
Camp Zoofari
CompuCamp
Houston Zoo Crew Explorers
Learn 2 Earn

Domestic Residential Programs

Andover Summer Admissions
Camp Psych
Close Up Washington Flagship Program
Collegiate World Series
Cottonwood Gulch Art & Spirit Quest Trek
Engineering Summer Academy
Great Debate
Historically Black Colleges & Universities Tour
LDZ Youth Legislative Session
Leading the Way Grand Canyon Sound Academy
Youth About Business

Regional Residential Programs

BioFORCE
Camp College
Camp Enterprise
Celebracion
Chef Camp
NASA HS Aerospace Scholars
Outward Bound: Grieving Teens Big Bend
Sea Camp

International Residential Programs

CIEE- High School Summer Abroad
Discovering China Program for High School Students
Global Prep: Comparative Journalism in Cologne
Mickey Leland Kibbutzim Internship
The Experiment In International Living

Programs with A180 Students Awaiting Response

Atlas Scholars
Aviation Summer Academy
Bank of America Summer Youth Internship Program
Biomedical Summer Scholars Academy
BP Global STEM Academies
Camp ARCH
Camp College
Camp Neuro/Camp Cardiac
Camp Rising Sun
Camp Zoofari
City of Houston Youth Jobs
Collegiate World Series
Cutting Edge to Medical Techniques
Design, Connect, Create! Physics Camp for Young Women
GeoX
Great Debate
High School Internship at the Houston Metropolitan Research Center
LDZ
Hispanic Scholarship Fund Youth Leadership Institute
Hospitality Industry Camp
iEducate Summer Programs
Pre-Law Academy
Sam Houston State University Criminal Justice Camp
Say STEM Camp
Student Conservation Association Summer Program
Summer PreMed Camp at SHSU
Summer Programs for Diversity at Carnegie Mellon
Summer Training in Agriculture and Related Sciences
TCU-SMU Athletic Training Workshop
Teen Volunteer at Memorial Hermann Hospital
Texas Medical Center Summer Teen Volunteer Program
UNITE Pre-College Engineering Summer Program
University of Houston Accepted Student Summer Bridge Program
Wonderworks Pre-College Programs
Young Women's Leadership Challenge
Youth About Business

A180 Programs with Open Deadlines

May 1	Student Conservation Association Summer Program, Young Women's Leadership Challenge, Achieve in Medicine Program, Summer Transportation Institute
May 4	Camp Zoofari, Wonderworks Pre-College Summer Program, Bank of America Summer Youth Internship,
May 7	Say STEM Camp
May 11	Cutting Edge to Medical Techniques, CompuCamp, Boundary Waters Outward Bound: Grieving Teens, Texas Governor's School
May 14	EXPLORE Energy & Sustainability Summer Institute, EXPLORE Business Summer Institute, EXPLORE Entrepreneurship Summer Institute
May 15	University of Houston Pharmacy Summer Camp, iEducate Summer Programs
March 18	Cottonwood Gulch Art & Spirit Quest Trek
March 19	Learn 2 Earn
March 25	Build Your Brand: Marketing & Digital Media
March 27	OBAP Houston ACE Academy
March 28	Teen Volunteer at Memorial Herman Southwest
March 31	UNITE Pre-College Engineering Summer Program
June 11	FBI Teen Academy

A180 Financial Aid & Scholarships

DiscoverU negotiates seats, rates, and scholarships for our students in a variety of programs, from local day camps to immersive international experiences.

$19,785	$78,375	$29,500
Amount DiscoverU has awarded to A180 students in direct tuition or travel assistance	Amount Achieve 180 students have been awarded in FLO Provider Scholarships	Amount pledged by FLO Providers toward negotiated but not-yet-filled Achieve 180 reserved seats

...and counting!

Additionally, fully half of the FLOs in the Achieve 180 portfolio are completely free of cost!

HISD | Interventions Office
Everyone Successful Everyday!

ACHIEVE180

MAY UPDATES

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Intervention Assistance Team (IAT)

IAT Managers assisted campuses with developing a team designed to support students, parents, and teachers. All campus IAT consists of school personnel including administrators, teachers, and counselors who works with parents to identify possible ways to help students experience greater success. During IAT meetings, the team discusses information regarding students' progress and strategies which have been implemented to address all areas of concern up to this time. The IAT meetings serve as problem-solving sessions in which the team, including parents, can discuss the concerns, attempt to identify potential causes, develop potential ways to address the concerns, and then analyze the possible interventions.

CAMPUS INTERVENTION ASSISTANCE TEAM (IAT)

- Number of IAT Meetings Year to Date: approx. 1000

Evidence of Support:

- **October**
  - A180 After School PD was developed by us and centered around IAT processes which includes progress monitoring (uploaded)
- **January**
  - A180 Wednesday PD: MOY Triangulation Training (uploaded)
  - A180 and Supt Liaison Training: there was an entire session about Progress Monitoring data usage (uploaded)

COMPUTER BASED SUPPORTS

- Imagine Learning
- Achieve 3000
- MindPlay
- Ascend Math

Evidence of support:

- We have developed guidance around how to schedule time on various intervention platforms per content/grade level/course. The uploaded document is an exemplar we gave to some campuses who needed extra assistance with identifying the best times and frequency of use of platforms they are expected to use. (uploaded)

Instructional Support

Interventions Office worked side by side with campus leader(s) to brainstorm intervention strategies that could be used to maintain a campus' current instructional program. Our work also included the desegregation of triangulated data to ensure students were being strategically targeted for interventions. We also provided campuses with a list of suggested resources and timely feedback based on observation of intervention classes and planning sessions.

Evidence of this support:

- Provided guidance around the selection of research-based intervention programs for students performing more than 3-4 grade levels below
- Provided Renaissance screen shots of directions were created for campuses to share with teachers
- Developed a guide for Imagine Learning Platform and shared with teachers for creating custom pathways
- Facilitated trainings throughout the year during PLCs and faculty meetings
- Assisted teachers with Renaissance progress monitoring and goal setting during PLCs
- Reviewed Designated Supports with teachers during PLCs and faculty meetings
- Worked with Instructional Technology to transfer the progress monitoring form to a digital version in One Note which we shared with some of our campuses

Campus-Based Coaching

Type and number of campus-specific, differentiated supports provided to Principal and Leadership Team

- Completed data digs with campuses to help leaders address alignment of instruction to student needs.
- Modified master schedules to include interventions embedded within the regular day.
- Developed master schedules for interventions.
- Provided Renaissance and Imagine data for campuses to use while restructuring interventions.
- Engaged in data digs to strategically target Tier 2 and 3 students for interventions.
- Identified research-based resources for intervention classes
- Provided guidance for campuses regarding designing a criterium for IAT referrals.

Description of campus-specific support team collaboration (incl. number and type of strategies/activities)
Evidence:

- Assisted leaders in developing an action plan for fully implementing campus' Intervention Assistance Team (IAT).
- Ensured leaders had a clear understanding of district's IAT policies and procedures.
- Developed specific strategies to manage interventions.
- Observed intervention blocks and provided feedback
- Engaged in ongoing refinement of the IAT procedures and protocols to foster functioning and interface with team members.

Master Schedule Guidance/Structured Instructional Time

- Description and number of interventions on master (HS or MS) or weekly (ES) schedule by type.
- Description of space, time, technology, and personalized learning approaches to student learning
- Description of extent of adherence to campus-wide literacy plan (block schedule, SRW and reading intervention, and enrichment)

Elementary and Secondary Campuses received training about scheduling interventions into their master schedule. We provided guidance around the recommended supplemental time for Tier 2 and 3 interventions. We shared exemplar schedules for both elementary and secondary. We made ourselves available to our campus leadership teams to give further guidance on their intervention schedules. Campuses also received training about scheduling rotations

Professional Development

Throughout the 2017-2018 school-year the Office of Interventions have provided support to campus leaders on various topics regarding IAT and RtI such as scheduling, monitoring, documenting and responding to results of interventions. We provided trainings and personalized supports surrounding various topics pertinent to campus needs.

Trainings consisted of:

Tier 2 leaders IAT Refresher training, Designated Supports Training, Data Dive using Renaissance data and reports, refining IAT processes, clarifying the role of IAT in SPED evaluations.

Type and number of PD sessions provided for Principal and Leadership Team

- Leading Systematic & Quality Interventions:
    - Review RtI process and IAT roles
    - Engage in conversations related to implementation of Tier II and II interventions
    - Reflect on scheduling implications
    - Examine progress monitoring tools and applicable resources
- Renaissance Follow-up Training:
    - Review RtI process
    - Engage in conversations related to progress monitoring
    - Examine progress monitoring tools and scheduling interventions for On-Watch students
    - Reflect on instructional implications and applicable resources
- Scheduling Interventions:
    - Engage in conversations related to the implementation of Tier II and III interventions
    - Reflect on scheduling implications
- Administrator Training for RtI and IAT:
    - Differentiate between RtI and IAT
    - Review RtI practices
    - Clarify the roles and responsibilities of the campus IAT
- Making Interventions Work for You:
    - Review RtI process and IAT roles
    - Explore district-wide structures to support interventions
    - Engage in conversations related to implementation of Tier II and II interventions
    - Practice RtI problem-solving

Type and number of principal meetings (including additional two-hour meetings)

- Leading Systematic & Quality Interventions:
    - Review RtI process and IAT roles
    - Engage in conversations related to implementation of Tier II and II interventions
    - Reflect on scheduling implications
    - Examine progress monitoring tools and applicable resources
- Renaissance Follow-up Training:
    - Review RtI process
    - Engage in conversations related to progress monitoring
    - Examine progress monitoring tools and scheduling interventions for On-Watch students
    - Reflect on instructional implications and applicable resources
- Scheduling Interventions:
    - Engage in conversations related to the implementation of Tier II and III interventions
    - Reflect on scheduling implications

Description of collaborative central office strategies for school improvement

- Principal / SSO RtI Implementation Guide
- RtI Cheat sheet
- RtI Framework
- Academic RtI Flowchart
- Superintendent Schools Checklist

Renaissance Star 360 Data Highlights

Campuses have shown significant growth in the areas of decreasing tier two and tier three deficits from the BOY (Beginning of the Year) assessment to the MOY (Middle of the Year) assessment. A180 Early Literacy and A180 Spanish Early Literacy (Kindergarten and First grade) has shown an average five percent decreased in tier two and tier three. However, in tier three for Early Literacy, there was a near stretch of a 10% decrease of tier three students. Due to the significant decrease in tier two and tier three, there was robust growth in tier one. Early Literacy tier one increased by 16% and Spanish Early Literacy by 8%.

Superintendent Schools secondary (high school) had minimal gains and decreases in all tiers for math and reading within three percent except for high school reading in tier three. There was a significant gain in tier three students of five percent. Overall, results for high school reading and math are diverse.

Achieve 180: Elem Schools

Schools Included		
Bonham	Hilliard	Pugh
Bruce	Kas. Gardens	Stevens
Cook	Lewis	Young
Foerster	Looscan	
Fondren	C. Martinez	
Gallegos	Montgomery	

Report Name : 2017-18_RenaissanceSTAR_EarlyLiteracy_English_BOY_MOY

Selected Parameters			
District Name:	Houston ISD		
Enrollment Year:	2017-2018	Student Roster:	SIS 17-18 Current
School:	Multiple Schools		
Key:	Decreasing	Maintaining	Rising / Totals

A180 Early Literacy	Urgent Intervention		Intervention		On Watch		At/Above Benchmark		BOY Totals	
	#	%	#	%	#	%	#	%	#	%
Urgent Intervention	168	49.70%	76	22.49%	42	12.43%	52	15.38%	338	30.23%
Intervention	40	17.09%	54	23.08%	47	20.09%	93	39.74%	234	20.93%
On Watch	12	6.52%	26	14.13%	44	23.91%	102	55.43%	184	16.46%
At/Above Benchmark	8	2.21%	21	5.80%	33	9.12%	300	82.87%	362	32.38%
MOY Totals	228	20.39%	177	15.83%	166	14.85%	547	48.93%	1118	100%

A180 Early Literacy	BOY		MOY		Growth +/-	
	#	%	#	%	#	%
Urgent Intervention	338	30.23%	228	20.39%	-110	-9.84%
Intervention	234	20.93%	177	15.83%	-57	-5.10%
On Watch	184	16.46%	166	14.85%	-18	-1.61%
At/Above Benchmark	362	32.38%	547	48.93%	185	16.55%

Schools within the report		
Bonham	Lewis	Excluded
Bruce	Looscan	Hilliard
Cook	C. Martinez	Kas. Gardens
Foerster	Montgomery	Young
Fondren	Pugh	
Gallegos	Stevens	

Report Name : 2017-18_RenaissanceSTAR_EarlyLiteracy_Spanish_BOY_MOY

Selected Parameters			
District Name:	Houston ISD		
Enrollment Year:	2017-2018	Student Roster:	SIS 17-18 Current
School:	Multiple Schools		
Key:	Decreasing	Maintaining	Rising / Totals

A180 Spanish Early Literacy	Urgent Intervention		Intervention		On Watch		At/Above Benchmark		BOY Totals	
	#	%	#	%	#	%	#	%	#	%
Urgent Intervention	16	31.37%	14	27.45%	7	13.73%	14	27.45%	51	11.04%
Intervention	6	10.71%	14	25.00%	12	21.43%	24	42.86%	56	12.12%
On Watch	2	3.92%	6	11.76%	5	9.80%	38	74.51%	51	11.04%
At/Above Benchmark	3	0.99%	10	3.29%	22	7.24%	269	88.49%	304	65.80%
MOY Totals	27	5.84%	44	9.52%	46	9.96%	345	74.68%	462	100%

A180 Spanish Early Literacy	BOY		MOY		Growth +/-	
	#	%	#	%	#	%
Urgent Intervention	51	11.04%	27	5.84%	-24	-5.20%
Intervention	56	12.12%	44	9.52%	-12	-2.60%
On Watch	51	11.04%	46	9.96%	-5	-1.08%
At/Above Benchmark	304	65.80%	345	74.68%	41	8.88%

Schools within the report		
Bonham	Hilliard	Pugh
Bruce	Kas. Gardens	Stevens
Cook	Lewis	
Foerster	Looscan	
Fondren	C. Martinez	

Report Name : 2017-18_RenaissanceSTAR_Reading_English_BOY_MOY

Selected Parameters			
District Name:	Houston ISD		
Enrollment Year:	2017-2018	Student Roster:	SIS 17-18 Current
School:	Multiple Schools		
Key:	Decreasing	Maintaining	Rising / Totals

	Urgent Intervention		Intervention		On Watch		At/Above Benchmark		Totals	
	#	%	#	%	#	%	#	%	#	%
Urgent Intervention	982	75.71%	249	19.20%	43	3.32%	23	1.77%	1297	39.90%
Intervention	159	20.89%	325	42.71%	182	23.92%	95	12.48%	761	23.41%
On Watch	40	8.46%	125	26.43%	142	30.02%	166	35.10%	473	14.55%
At/Above Benchmark	5	0.69%	49	6.81%	108	15.00%	558	77.50%	720	22.15%
Totals	1186	36.48%	748	23.01%	475	14.61%	842	25.90%	3251	100%

A180 Elementary Reading	BOY		MOY		Growth +/-	
	#	%	#	%	#	%
Urgent Intervention	1259	39.44%	1152	36.09%	-107	-3.35%
Intervention	759	23.78%	741	23.21%	-18	-0.57%
On Watch	485	15.19%	498	15.60%	13	0.41%
At/Above Benchmark	689	21.59%	801	25.09%	112	3.50%

Report Name : 2017-18_RenaissanceSTAR_Reading_Spanish_BOY_MOY

Selected Parameters			
District Name:	Houston ISD		
Enrollment Year:	2017-2018	Student Roster:	SIS 17-18 Current
School:	Multiple Schools		
Key:	Decreasing	Maintaining	Rising / Totals

A180 Elementary Spanish Reading	Urgent Intervention		Intervention		On Watch		At/Above Benchmark		BOY Totals	
	#	%	#	%	#	%	#	%	#	%
Urgent Intervention	46	27.54%	45	26.95%	34	20.36%	42	25.15%	167	23.03%
Intervention	12	8.28%	26	17.93%	41	28.28%	66	45.52%	145	20.00%
On Watch	4	3.60%	13	11.71%	20	18.02%	74	66.67%	111	15.31%
At/Above Benchmark	3	0.99%	6	1.99%	21	6.95%	272	90.07%	302	41.66%
MOY Totals	65	8.97%	90	12.41%	116	16.00%	454	62.62%	725	100%

A180 Elementary Spanish Reading	BOY		MOY		Growth +/-	
	#	%	#	%	#	%
Urgent Intervention	167	23.03%	65	8.97%	-102	-14.06%
Intervention	145	20.00%	90	12.41%	-55	-7.59%
On Watch	111	15.31%	116	16.00%	5	0.69%
At/Above Benchmark	302	41.66%	454	62.62%	152	20.96%

Schools within the report		
Bonham	Kas. Gardens	Stevens
Bruce	Lewis	**Excluded**
Cook	Looscan	**Hilliard**
Foerster	Pugh	
Fondren	C. Martinez	

Report Name : 2017-18_RenaissanceSTAR_Math_English_BOY_MOY

Selected Parameters			
District Name:	Houston ISD		
Enrollment Year:	2017-2018	Student Roster:	SIS 17-18 Current
School:	Multiple Schools		
Key:	Decreasing	Maintaining	Rising / Totals

A180 Elementary Math	Urgent Intervention		Intervention		On Watch		At/Above Benchmark		BOY Totals	
	#	%	#	%	#	%	#	%	#	%
Urgent Intervention	656	65.86%	199	19.98%	82	8.23%	59	5.92%	996	22.73%
Intervention	206	23.60%	279	31.96%	185	21.19%	203	23.25%	873	19.93%
On Watch	40	6.13%	161	24.66%	152	23.28%	300	45.94%	653	14.91%
At/Above Benchmark	26	1.40%	84	4.52%	155	8.34%	1594	85.75%	1859	42.43%
MOY Totals	928	21.18%	723	16.50%	574	13.10%	2156	49.21%	4381	100%

A180 Elementary Math	BOY		MOY		Growth +/-	
	#	%	#	%	#	%
Urgent Intervention	996	22.73%	928	21.18%	-68	-1.55%
Intervention	873	19.93%	723	16.50%	-150	-3.43%
On Watch	653	14.91%	574	13.10%	-79	-1.81%
At/Above Benchmark	1859	42.43%	2156	49.21%	297	6.78%

Schools within the report		
Bonham	Hilliard	Pugh
Bruce	Kas. Gardens	Stevens
Cook	Lewis	Young
Foerster	Looscan	
Fondren	C. Martinez	
Gallegos	Montgomery	

Report Name : 2017-18_RenaissanceSTAR_Math_Spanish_BOY_MOY

Selected Parameters			
District Name:	Houston ISD		
Enrollment Year:	2017-2018	Student Roster:	SIS 17-18 Current
School:	Multiple Schools		
Key:	Decreasing	Maintaining	Rising / Totals

A180 Elementary Math Spanish	Urgent Intervention		Intervention		On Watch		At/Above Benchmark		BOY Totals	
	#	%	#	%	#	%	#	%	#	%
Urgent Intervention	58	33.33%	45	25.86%	23	13.22%	48	27.59%	174	18.57%
Intervention	16	10.53%	45	29.61%	29	19.08%	62	40.79%	152	16.22%
On Watch	2	1.36%	23	15.65%	23	15.65%	99	67.35%	147	15.69%
At/Above Benchmark	0	0.00%	10	2.16%	33	7.11%	421	90.73%	464	49.52%
MOY Totals	76	8.11%	123	13.13%	108	11.53%	630	67.24%	937	100%

A180 Elementary Math Spanish	BOY		MOY		Growth +/-	
	#	%	#	%	#	%
Urgent Intervention	174	18.57%	76	8.11%	-98	-10.46%
Intervention	152	16.22%	123	13.13%	-29	-3.09%
On Watch	147	15.69%	108	11.53%	-39	-4.16%
At/Above Benchmark	464	49.52%	630	67.24%	166	17.72%

Schools within the report		
Bonham	Kas. Gardens	Stevens
Bruce	Lewis	Excluded
Cook	Looscan	Hilliard
Foerster	C. Martinez	Young
Fondren	Montgomery	
Gallegos	Pugh	

Achieve 180: Middle Schools

Report Name : 2017-18_RenaissanceSTAR_Reading_English_BOY_MOY

Selected Parameters			
District Name:	Houston ISD		
Enrollment Year:	2017-2018	Student Roster:	SIS 17-18 Current
School:	Multiple Schools		
Key:	Decreasing	Maintaining	Rising / Totals

	Urgent Intervention		Intervention		On Watch		At/Above Benchmark		BOY Totals	
	#	%	#	%	#	%	#	%	#	%
Urgent Intervention	1608	81.34%	321	16.24%	39	1.97%	9	0.46%	1977	50.64%
Intervention	315	32.44%	421	43.36%	182	18.74%	53	5.46%	971	24.87%
On Watch	60	12.96%	144	31.10%	157	33.91%	102	22.03%	463	11.86%
At/Above Benchmark	19	3.85%	59	11.97%	115	23.33%	300	60.85%	493	12.63%
MOY Totals	2002	51.28%	945	24.21%	493	12.63%	464	11.89%	3904	100%

MS Reading	BOY		MOY		Growth +/-	
	#	%	#	%	#	%
Urgent Intervention	1977	50.64%	2002	51.28%	25	0.64%
Intervention	971	24.87%	945	24.21%	-26	-0.66%
On Watch	463	11.86%	493	12.63%	30	0.77%
At/Above Benchmark	493	12.63%	464	11.89%	-29	-0.74%

Schools within the report	
Attucks	Greg. Lincoln
Cullen	Key
Edison	Lawson
Forest Brook	

Report Name : 2017-18_RenaissanceSTAR_Math_English_BOY_MOY

Selected Parameters			
District Name:	Houston ISD		
Enrollment Year:	2017-2018	Student Roster:	SIS 17-18 Current
School:	Multiple Schools		
Key:	Decreasing	Maintaining	Rising / Totals

	Urgent Intervention		Intervention		On Watch		At/Above Benchmark		BOY Totals	
	#	%	#	%	#	%	#	%	#	%
Urgent Intervention	717	69.61%	209	20.29%	63	6.12%	41	3.98%	1030	26.41%
Intervention	250	28.15%	299	33.67%	193	21.73%	146	16.44%	888	22.77%
On Watch	88	14.04%	152	24.24%	179	28.55%	208	33.17%	627	16.08%
At/Above Benchmark	54	3.99%	110	8.12%	204	15.06%	987	72.84%	1355	34.74%
MOY Totals	1109	28.44%	770	19.74%	639	16.38%	1382	35.44%	3900	100%

MS Math	BOY		MOY		Growth +/-	
	#	%	#	%	#	%
Urgent Intervention	1030	26.41%	1109	28.44%	79	2.03%
Intervention	888	22.77%	770	19.74%	-118	-3.03%
On Watch	627	16.08%	639	16.38%	12	0.30%
At/Above Benchmark	1355	34.74%	1382	35.44%	27	0.70%

Schools within the report	
Attucks	Greg. Lincoln
Cullen	Key
Edison	Lawson
Forest Brook	

Achieve 180: High Schools

Report Name : 2017-18_RenaissanceSTAR_Reading_English_BOY_MOY

Selected Parameters			
District Name:	Houston ISD		
Enrollment Year:	2017-2018	Student Roster:	SIS 17-18 Current
School:	Multiple Schools		
Key:	Decreasing	Maintaining	Rising / Totals

HS Reading	Urgent Intervention		Intervention		On Watch		At/Above Benchmark		BOY Totals	
	#	%	#	%	#	%	#	%	#	%
Urgent Intervention	2954	87.24%	367	10.84%	53	1.57%	12	0.35%	3386	48.68%
Intervention	664	38.32%	737	42.53%	258	14.89%	74	4.27%	1733	24.91%
On Watch	104	10.94%	343	36.07%	312	32.81%	192	20.19%	951	13.67%
At/Above Benchmark	17	1.92%	83	9.37%	181	20.43%	605	68.28%	886	12.74%
MOY Totals	3739	53.75%	1530	22.00%	804	11.56%	883	12.69%	6956	100%

HS Reading	BOY		MOY		Growth +/-	
	#	%	#	%	#	%
Urgent Intervention	3386	48.68%	3739	53.75%	353	5.07%
Intervention	1733	24.91%	1530	22.00%	-203	-2.91%
On Watch	951	13.67%	804	11.56%	-147	-2.11%
At/Above Benchmark	886	12.74%	883	12.69%	-3	-0.05%

Schools within the report	
Madison	Westbury
Milby	Yates
North Forest	
Sharpstown	
Washington	

Report Name : 2017-18_RenaissanceSTAR_Math_English_BOY_MOY

Selected Parameters			
District Name:	Houston ISD		
Enrollment Year:	2017-2018	Student Roster:	SIS 17-18 Current
School:	Multiple Schools		
Key:	Decreasing	Maintaining	Rising / Totals

HS Math	Urgent Intervention		Intervention		On Watch		At/Above Benchmark		BOY Totals	
	#	%	#	%	#	%	#	%	#	%
Urgent Intervention	1048	74.54%	215	15.29%	81	5.76%	62	4.41%	1406	21.59%
Intervention	310	27.46%	387	34.28%	253	22.41%	179	15.85%	1129	17.34%
On Watch	97	11.59%	191	22.82%	224	26.76%	325	38.83%	837	12.85%
At/Above Benchmark	84	2.68%	213	6.78%	336	10.70%	2507	79.84%	3140	48.22%
MOY Totals	1539	23.63%	1006	15.45%	894	13.73%	3073	47.19%	6512	100%

HS Math	BOY		MOY		Growth +/-	
	#	%	#	%	#	%
Urgent Intervention	1406	21.59%	1539	23.63%	133	2.04%
Intervention	1129	17.34%	1006	15.45%	-123	-1.89%
On Watch	837	12.85%	894	13.73%	57	0.88%
At/Above Benchmark	3140	48.22%	3073	47.19%	-67	-1.03%

Schools within the report	
Madison	Westbury
Milby	Yates
North Forest	
Sharpstown	
Washington	

Superintendent: Elem Schools

Report Name : 2017-18_RenaissanceSTAR_EarlyLiteracy_English_BOY_MOY

Selected Parameters			
District Name:	Houston ISD		
Enrollment Year:	2017-2018	Student Roster:	SIS 17-18 Current
School:	Multiple Schools		
Key:	Decreasing	Maintaining	Rising / Totals

Supt. Early Literacy	Urgent Intervention		Intervention		On Watch		At/Above Benchmark		BOY Totals	
	#	%	#	%	#	%	#	%	#	%
Urgent Intervention	56	47.06%	28	23.53%	14	11.76%	21	17.65%	119	41.18%
Intervention	14	20.00%	18	25.71%	13	18.57%	25	35.71%	70	24.22%
On Watch	4	13.33%	1	3.33%	7	23.33%	18	60.00%	30	10.38%
At/Above Benchmark	3	4.29%	4	5.71%	5	7.14%	58	82.86%	70	24.22%
MOY Totals	77	26.64%	51	17.65%	39	13.49%	122	42.21%	289	100%

Supt. Early Literacy	BOY		MOY		Growth +/-	
	#	%	#	%	#	%
Urgent Intervention	119	41.18%	77	26.64%	-42	-14.54%
Intervention	70	24.22%	51	17.65%	-19	-6.57%
On Watch	30	10.38%	39	13.49%	9	3.11%
At/Above Benchmark	70	24.22%	122	42.21%	52	17.99%

Schools within the report
Blackshear
Dogan
Highland Heights
Mading
Wesley

Report Name : 2017-18_RenaissanceSTAR_EarlyLiteracy_Spanish_BOY_MOY

Selected Parameters			
District Name:	Houston ISD		
Enrollment Year:	2017-2018	Student Roster:	SIS 17-18 Current
School:	Blackshear Elementary, Highland Heights Elementary		
Key:	Decreasing	Maintaining	Rising / Totals

Supt. Early Literacy Spanish	Urgent Intervention		Intervention		On Watch		At/Above Benchmark		BOY Totals	
	#	%	#	%	#	%	#	%	#	%
Urgent Intervention	2	33.33%	1	16.67%	0	0.00%	3	50.00%	6	66.67%
Intervention	0	0.00%	0	0.00%	0	0.00%	1	100.00%	1	11.11%
On Watch	0	0.00%	0	0.00%	0	0.00%	1	100.00%	1	11.11%
At/Above Benchmark	0	0.00%	1	100.00%	0	0.00%	0	0.00%	1	11.11%
MOY Totals	2	22.22%	2	22.22%	0	0.00%	5	55.56%	9	100%

Supt. Early Literacy Spanish	BOY		MOY		Growth +/-	
	#	%	#	%	#	%
Urgent Intervention	6	66.67%	2	22.22%	-4	-44.45%
Intervention	1	11.11%	2	22.22%	1	11.11%
On Watch	1	11.11%	0	0.00%	-1	-11.11%
At/Above Benchmark	1	11.11%	5	55.56%	4	44.45%

Schools within the report
Blackshear
Highland Heights
Excluded
Dogan
Mading
Wesley

Report Name : 2017-18_RenaissanceSTAR_Reading_English_BOY_MOY

Selected Parameters

District Name:	Houston ISD		
Enrollment Year:	2017-2018	Student Roster:	SIS 17-18 Current
School:	Multiple Schools		

Key: Decreasing | Maintaining | Rising | Totals

Supt. Reading Elementary	Urgent Intervention		Intervention		On Watch		At/Above Benchmark	
	#	%	#	%	#	%	#	%
Urgent Intervention	424	79.55%	81	15.20%	21	3.94%	7	1.31%
Intervention	108	37.11%	111	38.14%	49	16.84%	23	7.90%
On Watch	26	14.13%	53	28.80%	55	29.89%	50	27.17%
At/Above Benchmark	8	3.35%	24	10.04%	38	15.90%	169	70.71%
MOY Totals	566	45.39%	269	21.57%	163	13.07%	249	19.97%

Supt. Reading Elementary	BOY		MOY		Growth +/-	
	#	%	#	%	#	%
Urgent Intervention	533	42.74%	566	45.39%	33	2.65%
Intervention	291	23.34%	269	21.57%	-22	-1.77%
On Watch	184	14.76%	163	13.07%	-21	-1.69%
At/Above Benchmark	239	19.17%	249	19.97%	10	0.80%

Schools within the report
Blackshear
Dogan
Highland Heights
Mading
Wesley

Report Name : 2017-18_RenaissanceSTAR_Reading_Spanish_BOY_MOY

Selected Parameters

District Name:	Houston ISD		
Enrollment Year:	2017-2018	Student Roster:	SIS 17-18 Current
School:	Multiple Schools		

Key: Decreasing | Maintaining | Rising | Totals

Supt. Elementary Reading Spanish	Urgent Intervention		Intervention		On Watch		At/Above Benchmark		Totals	
	#	%	#	%	#	%	#	%	#	%
Urgent Intervention	1	7.69%	4	30.77%	4	30.77%	4	30.77%	13	31.71%
Intervention	1	8.33%	2	16.67%	4	33.33%	5	41.67%	12	29.27%
On Watch	0	0.00%	0	0.00%	2	25.00%	6	75.00%	8	19.51%
At/Above Benchmark	0	0.00%	0	0.00%	0	0.00%	8	100.00%	8	19.51%
Totals	2	4.88%	6	14.63%	10	24.39%	23	56.10%	41	100%

Supt. Elementary Reading Spanish	BOY		MOY		Growth +/-	
	#	%	#	%	#	%
Urgent Intervention	13	31.71%	2	4.88%	-11	-26.83%
Intervention	12	29.27%	6	14.63%	-6	-14.64%
On Watch	8	19.51%	10	24.39%	2	4.88%
At/Above Benchmark	8	19.51%	23	56.10%	15	36.59%

Schools within the report
Blackshear
Highland Heights
Mading
Wesley
Excluded
Dogan

Report Name : 2017-18_RenaissanceSTAR_Math_English_BOY_MOY

Selected Parameters			
District Name:	Houston ISD		
Enrollment Year:	2017-2018	Student Roster:	SIS 17-18 Current
School:	Multiple Schools		
Key:	Decreasing	Maintaining	Rising	Totals

Supt. Elementary Math	Urgent Intervention		Intervention		On Watch		At/Above Benchmark		BOY Totals	
	#	%	#	%	#	%	#	%	#	%
Urgent Intervention	305	72.10%	71	16.78%	26	6.15%	21	4.96%	423	30.09%
Intervention	89	30.90%	101	35.07%	50	17.36%	48	16.67%	288	20.48%
On Watch	36	15.45%	53	22.75%	43	18.45%	101	43.35%	233	16.57%
At/Above Benchmark	19	4.11%	36	7.79%	55	11.90%	352	76.19%	462	32.86%
MOY Totals	449	31.93%	261	18.56%	174	12.38%	522	37.13%	1406	100%

Supt. Elementary Math	BOY		MOY		Growth +/-	
	#	%	#	%	#	%
Urgent Intervention	423	30.09%	449	31.93%	26	1.84%
Intervention	288	20.48%	261	18.56%	-27	-1.92%
On Watch	233	16.57%	174	12.38%	-59	-4.19%
At/Above Benchmark	462	32.86%	522	37.13%	60	4.27%

Schools within the report
Blackshear
Dogan
Highland Heights
Mading
Wesley

Report Name : 2017-18_RenaissanceSTAR_Math_Spanish_BOY_MOY

Selected Parameters			
District Name:	Houston ISD		
Enrollment Year:	2017-2018	Student Roster:	SIS 17-18 Current
School:	Blackshear Elementary, Highland Heights Elementary, Mading Elementary		
Key:	Decreasing	Maintaining	Rising	Totals

Supt. Elementary Math Spanish	Urgent Intervention		Intervention		On Watch		At/Above Benchmark		BOY Totals	
	#	%	#	%	#	%	#	%	#	%
Urgent Intervention	4	44.44%	2	22.22%	1	11.11%	2	22.22%	9	20.00%
Intervention	1	9.09%	2	18.18%	3	27.27%	5	45.45%	11	24.44%
On Watch	1	11.11%	3	33.33%	3	33.33%	2	22.22%	9	20.00%
At/Above Benchmark	0	0.00%	0	0.00%	1	6.25%	15	93.75%	16	35.56%
MOY Totals	6	13.33%	7	15.56%	8	17.78%	24	53.33%	45	100%

Supt. Elementary Math Spanish	BOY		MOY		Growth +/-	
	#	%	#	%	#	%
Urgent Intervention	9	20.00%	6	13.33%	-3	-6.67%
Intervention	11	24.44%	7	15.56%	-4	-8.88%
On Watch	9	20.00%	8	17.78%	-1	-2.22%
At/Above Benchmark	16	35.56%	24	53.33%	8	17.77%

Schools within the report
Blackshear
Highland Heights
Mading
Excluded
Dogan
Wesley

Superintendent: Secondary Schools

Report Name : 2017-18_RenaissanceSTAR_Reading_English_BOY_MOY

Selected Parameters			
District Name:	Houston ISD		
Enrollment Year:	2017-2018	Student Roster:	SIS 17-18 Current
School:	Multiple Schools		
Key:	Decreasing	Maintaining	Rising Totals

	Urgent Intervention		Intervention		On Watch		At/Above Benchmark		BOY Totals	
	#	%	#	%	#	%	#	%	#	%
Urgent Intervention	879	86.09%	121	11.85%	19	1.86%	2	0.20%	1021	53.20%
Intervention	183	37.35%	205	41.84%	77	15.71%	25	5.10%	490	25.53%
On Watch	23	10.65%	64	29.63%	80	37.04%	49	22.69%	216	11.26%
At/Above Benchmark	5	2.60%	17	8.85%	46	23.96%	124	64.58%	192	10.01%
MOY Totals	1090	56.80%	407	21.21%	222	11.57%	200	10.42%	1919	100%

Supt. Secondary Reading	BOY		MOY		Growth +/-	
	#	%	#	%	#	%
Urgent Intervention	1021	53.20%	1090	56.80%	69	3.60%
Intervention	490	25.53%	407	21.21%	-83	-4.32%
On Watch	216	11.26%	222	11.57%	6	0.31%
At/Above Benchmark	192	10.01%	200	10.42%	8	0.41%

Schools within the report
Henry
Kashmere
Wheatley
Worthing

Report Name : 2017-18_RenaissanceSTAR_Math_English_BOY_MOY

Selected Parameters			
District Name:	Houston ISD		
Enrollment Year:	2017-2018	Student Roster:	SIS 17-18 Current
School:	Multiple Schools		
Key:	Decreasing	Maintaining	Rising Totals

Supt. Secondary Math	Urgent Intervention		Intervention		On Watch		At/Above Benchmark		Totals	
	#	%	#	%	#	%	#	%	#	%
Urgent Intervention	334	68.16%	105	21.43%	34	6.94%	17	3.47%	490	26.59%
Intervention	110	26.44%	145	34.86%	82	19.71%	79	18.99%	416	22.57%
On Watch	42	14.24%	70	23.73%	75	25.42%	108	36.61%	295	16.01%
At/Above Benchmark	24	3.74%	50	7.79%	80	12.46%	488	76.01%	642	34.83%
Totals	510	27.67%	370	20.08%	271	14.70%	692	37.55%	1843	100%

Supt. Secondary Math	BOY		MOY		Growth +/-	
	#	%	#	%	#	%
Urgent Intervention	490	26.59%	510	27.67%	20	1.08%
Intervention	416	22.57%	370	20.08%	-46	-2.49%
On Watch	295	16.01%	271	14.70%	-24	-1.31%
At/Above Benchmark	642	34.83%	692	37.55%	50	2.72%

Schools within the report
Henry
Kashmere
Wheatley
Worthing

STAAR 2018 (1st Administration)

Fast Facts - Table A

HISD STAAR English and Spanish Combined by Campus: 2018 (1st Administration)

Percent Met Approaches, Meets, and Masters Grade Level Standards

All Students - Grade 5 - Achieve 180 and Superintendent's Schools

Key
- 90% – 100%
- 70% – 89%
- 60% – 69%
- < 60%

	Reading									Mathematics								
	2017				2018					2017				2018				
	# Tested	% App.	% Meets	% Masters	# Tested	% App.	% Meets	% Masters	1 Year Change	# Tested	% App.	% Meets	% Masters	# Tested	% App.	% Meets	% Masters	1 Year Change
Superintendent's Schools																		
Blackshear ES	66	44	26	14	59	37	12	5	-7	66	48	24	6	59	53	27	12	5
Dogan ES	81	42	25	12	82	54	26	16	12	81	46	21	9	82	52	28	13	6
Highland Heights ES	71	39	11	3	77	32	17	8	-7	71	52	15	6	77	36	10	5	-16
Mading ES	78	38	17	8	79	61	25	14	23	78	53	17	6	79	68	24	13	15
Wesley ES	42	26	17	5	43	47	19	2	21	42	36	12	0	43	40	19	2	4
Woodson PK-8	80	24	10	3	80	40	16	5	16	80	34	6	1	80	49	19	10	15
Achieve 180																		
Bonham ES	170	32	13	6	156	55	28	9	23	170	44	16	7	156	60	35	12	16
Bruce ES	76	46	21	11	79	51	22	9	5	76	62	29	7	78	59	27	12	-3
Cook ES	96	44	16	7	89	49	22	2	5	96	66	22	3	89	53	28	8	-13
Foerster ES	70	51	23	9	90	50	32	10	-1	70	59	29	13	91	47	18	8	-12
Fondren ES	51	49	20	10	65	48	22	8	-1	51	61	31	6	65	54	23	9	-7
Gallegos ES	60	43	20	10	67	57	31	9	14	60	80	43	12	67	70	45	18	-10
Gregory-Lincoln PK-8	65	45	20	11	87	76	40	21	31	65	37	9	3	87	74	33	11	37
Hilliard ES	109	29	7	2	94	43	14	6	14	109	38	9	5	95	44	16	2	6
Kashmere Gardens ES	59	63	37	14	62	52	26	11	-11	60	57	28	5	62	68	39	11	11
Lewis ES	163	56	31	13	166	72	42	17	16	163	63	36	19	166	69	40	21	6
Looscan ES	59	41	24	10	58	55	28	10	14	59	41	15	5	58	60	36	17	19
Martinez C ES	77	48	25	9	81	67	30	12	19	77	62	21	8	81	70	26	7	8
Montgomery ES	96	59	27	9	106	65	31	16	6	96	76	32	15	106	76	42	23	0
Pugh ES	50	42	26	6	45	76	38	22	34	50	66	38	10	45	69	47	27	3
Stevens ES	91	44	10	4	106	61	32	14	17	91	55	15	4	106	64	26	10	9
TCAH	272	82	60	35	53	53	21	8	-29	270	73	38	16	50	40	16	8	-33
Young ES	36	53	25	8	48	48	27	4	-5	36	78	36	8	48	75	42	19	-3

Source: TEA-ETS STAAR Student Data Files; 1st Administration Only

** if fewer than 5 students tested.*

***Due to the small number of Spanish testers, Only STAAR English testers shown for 2017*

Excludes STAAR Alt. 2 test version.

All data reflect the most current data available and may differ slightly from data previously reported.

HISD Research and Accountability

Fast Facts - Table B

HISD STAAR English Only by Campus: 2018 (1st Administration)
Percent Met Approaches, Meets, and Masters Grade Level Standards
All Students - Grade 8 - Achieve 180 and Superintendent's Schools

Key
90% – 100%
70% – 89%
60% – 69%
< 60%

	Reading									Mathematics								
	2017				2018					2017				2018				
	# Tested	% App.	% Meets	% Masters	# Tested	% App.	% Meets	% Masters	1 Year Change	# Tested	% App.	% Meets	% Masters	# Tested	% App.	% Meets	% Masters	1 Year Change
Superintendent's Schools																		
Henry MS	279	48	21	8	262	50	21	8	2	220	36	7	1	244	45	17	1	9
Woodson PK-8	91	33	10	2	93	46	10	4	13	79	43	4	0	93	55	20	2	12
Achieve 180																		
Attucks MS	177	46	20	5	165	52	20	3	6	194	35	10	1	147	49	19	4	14
Cullen MS	148	39	13	3	160	50	17	7	11	136	33	4	0	127	43	6	0	10
Edison MS	230	59	26	8	200	57	23	7	-2	230	58	24	7	154	70	32	4	12
Forest Brook MS	306	50	18	7	279	46	15	6	-4	255	58	22	5	251	65	25	3	7
Gregory-Lincoln PK-8	83	59	25	10	89	65	25	7	6	63	49	19	3	69	42	6	1	-7
High School Ahead Acad	83	25	5	4	77	34	5	3	9	82	16	4	1	78	23	4	1	7
Key MS	217	48	18	6	191	50	16	7	2	195	43	15	3	158	42	13	1	-1
Lawson MS	342	44	16	3	361	55	20	9	11	268	34	8	2	303	60	27	3	26
TCAH	509	85	61	29	45	76	36	20	-9	491	64	30	8	44	64	32	0	0

Source: TEA-ETS STAAR Student Data Files; 1st Administration Only
** if fewer than 5 students tested.*
Excludes STAAR Alt. 2 test version.
All data reflect the most current data available and may differ slightly from data previously reported.

HISD Research and Accountability

HISD | College & Career Readiness
ASPIRE. PREPARE. SUCCEED

ACHIEVE180

MAY UPDATES

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Evidence of Linked Learning's overall progress in creating personalized learning environments includes, an estimated **45,623 students**, in grades PK-12 who are participating in the Race To the Top District grant (RTTT-D), which helps them prepare for college, career, and life.

As a department, Linked Learning is supporting best practices across the district, and continuing to focus our efforts toward our Achieve180 campuses by providing professional development and facilitating greater family and community engagement. These are the highlights from our efforts during the 2017-2018 school year.

Curriculum & Instruction Support

K-12 Achieve 180 campus students are impacted by the Linked Learning department's TTTT-D grant funds in multiple ways. High schools have career pathways, which feature themed CTE cohorts averaging between 80-125 students and taught by a collaborative team of four to five cohort teachers. These cohorts are supported by a counselor, creating a family-like environment of personal relationships that enhance individualized academic and social-emotional support. Middle schools feature AVID, programming that promotes a college going culture, and elementary schools are introduced to college and careers through exploration and awareness.

This year we strongly reiterated parent involvement across all levels and provided additional support to help get parents more engaged. We asked all campuses to continue offering a minimum of two new parent and community engagement events annually, by developing workshops that best meet the needs of their unique communities. Schools responded with a diverse and highly successful array of activities that emphasized families having fun while learning together. Events ranged from family math/literacy nights to curriculum and career nights, STEM or STEAM events, gifted/talented expos, job readiness and skill training nights, and college recruitment events.

In addition, we have continued our support of the Achieve180 campuses by fine-tuning project-based learning (PBL), with an emphasis on industry partnerships; and adapting professional development in ways more tailored to the needs of individual campus teams, which are at differing stages of implementation.

- ***100%** of Achieve180 High School received additional funding to continue the work post the grant.*
- ***Approximately 500 incoming 9th graders** will receive academic enrichment, coupled with high school orientation for the upcoming 2018-2019 school year, via summer bridge programming. (Yates HS opted out of offering Summer Bridge & Milby HS is using other funds to cover the cost for Summer Bridge)*
- ***Approximately 500** incoming 6th graders will receive academic enrichment, along with middle school orientation for the upcoming 2018-2019 school year via summer bridge programming.*
- ***College visits** for all 4th, 6th, and 9th graders; and **financial literacy programming** in 5th and 8th grades through Junior Achievement*
- *A **counselor** was provided for each high school campus to increase parent engagement and support social and emotional learning.*
- ***Stipends** were paid to high school pathway lead teachers who championed the cross-collaboration work within their respective cohorts, and ensured efficacy of rigor and relevance for student growth and achievement.*

College Visits

Linked Learning supported high school campuses by providing enhanced post secondary visits to expose 9th grade students to college life. Students were able to tour college campuses and explore program offerings. Based on student interest and Linked Learning Pathway focus, students were able to experience:

STEM Academy	Fire & Police Academy	Ship Docks, & Simulation Labs	Twilight Epiphany Skyspace
Experiment with Desalinize Ocean Water	Hospitality Pathway explored Hilton Hotel@UH	Shark Dissection @Texas A&M Galveston	Discussed admission process & program offerings
Interactive Demos in Science & Math	Health Science Museum to explore H.S. Fields	HCC Apprenticeship Programs	Annual Houston Black College Expo

Industry Visits

In partnership with various industries, Linked Learning provide an opportunity for students to explore real world, relevant work experience. Students from our Achieve180 campuses had the opportunity to visit work sites of viable career options, relative to their field of study:

Marriott Marquis	TSU Maritime	Battleship Texas	St. Thomas Simulation Lab
Houston-Hobby Marriott	NASA	Texas A&M Meat Processing Center	Pilgrim's Pride
Woman in Industry (Petro Chemical)	Texas A&M Vet Clinic		

Professional Development

The Linked Learning Department supports **Achieve180 campuses** with professional development opportunities to foster growth in student achievement and teacher development. Pathway lead teachers, Pathway Assistant Principals, and Pathway Counselors engage in extensive professional development and work collaboratively to develop interdisciplinary real-world projects for project-based learning (PBL) and incorporate technologies that engage students and personalize learning.

Job Alike	CTAT Winter Conference	Linked Learning Convention	Teacher Externships
PBL Best Practices; each participant was provided with "Setting the Standard for Project Based Learning" by John Larmer: ▪ **Madison** ▪ **Wheatley** ▪ **Westbury** ▪ **North Forest** ▪ **Yates**	The CTAT Winter Conference is a three-day event showcasing best practices and strategies, comprehensive CTE program management, college and career guidance, effective business partnerships, and alignment with postsecondary and workforce opportunities. ▪ Yates ▪ Madison	"Scaling Strategies for Success" ▪ Madison (6) ▪ Worthing (2)	TBD (campuses are in the process of planning)

Community of Practice (CoP)

Pathway Lead Teachers, Pathway Lead Assistant Principals, and Pathway Counselors engage in extensive professional development and work collaboratively to develop interdisciplinary real-world projects for project-based learning (PBL) and incorporate technologies that engage students and personalize learning.

October 24, 2017	Pathway Administrators	• Dorian Cockrell, United Way THRIVE • Nancy Jimenez Zigler, NASA
October 24, 2017	Pathway Teachers	• Byronica Pickney, PBL Best Practices • Staci Delk, Tech Talk: Using Google Docs
October 25, 2017	Pathway Counselors	• Karen Young, District Counselor • Dorian Cockrell – United Way THRIVE
November 29, 2017	Pathway Counselors	• Juanita Hines, Regional Consulting • Maria Flores, Sr. CTE Specialist • Carleena S. Jones, Goodwill Industries of Houston
November 30, 2017	Pathway Teachers	• Jonathan St. Mary, PBL Best Practices • Barbara Ammirati, Save the Children • Juanita Hines, Regional Consulting
November 30, 2017	Pathway Administrators	• Barbara Ammirati, Save the Children • Juliet Carrizales-Amara, Sr. CTE Manager • Juanita Hines, Regional Consulting • Carleena Jones, Goodwill Industries
January 25, 2018	Pathway Teachers	• Deborah McClean, Money-Camp Financial Literacy Program • Brittany Zimmerman, Microsoft EDU Resources
January 25, 2018	Pathway Administrators	• Deborah McClean, Money-Camp Financial Literacy Program • Brittany Zimmerman, Microsoft EDU Resources
February 1-28, 2018	Pathway Administrators, Pathway Counselors, Pathway Teachers	• Campus-based meetings • Discuss RTTD budget • Made recommendations for spending • Linked Learning Convention
March 1 – 30, 2018	Pathway Administrators, Pathway Counselors, Pathway Teachers	• Campus-based meetings • Finalize wish lists • Request funding
April 26, 2018	Pathway Administrators and Pathway Counselors	• Bridge-Year

Parent Engagement

The Linked Learning Department strongly emphasized parent involvement across all levels and provided additional support to help get parents more engaged. We asked all campuses to continue offering a minimum of two parent and community engagement events annually, by developing workshops that best meet the needs of their unique communities. Schools responded with a diverse and highly successful array of activities that emphasized families having fun while learning together. Events ranged from family math/literacy nights to curriculum and career nights, STEM or STEAM events, gifted/talented expos, job readiness and skill training nights, and college recruitment events.








MEET THE
INDUSTRY
SYMPOSIUM
UHD
FEB. 10
9AM-3PM


WHAT IS IT?
KIDNEY FAILURE
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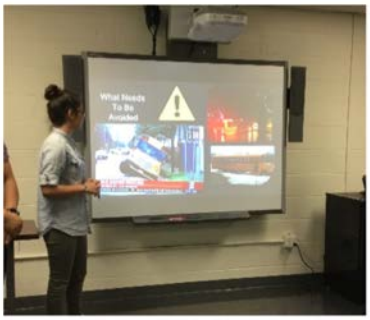








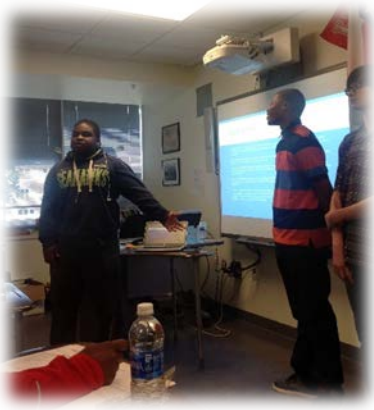







BEST OF SHOW
BEST OF SHOW
BEST OF SHOW










INVITATION
Jack Yates High School Magnet
Career Readiness Portfolio Showcase
Monday, May 15, 2017
9am – 11am
Match Arts Center-Rehearsal Room
3400 Main St, Houston, TX 77002
This is when our seniors showcase four years of being nurtured, and developed, into competitive citizens. Come by and evaluate their portfolios. Find a student worthy of a scholarship, internship, Part-time job, or observation from your company.
School of Communications & Maritime Academy
Commercial Photography
Printing Technology
Filmmaking
Radio Journalism
Maritime
Contact Us
@yatesmagnet
yatesmagnet@houstonisd.org
(713)748-5400 ext 344
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MD Anderson Cancer Center








POLIO






Welcome
What is United Way THRIVE?

Addendum 2: A180 EOY Year 1 Reports – Pillar V

HISD Health and Medical Services

ACHIEVE180

MAY REPORT

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Essential Staffing- Nurse

Highlights

- All Superintendent /Primary Schools have full time school nurse positions with 5 new hires at these schools
- 17 newly hired school nurses at A180 schools overall
- 4 schools hired 2 or more times this school year
- 3 schools have less than full time nurse positions
- 1 school has a vacancy
- 1 school has a job share position (2 retired school nurses cover 5 days/week)
- No nurse data for 2 schools that are nontraditional settings
- Low attendance for New Nurse training generally reflects late hire date

A180 Campus	Nurse 16-17	Position Type	Nurse 17-18	Position Type	Comment	Mentor	% completed New Nurse Training	Site visits by Nurse Specialist
Superintendent's Schools								
Kashmere HS	•	Full time	•	Full time				•
Blackshear ES	•	Full time	•	Full time				•
Wheatley HS	•	Full time	•	Full time				•
Worthing HS	•	Full time	•	Full time				•
Dogan ES	•	Full time	•	Full time	Hired 17-18	•	100%	•
Highland Heights	•	Full time	•	Full time				•
Woodson K - 8	•	Full time	•	Full time				•
Henry MS	•	Full time	•	Full time				•
Mading ES	•	Full time	•	Full time				•
Wesley ES	•	Full time	•	Full time	Hired 17-18	•	100%	•

Primary Schools								
North Forest HS				Full time	Hired 17-18	•	50%	•
Hilliard ES	•	Full time	•	Hourly/part time	Currently vacant 2nd nurse for 17-18 resigned. Hourly nurse in place			•
Lawson MS	•	Full time	•	Full time				•
Cullen MS	•	Part time	•	Full time				•
Bonham ES	•	Full time	•	Full time				•
Gregory Lincoln K – 8			•	Full time				•
Madison HS	•	Full time	•	Full time	Hired 17-18	•	100%	•
Washington HS	•	Full time	•	Full time	Hired 17-18	•	50%	•
Secondary								
Attucks MS	•	Part Time	•	Part time				•
Looscan ES	•	Part Time	•	Full time	2nd nurse Hired in February 2018	•	30%	•
Montgomery ES	•	Full time	•	Full time				•
Pugh ES	•	Full time	•	Full time				•
Sharpstown HS	•	Full time	•	Full time				•
Stevens ES	•	Full Time	•	Full time				•
Victory Prep K - 8		No data			No data			
Fondren ES				Hourly/part time	Hired 17-18	•	0%	•

Tertiary Schools								
Kashmere Gardens ES	•	Part Time	•	Full time	2nd nurse hired March 2018	•	0%	•
Cook ES	•	Full time	•	Full time	2nd nurse hired 17-18	•	100%	•
Lewis ES	•	Full time	•	Full time				•
Forest Brook MS	•	Full time	•	Full time				•
Bruce ES			•	Full time				•
Edison MS	•	Full time	•	Full time				•
Key MS	•	Part time	•	Job Share/full time	2 nurse retirees in 1 position			•
C. Martinez ES	•	Full time	•	Full time				•
Young ES	•	Full time	•	Full time				•
Yates	•	Full time	•	Full time				•
Foerster	•	Full time	•	Full time				•
Gallegos	•	Full time	•	Full time				•
Milby HS	•	Full time	•	Full time				•
Westbury HS		Vacancy	•	Full time	Hired 17 -18	•	20%	•
Victory Prep S		No data		No data				
Bellfort ECC	•	Full time	•	Full time				•
HS Ahead MS			•	Full time				•
Liberty HS					**Vacancy posted – not hired**			

School Nurse Trainings 2016-17: 2017-18

Course	Date	Time	Room Request	2017-2018 Course	Offering	2016-2017 Courses
New Nurse Orientation	Mon. July 31, 2017	8:00 am – 3:00 pm	Ryan Prof. PL3	467008	490030	HM3085
New Nurse Orientation	Tues. Aug. 1, 2017	8:00 am – 3:00 pm	Ryan Prof. PL3	467008	490036	HM3085
Vision / Hearing Certification	Thurs. Aug. 3, 2017	8:00 pm – 3:30 pm	Ryan Prof. PL6	607001	*****	HM0011
Chancery	Tues. Aug. 15, 2017	8:00 am – 11:00 am	Ryan Prof. PL4	484012	489010	HM2016
Easy IEP for School Nurses	Tues. Aug. 15, 2017	12:00 pm – 3:00 pm	Ryan Prof. PL4	481007	646018	HM3096
Stop the Bleed Training	Tues. Aug. 15, 2015	9:00 am – 11:00 am	Memorial Hermann	501001	501003	
Nurse Skills Lab	Thur. Aug. 17, 2017	8:00 am – 3:30 pm	Scarborough	467012	490010	HM4029
Mental Health	Fri. Aug. 18, 2017	8:00 am – 4:00 pm	Harris Center for Mental Health & IDD	467003	490015	HM4028
Unlicensed Diabetes Care Assistant (UDCA)	Mon. Aug. 21, 2017	8:00 am – 11:00 am	Ryan Prof. PL3	467006	490020	HM3079
Seizure Management	Mon. Aug. 21, 2017	12:00 pm – 3:30 pm	Ryan Prof. PL3	467004	490019	HM1010
Diabetes Management	Tues. Aug. 22, 2017	8:00 am – 11:00 am	Ryan Prof. PL3	467011	49021	HM3056
Healthcare Provider CPR	Tues. Aug. 22, 2017	12:30pm-4:30pm	Waltrip HS Health Rm	596001	630001	HM4030
Job Alike Nursing Practice	Wed. Aug. 23, 2017	8:00 am – 3:00 pm	Wheatley HS	481005	490023	HM4027
Clinic Management	Tues. Sept. 5, 2017	3:00 pm – 4:30 pm	Ryan Prof. PL3	481003	492019	HM0009
Communicable Disease	Tues. Sept. 5, 2017	3:00 pm – 4:30 pm	Ryan Prof. PL3	484001	492022	HM0019
Immunization Management	Tues. Sept. 12, 2017	8:00 am – 3:00 pm	Ryan Prof. PL3	467014	492025	HM0007
Case Management, IHP's and Emergency Plan	Tues. Sept. 19, 2017	3:00 pm – 4:30 pm	Ryan Prof. PL3	481001	492026	HM0020
Texas Risk Assessment	Tues Oct. 17, 2017	2:30 pm – 4:30 pm	Ryan Prof. PL3	484011	492030	HM3093
Role of school Nurse in Special Education and 504 Process	Tues. Oct. 24, 2017	3:00 pm – 4:30 pm	Ryan Prof. PL3	467001	492032	HM0016

Spinal Screening Certification	Tues. Oct. 31, 2017	3:00 pm – 4:30 pm	Ryan Prof. PL3	483001	492033	HM2007
Spinal Screening Practicum	Tues. Nov. 7, 2017	3:00 pm – 4:30 pm	Ryan Prof. PL3	483002	493003	HM0015
Child Abuse	Tues. Nov. 14, 2017	2:30 pm – 4:30 pm	Ryan Prof. PL3	483008	493001	HM3078
Management of Students w/ Diabetes	Tues. Dec. 12, 2017	3:00 pm – 4:30 pm	Ryan Prof. PL3	484003	494001	HM2017
PRS / Homebound Services	Tues. Jan. 9, 2018	3:00 pm – 4:30 pm	Ryan Prof. PL3	484013	495002	
Crisis Management	Tues. Jan. 16, 2018	3:00 pm – 4:30 pm	Ryan Prof. PL3	484010	496002	HM3037
IHP Care Plan Development	Tues. Jan. 23, 2018	3:00 pm – 4:30 pm	Ryan Prof. PL3	481004	496003	HM3092
Dental Health	Tues. Jan. 30, 2018	3:00 pm – 4:30 pm	Ryan Prof. PL3	484010	496004	HM0040
Growth and Development	Tues. Feb. 6, 2018	3:00 pm – 4:30 pm	Ryan Prof. PL3	484005	496006	HM2028
Community Resources	Tues. Feb. 13, 2018	3:00 pm – 4:30 pm	Ryan Prof. PL3	484007	501007	HM0021
Health Education Resources	Tues. Feb. 20, 2018	3:00 pm – 4:30 pm	Ryan Prof. PL3	484008	496007	HM0038
Overview Nurse Appraisals	Tues. Feb. 27, 2018	3:00 pm – 4:30 pm	Ryan Prof. PL3	483010	501014	HM0017
Nurse End of Year School Process	Tues. Mar. 6, 2018	3:00 pm – 4:30 pm	Ryan Prof. PL3	483012	496008	HM0027
End of Year Nurse Meeting	Thurs. May 24. 2018	2:00 pm – 4:00 pm	Ryan Prof Bldg.	318001	1296001	HM3091

- **No course code indicates the course was not offered in that school year.**

Asthma Management - Pediatric Asthma in the Home Stretch (PATHS)

Asthma is the primary chronic health condition in HISD. When poorly managed, asthma can contribute to increased school absenteeism. PATHS is program designed to identify asthma triggers in the homes of students with poorly controlled asthma. This grant funded project was limited to 5 elementary schools district wide. Nurses identify students with poorly controlled asthma and obtain parental consent for Community Health Workers (CHW) to visit the students' homes, identify asthma triggers and provide parents information on managing the triggers. The CHW plans 6 home visits. The goal is to reduce asthma related absences.

Highlights:

- 2 superintendent schools; 1 tertiary school participated in PATHS
- All campuses have students diagnosed with asthma, ranging from 7 to 50 students/campus.
- A very low percentage of parents consented to participating in the project which is nearing completion.

A180 Campus	Participated in PATHS	# of students with asthma	Students in PATHS	# of Home Visits	%of completed Home Visits
Superintendent's Schools					
Blackshear ES		10			
Dogan ES		35			
Highland Heights	•	16	4	3	50%
Mading ES	•	46	6	2	33%
Wesley ES		30			
Primary Schools					
Hilliard ES					
Bonham ES		20			
Secondary Schools					
Looscan ES		14			
Montgomery ES		36			
Pugh ES		17			

A180 Campus	Participated in PATHS	Total # of students with asthma	Students in PATHS	# of Home Visits	%of completed Home Visits
Stevens ES		7			
Fondren ES					
Tertiary Schools					
Kashmere Gardens ES		36			
Cook ES		10			
Lewis ES		7			
Bruce ES	•	50	7	3	50%
C. Martinez ES		34			
Young ES		20			
Foerster ES		10			
Gallegos ES		28			

Adolescent Health Care Access

The We Can Do More Fellowship (WCDM) is a project conducted in collaboration with UT Health Science Center (funded by the Simmons Foundation) that provides training to school nurses on evidence-based strategies to reduce teen pregnancy by increasing youth access to quality reproductive health services and establishing peer health advocates for peer to peer education. Target schools include all schools listed on the chart below.

An additional adolescent health care initiative is the Bright Futures partnership conducted in collaboration with the City of Houston Health Department. His partnership provides funding for coordination of adolescent health and sports physicals with HISD bus transportation to nearby Memorial Hermann School Based Clinics for students with parent consent. Follow up care services for identified health problems are provided at the clinic with return visits as necessary. Target schools are Wheatly and Washington. This is the final year of this grant.

Highlights

- 2 Superintendent schools and 3 Primary Schools participated in WCDM
- 1 School achieved the targeted goal of recruiting and educating at least 15 peer advocates.
- 2 of 5 schools show a decrease in pregnancies as of Feb 2018
- 2 of 5 schools achieved their self-identified goals for sexual health referrals

School/Nurse	# Pregnancies 2017	# Pregnancies as of 2/18	Attended Nurse Training 10/20/2017	Attended Nurse Training 12/8/2017	# Student Peer Health Advocates Goal: 10-15 students	Sexual Health Referrals
Kashmere HS Celeste Adams	9	4	•	•	17	18
North Forest HS Patricia Ferrell	11	12	•	•	4	8
Washington HS Valencia Howard	12	3	•		6	9
Wheatley HS Carolyn Jackson	9	12	•			3
Worthing HS Majorie Robinson-Vaval	10	20	•	•		17

Meeting Immunization Requirements through Partnerships

Highlights

- 34% of schools have access to immunizations via mobile or school-based/school linked services
- 9 Middle schools received mobile immunization clinics in partnership with University of Texas School of Public Health in collaboration with Texas Children's Hospital (TCH) mobile immunization vans.
- Improved immunization compliance at 5 Superintendent Schools compared to May 2017
- 34% of schools overall have access to an onsite or networked provider for immunizations; 60% access at Superintendent Schools.
- Mobile access appears to improve vaccine compliance. While networked and SBHC on site provides access to health care, they do not appear to have significant impact on immunizations.

A180 Campus	# students Non-compliant for Immunizations as of May 2017	# students non compliant for Immunizations as of April 2018	Health care Access Partnership	Number of Students Received Vaccines via mobile only*	Type of Access
Superintendent's Schools					
Kashmere HS	0	1	•	22	Mobile on site
Blackshear ES	30	32	•		
Wheatley HS	25	15	•		Networked to SBHC*
Worthing HS	39	90	•		SBHC On Site
Dogan ES	56	47			
Highland Heights	120	36	•	8	Mobile on site
Woodson K - 8	43	73	•	20	Mobile on Site
Henry MS	107	89	•	15	Networked to SBHC*
Mading ES	21	18			
Wesley ES	3	18		5	

Primary					
North Forest HS	NA	83	•	100	Mobile on site
Hilliard ES	84	32			
Lawson MS	246	86	•	27	Mobile on site
Cullen MS	250	223	•	33	
Bonham ES	17	67	•		Networked to SBHC*
Gregory Lincoln K – 8	No data available	155	•	13	Mobile on site
Madison HS	56	143			
Washington HS	21	33	•		Networked to SBHC*
Secondary					
Attucks MS	107	212	•	12	Mobile on site
Looscan ES	16	16			
Montgomery ES	4	2			
Pugh ES	0	1			
Sharpstown HS	277	226	•		SBHC on site
Stevens ES	37	28			
Victory Prep K - 8	No data available	No data available			
Fondren ES	No data available	18			
Tertiary					
Kashmere Gardens ES	61				
Cook ES	29	11			
Lewis ES	76	71			
Forest Brook MS	105	95		26	Mobile on site
Bruce ES	No data available	16			

Edison MS	138	163		35	Mobile on Site
Key MS	112	14	•	27	Mobile on Site
C. Martinez ES	10	8			
Young ES	0	3			
Yates	29	8	•		Pending SBHC
Foerster	27	17			
Gallegos	39	13			
Milby HS	160	67	•		Pending SBHC
Westbury HS	No data available	239			
Victory Prep S	No data available	67			
Bellfort ECC	347	27			
HS Ahead MS	No data available	13			
Liberty HS	**No data available**	**291**			

- **SBHC – School based Health Center**
- **Networked – Connected to SBHC via HISD bus transportation or parent appointment.**
- **Partnerships include- Baylor College of Medicine, Texas Children's Mobile Health, Memorial Herrmann, Harris Health (Troubleshooters) and Legacy (pending)**
- **Number of students received vaccines – data available only for mobile partners.**

School Health Office Utilization – Superintendent's Schools

The school nurse assesses/observes students referred to the school health office by school staff/parents or for follow up care. Following assessment, the nurse makes a determination to send home or return to class based on findings that are recorded as a health office visit. The numbers reflect visits and may be duplicate visits for the same students. Nurses use an online reporting tool to document daily clinic activity.

Highlights

- On average, more than 90% of students are returned to class after being assessed by the nurse
- Except for Henry and Washington, 94 – 99% of students with access to care, return to class.
- The final report for all schools is due at end of the year which will provide an opportunity to revisit this data.

A180 Campus	# Student visits to Health Office	# Students Sent Home from health office	% remain in School	Health care Access via Partner	Type of access	# medical referrals	# medical referrals with follow-up	Newly hired Nurse
Superintendent's Schools								
Kashmere HS	2799	154	94%			296	169	
Blackshear ES	2221	181	92%			10	3	
Wheatley HS	1517	20	99%	•	Networked to a SBHC	0	0	
Worthing HS	1804	112	94%	•	On site SBHC	92	46	
Dogan ES	2796	363	87%			236	46	•
Highland Heights	702	122	83%			3	3	
Woodson K - 8	2178	174	92%			1	1	
Henry MS	1499	354	76%	•	Networked to a SBHC	21	8	
Mading ES	1770	175	90%			34	21	
Wesley ES	**1465**	**143**	**90%**			**0**	**0**	•

Access to Vision Care – Superintendent's Schools

Houston ISD partners with Houston Health Department, University of Houston, San Jacinto College, Kids Vision for Life (The Essilor Foundation) and the Berkley Eye Center to provide Free vision exams and eyewear for children and youth. Services are available to students between the ages of 6 to 18. The program is open to all students regardless of income. Students are transported by HISD bus to West End Health Center where 350 to 400 students can be seen each day of the event. A partnership with University of Houston undergraduate students in the Department of Education provided support for 2 phone banks to encourage parent follow up and offer resources for care.

Highlights:

- 4 Superintendent's Schools did not participate in the Vision Partnership initiative
- 9 schools used other resources in addition to the Vision Partnership to address unresolved vision failures
- 3 schools achieved 100% resolution for vision corrections, using a variety or a single resource
- 50 – 75% of students at 3 schools have unmet vision needs.

A180 Campus	Participated	# referred for failed vision screening	# consents collected to attend	# attended	# care from other source	Successful Phone bank contacts	% unmet vision needs
Superintendent Schools							
Kashmere HS		22			19		13%
Blackshear ES		7			7		0%
Wheatley HS		6			6	4	0%
Worthing HS	•	48	25	18	6		50%
Dogan ES	•	37	29	18		1	52%
Highland Heights	•	15	19	19	15	3	0%
Woodson K - 8		37			21	2	43%
Henry MS	•	43	13	11			75%
Mading ES	•	36	41	36	5		0%
Wesley ES	•	11	6	6	0	**2**	46%

Project Saving Smiles Participation

Project Saving Smiles (PSS) provides Free Dental Screening, Sealants, Fluoride Varnish, and Oral Health Education for 2nd graders with parent consent. All listed campuses and 2nd grade students are eligible to participate. Houston ISD, the Houston Health Department, and partners carry out this project. Students are provided HISD bus transportation to a single site for services. After screening, a written report is provided for the parent and the nurse. Students requiring more extensive care for cavities etc. are provided resources for care.

Highlights:

- 13 campuses participated
- 3 schools had 75% or greater participation. The average participation was 44%.
- Poor consent return contributed to low participation
- Title 1 Funded Project Coordinator provides hands on support for training and consent collection.

A180 Campus	Schools Participated in PSS	# enrolled 2nd graders	# 2nd graders participating in PSS	% 2nd grade Student Participation
Superintendent's Schools				
Blackshear ES				
Dogan ES	•	90	31	34%
Highland Heights	•	150	30	20%
Woodson K - 8				
Mading ES	•	56	47	84%
Wesley ES	•	40	20	50%
Primary Schools				
Hilliard ES				
Bonham ES				
Gregory Lincoln K – 8				

Secondary Schools				
Looscan ES	•	50	10	20%
Montgomery ES				
Pugh ES	•	48	45	94%
Stevens ES	•	131	96	74%
Fondren ES	•	54	33	61%
Tertiary Schools				
Victory Prep K - 8				
Kashmere Gardens ES				
Cook ES				
Lewis ES				
Bruce ES	•	83	37	45%
C. Martinez ES	•	71	32	45%
Young ES	•	60	28	47%
Foerster	•	155	33	21%
Gallegos	•	**53**	**11**	**21%**

HISD | Office of Student Support

STEADY ENCOURAGEMENT. STEADY GROWTH.

SOCIAL AND EMOTIONAL LEARNING

Vision: Coordinating the implementation and growth of culturally-responsive and emotionally safe learning environments through a multi-tiered system of support.

A180 YEARLY REPORT

Scott, Roberta
Roberta.Scott@houstonisd.org

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SEL Mission and Strategic Plan

Mission To coordinate the growth of culturally-responsive and emotionally safe learning environments through a multi-tier systems of support.

SEL Department works with schools to help them solve their own organizational barriers to students accessing effective educational opportunities using the PBIS decision-making framework. *The PBIS decision-making framework guides selection, integration, and implementation of the best evidence-based academic and behavioral practices for improving important academic and behavior outcomes for all students.*

The SEL department has six strategic goals with underlying outcome measures that are aligned with our district and department vision.

Our strategy assumes an active, continuous improvement oversight of our six strategic goals. Our number one goal for the 2017-2018 school is:

1. Provide enhanced SEL support to Superintendent Schools and Achieve 180 Schools
    - Objective by June 2018
        i. Code of conduct violations will decrease.
        ii. Exclusionary disciplinary actions will decrease.
        iii. The campus will have an increased capacity to provide behavioral interventions and supports.
    - Strategic Plan:
        Visit Superintendent's Schools and Achieve 180 schools to provide:
        a) technical assistance,
        b) training to build campus capacity to prevent discipline issues and decrease student referrals,
        c) consultation and address behavior concerns/issues by collaborating with the IAT and administration, and,
        d) alternatives to punitive discipline.
    - Indicators:
        i. SEL Tracker for number of visits, highlights, and concerns: monthly
        ii. District level referrals from June 2017 compared to referrals from June 2018

Exclusionary Actions 2016-2017 and 2017-2018

Number of students assigned one or more exclusionary consequence

2016-2017 Exclusionary Actions	Counts
Attucks Middle School	**466**
05-SUSP	192
06-STIS	244
07-ALTR	30
Audrey Lawson Middle School	**413**
05-SUSP	258
06-STIS	123
07-ALTR	32
Bellfort Early Childhood	**0**
Blackshear Elementary School	**23**
05-SUSP	21
07-ALTR	2
Bonham Elementary School	**10**
05-SUSP	3
06-STIS	7
Booker T. Washington High School	**286**
05-SUSP	85
06-STIS	191
07-ALTR	10
Bruce Elementary School	**0**
	0
	0
Clemente Martinez Elementary School	**85**
05-SUSP	47
06-STIS	38
Cullen Middle School	**168**
05-SUSP	111
06-STIS	19
07-ALTR	38
Dogan Elementary School	**0**
	0
	0
	0

2017-2018 Exclusionary Actions	Counts
Attucks Middle School	**404**
05-SUSP	192
06-STIS	190
07-ALTR	22
Audrey Lawson MIddle School	**346**
05-SUSP	188
06-STIS	124
07-ALTR	34
Bellfort Early Childhood	**1**
05-SUSP	1
Blackshear Elementary School	**2**
05-SUSP	2
Bonham Elementary School	**11**
05-SUSP	8
06-STIS	3
Booker T. Washington High School	**286**
05-SUSP	99
06-STIS	174
07-ALTR	13
Bruce Elementary School	**4**
05-SUSP	2
07-ALTR	2
Clemente Martinez Elementary School	**35**
05-SUSP	33
06-STIS	2
Cullen Middle School	**212**
05-SUSP	182
06-STIS	1
07-ALTR	29
Dogan Elementary School	**11**
05-SUSP	2
06-STIS	8
07-ALTR	1

2016-2017 Exclusionary Actions	Counts
Edison Middle School	**352**
05-SUSP	188
06-STIS	156
07-ALTR	8
Felix Cook Elementary School	**4**
05-SUSP	4
Foerster Elementary School	**7**
05-SUSP	7
Fondren Elementary School	**14**
05-SUSP	13
06-STIS	1
Forest Brook Middle	**497**
05-SUSP	230
06-STIS	223
07-ALTR	44
Gallegos Elementary School	**4**
05-SUSP	2
06-STIS	2
Gregory-Lincoln Middle School	**178**
05-SUSP	121
06-STIS	49
07-ALTR	8
High School Ahead Academy	**115**
05-SUSP	96
06-STIS	1
07-ALTR	18
Highland Heights Elementary School	**1**
06-STIS	1
Hilliard EL	**187**
05-SUSP	60
06-STIS	125
07-ALTR	2
Kashmere Gardens Elementary School	**8**
05-SUSP	7
06-STIS	1

2017-2018 Exclusionary Actions	Counts
Edison Middle School	**336**
05-SUSP	123
06-STIS	180
07-ALTR	33
Felix Cook Elementary School	**21**
05-SUSP	21
Foerster Elementary School	**4**
05-SUSP	4
Fondren Elementary School	**9**
05-SUSP	5
06-STIS	4
Forest Brook Middle	**320**
05-SUSP	209
06-STIS	77
07-ALTR	34
Gallegos Elementary School	**7**
05-SUSP	3
06-STIS	3
07-ALTR	1
Gregory-Lincoln Middle School	**44**
05-SUSP	41
07-ALTR	3
High School Ahead Academy	**196**
05-SUSP	165
07-ALTR	31
Highland Heights Elementary School	**16**
05-SUSP	10
06-STIS	1
07-ALTR	5
Hilliard EL	**46**
05-SUSP	46
Kashmere Gardens Elementary School	**8**
05-SUSP	8
Kashmere Gardens Elementary School	**8**
05-SUSP	8

2016-2017 Exclusionary Actions	Counts
Kashmere High School	**251**
05-SUSP	135
06-STIS	107
07-ALTR	9
Key Middle School	**364**
05-SUSP	187
06-STIS	142
07-ALTR	35
Lewis Elementary School	**23**
05-SUSP	16
06-STIS	7
Liberty High School	**7**
05-SUSP	4
06-STIS	3
Looscan Elementary School	**2**
05-SUSP	2
Mading Elementary School	**1**
07-ALTR	1
Madison High School	**730**
05-SUSP	367
06-STIS	344
07-ALTR	19
Milby High School	**887**
05-SUSP	191
06-STIS	645
07-ALTR	51
Montgomery Elementary School	**7**
05-SUSP	7
North Forest H S	**338**
05-SUSP	247
06-STIS	54
07-ALTR	37
Patrick Henry Middle School	**563**
05-SUSP	268
06-STIS	246
07-ALTR	49

2017-2018 Exclusionary Actions	Counts
Kashmere High School	**283**
05-SUSP	182
06-STIS	84
07-ALTR	17
Key Middle School	**304**
05-SUSP	164
06-STIS	96
07-ALTR	44
Lewis Elementary School	**13**
05-SUSP	3
06-STIS	9
07-ALTR	1
Liberty High School	**4**
05-SUSP	2
06-STIS	1
07-ALTR	1
Looscan Elementary School	**1**
05-SUSP	1
Mading Elementary School	**0**
Madison High School	**446**
05-SUSP	273
06-STIS	134
07-ALTR	39
Milby High School	**737**
05-SUSP	185
06-STIS	516
07-ALTR	36
Montgomery Elementary School	**10**
05-SUSP	10
North Forest H S	**354**
05-SUSP	230
06-STIS	61
07-ALTR	63
Patrick Henry Middle School	**444**
05-SUSP	170
06-STIS	231
07-ALTR	43

2016-2017 Exclusionary Actions	Counts
Pugh Elementary School	**7**
05-SUSP	7
Sharpstown High School	**661**
05-SUSP	134
06-STIS	490
07-ALTR	37
Stevens Elementary School	**35**
05-SUSP	7
06-STIS	28
Victory Preparatory Academy South	**41**
05-SUSP	31
06-STIS	5
07-ALTR	5
Victory Preparatory K-8 Academy	**34**
05-SUSP	31
06-STIS	2
07-ALTR	1
Wesley Elementary School	**62**
05-SUSP	61
07-ALTR	1
Westbury High School	**1218**
05-SUSP	367
06-STIS	809
07-ALTR	42
Wheatley High School	**453**
05-SUSP	201
06-STIS	216
07-ALTR	36
Woodson Elementary School	**225**
05-SUSP	189
06-STIS	22
07-ALTR	14
Worthing High School	**569**
05-SUSP	328
06-STIS	207
07-ALTR	34
Yates High School	**832**
05-SUSP	334
06-STIS	463

2017-2018 Exclusionary Actions	Counts
Pugh Elementary School	**5**
05-SUSP	1
06-STIS	4
Sharpstown High School	**687**
05-SUSP	181
06-STIS	444
07-ALTR	62
Stevens Elementary School	**19**
05-SUSP	16
06-STIS	3
Victory Preparatory Acadamy	**29**
05-SUSP	21
06-STIS	8
Victory Preparatory K-8	**10**
05-SUSP	6
06-STIS	4
Wesley Elementary School	**33**
05-SUSP	32
07-ALTR	1
Westbury High School	**999**
05-SUSP	257
06-STIS	694
07-ALTR	48
Wheatley High School	**223**
05-SUSP	180
06-STIS	39
07-ALTR	4
Woodson Elementary Schoo	**93**
05-SUSP	69
06-STIS	14
07-ALTR	10
Worthing High School	**498**
05-SUSP	274
06-STIS	191
07-ALTR	33
Yates High School	**590**
05-SUSP	232
06-STIS	333

07-ALTR	35
Young Elementary School	**5**
05-SUSP	4
06-STIS	1
Grand Total	**10133**

07-ALTR	25
Young Elementary School	**39**
05-SUSP	23
06-STIS	16
Grand Total	**8140**

Capacity Building

SEL Department provides school leaders and teams training on the integration, and implementation of the best evidence-based academic and behavioral practices for improving important academic and behavior outcomes for all students.

District-wide Training

Course	Offerings
Coaching Classroom Management	2
New Employee Orientation	2
CHAMPS	20
Childern Will Be Children	1
CPI	5
Culturally Responsive Classrooms	2
CWPBIS	1
Functional Behavior Assessment	1
Mental Health and Crisis	3
NOVA	11
Restorative Practices	1
Sanford Harmony SEL Curriculum	8
SEL & GT	4
Tough Kids	2
Trauma Informed Schools	1

Sanford Harmony PK-6 SEL Curriculum

The Social and Emotional Learning (SEL) Department is supporting the implementation of a FREE, high-quality SEL Framework, called Harmony. The Sanford Harmony program is aligned to the Collaborative for Academic, Social and Emotional Learning (CASEL) competencies. The benefits of Harmony are:

- Promotes Community Circles and Restorative Practices

- Improves problem solving
- Helps to prevent bullying, and aggression
- Establishes trust and encourages connection and empathy
- Promotes harmonious peer-to-peer relationships
- Includes materials for parent communication

Sanford Harmony Schools
Blackshear Elementary
Bonham ES
Bruce ES
Fondren ES
Hilliard
Kashmere Gardens
Lewis
Mading Elementary
Pugh Elementary
Stevens Elementary

FuelEd

FuelEd is a school-based professional development experience on the art and science of effective listening and secure attachment. Participating schools develop skills to establish relationships with students. Research show that a relationship with a caring adult has positive outcomes for students such as self-regulation, communication skills, emotional balance, flexibility and the development of insight, empathy, and morality.

HISD Partners 2017-2018
Key Middle School - Empathy School + Coaching
High School Ahead - Empathy School (already signed up for Genuineness)
Kashmere High School - Empathy School
HISD Partnership 2016-2017
Mading Elementary - Leadership Institute
Cook Elementary - Leadership Institute
Dogan Elementary - Leadership Institute
Cullen Middle School - Empathy School
Lawson Middle School Empathy School
Woodson Middle School Empathy School
HISD Partnership 2016-2017
Key Middle School - Empathy School

Sharpstown High School - Multiple workshops, including empathy
Kashmere High School - Empathy School

SEL Community Partnerships

The SEL Department collaborates directly with community partners to enhance the SEL supports and enrichment activities on the A180 campuses. Partners also support the response to student, family and school needs, as well as to increase a positive and safe climate in A180 Schools.

Community Based A180 Partners	
5th Ward Enrichment Program	Houston Community College - Mental Health Community Learning Project
Abundant Life Therapeutic Services	Houston Police Department - G.R.E.A.T.
Acres Home Association	HPD - Mental Health Division
AIM	Kingdom Builders
Alley Theater -Education & Community Engagement	Lily Grove Baptist Church
City of Houston - Health Department	Mental Health America
City of Houston - Mayor's Gang Task Force	National Alliance on Mental Illness
City of Houston - My Brother's Keeper	Psych-on-Site
Community in Schools - Menninger Bridge Up	Restorative Youth Empowerment (REY)
Community Youth Services - Parent/Teen Survival Program	reVision Houston
Education First	Save the Children
Harris County Probation Officers	The Harris Center
Harris County Sheriff Department	University of Houston Mentors
Houston Area Ministers Against Crime	Youth Mental Health First Aide

SEL Support to A180 Schools

Tier I, II and III Support

In addition to providing robust training opportunities for schools to build a seamless multi-tiered system of support and effective proactive and preventative practices to challenging behavior, the SEL Department provides customized and relevant technical assistance and support to A180 schools.

2017-2018 SEL Support	Events
Attucks MS	**15**
Behavior Support	15
Bellfort ECC	**19**
Behavior Support	10
Other Support	4
Emotional / Behavioral Consultation	5
Blackshear ES	**62**
Other Support, Participants - 16	1
Behavior Support	7
Other Support	33
CHAMPS Support	5
Emotional / Behavioral Consultation	2
Department Training (SEL)	3
Campus Training (not CHAMPS or RP)	3
District Wide Training (HISD)	1
Restorative Practices Support	4
CHAMPS Training - 40	1
Community Training	1
Intervention Assistance Team (IAT)- Training/ support	1
Bonham ES	**2**
Emotional / Behavioral Consultation	2
Bruce ES	**16**
District Wide Training (HISD), Participants - 22	1
Behavior Support	10
Other Support	1
Department Training (SEL)	2
CHAMPS Training - 40	2
Cook ES	**9**
Behavior Support	8
Emotional / Behavioral Consultation	1
Cullen MS	**34**
Behavior Support	2
Other Support	20
CHAMPS Support	3
Department Training (SEL)	2
Campus Training (not CHAMPS or RP)	3
District Wide Training (HISD)	1
Restorative Practices Support	1
Community Training	2
Dogan ES	**29**

2017-2018 Crisis Response	Events
Attucks MS	**4**
Other	3
Suicidal ideation (student)	1
Blackshear ES	**2**
Suicidal ideation (student)	2
Bonham ES	**7**
Homicide threat	1
Other	2
Suicidal ideation (student)	4
Cook ES	**7**
Homicide threat	2
Other	1
Student death	2
Suicidal ideation (student)	2
Cullen MS	**2**
Suicidal ideation (student)	2
Edison MS	**7**
Homicide threat	3
Other	1
Suicidal ideation (student)	3
Foerster ES	**2**
Homicide threat	1
Suicidal ideation (student)	1
Fondren ES	**4**
Homicide threat	1
Suicidal ideation (student)	3
Forest Brook MS	**14**
Homicide threat	2
Other	4
Suicidal ideation (student)	8
Gregory-Lincoln PK-8	**4**
Homicide threat	3
Suicidal ideation (student)	1
Henry MS	**15**
Other	5
Suicidal ideation (student)	9
Suicide ideation (faculty)	1
High School Ahead Acad MS	**12**
Homicide threat	1
Student death	1

2017-2018 SEL Support	Events
Behavior Support	13
Other Support	2
CHAMPS Support	3
Emotional / Behavioral Consultation	2
Campus Training (not CHAMPS or RP)	1
District Wide Training (HISD)	1
CHAMPS Training - 40	4
Intervention Assistance Team (IAT)- Training/ support	1
Transition Planning (DAEP)	2
Edison MS	**30**
CHAMPS Support, Participants - 2	1
Behavior Support	2
Other Support	8
CHAMPS Support	18
Emotional / Behavioral Consultation	1
Foerster ES	**9**
Department Training (SEL), Participants - 25	1
Other Support, Participants - 25	1
Behavior Support	4
Other Support	3
Fondren ES	**19**
Behavior Support	11
Other Support	4
CHAMPS Support	2
Emotional / Behavioral Consultation	2
Forest Brook MS	**38**
Behavior Support	23
Other Support	14
Emotional / Behavioral Consultation	1
Gallegos ES	**38**
Behavior Support	2
Other Support	7
CHAMPS Support	29
Gregory-Lincoln PK-8	**30**
Behavior Support	1
Other Support	14
Emotional / Behavioral Consultation	15
Henry MS	**30**
Behavior Support	17
Other Support	4

2017-2018 Crisis Response	Events
Suicidal ideation (student)	10
Highland Heights ES	**1**
Suicidal ideation (student)	1
Hilliard ES	**3**
Other	1
Suicidal ideation (student)	2
Kashmere Gardens ES	**12**
Homicide threat	3
Other	5
Suicidal ideation (student)	4
Kashmere HS	**6**
Homicide threat	3
Other	2
Suicidal ideation (student)	1
Key MS	**5**
Other	1
Student death	1
Suicidal ideation (student)	3
Lawson MS	**15**
Homicide threat	1
Other	6
Student death	1
Suicidal ideation (student)	7
Lewis ES	**7**
Homicide threat	1
Other	3
Suicidal ideation (student)	3
Liberty HS	**1**
Other	1
Looscan ES	**9**
Homicide threat	2
Other	1
Suicidal ideation (student)	6
Mading ES	**8**
Suicidal ideation (student)	8
Madison HS	**12**
Faculty death	1
Other	5
Suicidal ideation (student)	6
Martinez C ES	**15**

2017-2018 SEL Support	Events
CHAMPS Support	3
Emotional / Behavioral Consultation	6
High School Ahead Acad MS	**9**
Behavior Support	6
Campus Training (not CHAMPS or RP)	2
Department Training (HISD)	1
Highland Heights ES	**94**
Behavior Support, Participants - 3	1
Behavior Support, Participants - 4	1
Campus Training (not CHAMPS or RP), Participants - 1	1
Campus Training (not CHAMPS or RP), Participants - 4	1
Other Support, Participants - 16	1
Other Support, Participants - 23	1
Restorative Practices Training, Participants - 4	1
Behavior Support	37
Other Support	16
CHAMPS Support	16
Emotional / Behavioral Consultation	8
Restorative Practices Support	4
CHAMPS Training - 40	3
Intervention Assistance Team (IAT)- Training/ support	2
Parent Training	1
Hilliard ES	**35**
Other Support, Participants - 16	1
Behavior Support	28
Other Support	4
Campus Training (not CHAMPS or RP)	1
Community Training	1
Kashmere Gardens ES	**24**
Behavior Support	13
Other Support	1
Emotional / Behavioral Consultation	5
Campus Training (not CHAMPS or RP)	2
Community Training	1
Intervention Assistance Team (IAT)- Training/ support	2

2017-2018 Crisis Response	Events
Homicide threat	5
Other	3
Suicidal ideation (student)	6
Suicide ideation (faculty)	1
Milby HS	**18**
Other	8
Student death	6
Suicidal ideation (student)	3
Suicide ideation (faculty)	1
Montgomery ES	**2**
Suicidal ideation (student)	2
North Forest HS	**16**
Student death	6
Suicidal ideation (student)	10
Pugh ES	**8**
Homicide threat	1
Suicidal ideation (student)	6
Suicide ideation (faculty)	1
Stevens ES	**8**
Homicide threat	1
Suicidal ideation (student)	7
V Prep K-8	**1**
Student death	1
V Prep South	**7**
Other	1
Student death	6
Washington HS	**17**
Homicide threat	1
Other	1
Suicidal ideation (student)	15
Wesley ES	**11**
Suicidal ideation (student)	10
Suicide completion (student)	1
Westbury HS	**21**
Faculty death	4

2017-2018 SEL Support	Events
Kashmere HS	**22**
Behavior Support	14
CHAMPS Support	2
Emotional / Behavioral Consultation	5
CHAMPS Training - 40	1
Key MS	**16**
Department Training (SEL), Participants - 20	1
Behavior Support	10
Other Support	1
Emotional / Behavioral Consultation	4
Lawson MS	**14**
Behavior Support	7
Other Support	4
CHAMPS Support	3
Lewis ES	**48**
Behavior Support	36
Other Support	3
Emotional / Behavioral Consultation	7
Restorative Practices Support	1
Intervention Assistance Team (IAT)- Training/ support	1
Liberty HS	**8**
Behavior Support	2
Other Support	6
Looscan ES	**10**
Behavior Support	6
Other Support	3
CHAMPS Support	1
Mading ES	**34**
Behavior Support	11
Other Support	8
CHAMPS Support	1
Emotional / Behavioral Consultation	14
Madison HS	**12**
Department Training (SEL), Participants - 12	1
Department Training (SEL), Participants - 8	1
Restorative Practices Training, Participants - 12	1
Behavior Support	3
Other Support	2
Emotional / Behavioral Consultation	1

2017-2018 Crisis Response	Events
Homicide threat	2
Other	2
Suicidal ideation (student)	12
Suicide ideation (faculty)	1
Wheatley HS	**8**
Homicide threat	1
Other	4
Suicidal ideation (student)	3
Woodson PK-8	**6**
Homicide threat	3
Other	3
Worthing HS	**8**
Homicide threat	2
Other	1
Suicidal ideation (student)	4
Suicide ideation (faculty)	1
Yates HS	**12**
Homicide threat	1
Other	2
Student death	2
Suicidal ideation (student)	7
Young ES	**1**
Suicidal ideation (student)	1
Grand Total	**318**

2017-2018 SEL Support	Events
District Wide Training (HISD)	1
Restorative Practices Training	1
Martinez C ES	**15**
Campus Training (not CHAMPS or RP), Participants - 30	1
Behavior Support	8
Other Support	3
Campus Training (not CHAMPS or RP)	2
Parent Training	1
Milby HS	**10**
Other Support	5
CHAMPS Support	2
Emotional / Behavioral Consultation	3
Montgomery ES	**16**
Behavior Support	12
Other Support	2
Emotional / Behavioral Consultation	2
North Forest HS	**33**
Behavior Support	13
Other Support	19
Emotional / Behavioral Consultation	1
Pugh ES	**20**
Behavior Support	12
Other Support	8
Sharpstown HS	**2**
Emotional / Behavioral Consultation	2
Stevens ES	**7**
Behavior Support	3
Other Support	2
CHAMPS Support	1
Emotional / Behavioral Consultation	1
V Prep K-8	**9**
Behavior Support	5
Other Support	1
Emotional / Behavioral Consultation	2
Restorative Practices Training	1
V Prep South	**14**
Restorative Practices Training, Participants - 8	1
Restorative Practices Training, Participants - 9	1
Behavior Support	8

2017-2018 SEL Support	Events
Other Support	2
Restorative Practices Support	2
Washington HS	**55**
Restorative Practices Training, Participants - 1	1
Behavior Support	31
Other Support	11
Emotional / Behavioral Consultation	4
Campus Training (not CHAMPS or RP)	1
Restorative Practices Support	5
Intervention Assistance Team (IAT)- Training/ support	2
Wesley ES	**64**
District Wide Training (HISD), Participants - 9	1
Behavior Support	24
Other Support	14
CHAMPS Support	2
Emotional / Behavioral Consultation	8
Campus Training (not CHAMPS or RP)	9
Restorative Practices Support	4
Intervention Assistance Team (IAT)- Training/ support	2
Westbury HS	**13**
Campus Training (not CHAMPS or RP), Participants - 90	1
Behavior Support	3
Other Support	6
Emotional / Behavioral Consultation	3
Wheatley HS	**24**
Behavior Support	17
Other Support	1
Emotional / Behavioral Consultation	5
CHAMPS Training - 40	1
Woodson PK-8	**41**
Behavior Support, Participants - 25	1
Other Support, Participants - 16	1
Behavior Support	24
Other Support	6
CHAMPS Support	1
Emotional / Behavioral Consultation	3
CHAMPS Training - 40	4

Intervention Assistance Team (IAT)- Training/ support	1
2017-2018 SEL Support	**Events**
Worthing HS	**31**
Behavior Support	20
Other Support	4
Emotional / Behavioral Consultation	4
CHAMPS Training - 40	2
Restorative Practices Training	1
Yates HS	**35**
Behavior Support	2
Other Support	24
CHAMPS Support	5
Emotional / Behavioral Consultation	1
Department Training (SEL)	1
Campus Training (not CHAMPS or RP)	1
District Wide Training (HISD)	1
Young ES	**19**
Behavior Support	11
Other Support	4
Emotional / Behavioral Consultation	1
Campus Training (not CHAMPS or RP)	1
Intervention Assistance Team (IAT)- Training/ support	2
Grand Total	**1114**

HISD | Student Assistance
PUTTING GRADUATION IN REACH

ACHIEVE180

End of Year Report 2017-2018

May 3, 2018

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Year In Review

HISD's Student Support Services restructured this year to include the **Department of Student Assistance**. The new department structure utilizes outreach workers to support campuses in matters of attendance, homeless assistance, pregnancy related services, and working to ensure students who have been incarcerated or who are in foster care and residential treatment centers receive assistance. Targeted Attendance and Homeless Outreach Worker support has been provided to ALL Achieve 180 schools.

- **Homeless Education Office** assists students and families that are living in a homeless situation or in transition. Homeless students and students in transition qualify for servicers under the McKinney –Vento Act.
    - The Houston ISD Homeless Education Office received Hurricane Harvey Relief Fund (HHRF) grant funds. The funds are earmarked to provide support in the form of housing assistance, clothing, food, toiletries and gas. Outreach workers coordinate services for selected families to enable them to move toward self-sufficiency.
    - Through the Texas Education for Homeless Children and Youth (TECHCY-formerly TEXSHEP) grant, staff and community partners are continuously trained to provide ongoing training geared towards identifying and serving the needs of homeless children and youth. The Homeless Education Office (HEO) works in collaboration with campuses to provide supplemental instruction to struggling students. The existing program is similar to the planned project but will be enhanced to increase service delivery with the addition of tutorials at shelter sites.
    - Provided professional development on the McKinney Vento Act to 40 new school nurses and to various campus-based stakeholders through our Graduation Support Meeting.
- **Attendance Office** team includes outreach workers that consult and assist schools with intervention - based solutions for attendance and truancy prevention through wraparound services and real-time referrals for students and families.
    - Our Attendance Office Outreach Workers provided consulting and support to 100% of Achieve 180 and Superintendent's Schools, and participated in at least one campus-based Graduation Support Meeting for all Achieve 180 and Superintendent's Schools.
    - The Attendance Office has conducted home visits as needed to assist campuses with parent's contacts, assisting school with parent conferences on attendance, and providing data and documentation support to help guide interventions.
    - The office developed and delivered training on truancy to district staff, and worked closely with school staff involved in attendance work. The framework used by our team was based on the Tiered System of Supports for Improving Attendance.
- **Dual Status and Adjudicated Youth office** provides support for students re-entering school from juvenile probation and in foster care. 201 students who were supported by the Dual Status and Adjudicated program for A180 and SUP schools this semester.
    - Our department presented the Dual Status and Adjudicated program to Graduation Support Meeting stakeholders at comprehensive secondary campuses. The goal was to reinforce that campuses immediately enroll students on probation and to re-integrate them into schools with wrap-around systems of support. Wrap-Around Specialists, At-Risk Administrators, SIRS, Registrars, Attendance Clerks and external partners such as

CIS, Abundant Life, and MBK were trained to identify, enroll and transition students on probation under the special population at-risk coding of "08". Schools were provided resources from Texas Southern University Earl Carl Institute's Street Law and Record Expunction programs, community education partners, and the Mayor's Anti-Gang Office to help with a seamless reintegration and to reduce recidivism.

- **Pregnancy Related Services** are support services, including Compensatory Education Home Instruction (CEHI), that a pregnant student receives during prenatal and postpartum periods.
    - Compensatory Education Home Instruction (CEHI) - CEHI provides academic services to the student at home or hospital bedside when a valid medical necessity for confinement during the pregnancy, prenatal, or postpartum periods prevents the student from attending classes on a campus. – Provided by Community Services Homebound Teachers
    - Other support provided:
        - Assistance obtaining childcare services
        - Case management and service coordination (assistance obtaining services from government agencies and other community agencies)
        - Educational information on child development and career planning
        - Counseling and guidance services
        - Health services including services from the school nurse, assistance accessing health care, and assistance obtaining health insurance and/or a medical home

Data Overview

Attendance Data:

As of the latest report (April 28), 52.94% of Achieve 180 schools have a higher year-to-date attendance rate compared to the end-of-year attendance rate from 2016-2017, and 47.05% of Achieve 180 schools have a lower year-to-date attendance rate. **(see Attendance Data table below)**

Out of 44 Achieve 180 and Superintendent School's, 22 had higher Year-to-Date attendance compared to the previous end-of-year rate, and 21 had a lower rate. 1 school stayed the same.

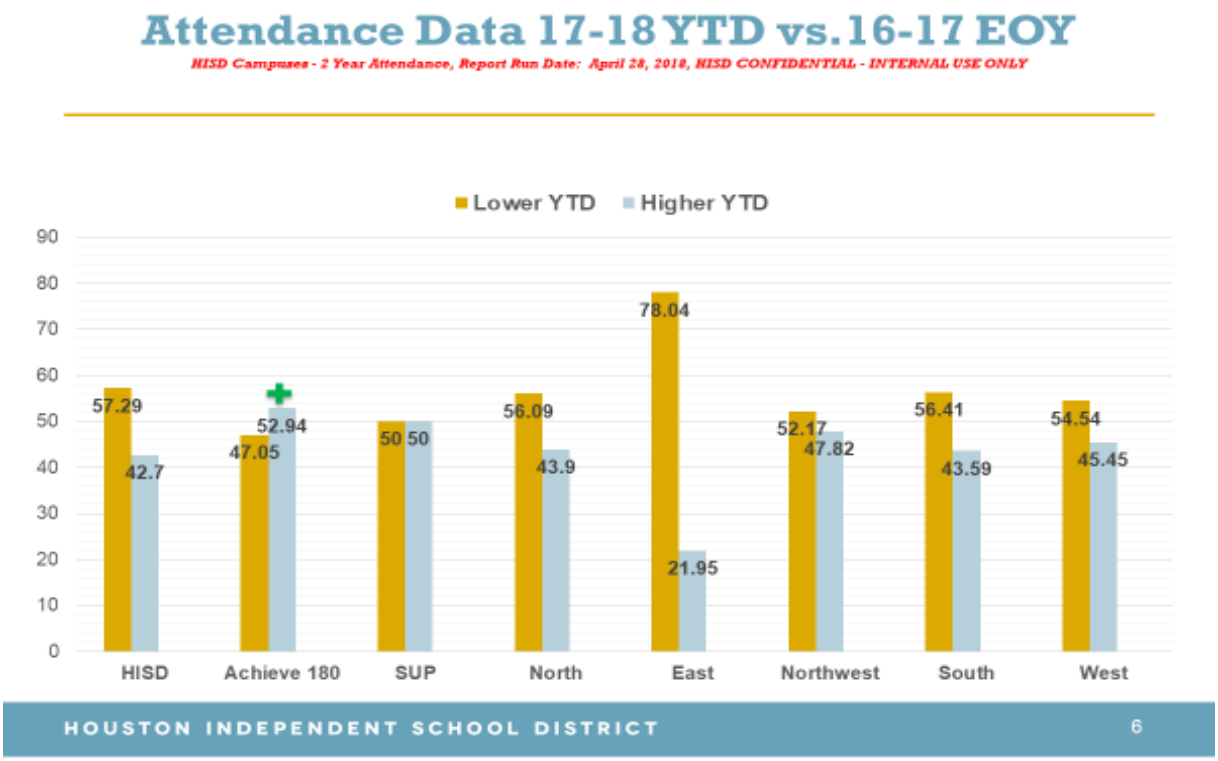
The campuses showing a higher year-to-date attendance rate compared to the previous end-of-year rate attended our department's Graduation Support Meetings a total of 51 times, while the campuses with lower year-to-date attendance rate attended a total of 24 Graduation Support Meetings.

Of 8 campuses who received support from the Juvenile Case Management Program, 5 showed higher Year-to-Date attendance compared to the previous end-of-year rate, while 3 had a lower year-to-date attendance rate.

Of the 8 campuses who received Community of Practice – Action Plan Support, 4 had higher Year-to-Date attendance compared to the previous end-of-year rate, and 4 had a lower rate.

Homeless Data:

Student counts for Achieve 180 and Superintendent Schools as of April 23, 2018 tallied at 4,369 out of a total count of 28,756 homeless students.



Key Initiatives

- **Monthly Graduation Support Meetings (District-wide)**
    - Our department facilitated 6 district-wide meetings to invite all district and campus stakeholders to benefit from best practice presentations related to systems for improving attendance and working with at-risk populations.
    - Through the GSM, we have a structure to deliver information and training on best practice, and there has been an increase in participation by a wider variety of school-based stakeholders (e.g. principals, counselors, nurses, wraparound specialists, deans).
- **Communications to Highlight Strategies and Best Practice**
    - Our department has collaborated with HISD Communications, through the ***Weekly Teacher Download***, by providing weekly best practice strategies that educators can utilize as they work to strengthen support and attendance for at-risk students. See our latest post at http://blogs.houstonisd.org/employeenews/?p=8664
    - We have contributed to the newly initiated monthly ***Attendance Spotlight*** which highlights a campus principal who has implemented strong systems and a culture around attendance at the school. See the latest spotlight at http://blogs.houstonisd.org/employeenews/?p=8641

- **School Community Event Support at Achieve 180 Campuses**
    - Feeder Pattern Event (August) participation at Worthing HS, Westbury HS, Washington HS, Milby HS, Lewis ES, and Madison HS.
- **Achieve 180 Office Collaboration Meeting**
    - An overview presentation of the Student Assistance Department and the support we provide was given to the Achieve 180 Area Superintendent and administrative team December 5, 2017.
    - A plan to support Achieve 180 campuses with targeted support for at-risk students through the use of outreach workers. Areas of support presented included homeless, attendance, adjudicated youth, and pregnant/parenting students.
- **Hurricane Harvey Relief**
    - In collaboration with HISD, county and city officials, the Student Assistance Department was instrumental in delivering (the night before) and distributing free school uniforms to multi-service centers across the city for the Hurricane Harvey Relief – School Uniform Distribution event in September.
- **Student Attendance Kindle Incentive**
    - Through a partnerhsip with CITGO, Harris County Sheriff's Office, and HISD Strategic Partnerships, several Achieve 180 schools will receive Kindle Fires to provide identified students with Perfect and Most Improved Attendance.
- **TEEN and Police Service (TAPS) Academy**
    - The Student Assistance Department partnered with TAPS, a 501c3 non-profit community organization to reduce the social distance between youth and law enforcement through an 11-week research- and evidence-based curriculum taught by highly engaged officers who serve as mentors to at-promise youth at **Kashmere, Wheatley, Woodson, and Yates**. Mentor officers discussed youth and law enforcement-focused topics with at-risk youth.
    - Our department co-led three TAPS trainings for 55 Houston Police TAPs officers and campus staff, facilitated the VIPS registration of officers, and served as liaison between campus leaders and TAPS administration, officers, and outside program partners such as MBK and Pro Unitas.

Table 1

School	GSM Visits by our department	Outreach Support Provided	COP Attended	Truancy Cases	GSM's Attended	JCMP	EOY Att %	YTD Att %
Attucks MS	18	Yes		3	1/6		92.73%	90.23%
Bellfort ECC	14	Yes			0/6		95.72%	95.79%
Blackshear ES	4	Yes	YES		4/6		94.96%	95.40%
Bonham ES	2	Yes		1	5/6		95.31%	95.67%
Bruce ES	5	Yes			2/6		95.58%	95.87%
Cook ES	4	Yes			0/6		95.03%	94.91%
Cullen MS	15	Yes		7	1/6	YES	95.96%	91.44%
Dogan ES	2	Yes	YES		2/6		95.51%	95.82%
Edison MS	5	Yes		2	1/6	YES	95.11%	95.21%
Foerster ES	2	Yes			2/6		94.65%	94.58%
Fondren ES	1	Yes			1/6		95.47%	96.52%
Forest Brook MS	1	Yes			0/6		92.73%	92.24%
Gallegos ES	2	Yes			1/6		96.96%	96.59%
Gregory-Lincoln PK-8	1	Yes			4/6		94.50%	95.75%
Henry MS	12	Yes		7	0/6		94.50%	92.78%
HSAA MS	1	Yes		4	0/6		87.15%	84.02%
Highland Heights ES	6	Yes	YES	1	2/6		94.09%	93.62%
Hilliard ES	8	Yes			0/5		93.14%	91.89%
Kashmere Gardens ES	4	Yes			1/6		94.04%	94.27%
Kashmere HS	23	Yes	YES	4	2/6		88.65%	88.20%
Key MS	11	Yes			2/6		92.06%	91.64%
Lawson MS	4	Yes			2/6		93.17%	94.39%
Lewis ES	10	Yes			2/6		96.52%	96.80%
Liberty HS	3	Yes			4/6		77.42%	80.83%
Looscan ES	2	Yes			1/5		95.57%	95.16%
Mading ES	15	Yes	YES	1	3/6		95.10%	95.83%
Madison HS	8	Yes		6	3/6	YES	88.13%	88.69%
Martinez C ES	7	Yes		1	0/5		95.94%	95.50%
Milby HS	4	Yes			5/6	YES	90.46%	91.10%
Montgomery ES	3	Yes			1/6		95.06%	95.46%
North Forest HS	13	Yes		3	0/6	YES	89.03%	90.58%
Pugh ES	13	Yes		2	1/6		96.11%	96.04%
Sharpstown HS	5	Yes			2/6		91.78%	90.93%
Stevens ES	6	Yes			0/6		95.97%	95.26%
TCAH	1	Yes			2/6		100.00%	100.00%
V Prep South	4	Yes			0/6		90.02%	92.47%
Washington HS	1	Yes		2	2/6		91.29%	89.41%
Wesley ES	1	Yes			1/6		93.51%	93.55%
Westbury HS	5	Yes			5/6		92.35%	93.00%
Wheatley HS	9	Yes	YES		3/6	YES	88.46%	87.98%
Woodson PK-8	18	Yes	YES	4	3/6	YES	94.20%	93.66%
Worthing HS	20	Yes	YES	36	2/6	YES	86.42%	90.22%
Yates HS	5	Yes			1/6		88.39%	89.25%
Young ES	15	Yes		1	1/6		95.06%	94.11%

GSM=Graduation Support Meeting COP=Community of Practice JCMP=Juvenile Case Management Program (City of Houston)

Table 2

Student Assistance Department Special Events & Activities 2017-2018				
Event	**Date**	**# People Involved**	**Purpose**	**Effect**
Mobile Teacher's Aide Distribution at district-wide Graduation Support Meeting	4/24/2018	74 Attendees	Participants were able to utilize district resources to engage in attendance improvement and drop-out prevention efforts.	Participants received supplies to distribute to identified students in need on their campus.
Back to School Extravaganza	8/25/2017	500 Attendees	Annual event which provides information and resources to homeless / at risk families. Involves internal departments, external community partners to educate and inform parents, students, and unaccompanied youth on the services provided by HISD, and community partners.	Supplies, shoes and resources were provided to all attendees, which helped prepare them for a successful school year. Parents were provided needed resources.
Project Prom	4/7/2018	761 Attendees	An initiative that was created to meet the needs of homeless and at-risk students during the prom season. The event also includes motivational speakers, college and career resources, health services as well as student/parent empowerment sessions.	Hundreds of HISD high school seniors are provided prom attire as well as given resources which will equip and empower them for their future. Parents are given needed resources.
Thanksgiving Dinner Distribution	11/18/2017	1, 500 Families Served	To provide Thanksgiving dinner boxes to homeless/at-risk families.	Provided Thanksgiving dinner to families while increasing visibility in the community. We also developed and built relationships with community partners and businesses.
Advisory Board	11/30/17, 1/18/18, 3/22/18	14 stakeholders on committee	Review data related to the attendance and truancy of students in the District; Identify factors that contribute to truancy, and recommend strategies and programs that will help bolster attendance.	Allows stakeholders a critical look at attendance data, while creating a dialogue on improving outcomes for at-risk students.

School and Community Events – Student Assistance Department (2017-2018)



Wraproud Services

ACHIEVE180

APRIL UPDATES

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EVERY COMMUNITY EVERY SCHOOL

OVERVIEW OF COMMUNITY SCHOOLS MODEL

Every Community, Every School is a comprehensive initiative based on the Community Schools model to connect schools to non-academic supports needed to improve the well-being and academic achievement of all students. Known as Wraparound Services, these non-academic supports address critical issues such as mental health and physical health needs, food insecurity, lack of stable housing, violence, incarceration of a parent, and many other challenges that can have adverse effects on a student's readiness and ability to learn.

This report outlines the strategic approach of our Wraparound Services and outcomes recorded through our Community Schools Framework. A community School represent a place-based strategy where schools partner with community agencies and allocate resources to provide an "integrated focus on academics, health and social services, youth community and development, and community engagement." Community schools are the hub of the neighborhood, uniting educators, community partners, and families to provide all students with opportunities to succeed at school and life.

Our HISD Community schools vary in the programs they offer and the ways they operate, depending on the local context. However, below are the four pillars and levels of support that appear in our model schools, and support the conditions for teaching and learning found in high-quality schools:

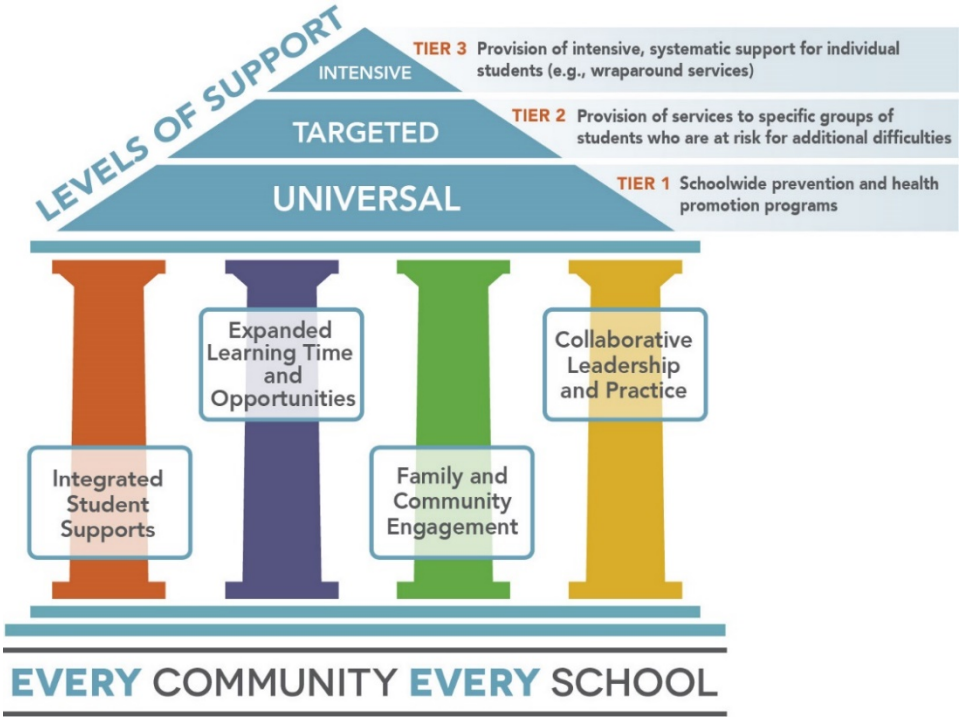


Figure 1: *Campus wide tiers of support based on individual student and community needs as it pertains to the 4 pillars of Community Schools.*

SUMMARY OF WRAPAROUND SERVICES

The wraparound services framework was developed to address entrenched and complex obstacles to student success. The framework is premised on the belief that no single entity can solve the complex problems students face. According to board constraint progress measure 1.2 the district will develop tools for campuses to conduct a needs assessment and access to a database. To address the full implementation of the Wraparound Services framework and ensure the well-being of all students, we have adopted a data base system called Purple.

In November of 2017, the Wraparound Services Department began to assign Wraparound Resource Specialist (WRS) positions to HISD schools. The intended goal was to have 15 WRS trained and working in 15 schools. Currently, there are 49 WRS hired, trained, and working in 49 schools with access to digital database to track services and activities on campus and in the community (Figure 2). The responsibility of the WRS is to facilitate the provision of wraparound services to the school and its community as illustrated in the image below. Each WRS works with the entire school staff and other stakeholders to develop community priorities and identify campus and community needs. The WRS secures services and partners with entities to bring these resources directly into the school. Community schools become neighborhood centers, improving access to programs and services for students, families and neighbors.



Figure 2: *A list of the non-academic services and support systems to help facilitate the delivery of academic services to students. Wraparound services cannot replace strong academics; the two must work together to address the whole child's needs.*

Current Schools with WRS

Attucks MS	Fleming MS	Kashmere HS	Navarro MS	Woodson K-8
Austin HS	Fondren MS	Lawson MS	North Forest HS	Worthing HS
Blackshear ES	Forest Brook MS	Lewis ES	North Side HS	Yates HS
Burnett ES	Franklin ES	Looscan ES	Sharpstown HS	Young ES
Cullen MS	Gallegos ES	Mading ES	Washington HS	Kashmere Gardens
DAEP	Gregory-Lincoln PK-8	Madison HS	Wesley ES	McGowen ES
Deady MS	Grissom ES	Marshall MS	Westbury HS	Paige ES
Dogan ES	Henry MS	Martinez C ES	Wheatley HS	Cook ES
Durkee ES	Highland Heights ES	Milby HS	Williams MS	Key MS
Edison MS	Houston MSTC HS	Momentum Academy	Wisdom HS	District-wide WRS

Figure 3: *All schools illustrated above have access to a digital database to track the services and activities taking place on campus. The District-wide WRS supports and captures the outputs and impact of Wraparound Services especially in areas with excessive needs.*

METRICS OF SUCCESS

Constraint 1
The superintendent shall not permit the district to operate without a community school and feeder pattern framework, including a definition, processes, and goals.
Constraint Progress Measure 1.1
The district will launch cohort one of Every Community, Every School with a minimum of 15 schools by the end of the 2017–2018 school year and will increase annually until all schools are served in 2022.

Support Data:

The Wraparound Services Department puts students first in several ways and it consists of non-academic supports that address critical issues such as mental health and physical health needs, food insecurity, lack of stable housing, violence, incarceration of a parent, and many other challenges that can have adverse effects on a student's readiness and ability to learn.

In October 2017, the board approved the establishment of a new policy, FFC (Local), that codifies the district's commitment to provide a community school and feeder pattern framework. The new policy, was adopted by the board on the second reading in November 2017 and it directed staff to write a regulation reflecting the framework by which wraparound services are delivered to students; the framework includes a definition of community schools as well as supporting processes and goals.

The district launched *Every Community, Every School* ahead of schedule and met the initial goal of piloting a cohort of 15 schools by the end of the 2017–2018 school year. The launch began with the ten Superintendent Schools and it included Achieve 180 campuses as well as feeder schools within those complete communities.

- November 2017: Identified and hired all ten Wraparound Resource Specialists.
- December 2017: Conducted Student Welfare Surveys in all ten Superintendent Schools in partnership with Rice University, the City of Houston, and the Houston Endowment.
- January 2018: Students enrolled at the ten Superintendent Schools began to receive wraparound services.
- February 2018: A total of 42 schools have posted and hired Wraparound Specialists under the District's Wraparound Services Department and six of our Kashmere Feeder Pattern schools continue to deliver services through our partnership with Prounitas.
- February 2018: A Student Welfare/Student Support Service Regulation was drafted and we are seeking input from various stakeholders
- March 2018: A Student Welfare/Student Support Service Regulation has been presented to the board policy committee and to several partners
- April 2018: Revision to the Regulation document will be made to utilize the input given by our board policy committee and our partners. Hired 2 more specialists hired.

Schools with wraparound resource specialists are providing services to students in a total of 50 schools and the following information is included to define our process:

- 44 Wraparound Resource Specialist and Managers positions were posted on Applitrack
- 44 of the 44 Wraparound Resource Specialists have been identified and hired.
- 50 Wraparound Resource Specialists have received proper training.
- A total of 50 schools have a Wraparound Resource Specialist assigned to them. The total number includes 44 HISD Specialists and 6 Prounitas partners.

Constraint Progress Measure 1.2
The district will develop tools for campuses to conduct a needs assessment, to access a provider database, a data tracker, and professional development in 2017–2018, and will increase usage annually until all campuses access the tools and training by 2022.

Support Data:

According to board constraint progress measure 1.2, we developed tools for campuses to conduct a needs assessment and access to a resource database. A district data system tracks the needs of our students and the community to align systems of support by creating:

- ***Interventions & Service Providers*** data tracking now contains information about existing services on a campus and those linked to specific students.
- ***Student Profiles*** have been created to display detailed information about a particular student such as interventions, demographic data obtained from Chancery, and other critical data pieces to inform the practice of connecting resources to students.
- ***Weekly progress monitoring*** of students in grades K–12 identified as needing specific support systems to address their social and emotional needs are being closely monitored by utilizing daily attendance, historical data on state assessments, and current behavior data.

The following supporting data details our process:

- 44 schools have hired their Wraparound Specialist and professional development plans have been developed and delivered to all Specialists.
- An IT solution has been developed.
- Data Tracking and a Provider Database has been developed.
- Wraparound specialists are currently gaining access and receiving training on how to effectively utilize these tools.
- Our data platform is being utilized in 50 schools to track and monitor services provided to students and families.
- All 50 Wraparound Specialists have received access to the tools, trainings, and data resources to fully implement the board policy adopted in November 2017

In short, the Board Constraints are being supported by our creation of a technology infrastructure that connects resources and partnerships to specific student needs.

PREPARATION AND DEVELOPMENT

Wraparound Services Training and Development focuses four key areas: preparation, execution, evaluation and leadership (PEEL). This professional development model ensures that all specialist have the tools and strategies to successfully support all stakeholders within their school community as well as create systems to sustain the work and increase its impact.

Date	Topic	Attendees
November 13, 2017	1)Dr. Trevino – Intro to Wraparound Services and Community School Model 2) Snapshot of Homeless Depart 3) Community and Home visit safety with Mr. Tan Nguyen and officer Nino 4) Strategic Partnership Department Snapshot 5) City of Houston Community Asset Training 6) Training on Community Councils	8
November 14, 2017	Community Schools Training with Austin Voices	14
November 15, 2017	1)ProUnitas and Manager training on 9 practices and intro to Purple. 2)School site visit to Cook ES	8
November 16, 2017	1)ProUnitas school site visit at Kashmere High School	8
December 18, 2017	1)Wraparound Services Training on Who am I? and Elevator Speech along with Community Councils	16
December 20, 2017	Purple Training from ProUnitas	16
January 22, 2018	1)Training on Wraparound Services model 2) Nine Practices Training 3) Community Mobilizing training by FACE 4) Cultural Proficiency 5) Community Schools Overview	25
January 23, 2018	Purple Training to all Specialist	44
January 24, 2018	HISD Department Snapshots from Heath and Medical, FACE, External Funding, Homeless Department, HISD Anti-gang, task force, Strategic Partnerships, Psych on site, Student Assistance training and City of Houston Asset Map Training	44
January 25, 2018	Specialist presentations and Windshield observation activity	
February 26, 2018	For Monday, February 26th – (Morning Session) Cohort 3 or the Wraparound Resource Specialist that did not attend the January, 2018 Wraparound Services training will join us for the morning session from 8:00am-12:00pm (Afternoon Session) All Wraparound Resource Specialist (Cohorts 1, 2 and 3) will attend the afternoon session from 1:00pm-5:00pm.	44

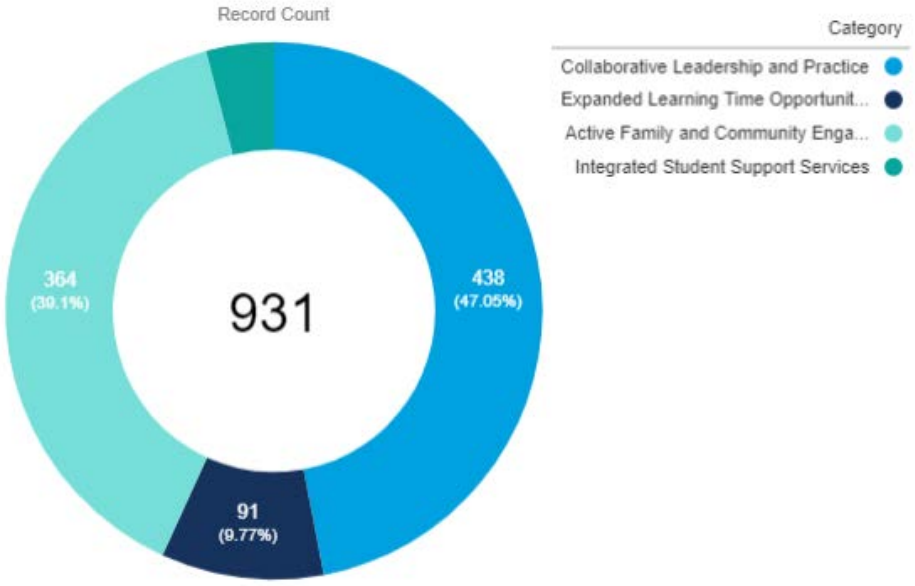
February 27, 2018	For Tuesday, February 27th – (Morning Session) Cohort 3 or the New Wraparound Resource Specialist that did not attend the January 2018 Wraparound Services training will attend the morning session from 8:00am-12:00pm. Wraparound Resource Specialist from cohorts 1 and 2 that want to see the training on our database system for a second time to hone their skills are more than welcome to come as well. **Please bring laptops**. (Afternoon Session) All Wraparound Resource Specialist (Cohorts 1, 2 and 3) will attend the afternoon session from 1:00pm-5:00pm. **Please bring laptops**.	44
Wednesday, February 28, 2018	For Wednesday, February 28th – (Morning Session) – Cohort 3 or the New Wraparound Resource Specialist that did not attend the January 2018 Wraparound Services training will attend the morning session from 8:00am-12:00pm. Wraparound Resource Specialist from cohorts 1 and 2 that want to see the training on our database system for a second time to hone their skills are more than welcome to come as well. **Please bring laptops**. All Wraparound Resource Specialist (Cohorts 1, 2 and 3) will attend the afternoon session from 1:00pm-5:00pm. Please bring a towel or mat and dress comfortably for a self-care session presented by the Houston Food Bank. Also, we will be using our laptops as well.	44
March 7, 2018	Wraparound Services and Community Schools presentation to HISD Principals	12
March 26, 2018	Community Councils training, Community Asset Mapping, Wraparound Services Portfolios, campus pulse, family engagement and purple support	37
March 27, 2018	Integrated Student Supports, Attendance assistance, Restorative Justice Practices and Time and Task Management	40
April 26, 2018	Presented Summer and Extended learning opportunities, Out2Learn presented grant opportunities and potential summer engagement activities, Community Schools and volunteering through Gary Gartner, SPED training, and culturally responsiveness training	38

OUTPUT/OUTCOMES

When wraparound services are provided in tandem with strong academics and high-quality teaching, schools can truly meet the needs of the whole child and graduate students who are college and career ready. Consequently, the intended outcome of the strategic approach following the initial implementation of Wraparound Services are supported families regarding family and community engagement, comprehensive learning supports regarding extended learning opportunities/youth development, integrated academic enrichment and social services to support children's intellect, social, emotional, and physical development, Social and Emotional Learning regarding high quality, engaging instructional programs, and partner integration into school day. A few Long-term intended outcomes include but are not limited to students succeeding academically; being healthy: physically, socially, and emotionally; living and learning in a safe, supportive, and stable environment; and communities being desirable places to live.

OVERVIEW COMMUNITY SCHOOLS PILLARS

Figure 4: *A total of the activities by Community Schools Pillar on campus are shown here which include events that are held that do not involve students. For example, scouting partners, holding planning meetings with the principal, meeting with city officials are considered activities as opposed to student interventions. They are broken down into 4 categories shown in the legend. Reports can be run showing individual Specialists and the events/activities they are holding on their campus.*



NEEDS ASSESSMENT BY CATEGORY

The WRS is responsible for engaging stakeholders through the needs assessment and provider selection process. The needs assessments for each campus is ongoing and is dependent on various indicators collected and captured throughout the school year. One aspect of the data gathering process is teachers, staff, and community members sharing their concerns about students by submitting Student Assistance Forms. Another aspect is conducted through observations of incidences and events that take place in the school community. Additional needs assessments are conducted through campus based surveys and campus community councils.

Category	# of SAFs Received
Health	118
Home and Family	165
Immigration Services	18
Educational and Vocational opportunities	49
Legal Safety and Crisis Support	55
Emotional and Psychological Services	308
Cultural and Spiritual	46
Social and Recreational	92
Total SAF	**496**

Figure 5: *The tier 2 and tier 3 referral process entails identifying an area of specific need based on the categories above. This information coupled with tier 1 services ensures that a holistic approach is taken to addressing student needs.*

COMMUNITY COUNCILS

Each HISD school currently with a WRS has a Wraparound Services Community Council (WSCC)—this council comprises of the Wraparound Resource Specialist, the campus principal and selected representatives from participating entities such as students, families, faculty, community members and service providers. The goal of the WSCC is to develop and implement a strategic plan that addresses the needs and priorities of the school community. The council meets once a month to review and address campus needs based on data collected in Purple by the WRS. Currently, 100% of our WRS have held or initiated their first and second community councils.

COMMUNITY ASSETS

The focus for our first phase of implementation was gathering information and resources regarding community assets for each school. This protocol was conducted by the WRS for each campus using a windshield-walkthrough observation form designed to analyze and capture information regarding but not limited to housing, public spaces, buildings, parks, culture and entertainment, street scape, street use, commercial activity, signs, land use, infrastructure, public transportation, traffic, faith based communities, health services, community and public services, community safety, higher education, political activity, community organization, media, difference among neighborhoods, and overall "feel" of the community. Another WRS focus area for phase one was building relationships within the school and community. This involved establishing a strong working relationship with school leadership as well as developing and nurturing relationships with students, families, and community members and organizations.

Service Provider	# of Services
Abundant Life Therapy	91
ALAR Institute Inc.	18
Baker Ripley	52
Bee Busy Inc.	6
Building a Village of Men	4
Change Happens	269
Childbuilders	88
Civil Society	10
Communities In Schools	3
Comp-U-Dopt	6
DiscoverU	4
Embrace Your Future	30
Empower 360 Houston	35
Girls Empowerment Network	9
Girls Inc	102
Girls With Purpose	21
Healing The Family, Inc	34
HEMYS	226

HISD Homeless and Foster Care Department	28
HISD Multilingual Department	16
HISD SEL Department	
Houston Ballet	42
Houston Food Bank	43
Houston Public Library	7
iEducate	678
Lemonade Day	7
Lighthouse for Students	4
New Faith Church	9
Niroga Institute	52
Phoenix House	269
Planned Parenthood	12
Psych on Site	140
Re-Creating Me!	29
ReMind - Depression and Bipolar Support Alliance Greater Houston	23
Santa Maria Hostel	28
Save The Children	7
Sparkle Girl Club	11
Teen and Family Services	49
Teen and Police Service Academy (TAPS)	10
The Council on Recovery	21
The Harris Center	108
The Texan French Alliance for the Arts / Be the Peace - Be the Hope	3
University of Houston Graduate College of Social Work	112
Unlimited Visions Aftercare, Inc.	10
Victory Outreach	
Youth Development Center	19
Grand Total # of Services	**2745**

Figure 6: *Outlines the various Service Providers currently in partnership with Houston ISD and the number of direct services administered to students on their various campuses.*

INTEGRATE STUDENT SUPPORTS

The WRS leads the work in establishing integrated student support systems by coordinating and tracking the delivery of services and resources to students. Prior to linking students to services the WRS works with a district Wraparound Services Manager to perform campus and community needs assessment, find

service providers, and troubleshoot challenges to ensure that the services will be provided consistently to students. This process includes engaging families and school staff to better understand student needs so that they can also make referrals based on specific student needs that arise in their learning environments. In the process of building integrated student support systems, the WRS must develop and manage partnerships with local service providers and participate in and learn from other resource coordinators. The information collected and tracked is used to support school leadership in making data-driven program decisions to address the needs of students. Consequently, the WRS must gather input from community leaders (Community Council) by allowing them to review how services are being provided to students and provided insights to help address any needs or gaps that may exist.

To address the full implementation of the Wraparound Services framework and ensure the well-being of all students, we have adopted a data base system called Purple.

Purple is a data infrastructure tool that utilizes attendance, behavior and academic information to shape and capture the actions and behaviors of our community as we address non-academic needs through Wraparound Services and develop the Community Schools Model. Purple allows us to be able to track the needs of our students and the community to align systems of support to address these needs. These are the initial steps to capturing and monitoring data related to student support systems similar to our current academic data support framework in which student academic performance, attendance, and behavior patterns are used to create interventions to address student needs.

INTERVENTION: RECORD TYPE	RECORD COUNT	INTERVENTION	
		Sum	
	Check-In	1,413	1,413
	Observation	410	410
	Resource	677	677
-	Service Link	3,250	3,250
Subtotal		***5,750***	***5,750***
Community Development	Service Link	37	37
Subtotal		***37***	***37***
Cultural and spiritual (Art access, Cultural awareness and enrichment)	Check-In	6	6
Subtotal		***6***	***6***
Education and vocational (Vocational training, employment services, college and career readiness)	Check-In	311	311
	Observation	175	175
	Resource	132	132
	Service Link	449	449
Subtotal		***1,067***	***1,067***
	Check-In	934	934
	Observation	191	191

Emotional and psychological (Youth mentoring, psychological counseling & behavioral health)	Resource	10	10
	Service Link	2,355	2,355
Subtotal		***3,490***	***3,490***
Health (Medical, Dental, Vision, Nutrition)	Check-In	59	59
	Resource	137	137
Subtotal		***196***	***196***
Home and family (Food, clothing, parent engagement, foster care, transportation and housing support)	Check-In	219	219
	Observation	6	6
	Resource	1,112	1,112
	Service Link	215	215
Subtotal		***1,552***	***1,552***
Immigration Services	Check-In	6	6
	Service Link	21	21
Subtotal		***27***	***27***
Legal safety/crisis support (Juvenile justice support, homelessness, child abuse, substance abuse, and domestic violence prevention and support, excluding immigration support)	Check-In	20	20
	Resource	1	1
	Service Link	44	44
Subtotal		***65***	***65***
Other	Check-In	241	241
	Observation	4	4
	Resource	149	149
Subtotal		***394***	***394***
Social and recreational (Physical activity based clubs, after-school clubs and sports)	Check-In	12	12
	Observation	1	1
	Service Link	48	48
Subtotal		***61***	***61***
GRAND TOTAL		**12,645**	**12,645**

UPCOMING STRATEGIC APPROACH

Upcoming strategic approach.....#

Addendum 2: A180 EOY Year 1 Reports – Pillar VI



FACE PILLAR VI

2017-2018

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Family And Community Empowerment Department

Information included is **available for every A180 campus. For illustration purposes, we have included information specific to A180 Superintendent schools.*

PILLAR VI ACTION PLAN

FACE developed a 1 sheet document that aligned with Pillar VI Action Plan. This document provides deadlines of goals created in Pillar VI Action Plan as well as dates completed.

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Blackshear Elementary

Pillar VI Goal	Optional Goal	Deadline	Status	*Schd. Date
Schedule a FACE Consultation		May 25, 2017	complete	July 13th
Schedule a Feeder-Pattern Event		May 25, 2017	complete	August 16, 2017 from 3:00 - 6:00
Submit your Parent-Community-Teacher Group (PCTG) Roster		Jun. 29, 2017	complete	Yes
Develop & Submit 2017-18 Campus Strategic Plan		Jun. 29, 2017	complete	Yes
Schedule a Pre-service Professional Development session		Aug. 25, 2017	complete	8/22/2017
Schedule training for 6 Steps to Creating a Parent Organization (PTO), and/or Parent-Community-Teacher Group presentation		Aug. 31, 2017	complete	Complete
Disseminate Climate Pre-Survey		Aug. 31, 2017	complete	9/19/2017
Hold Fall Feeder Pattern Event		Aug. 31, 2017	complete	8/11/2017
Collect Climate Pre-Survey results, tally, and share with parent-community-teacher group and staff		Sept. 30, 2017	complete	9/30/2017
Parent-community-teacher group to hold first meeting to develop ground rules, goals, and review results from climate survey		Sept. 30, 2017	complete	10/5/2017
Campus activities/event 1 evaluation by parent community teacher group to modify/align with needs (SWOT/ Survey results).		Sept. 30, 2017	complete	10/5/2017
BOY check-in with FACE Specialist (A180 and/or FFS Consult.)		Oct. 31, 2017	complete	11/10/2017
Schedule & Hold Shared Literacy or Math Strategies Session	Optional	Oct. 31 - April 2018	complete	10/24/2017
Hold FFS Welcoming School Walk-Through		Nov. 30, 2017	complete	11/29/2017
Fall Parent-Student-Teacher Conference (Select a FACE FFS Training to present)		Nov. 30, 2017	complete	8/22/2017
Schedule and host Introduction to Community Organization 101 for Schools. - FACE training to Campus liaison.	Optional	Nov. 30, 2017	complete	11/14/2017
Parent-community-teacher group meets to discuss progress and assess programs, challenges, opportunities from SWOT/survey results to impact school events & activities		Nov. 30, 2017	complete	11/29/2017
Campus activities/event 2 is modified and held aligned to needs (SWOT/ Survey results).		Nov. 30, 2017	complete	12/7/2017
Parent-community-teacher group meetings to discuss progress and assess programs, challenges, opportunities with SWOT/survey results		Jan 31, 2018	complete	1/23/2018
Campus activities/event 3 is modified and held aligned to needs (SWOT/ Survey results).		Jan 31, 2018	complete	1/23/2018
MOY check-in with FACE Specialist (A180 and/or FFS Consult.)		Feb. 28, 2018	complete	3/2/2018
Disseminate Climate Post-Survey		Feb 28, 2018	complete	3/19/2018
Collect Climate Post-Survey results, tally, and share with FACE Specialist		Mar 31, 2018	complete	3/23/2018
Spring Parent-Student-Teacher Conference		Mar 31, 2018		
Hold Spring Feeder Pattern Event		Apr 30, 2018	complete	5/19/2018
Parent-community-teacher group meets to discuss progress and assess programs, challenges, opportunities with Post-Survey results		Apr 30, 2018		
Campus activities/event is modified and held aligned to needs (SWOT/ Survey results).		Apr 30, 2018		
EOY check-in with FACE Specialist		May 31, 2018	complete	5/22/2018
Disseminate Title I Survey and review results		May 31, 2018		

Information included is **available for every A180 campus. For illustration purposes, we have included information specific to A180 Superintendent schools.*

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Dogan Elementary

Pillar VI Goal	Optional Goal	Deadline	Status	*Schd. Date
Schedule a FACE Consultation		May 25, 2017	complete	7/6/2017
Schedule a Feeder-Pattern Event		May 25, 2017	complete	8/10/2017
Submit your Parent-Community-Teacher Group (PCTG) Roster		Jun. 29, 2017	complete	Yes
Develop & Submit 2017-18 Campus Strategic Plan		Jun. 29, 2017	complete	Yes
Schedule a Pre-service Professional Development session		Aug. 25, 2017	complete	12/14/2017
Schedule training for 6 Steps to Creating a Parent Organization (PTO), and/or Parent-Community-Teacher Group presentation		Aug. 31, 2017	complete	Complete
Disseminate Climate Pre-Survey		Aug. 31, 2017	complete	8/23/2017
Hold Fall Feeder Pattern Event		Aug. 31, 2017	complete	8/12/2017
Collect Climate Pre-Survey results, tally, and share with parent-community-teacher group and staff		Sept. 30, 2017	complete	10/27/2017
Parent-community-teacher group to hold first meeting to develop ground rules, goals, and review results from climate survey		Sept. 30, 2017	complete	12/13/2017
Campus activities/event 1 evaluation by parent community teacher group to modify/align with needs (SWOT/ Survey results).		Sept. 30, 2017	complete	12/13/2017
BOY check-in with FACE Specialist (A180 and/or FFS Consult.)		Oct. 31, 2017	complete	11/13/2017
Schedule & Hold Shared Literacy or Math Strategies Session	Optional	Oct. 31 - April 2018	complete	11/15/2017
Hold FFS Welcoming School Walk-Through		Nov. 30, 2017	complete	12/13/2017
Fall Parent-Student-Teacher Conference (Select a FACE FFS Training to present)		Nov. 30, 2017	complete	12/14/2017
Schedule and host Introduction to Community Organization 101 for Schools. - FACE training to Campus liaison.	Optional	Nov. 30, 2017	complete	1/25/2018
Parent-community-teacher group meets to discuss progress and assess programs, challenges, opportunities from SWOT/survey results to impact school events & activities		Nov. 30, 2017	complete	2/17/2018
Campus activities/event 2 is modified and held aligned to needs (SWOT/ Survey results).		Nov. 30, 2017	complete	2/17/2018
Parent-community-teacher group meetings to discuss progress and assess programs, challenges, opportunities with SWOT/survey results		Jan 31, 2018	complete	5/10/2018
Campus activities/event 3 is modified and held aligned to needs (SWOT/ Survey results).		Jan 31, 2018	complete	5/10/2018
MOY check-in with FACE Specialist (A180 and/or FFS Consult.)		Feb. 28, 2018	complete	2/12/2018
Disseminate Climate Post-Survey		Feb 28, 2018	complete	2/28/2018
Collect Climate Post-Survey results, tally, and share with FACE Specialist		Mar 31, 2018	complete	3/9/2018
Spring Parent-Student-Teacher Conference		Mar 31, 2018	complete	3/31/2018
Hold Spring Feeder Pattern Event		Apr 30, 2018		
Parent-community-teacher group meets to discuss progress and assess programs, challenges, opportunities with Post-Survey results		Apr 30, 2018	complete	5/10/2018
Campus activities/event is modified and held aligned to needs (SWOT/ Survey results).		Apr 30, 2018	complete	5/10/2018
EOY check-in with FACE Specialist		May 31, 2018	complete	5/23/2018
Disseminate Title I Survey and review results		May 31, 2018	complete	4/24/2018

Family And Community Empowerment Department

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Henry Middle

Pillar VI Goal	Optional Goal	Deadline	Status	*Schd. Date
Schedule a FACE Consultation		May 25, 2017	complete	7/18/2017
Schedule a Feeder-Pattern Event		May 25, 2017	complete	8/16/2017
Submit your Parent-Community-Teacher Group (PCTG) Roster		Jun. 29, 2017	complete	Yes
Develop & Submit 2017-18 Campus Strategic Plan		Jun. 29, 2017	complete	Yes
Schedule a Pre-service Professional Development session		Aug. 25, 2017	complete	8/22/2017
Schedule training for 6 Steps to Creating a Parent Organization (PTO), and/or Parent-Community-Teacher Group presentation		Aug. 31, 2017	complete	Complete
Disseminate Climate Pre-Survey		Aug. 31, 2017	complete	10/2/2017
Hold Fall Feeder Pattern Event		Aug. 31, 2017	complete	8/16/2017
Collect Climate Pre-Survey results, tally, and share with parent-community-teacher group and staff		Sept. 30, 2017	complete	10/19/2017
Parent-community-teacher group to hold first meeting to develop ground rules, goals, and review results from climate survey		Sept. 30, 2017	complete	10/31/2017
Campus activities/event 1 evaluation by parent community teacher group to modify/align with needs (SWOT/ Survey results).		Sept. 30, 2017	complete	11/7/2017
BOY check-in with FACE Specialist (A180 and/or FFS Consult.)		Oct. 31, 2017	complete	10/26/2017
Schedule & Hold Shared Literacy or Math Strategies Session	Optional	Oct. 31 - April 2018	complete	10/19/2017
Hold FFS Welcoming School Walk-Through		Nov. 30, 2017	complete	11/7/2017
Fall Parent-Student-Teacher Conference (Select a FACE FFS Training to present)		Nov. 30, 2017		
Schedule and host Introduction to Community Organization 101 for Schools. - FACE training to Campus liaison.	Optional	Nov. 30, 2017	complete	1/9/2018
Parent-community-teacher group meets to discuss progress and assess programs, challenges, opportunities from SWOT/survey results to impact school events & activities		Nov. 30, 2017	complete	1/16/2018
Campus activities/event 2 is modified and held aligned to needs (SWOT/ Survey results).		Nov. 30, 2017	complete	1/16/2018
Parent-community-teacher group meetings to discuss progress and assess programs, challenges, opportunities with SWOT/survey results		Jan 31, 2018	complete	3/6/2018
Campus activities/event 3 is modified and held aligned to needs (SWOT/ Survey results).		Jan 31, 2018	complete	3/6/2018
MOY check-in with FACE Specialist (A180 and/or FFS Consult.)		Feb. 28, 2018	complete	1/26/2018
Disseminate Climate Post-Survey		Feb 28, 2018		
Collect Climate Post-Survey results, tally, and share with FACE Specialist		Mar 31, 2018		
Spring Parent-Student-Teacher Conference		Mar 31, 2018		
Hold Spring Feeder Pattern Event		Apr 30, 2018		
Parent-community-teacher group meets to discuss progress and assess programs, challenges, opportunities with Post-Survey results		Apr 30, 2018		
Campus activities/event is modified and held aligned to needs (SWOT/ Survey results).		Apr 30, 2018		
EOY check-in with FACE Specialist		May 31, 2018		
Disseminate Title I Survey and review results		May 31, 2018		

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Highland Heights Elementary

Pillar VI Goal	Optional Goal	Deadline	Status	*Schd. Date
Schedule a FACE Consultation		May 25, 2017	complete	6/20/2017
Schedule a Feeder-Pattern Event		May 25, 2017	complete	8/17/2017
Submit your Parent-Community-Teacher Group (PCTG) Roster		Jun. 29, 2017	complete	Yes
Develop & Submit 2017-18 Campus Strategic Plan		Jun. 29, 2017	complete	Yes
Schedule a Pre-service Professional Development session		Aug. 25, 2017	complete	8/22/2017
Schedule training for 6 Steps to Creating a Parent Organization (PTO), and/or Parent-Community-Teacher Group presentation		Aug. 31, 2017	complete	Complete
Disseminate Climate Pre-Survey		Aug. 31, 2017	complete	9/20/2017
Hold Fall Feeder Pattern Event		Aug. 31, 2017	complete	8/15/2017
Collect Climate Pre-Survey results, tally, and share with parent-community-teacher group and staff		Sept. 30, 2017	complete	9/30/2017
Parent-community-teacher group to hold first meeting to develop ground rules, goals, and review results from climate survey		Sept. 30, 2017	complete	10/11/2017
Campus activities/event 1 evaluation by parent community teacher group to modify/align with needs (SWOT/ Survey results).		Sept. 30, 2017	complete	2/12/2018
BOY check-in with FACE Specialist (A180 and/or FFS Consult.)		Oct. 31, 2017	complete	11/10/2017
Schedule & Hold Shared Literacy or Math Strategies Session	Optional	Oct. 31 - April 2018	complete	10/25/2017
Hold FFS Welcoming School Walk-Through		Nov. 30, 2017	complete	11/28/2017
Fall Parent-Student-Teacher Conference (Select a FACE FFS Training to present)		Nov. 30, 2017	complete	11/28/2017
Schedule and host Introduction to Community Organization 101 for Schools. - FACE training to Campus liaison.	Optional	Nov. 30, 2017	complete	11/10/2017
Parent-community-teacher group meets to discuss progress and assess programs, challenges, opportunities from SWOT/survey results to impact school events & activities		Nov. 30, 2017	complete	3/20/2018
Campus activities/event 2 is modified and held aligned to needs (SWOT/ Survey results).		Nov. 30, 2017	complete	3/20/2018
Parent-community-teacher group meetings to discuss progress and assess programs, challenges, opportunities with SWOT/survey results		Jan 31, 2018		
Campus activities/event 3 is modified and held aligned to needs (SWOT/ Survey results).		Jan 31, 2018		
MOY check-in with FACE Specialist (A180 and/or FFS Consult.)		Feb. 28, 2018	complete	2/12/2018
Disseminate Climate Post-Survey		Feb 28, 2018	complete	4/13/2018
Collect Climate Post-Survey results, tally, and share with FACE Specialist		Mar 31, 2018	complete	4/18/2018
Spring Parent-Student-Teacher Conference		Mar 31, 2018		
Hold Spring Feeder Pattern Event		Apr 30, 2018		
Parent-community-teacher group meets to discuss progress and assess programs, challenges, opportunities with Post-Survey results		Apr 30, 2018		
Campus activities/event is modified and held aligned to needs (SWOT/ Survey results).		Apr 30, 2018		
EOY check-in with FACE Specialist		May 31, 2018		
Disseminate Title I Survey and review results		May 31, 2018		

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Kashmere High

Pillar VI Goal	Optional Goal	Deadline	Status	*Schd. Date
Schedule a FACE Consultation		May 25, 2017	complete	Aug 30, 2017
Schedule a Feeder-Pattern Event		May 25, 2017	complete	Aug 12, 2017
Submit your Parent-Community-Teacher Group (PCTG) Roster		Jun. 29, 2017	complete	Yes
Develop & Submit 2017-18 Campus Strategic Plan		Jun. 29, 2017	complete	Yes
Schedule a Pre-service Professional Development session		Aug. 25, 2017	complete	Aug 17, 2017
Schedule training for 6 Steps to Creating a Parent Organization (PTO), and/or Parent-Community-Teacher Group presentation		Aug. 31, 2017	complete	Complete
Disseminate Climate Pre-Survey		Aug. 31, 2017	complete	Sep 27, 2017
Hold Fall Feeder Pattern Event		Aug. 31, 2017	complete	Aug 12, 2017
Collect Climate Pre-Survey results, tally, and share with parent-community-teacher group and staff		Sept. 30, 2017	complete	Feb 16, 2018
Parent-community-teacher group to hold first meeting to develop ground rules, goals, and review results from climate survey		Sept. 30, 2017	complete	Apr 5, 2018
Campus activities/event 1 evaluation by parent community teacher group to modify/align with needs (SWOT/ Survey results).		Sept. 30, 2017	complete	Apr 5, 2018
BOY check-in with FACE Specialist (A180 and/or FFS Consult.)		Oct. 31, 2017	complete	Feb 2, 2018
Schedule & Hold Shared Literacy or Math Strategies Session	Optional	Oct. 31 - April 2018	complete	Mar 29, 2018
Hold FFS Welcoming School Walk-Through		Nov. 30, 2017	complete	Oct 27, 2017
Fall Parent-Student-Teacher Conference (Select a FACE FFS Training to present)		Nov. 30, 2017	complete	Feb 26, 2018
Schedule and host Introduction to Community Organization 101 for Schools. - FACE training to Campus liaison.	Optional	Nov. 30, 2017	complete	Mar 6, 2018
Parent-community-teacher group meets to discuss progress and assess programs, challenges, opportunities from SWOT/survey results to impact school events & activities		Nov. 30, 2017		
Campus activities/event 2 is modified and held aligned to needs (SWOT/ Survey results).		Nov. 30, 2017		
Parent-community-teacher group meetings to discuss progress and assess programs, challenges, opportunities with SWOT/survey results		Jan 31, 2018		
Campus activities/event 3 is modified and held aligned to needs (SWOT/ Survey results).		Jan 31, 2018		
MOY check-in with FACE Specialist (A180 and/or FFS Consult.)		Feb. 28, 2018	complete	Feb 26, 2018
Disseminate Climate Post-Survey		Feb 28, 2018	complete	Apr 16, 2018
Collect Climate Post-Survey results, tally, and share with FACE Specialist		Mar 31, 2018	complete	Apr 23, 2018
Spring Parent-Student-Teacher Conference		Mar 31, 2018	complete	Mar 3, 2018
Hold Spring Feeder Pattern Event		Apr 30, 2018		
Parent-community-teacher group meets to discuss progress and assess programs, challenges, opportunities with Post-Survey results		Apr 30, 2018		
Campus activities/event is modified and held aligned to needs (SWOT/ Survey results).		Apr 30, 2018		
EOY check-in with FACE Specialist		May 31, 2018		
Disseminate Title I Survey and review results		May 31, 2018		

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Mading Elementary

Pillar VI Goal	Optional Goal	Deadline	Status	*Schd. Date
Schedule a FACE Consultation		May 25, 2017	complete	July 12th
Schedule a Feeder-Pattern Event		May 25, 2017	complete	August 9th
Submit your Parent-Community-Teacher Group (PCTG) Roster		Jun. 29, 2017	complete	Yes
Develop & Submit 2017-18 Campus Strategic Plan		Jun. 29, 2017	complete	Yes
Schedule a Pre-service Professional Development session		Aug. 25, 2017	complete	8/21/2017
Schedule training for 6 Steps to Creating a Parent Organization (PTO), and/or Parent-Community-Teacher Group presentation		Aug. 31, 2017	complete	Complete
Disseminate Climate Pre-Survey		Aug. 31, 2017	complete	8/18/2017
Hold Fall Feeder Pattern Event		Aug. 31, 2017	complete	8/18/2017
Collect Climate Pre-Survey results, tally, and share with parent-community-teacher group and staff		Sept. 30, 2017	complete	10/31/2017
Parent-community-teacher group to hold first meeting to develop ground rules, goals, and review results from climate survey		Sept. 30, 2017	complete	10/31/2017
Campus activities/event 1 evaluation by parent community teacher group to modify/align with needs (SWOT/ Survey results).		Sept. 30, 2017	complete	10/31/2017
BOY check-in with FACE Specialist (A180 and/or FFS Consult.)		Oct. 31, 2017	complete	11/14/2017
Schedule & Hold Shared Literacy or Math Strategies Session	Optional	Oct. 31 - April 2018	complete	11/10/2017
Hold FFS Welcoming School Walk-Through		Nov. 30, 2017	complete	11/14/2017
Fall Parent-Student-Teacher Conference (Select a FACE FFS Training to present)		Nov. 30, 2017		
Schedule and host Introduction to Community Organization 101 for Schools. - FACE training to Campus liaison.	Optional	Nov. 30, 2017	complete	2/1/2018
Parent-community-teacher group meets to discuss progress and assess programs, challenges, opportunities from SWOT/survey results to impact school events & activities		Nov. 30, 2017	complete	11/28/2017
Campus activities/event 2 is modified and held aligned to needs (SWOT/ Survey results).		Nov. 30, 2017	complete	11/28/2017
Parent-community-teacher group meetings to discuss progress and assess programs, challenges, opportunities with SWOT/survey results		Jan 31, 2018	complete	1/23/2018
Campus activities/event 3 is modified and held aligned to needs (SWOT/ Survey results).		Jan 31, 2018	complete	1/23/2018
MOY check-in with FACE Specialist (A180 and/or FFS Consult.)		Feb. 28, 2018	complete	2/7/2018
Disseminate Climate Post-Survey		Feb 28, 2018	complete	2/1/2018
Collect Climate Post-Survey results, tally, and share with FACE Specialist		Mar 31, 2018	complete	2/28/2018
Spring Parent-Student-Teacher Conference		Mar 31, 2018	complete	1/24/2018
Hold Spring Feeder Pattern Event		Apr 30, 2018		
Parent-community-teacher group meets to discuss progress and assess programs, challenges, opportunities with Post-Survey results		Apr 30, 2018		
Campus activities/event is modified and held aligned to needs (SWOT/ Survey results).		Apr 30, 2018		
EOY check-in with FACE Specialist		May 31, 2018		
Disseminate Title I Survey and review results		May 31, 2018		

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Wesley Elementary

Pillar VI Goal	Optional Goal	Deadline	Status	*Schd. Date
Schedule a FACE Consultation		May 25, 2017	complete	8/17/2017
Schedule a Feeder-Pattern Event		May 25, 2017	complete	8/16/2017
Submit your Parent-Community-Teacher Group (PCTG) Roster		Jun. 29, 2017	complete	Yes
Develop & Submit 2017-18 Campus Strategic Plan		Jun. 29, 2017	complete	Yes
Schedule a Pre-service Professional Development session		Aug. 25, 2017	complete	8/22/2017
Schedule training for 6 Steps to Creating a Parent Organization (PTO), and/or Parent-Community-Teacher Group presentation		Aug. 31, 2017	complete	Complete
Disseminate Climate Pre-Survey		Aug. 31, 2017	complete	9/21/2017
Hold Fall Feeder Pattern Event		Aug. 31, 2017	complete	8/15/2017
Collect Climate Pre-Survey results, tally, and share with parent-community-teacher group and staff		Sept. 30, 2017	complete	9/30/2017
Parent-community-teacher group to hold first meeting to develop ground rules, goals, and review results from climate survey		Sept. 30, 2017	complete	9/20/2017
Campus activities/event 1 evaluation by parent community teacher group to modify/align with needs (SWOT/ Survey results).		Sept. 30, 2017	complete	12/19/2017
BOY check-in with FACE Specialist (A180 and/or FFS Consult.)		Oct. 31, 2017	complete	12/19/2017
Schedule & Hold Shared Literacy or Math Strategies Session	Optional	Oct. 31 - April 2018	complete	3/22/2018
Hold FFS Welcoming School Walk-Through		Nov. 30, 2017	complete	12/5/2017
Fall Parent-Student-Teacher Conference (Select a FACE FFS Training to present)		Nov. 30, 2017	complete	12/4/2017
Schedule and host Introduction to Community Organization 101 for Schools. - FACE training to Campus liaison.	Optional	Nov. 30, 2017		
Parent-community-teacher group meets to discuss progress and assess programs, challenges, opportunities from SWOT/survey results to impact school events & activities		Nov. 30, 2017		
Campus activities/event 2 is modified and held aligned to needs (SWOT/ Survey results).		Nov. 30, 2017		
Parent-community-teacher group meetings to discuss progress and assess programs, challenges, opportunities with SWOT/survey results		Jan 31, 2018		
Campus activities/event 3 is modified and held aligned to needs (SWOT/ Survey results).		Jan 31, 2018		
MOY check-in with FACE Specialist (A180 and/or FFS Consult.)		Feb. 28, 2018	complete	2/26/2018
Disseminate Climate Post-Survey		Feb 28, 2018	complete	4/6/2018
Collect Climate Post-Survey results, tally, and share with FACE Specialist		Mar 31, 2018	complete	4/20/2018
Spring Parent-Student-Teacher Conference		Mar 31, 2018	complete	3/8/2022
Hold Spring Feeder Pattern Event		Apr 30, 2018		
Parent-community-teacher group meets to discuss progress and assess programs, challenges, opportunities with Post-Survey results		Apr 30, 2018		
Campus activities/event is modified and held aligned to needs (SWOT/ Survey results).		Apr 30, 2018		
EOY check-in with FACE Specialist		May 31, 2018		
Disseminate Title I Survey and review results		May 31, 2018		

Family And Community Empowerment Department

Information included is **available for every A180 campus. For illustration purposes, we have included information specific to A180 Superintendent schools.*

HISD | Family and Community Empowerment
EMBRACING PARTNERSHIPS. ADVANCING LEARNING.

Wheatley High

Pillar VI Goal	Optional Goal	Deadline	Status	*Schd. Date
Schedule a FACE Consultation		May 25, 2017	complete	Jun 8, 2017
Schedule a Feeder-Pattern Event		May 25, 2017	complete	Aug 9, 2017
Submit your Parent-Community-Teacher Group (PCTG) Roster		Jun. 29, 2017	complete	Yes
Develop & Submit 2017-18 Campus Strategic Plan		Jun. 29, 2017	complete	Yes
Schedule a Pre-service Professional Development session		Aug. 25, 2017	complete	Aug 17, 2017
Schedule training for 6 Steps to Creating a Parent Organization (PTO), and/or Parent-Community-Teacher Group presentation		Aug. 31, 2017	complete	Complete
Disseminate Climate Pre-Survey		Aug. 31, 2017	complete	Nov 30, 2017
Hold Fall Feeder Pattern Event		Aug. 31, 2017	complete	Aug 9, 2017
Collect Climate Pre-Survey results, tally, and share with parent-community-teacher group and staff		Sept. 30, 2017	complete	Jan 29, 2018
Parent-community-teacher group to hold first meeting to develop ground rules, goals, and review results from climate survey		Sept. 30, 2017	complete	Feb 26, 2018
Campus activities/event 1 evaluation by parent community teacher group to modify/align with needs (SWOT/ Survey results).		Sept. 30, 2017	complete	Feb 26, 2018
BOY check-in with FACE Specialist (A180 and/or FFS Consult.)		Oct. 31, 2017	complete	Nov 14, 2017
Schedule & Hold Shared Literacy or Math Strategies Session	Optional	Oct. 31 - April 2018	complete	Oct 18, 2017
Hold FFS Welcoming School Walk-Through		Nov. 30, 2017	complete	Jan 29, 2018
Fall Parent-Student-Teacher Conference (Select a FACE FFS Training to present)		Nov. 30, 2017		
Schedule and host Introduction to Community Organization 101 for Schools. - FACE training to Campus liaison.	Optional	Nov. 30, 2017		
Parent-community-teacher group meets to discuss progress and assess programs, challenges, opportunities from SWOT/survey results to impact school events & activities		Nov. 30, 2017		
Campus activities/event 2 is modified and held aligned to needs (SWOT/ Survey results).		Nov. 30, 2017		
Parent-community-teacher group meetings to discuss progress and assess programs, challenges, opportunities with SWOT/survey results		Jan 31, 2018		
Campus activities/event 3 is modified and held aligned to needs (SWOT/ Survey results).		Jan 31, 2018		
MOY check-in with FACE Specialist (A180 and/or FFS Consult.)		Feb. 28, 2018	complete	Feb 26, 2018
Disseminate Climate Post-Survey		Feb 28, 2018		
Collect Climate Post-Survey results, tally, and share with FACE Specialist		Mar 31, 2018	complete	Mar 19, 2018
Spring Parent-Student-Teacher Conference		Mar 31, 2018	complete	Mar 27, 2018
Hold Spring Feeder Pattern Event		Apr 30, 2018		
Parent-community-teacher group meets to discuss progress and assess programs, challenges, opportunities with Post-Survey results		Apr 30, 2018		
Campus activities/event is modified and held aligned to needs (SWOT/ Survey results).		Apr 30, 2018		
EOY check-in with FACE Specialist		May 31, 2018		
Disseminate Title I Survey and review results		May 31, 2018		

Family And Community Empowerment Department

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HISD | Family and Community Empowerment
EMBRACING PARTNERSHIPS. ADVANCING LEARNING.

Woodson PK-8

Pillar VI Goal	Optional Goal	Deadline	Status	*Schd. Date
Schedule a FACE Consultation		May 25, 2017	complete	June 8th
Schedule a Feeder-Pattern Event		May 25, 2017	complete	August 19th 10-12
Submit your Parent-Community-Teacher Group (PCTG) Roster		Jun. 29, 2017	complete	Yes
Develop & Submit 2017-18 Campus Strategic Plan		Jun. 29, 2017	complete	June 29th
Schedule a Pre-service Professional Development session		Aug. 25, 2017	complete	8/17/2017
Schedule training for 6 Steps to Creating a Parent Organization (PTO), and/or Parent-Community-Teacher Group presentation		Aug. 31, 2017	complete	Complete
Disseminate Climate Pre-Survey		Aug. 31, 2017	complete	9/11/2017
Hold Fall Feeder Pattern Event		Aug. 31, 2017	complete	8/19/2017
Collect Climate Pre-Survey results, tally, and share with parent-community-teacher group and staff		Sept. 30, 2017	complete	9/30/2017
Parent-community-teacher group to hold first meeting to develop ground rules, goals, and review results from climate survey		Sept. 30, 2017	complete	9/30/2017
Campus activities/event 1 evaluation by parent community teacher group to modify/align with needs (SWOT/ Survey results).		Sept. 30, 2017		
BOY check-in with FACE Specialist (A180 and/or FFS Consult.)		Oct. 31, 2017	complete	11/17/2017
Schedule & Hold Shared Literacy or Math Strategies Session	Optional	Oct. 31 - April 2018	complete	12/15/2017
Hold FFS Welcoming School Walk-Through		Nov. 30, 2017	complete	2/9/2018
Fall Parent-Student-Teacher Conference (Select a FACE FFS Training to present)		Nov. 30, 2017	complete	8/17/2017
Schedule and host Introduction to Community Organization 101 for Schools. - FACE training to Campus liaison.	Optional	Nov. 30, 2017		
Parent-community-teacher group meets to discuss progress and assess programs, challenges, opportunities from SWOT/survey results to impact school events & activities		Nov. 30, 2017		
Campus activities/event 2 is modified and held aligned to needs (SWOT/ Survey results).		Nov. 30, 2017		
Parent-community-teacher group meetings to discuss progress and assess programs, challenges, opportunities with SWOT/survey results		Jan 31, 2018		
Campus activities/event 3 is modified and held aligned to needs (SWOT/ Survey results).		Jan 31, 2018		
MOY check-in with FACE Specialist (A180 and/or FFS Consult.)		Feb. 28, 2018	complete	3/2/2018
Disseminate Climate Post-Survey		Feb 28, 2018	complete	4/9/2018
Collect Climate Post-Survey results, tally, and share with FACE Specialist		Mar 31, 2018	complete	4/20/2018
Spring Parent-Student-Teacher Conference		Mar 31, 2018	complete	3/6/2018
Hold Spring Feeder Pattern Event		Apr 30, 2018	complete	5/5/2018
Parent-community-teacher group meets to discuss progress and assess programs, challenges, opportunities with Post-Survey results		Apr 30, 2018		
Campus activities/event is modified and held aligned to needs (SWOT/ Survey results).		Apr 30, 2018		
EOY check-in with FACE Specialist		May 31, 2018		
Disseminate Title I Survey and review results		May 31, 2018		

Family And Community Empowerment Department

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HISD | Family and Community Empowerment
EMBRACING PARTNERSHIPS. ADVANCING LEARNING.

Worthing High

Pillar VI Goal	Optional Goal	Deadline	Status	*Schd. Date
Schedule a FACE Consultation		May 25, 2017	complete	8/24/2017
Schedule a Feeder-Pattern Event		May 25, 2017	complete	August 19th 10-12
Submit your Parent-Community-Teacher Group (PCTG) Roster		Jun. 29, 2017	complete	9/28/2017
Develop & Submit 2017-18 Campus Strategic Plan		Jun. 29, 2017	complete	6/29/2017
Schedule a Pre-service Professional Development session		Aug. 25, 2017	complete	1/9 /18 - 1/16/18
Schedule training for 6 Steps to Creating a Parent Organization (PTO), and/or Parent-Community-Teacher Group presentation		Aug. 31, 2017	complete	8/8/2017
Disseminate Climate Pre-Survey		Aug. 31, 2017	complete	9/13/2017
Hold Fall Feeder Pattern Event		Aug. 31, 2017	complete	8/19/2017
Collect Climate Pre-Survey results, tally, and share with parent-community-teacher group and staff		Sept. 30, 2017	complete	12/1/2017
Parent-community-teacher group to hold first meeting to develop ground rules, goals, and review results from climate survey		Sept. 30, 2017		
Campus activities/event 1 evaluation by parent community teacher group to modify/align with needs (SWOT/ Survey results).		Sept. 30, 2017		
BOY check-in with FACE Specialist (A180 and/or FFS Consult.)		Oct. 31, 2017	complete	11/17/2017
Schedule & Hold Shared Literacy or Math Strategies Session	Optional	Oct. 31 - April 2018	complete	2/27/2017
Hold FFS Welcoming School Walk-Through		Nov. 30, 2017	complete	3/6/2018
Fall Parent-Student-Teacher Conference (Select a FACE FFS Training to present)		Nov. 30, 2017		
Schedule and host Introduction to Community Organization 101 for Schools. - FACE training to Campus liaison.	Optional	Nov. 30, 2017		
Parent-community-teacher group meets to discuss progress and assess programs, challenges, opportunities from SWOT/survey results to impact school events & activities		Nov. 30, 2017		
Campus activities/event 2 is modified and held aligned to needs (SWOT/ Survey results).		Nov. 30, 2017		
Parent-community-teacher group meetings to discuss progress and assess programs, challenges, opportunities with SWOT/survey results		Jan 31, 2018		
Campus activities/event 3 is modified and held aligned to needs (SWOT/ Survey results).		Jan 31, 2018		
MOY check-in with FACE Specialist (A180 and/or FFS Consult.)		Feb. 28, 2018	complete	2/7/2018
Disseminate Climate Post-Survey		Feb 28, 2018	complete	3/7/2018
Collect Climate Post-Survey results, tally, and share with FACE Specialist		Mar 31, 2018		
Spring Parent-Student-Teacher Conference		Mar 31, 2018	complete	2/23/2018
Hold Spring Feeder Pattern Event		Apr 30, 2018	complete	5/5/2018
Parent-community-teacher group meets to discuss progress and assess programs, challenges, opportunities with Post-Survey results		Apr 30, 2018		
Campus activities/event is modified and held aligned to needs (SWOT/ Survey results).		Apr 30, 2018		
EOY check-in with FACE Specialist		May 31, 2018		
Disseminate Title I Survey and review results		May 31, 2018		

Family And Community Empowerment Department

Information included is **available for every A180 campus. For illustration purposes, we have included information specific to A180 Superintendent schools.*

School Ratings

All A180 schools were rated based on their Tow-Way Communication efforts and Family Events initiatives. Ratings included Strong Example, Emerging Example, and Non-Example. Rubric is included

	Two Way Communication				Family Community Events Linked to Learning			
School	SE	EE	NE	Reason	SE	EE	NE	Reason
Kashmere Gardens ES	X			All staff completed 2WayComm PD & 4 Found Activities	X			Gold- 18 Family Events
Cook ES	X			All staff completed 2WayComm PD & 4 Found. Activities	X			Gold Status- 17 Family Events & FAME School
Lewis ES		X		Missing 2Way CommPD, staff participated in parent-teacher conferences, completed 4Found.Activities	X			Gold Status- 19 Family Events
Forest Brook MS		X		Missing 2Way CommPD, staff participated in parent-teacher conferences	X			Gold Status- 21 Family Events
Bruce ES	X			All staff completed 2WayComm PD & 4 Found Activities			X	Status Pending- 4 Family Events thus far
Edison MS		X		Some staff participated in 2WayCommPD & 4 Found Activities	X			Gold Status-28 Family Events
Key MS		X		Missing 2Way CommPD, staff participated in parent-teacher conferences		X		Status Pending- completed 4 Found Activities
C Martinez ES	X			All staff participated in 2WayCommPD & 4 Found Activities	X			Gold Status- 20 Family Events
Young ES	X			All staff completed 2WayComm PD & 4 Found. Activities	X			Gold Status- 15 Family Events
Yates HS		X		Missing 2Way CommPD, staff participated in parent-teacher conferences	X			Gold Status- 16 Family Events
Foerster ES	X			All staff completed 2WayComm PD, Parent/Teacher Conf & 4 Found. Activities	X			Gold Status-16 Family Events

	Two Way Communication				Family Community Events Linked to Learning			
School	SE	EE	NE	Reason	SE	EE	NE	Reason
Milby HS	X			All staff completed 2WayComm PD & 4 Found. Activities	X			Gold Status- 25 Family Events
Westbury HS		X		All staff completed 2WayComm PD & Pending Found Activities			X	Status Pending
Bellfort ECC		X		All staff completed 2WayComm PD, FaceFundamentals & 4 Found. Activities	X			Gold Status- 19 Family Events
High School Ahead MS			X	Missing 2Way Comm PD & completed 2 of 4 Foundational Activities		X		Silver Status -14 Family Events
Gregory Lincoln		X		Missing 2WayComm PD and completed 4 Foundational Activities	X			Gold Status - 21 Family Events
Liberty HS		X		Missing 2Way Comm PD, staff participated in Parent/Teacher Conference, completed 4 Found Actvities			X	Status Pending- 4 activities thus far

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School	Two Way Communication SE	EE	NE	Reason	Family Community Events Linked to Learning SE	EE	NE	Reason
Kashmere High		X		Missing- 2WayCommPD and completed all 4 Foundational Activities		X		Bronze Status- 9 Family Events
Blackshear	X			All staff completed 2 Way, Face Fundam, Parent/Teach Conf	X			Gold Status- 24 Family Events
Wheatley		X		Missing- 2WayCommPD			X	Status Pending- only completed 4 Found Activities
Worthing		X		Some staff participated in 2Way Comm PD		X		Silver Status- 14 Family Events
Dogan	X			All staff completed 2WayComm PD & 4 Found. Activities	X			Gold Status- 18 Family Events
Highland Heights	X			All staff completed 2WayComm PD & 4 Found. Activities		X		Bronze Status- 5 Family Events
Woodson		X		Missing- 2WayCommPD, Staff participated in Parent/Teacher Conf, and all Found Act			X	Status Pending- 4 Family Events thus far
Henry MS		X		Missing-2WayCommPD, Staff participated in FaceFundamentals	X			Gold Status- 17 Family Events
Mading ES	X			All staff completed 2WayComm PD & 4 Found. Activities	X			Gold Status- 21 Family Events
Wesley ES	X			All staff completed 2WayComm PD & 4 Found. Activities		X		Bronze Status- 8 Family Events & FAME School
North Forest HS	X			All staff completed 2WayComm PD & 4 Found. Activities	X			Gold Status- 22 Family Events
Hilliard ES	X			All staff completed 2WayComm PD & 4 Found. Activities	X			Gold Status- 22 Family Events & FAME School

School	Two Way Communication SE	EE	NE	Reason	Family Community Events Linked to Learning SE	EE	NE	Reason
Cullen MS	X			All staff completed 2Way Comm PD & 4 Found Activities		X		Bronze Status- 7 Family Events
Bonham ES		X		Missing 2 WayComm PD, completed Face Fundamentals & Parent/Teacher Conference, & 4 Found Activities			X	Status Pending- 4 Family Events thus far
Madison HS		X		Missing 2WayComm PD, completed Face Fundamentals & Parent/Teacher Conferences, & 4 Foundational Activities			X	Status Pending- 4 Family Events thus far
Washington	X			All staff completed 2Way Comm PD & 4 Found Activities	X			Gold Status- 18 Family Events
Attucks MS	X			All staff completed 2WayComm PD & 4 Found. Activities		X		Bronze Status- 7 Family Events
Looscan ES	X			All staff completed 2WayComm PD & 4 Found Activities	X			Gold Status - 21 Family Events
Montgomery ES		X		Missing 2WayComm PD, completed 4 Foundational Activities		X		Status Pending- completed 4 Found Activities
Pugh ES	X			Missing 2Way Comm PD & completed 4 Foundational Activities		X		Silver Status - 12 Family Events
Sharpstown HS		X		Missing 2WayCommPD & Completed 4 Found. Activities	X			Gold Status- 16 Family Events
*Stevens ES		X		Missing 2WayCommPD & Completed 4 Found. Activities	X			Gold- 15 Family Events

On Two Way Communication

- SE- if all staff participated in Two Way Communication and all 4 Foundational Activities were completed (1. forming a PCTG, 2. completing PD, 3. completing walkthrough, 4. survey results disseminated, tallied, and FACE disaggregated data with PCTG)
- EE- some staff participated in Two Way Communication PD and 2 of 4 Foundational Activities are completed
- NE- minimal participation, 1 of the 4 Foundational Activities are completed

Family Events- FFS Status

- SE- Gold Status- 15 events completed
- EE- Silver Status- 10+ activities completed
- NE- Bronze- 5 or less activities completed and missing Foundational Activities

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PROFESSIONAL DEVELOPMENT OFFERING

During the 2017-18 school year, FACE has offered several Professional Development courses at the campus, districtwide, online, and though train-the-trainer sessions. FACE conducted 251 Professional Development sessions this school year.

School Name	Parent Teacher Conferences	Two-way Communication	FACE 101	Community Organizing 101	Cultural Proficiency	Other
Attucks ES	X	X	X			
Bellfort ECC	X	X	X			
Blackshear ES	X	X	X			
Bonham ES			X			X
Bruce ES						
C. Martinez ES	X		X			X
Cook ES	X	X			X	
Cullen MS	X	X	X			
Dogan ES	X	X	X	X		X
Edison MS	X	X	X			
Foerster ES	X	X				
Fondren ES	X	X	X		X	X
Forest Brook MS	X	X				
Gallegos ES	X					
Gregory Lincoln K-8	X	X	X			X
Henry MS			X	X	X	X
Highland Heights ES	X	X				
Hilliard ES	X	X			X	X
HS Ahead MS	X		X			X
Kashmere Gardens ES	X		X			X
Kashmere HS	X			X		
Key MS		X	X			
Lawson MS	X	X				
Lewis ES	X	X	X			X
Liberty HS	X	X				
Looscan ES	X					X
Mading ES		X	X		X	
Madison HS			X			X
Milby HS		X				

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School Name	Parent Teacher Conferences	Two-way Communication	FACE 101	Community Organizing 101	Cultural Proficiency	Other
Montgomery ES	X					
North Forest HS	X	X				X
Pugh ES	X		X		X	
Sharpstown International	X	X	X			
Stevens ES	X					
Victory Prep South		X				X
Washington HS		X				X
Wesley ES	X	X	X			
Westbury HS		X		X		
Wheatley HS	X		X			
Woodson K-8	X	*	X			
Worthing HS		X	X			
Yates HS	X					
Young ES		X				

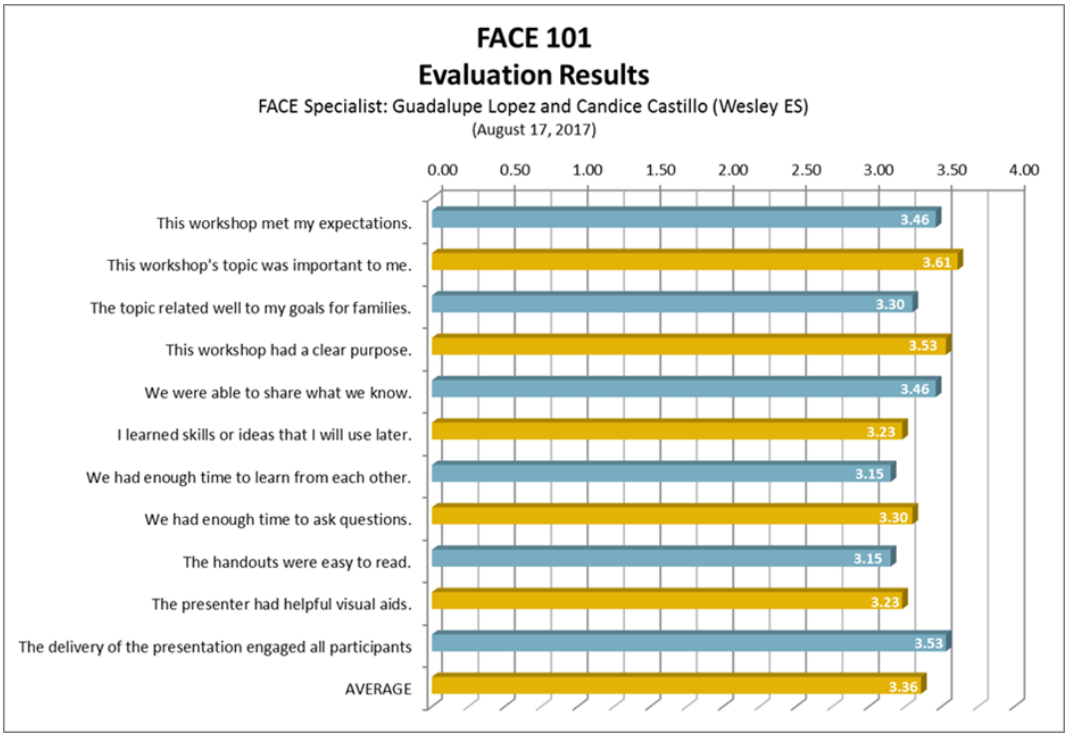
NEW PD Developed 2017-2018

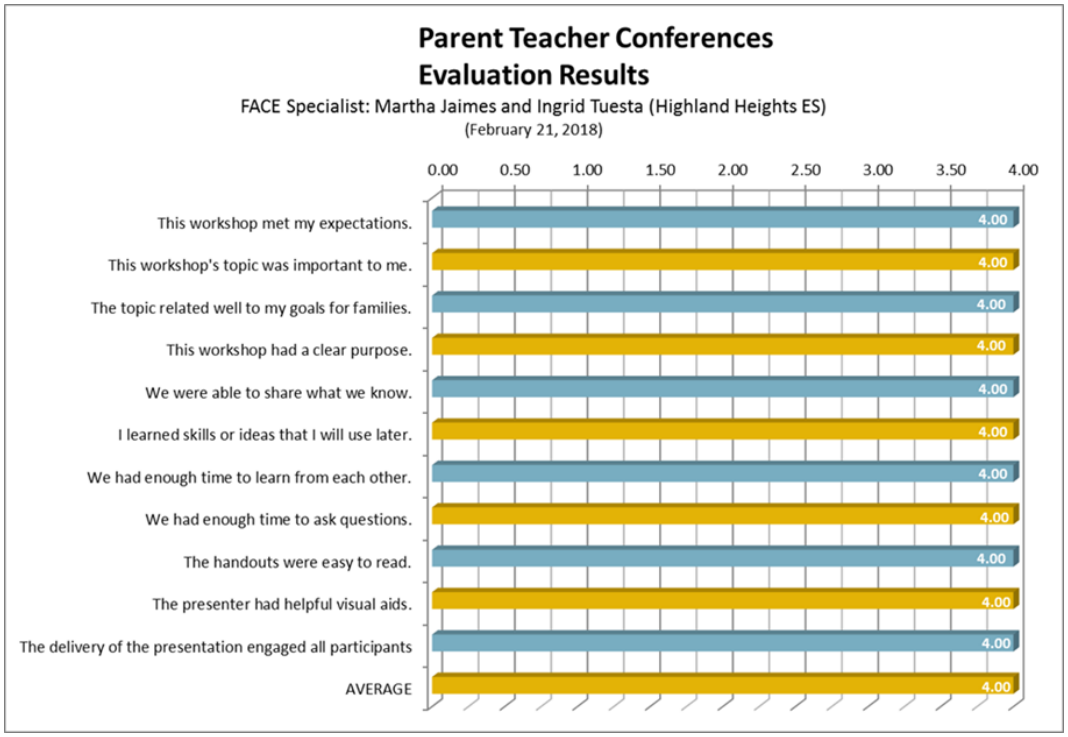
1. Community Organizing 101
2. Cultural Proficiency: Seeking to Understand
3. 101 Ways to Engage Families
4. Culture Surveys: Now What?
5. The Parent-Teacher-Community Group
6. Parent-Teacher Conferences- added FAME strategies
7. *Literacy at Home (Parents PD)*
8. *A Parent's Lens: Parent Teacher Conferences (Parents PD)*

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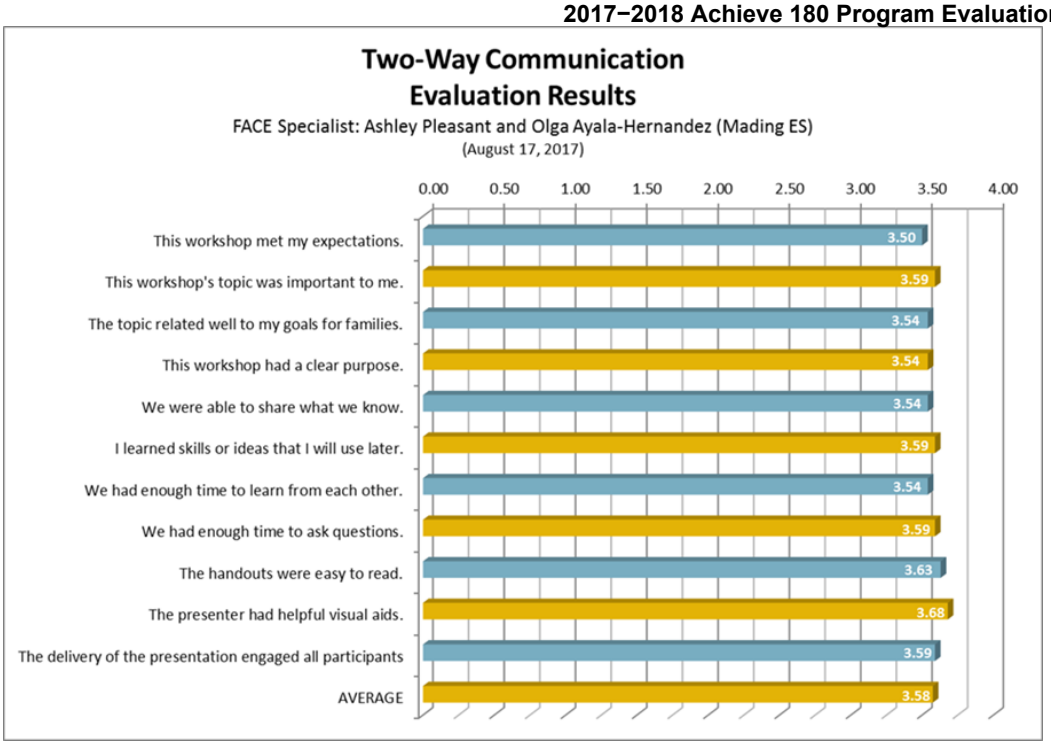
PROFESSIONAL DEVELOPMENT EVALUATIONS

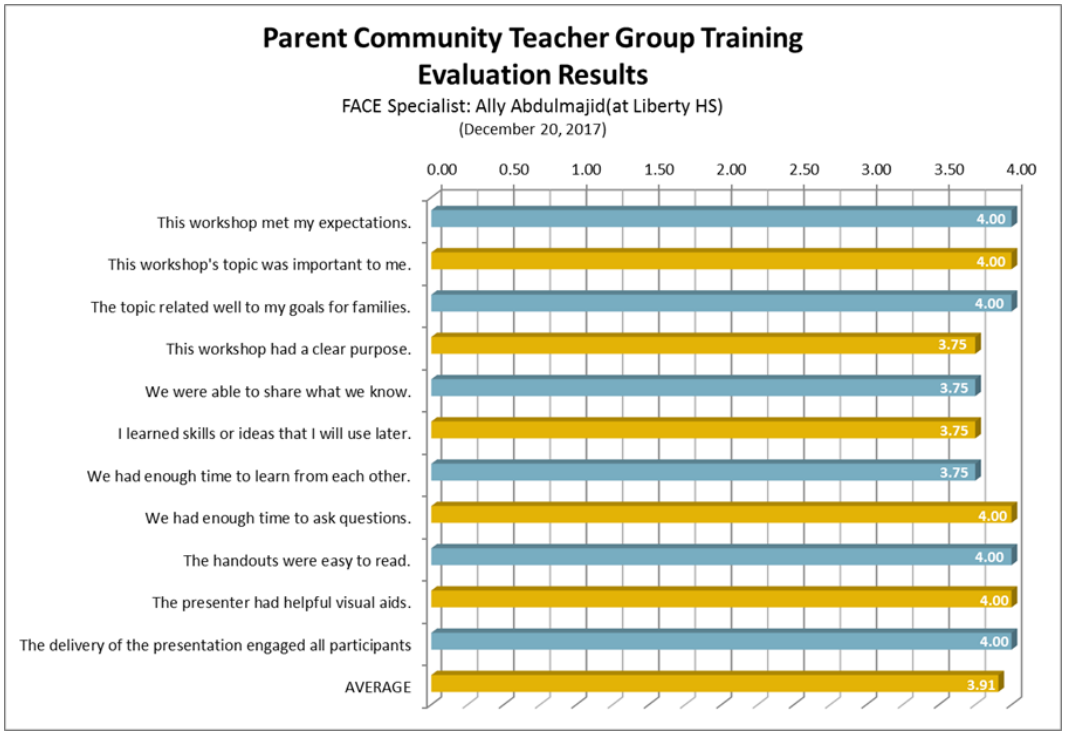
Participants at A180 schools provided feedback to the department and we used a Likert scale to make adjustments and changes for 2017-2018.





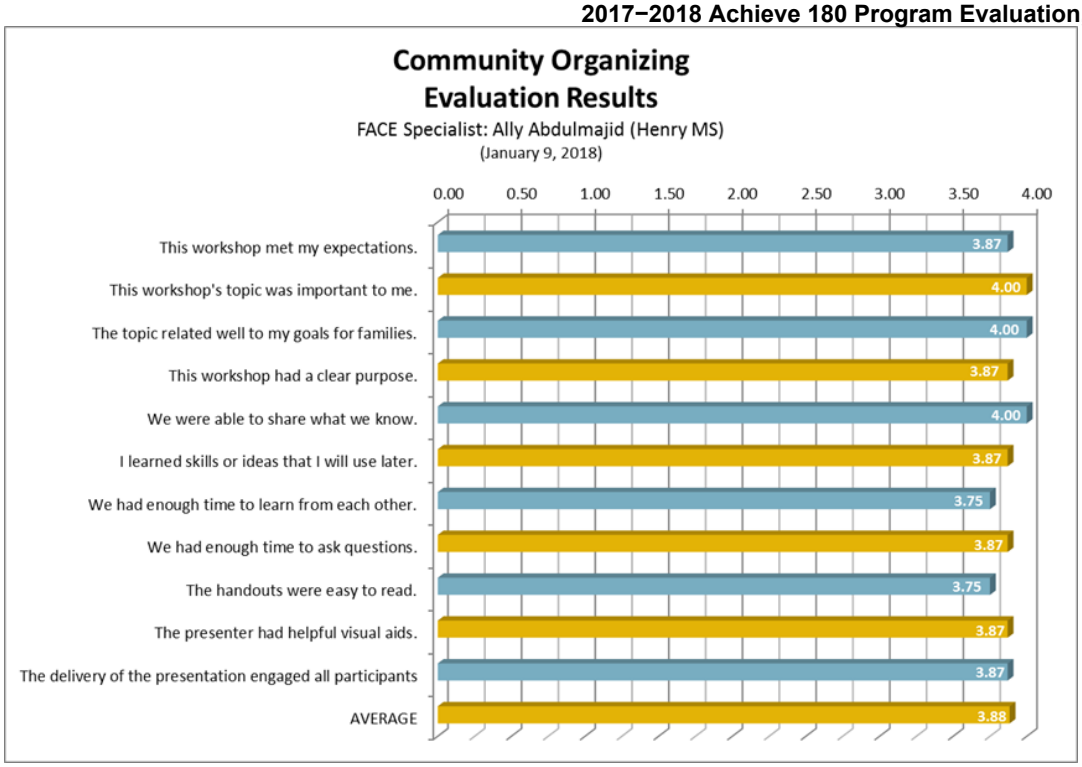
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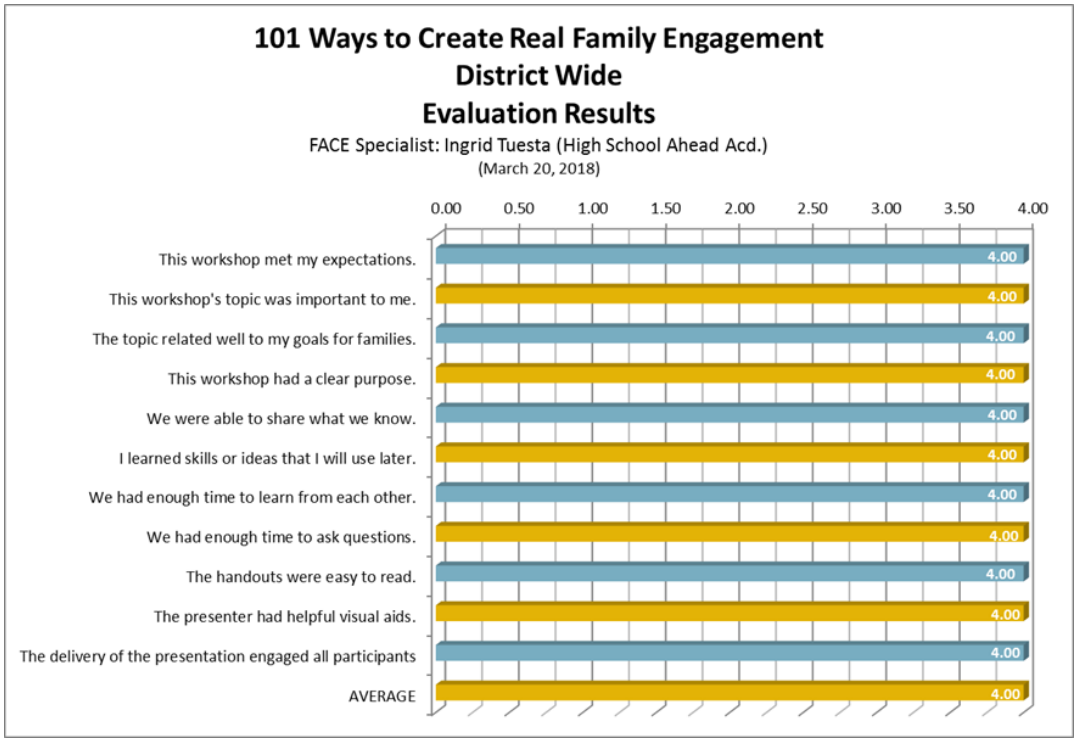




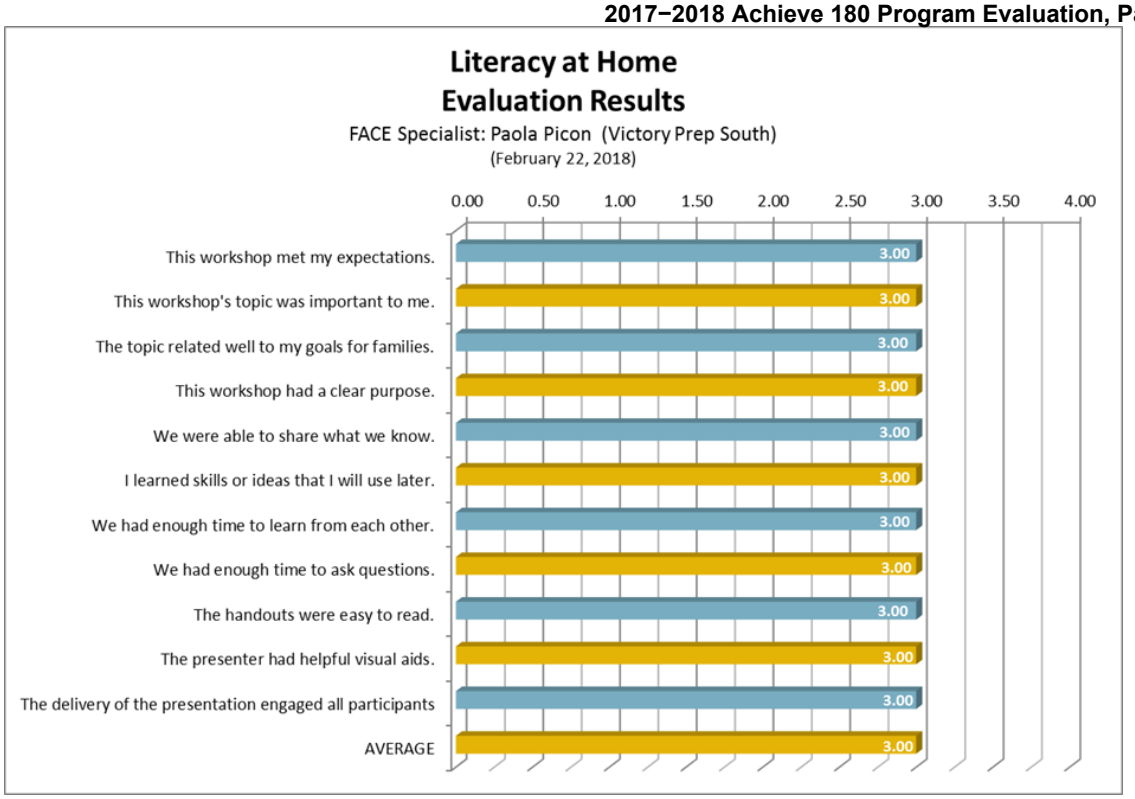
Family And Community Empowerment Department

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Family And Community Empowerment Department

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PARENT ORGANIZATIONS/GROUPS

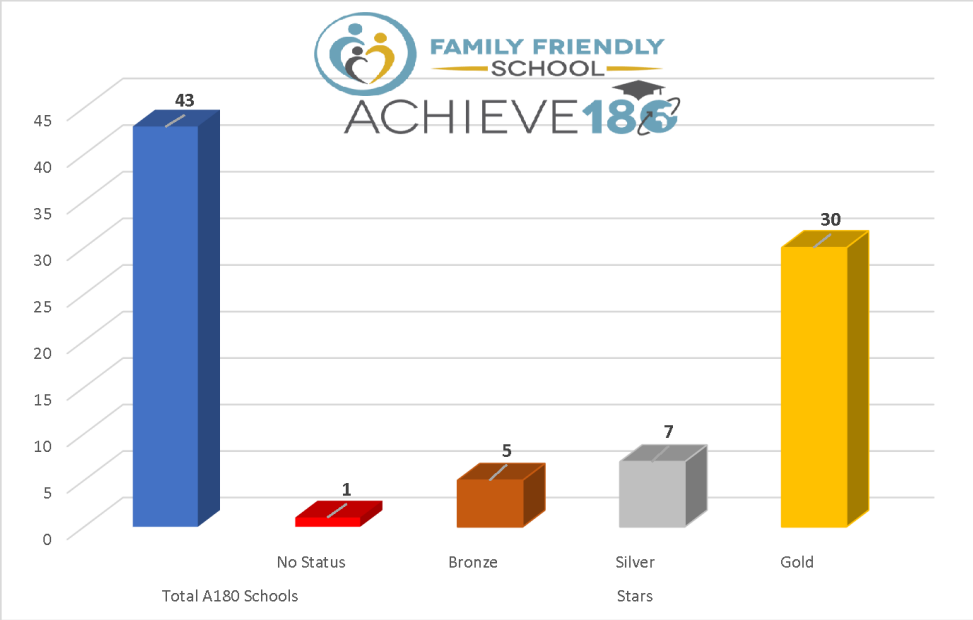
FACE has supported every A180 campus with the formation of a parent group (PTA, PTO, parent-community-teacher-group, etc.) helping campuses build relationships with families through these organized meetings, providing avenues for dialogue, advocacy, and shared-power. In addition, FACE specialists presented to campuses "The Parent-Community-Teacher-Group" PD and included group formation and conflict resolution.

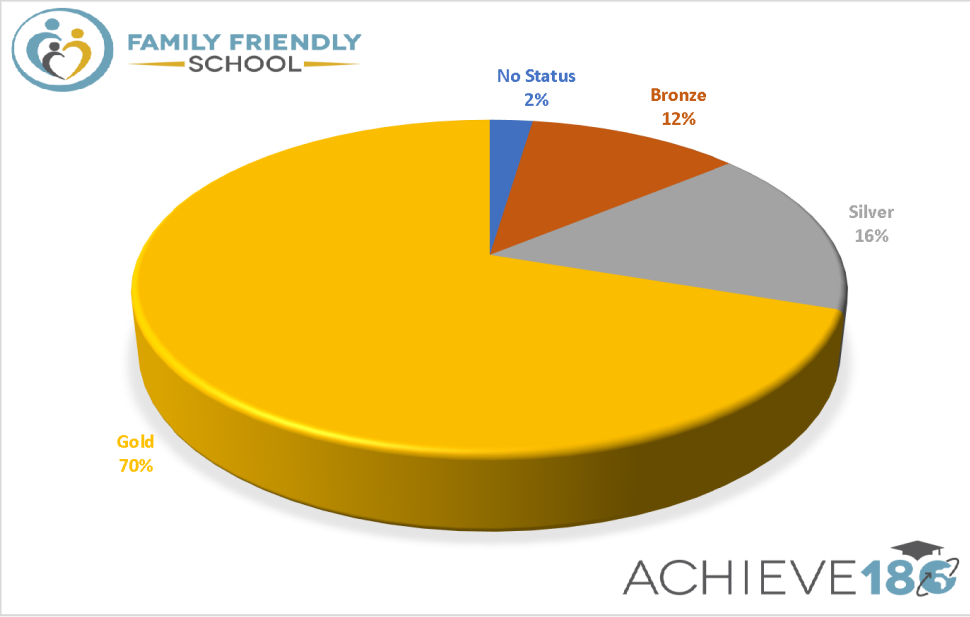
School Name	PTA	PTO	PCTG	PAC	SDMC
Attucks ES		X			
Bellfort ECC		X	X		
Blackshear ES		X	X		
Bonham ES	X		X		
Bruce ES	X		X		
C. Martinez ES			X		
Cook ES		X	X		
Cullen MS			X		
Dogan ES		X	X		
Edison MS		X	X		
Foerster ES		X	X		
Fondren ES		X	X		
Forest Brook MS		X	X		
Gallegos ES		X	X		
Gregory Lincoln K-8		X	X		
Henry MS		X	X		
Highland Heights ES			X		
Hilliard ES			X		
HS Ahead MS		X			
Kashmere Gardens ES		X	X		
Kashmere HS			X		
Key MS			X		
Lawson MS		X	X		
Lewis ES		X	X		
Liberty HS			X		
Looscan ES		X	X		
Mading ES		X	X		
Madison HS			X		
Milby HS		X	X		
Montgomery ES			X		
North Forest HS			X		
Pugh ES		X			
Sharpstown International		X			
Stevens ES			X		
Victory Prep South			X		
Washington HS				X	
Wesley ES			X		
Westbury HS			X		
Wheatley HS			X		
Woodson K-8		X	X		
Worthing HS			X		
Yates HS		X	X		
Young ES			X		

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HISD FAMILY FRIENDLY SCHOOL CERTIFICATION

Campuses looking to be Family Friendly Certified must conduct a series or research-based best practices and activities to help schools improve relationship with their families and other community stakeholders. All 43 A180 schools are participating to be certified. Ninety-eight percent of A180 campuses have been identified with one of three available certifications, based on completed activities as of April 30. A new initiative this year by FACE was that all participating FFS would engage in the four foundational activities lead by a FACE specialist: Identify a parent-community-teacher group, Disseminate, Collect and Tally Climate Survey, FFS Walkthrough, and Professional Development.





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HISD FAMILY FRIENDLY SCHOOL CERTIFICATION BY CAMPUS

	Stars		
	Bronze	Silver	Gold
A.G. Hilliard Elementary			Gold
Attucks Middle		Silver	
Bellfort ECC			Gold
Blackshear Elementary School			Gold
Bonham Elementary	Bronze		
Bruce ES	Bronze		
Cook Elementary			Gold
Cullen Middle	Bronze		
Dogan Elementary School			Gold
Edison MS			Gold
Foerster Elementary			Gold
Fondren Elementary			Gold
Forest Brook Middle			Gold
Gallegos ES			Gold
Gregory Lincoln			Gold
Highland Heights Elementary School			Gold
HS Ahead Academy MS		Silver	
Kashmere ES			Gold
Kashmere High School		Silver	
Key MS			
Lawson Middle School		Silver	
Lewis Elementary			Gold
Liberty High	Bronze		
Looscan			Gold
Mading Elementary School			Gold
Madison High	Bronze		
Martinez C			Gold
Milby HS			Gold
Montgomery ES			Gold
North Forest High			Gold
Patrick Henry Middle School			Gold
Pugh ES		Silver	
Sharpstown HS			Gold
Stevens Elementary			Gold
V-Prep South		Silver	
Washington High			Gold
Wesley Elementary School			Gold
Westbury High			Gold
Wheatley High School		Silver	
Woodson K-8			Gold
Worthing High School			Gold
Yates High			Gold
Young Elementary			Gold

Total	5	7	30
	12%	16%	70%

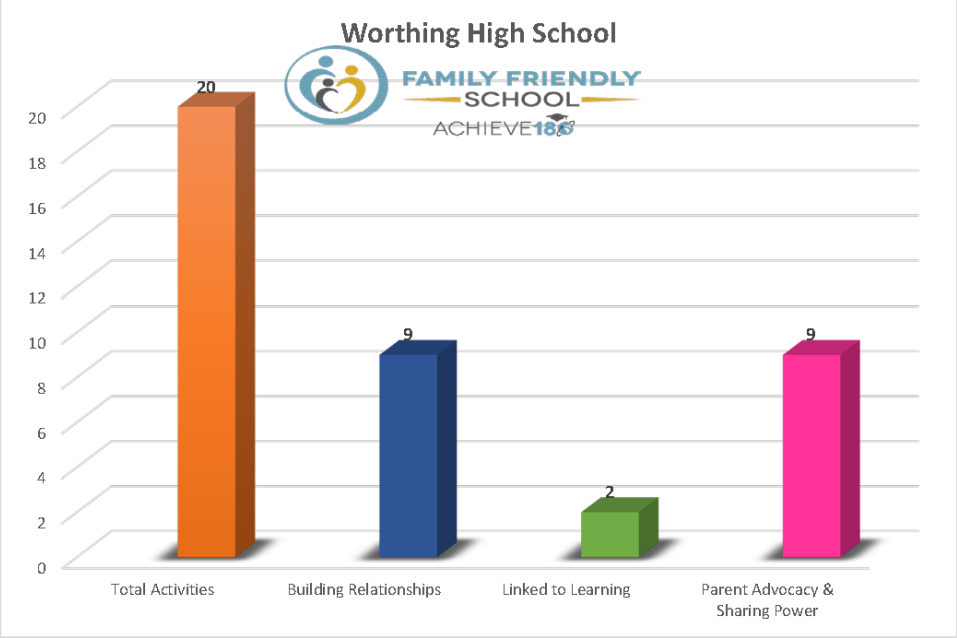
Family And Community Empowerment Department

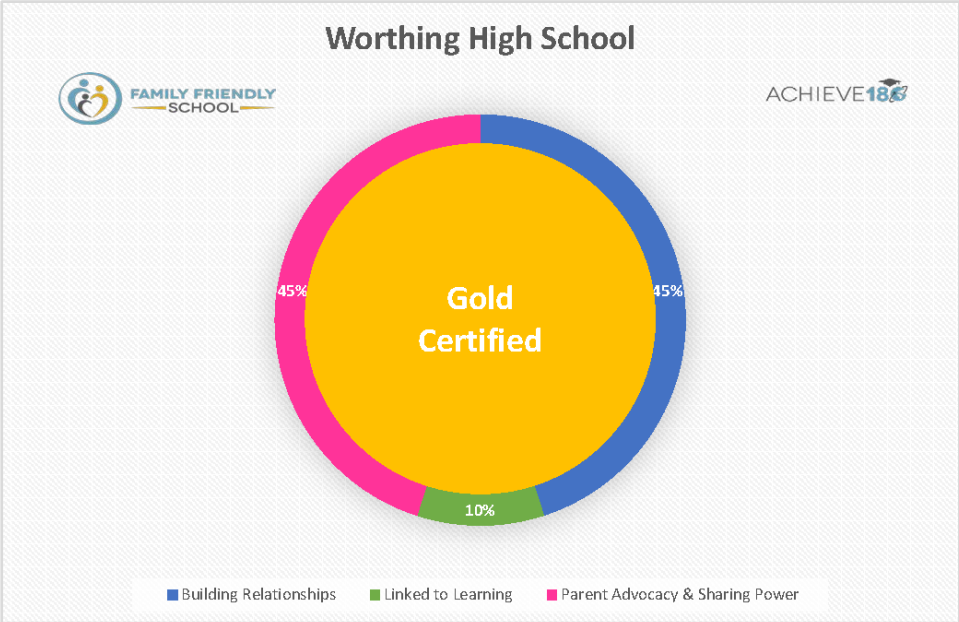
Information included is **available for every A180 campus. For illustration purposes, we have included information specific to A180 Superintendent schools.*

FAMILY FRIENDLY STATUS BY CATEGORY

This year FACE prepared a report for each FFS identifying number of activities based on the three categories: Building Relationships, Activities Linked to Learning, and Advocacy & Sharing Power.

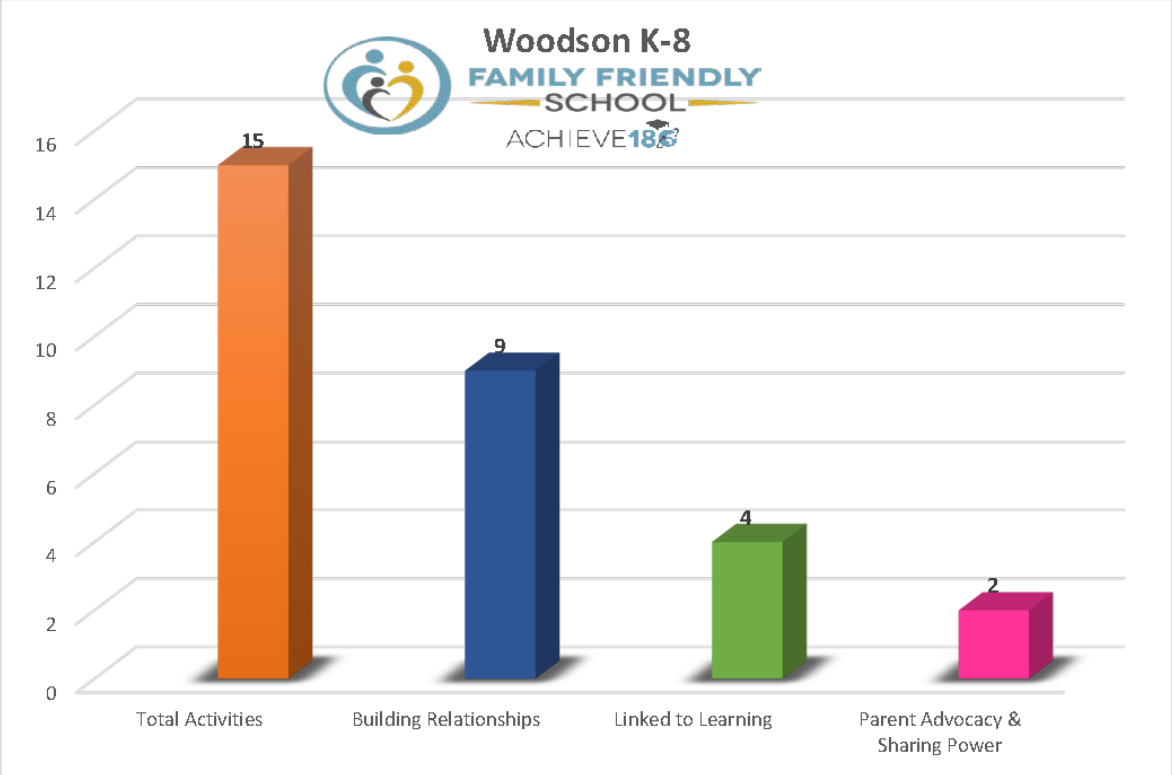
This document will provide schools and the FACE team identify FFS goals for 2018-2019 school year.

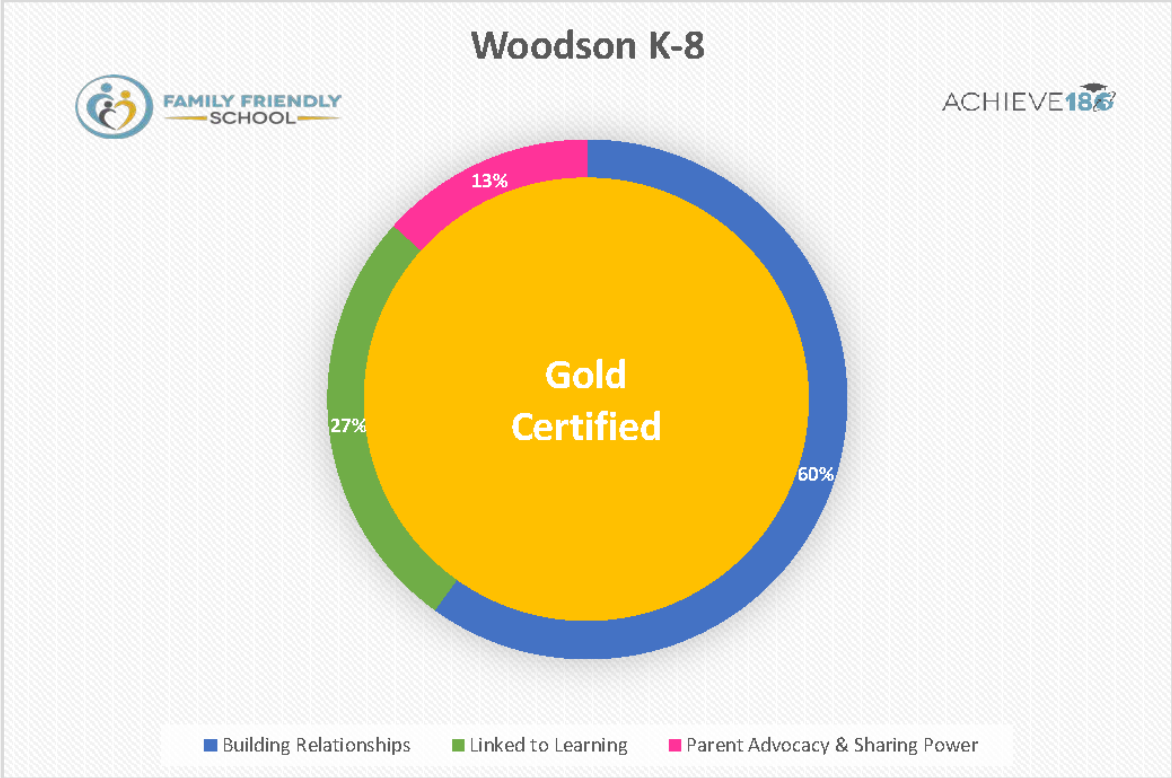




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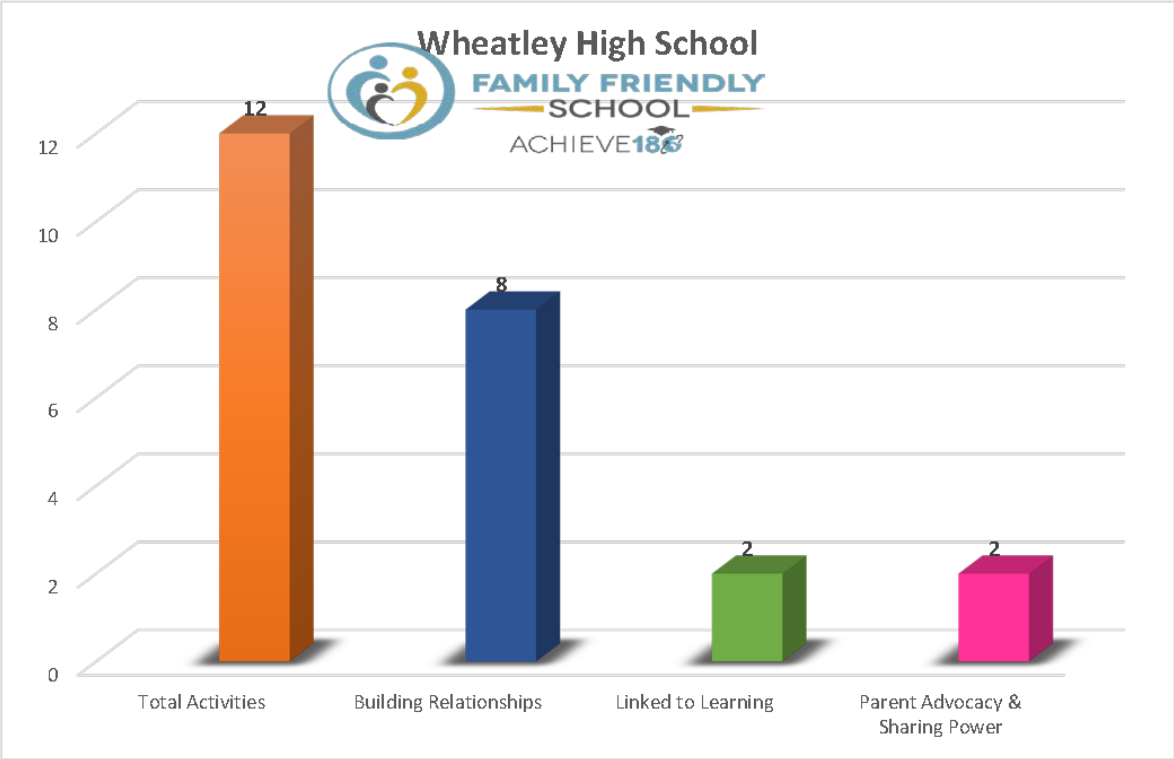
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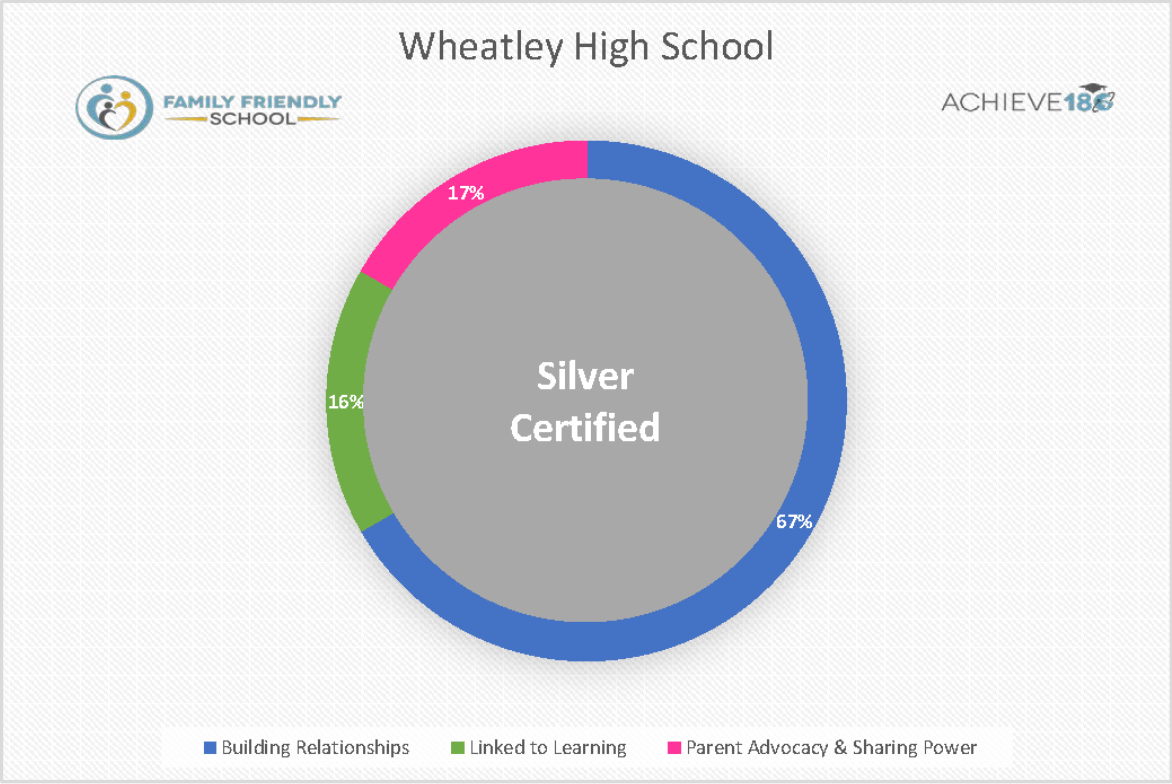




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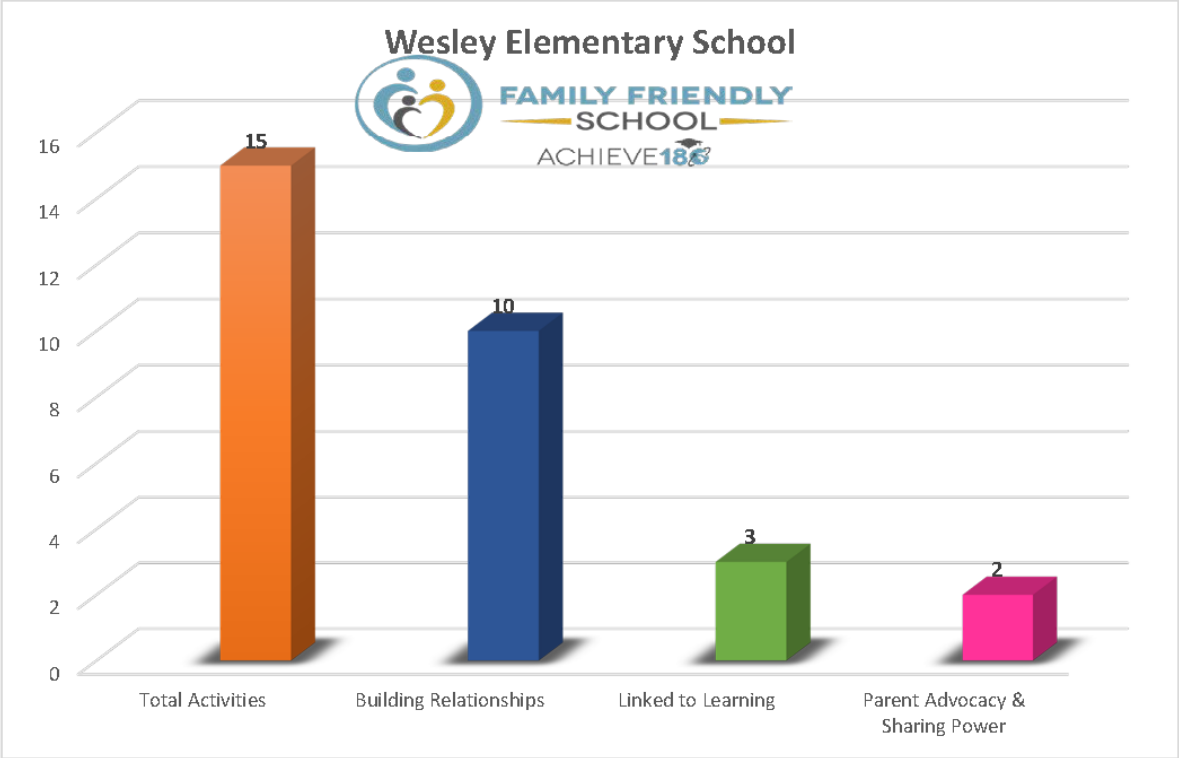
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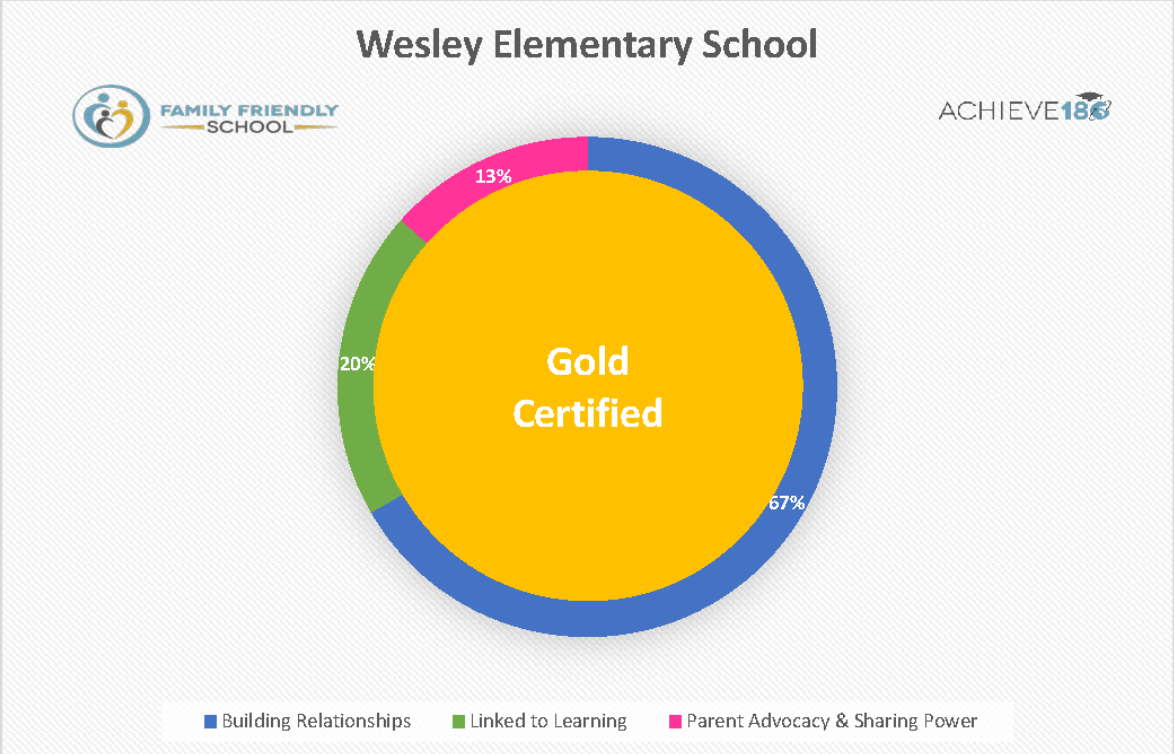




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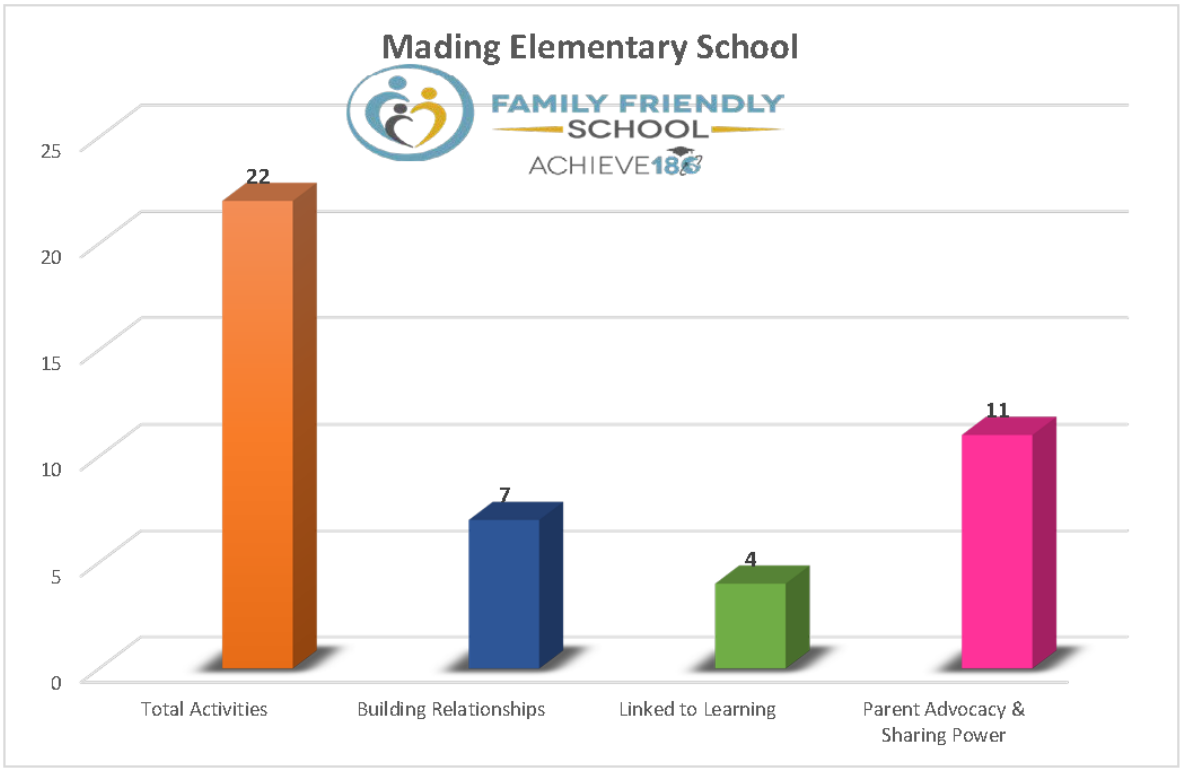
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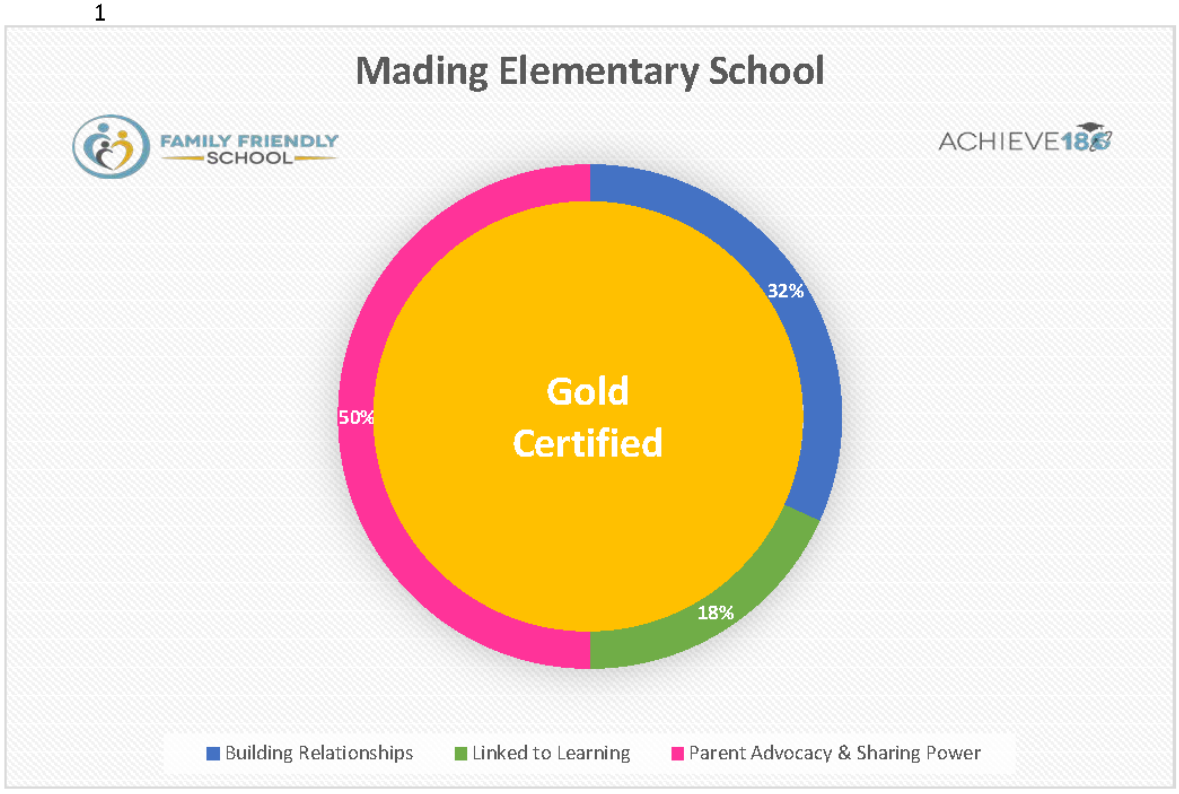


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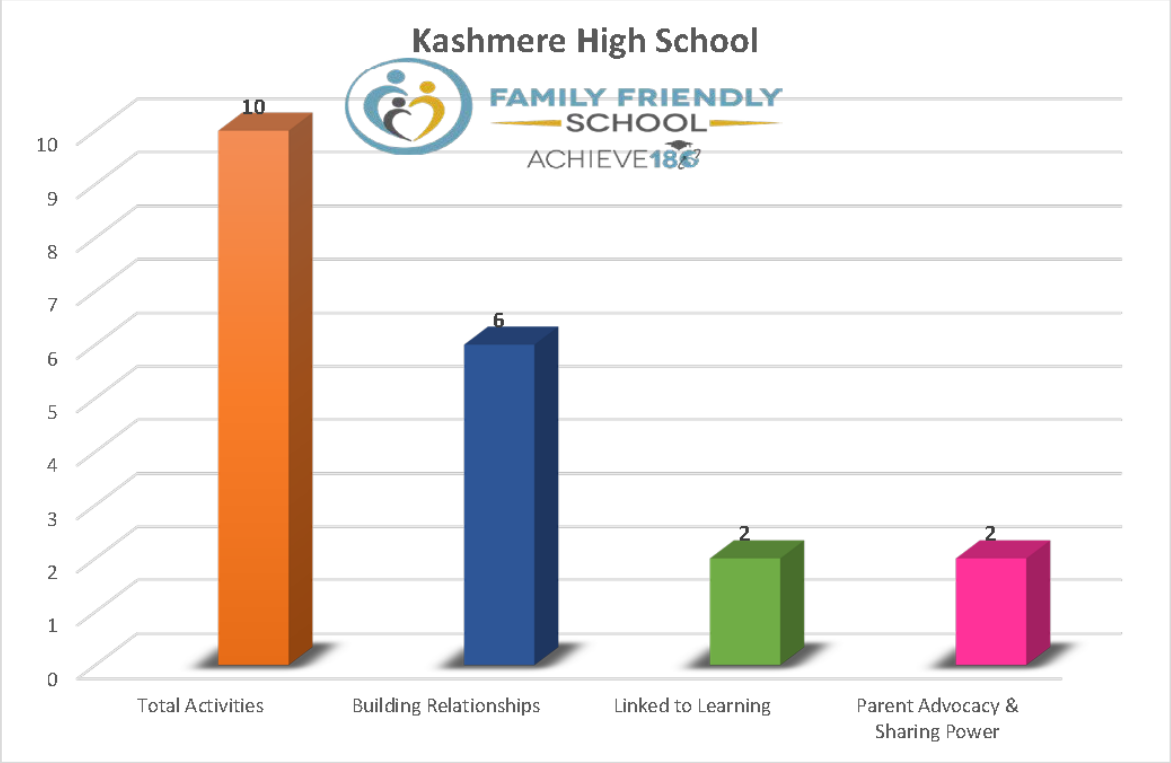


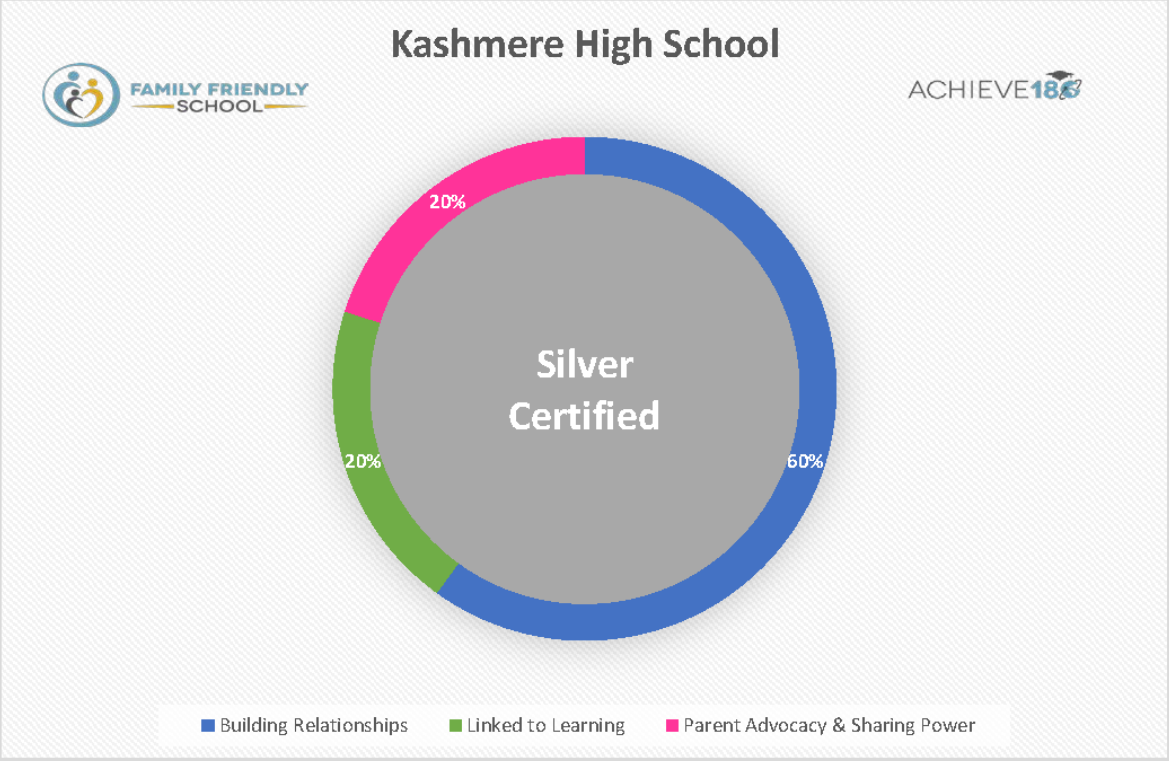
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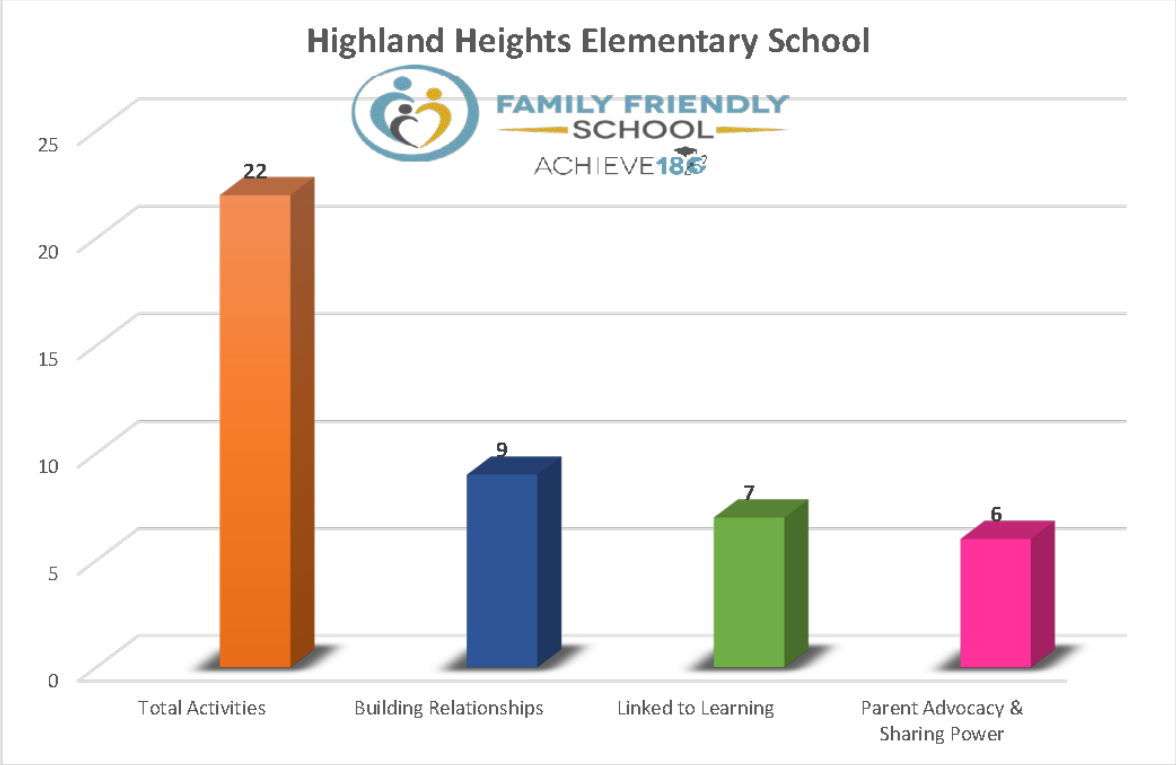
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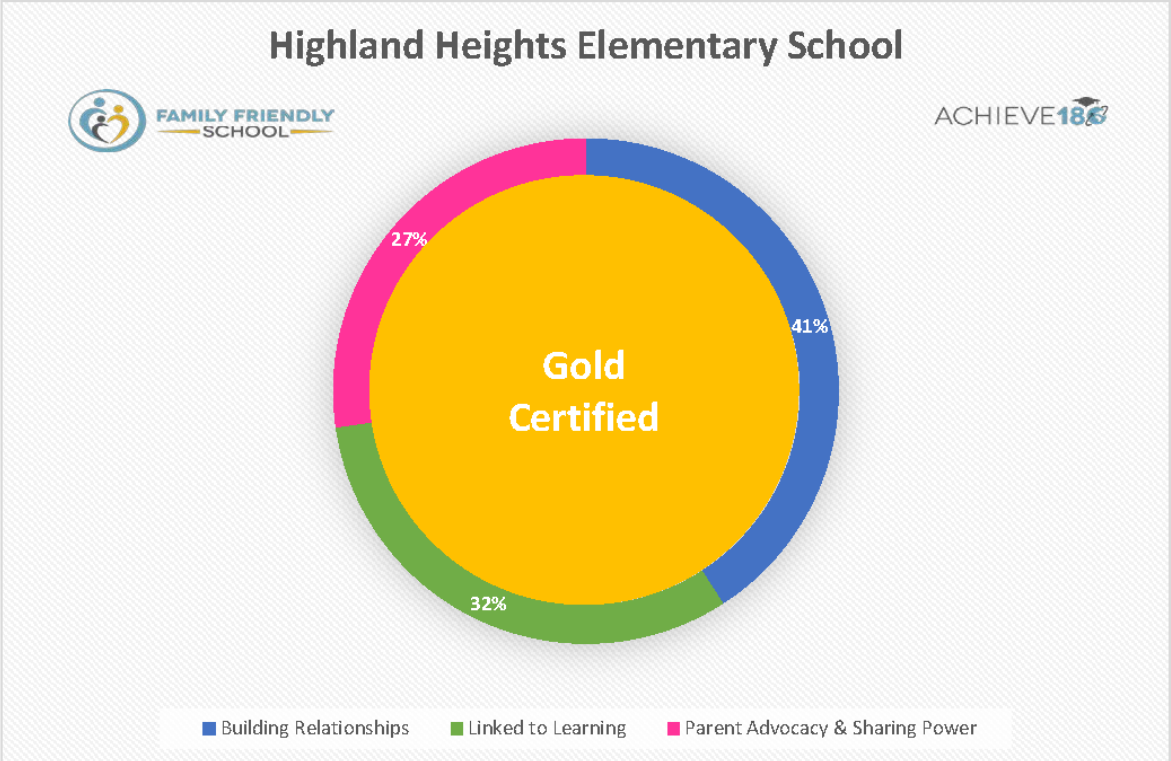




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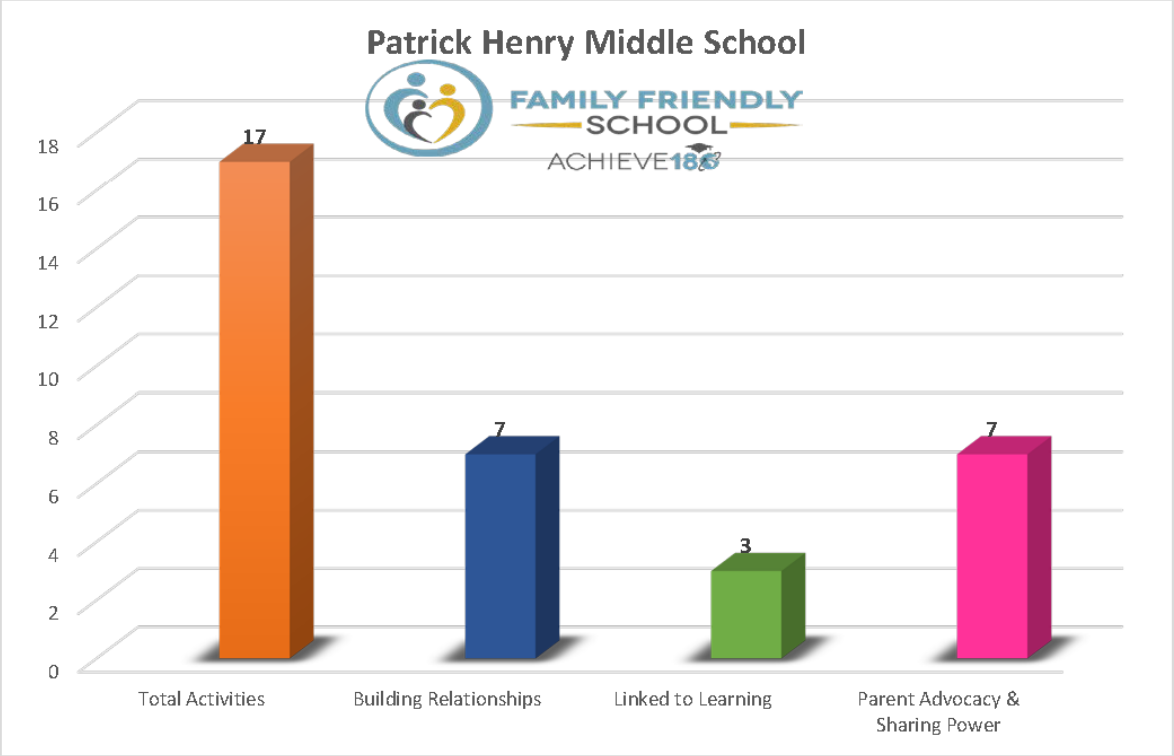
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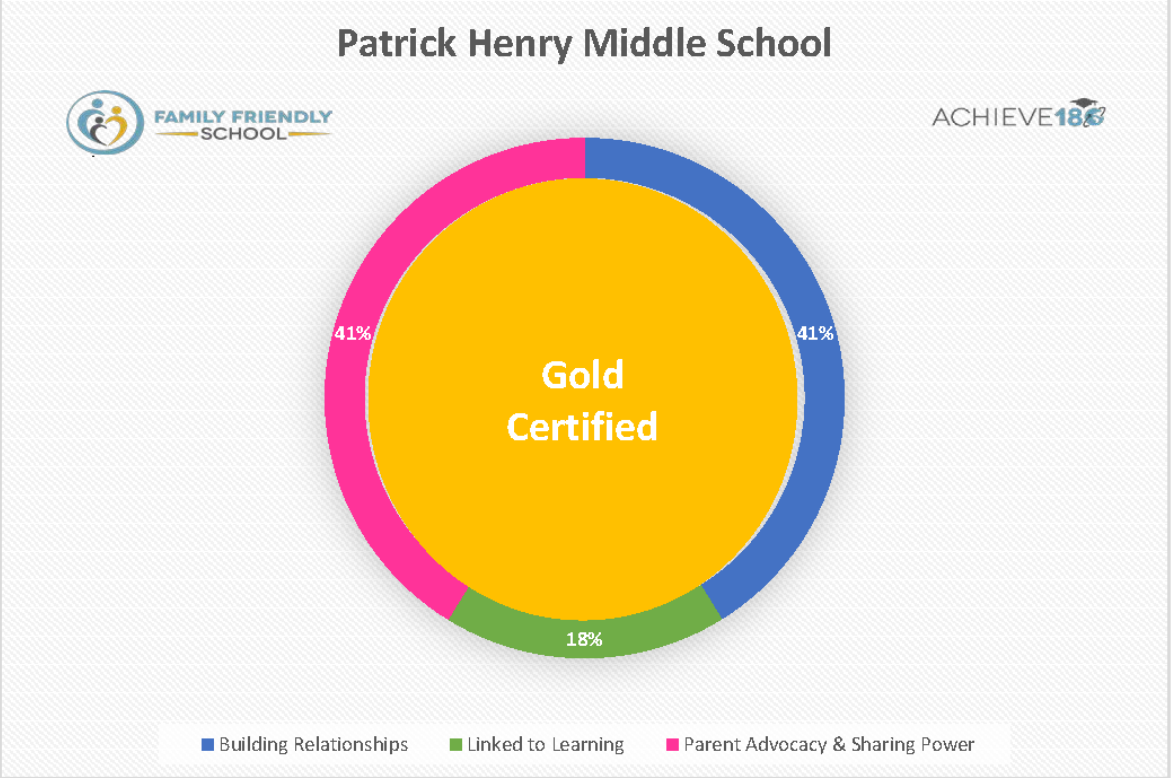




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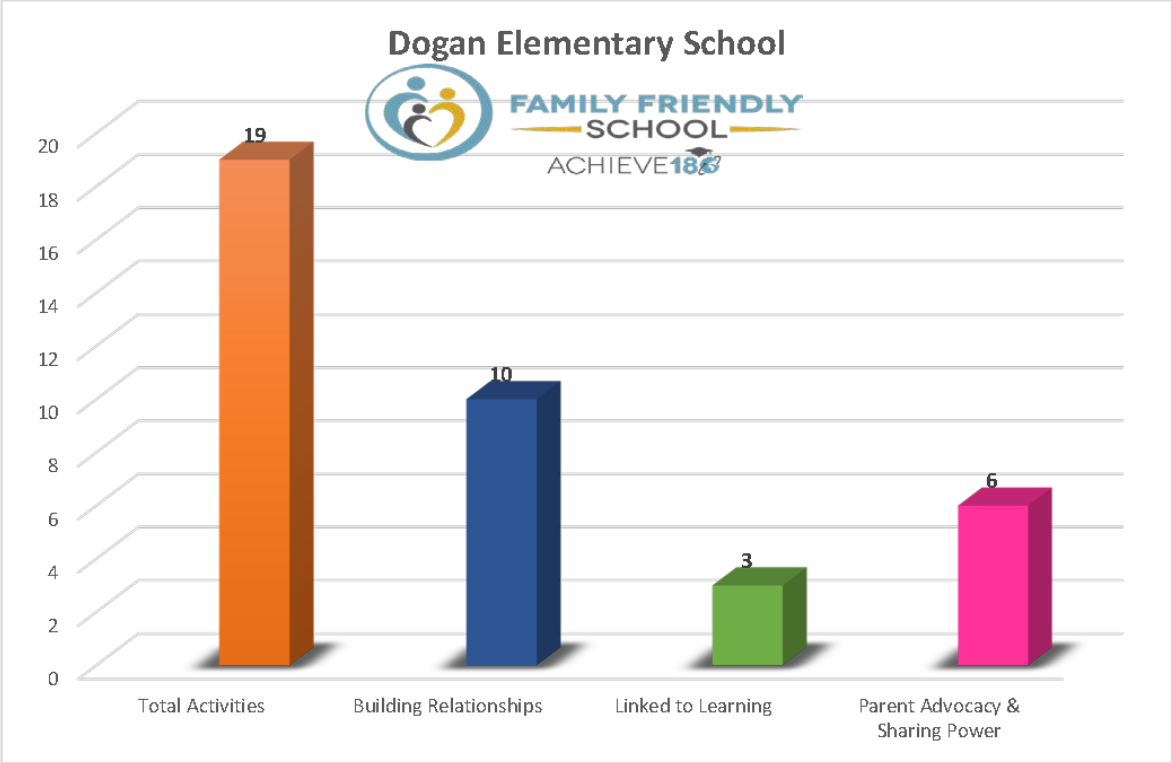
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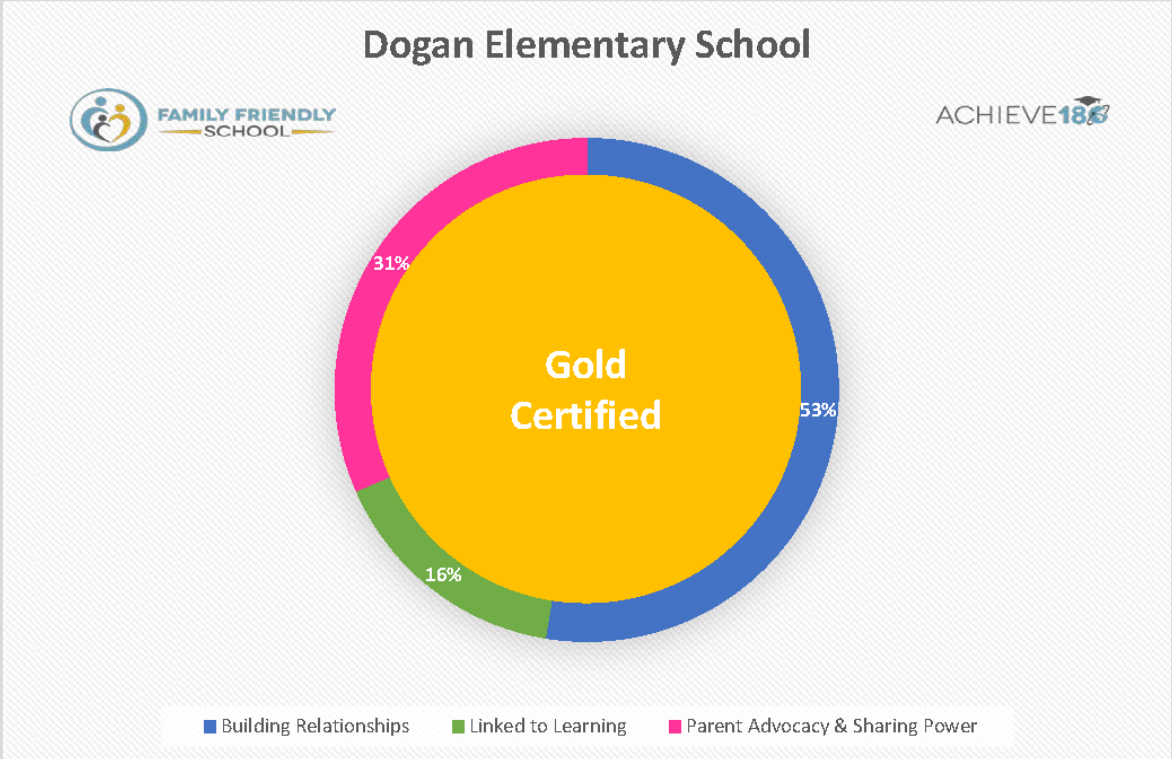




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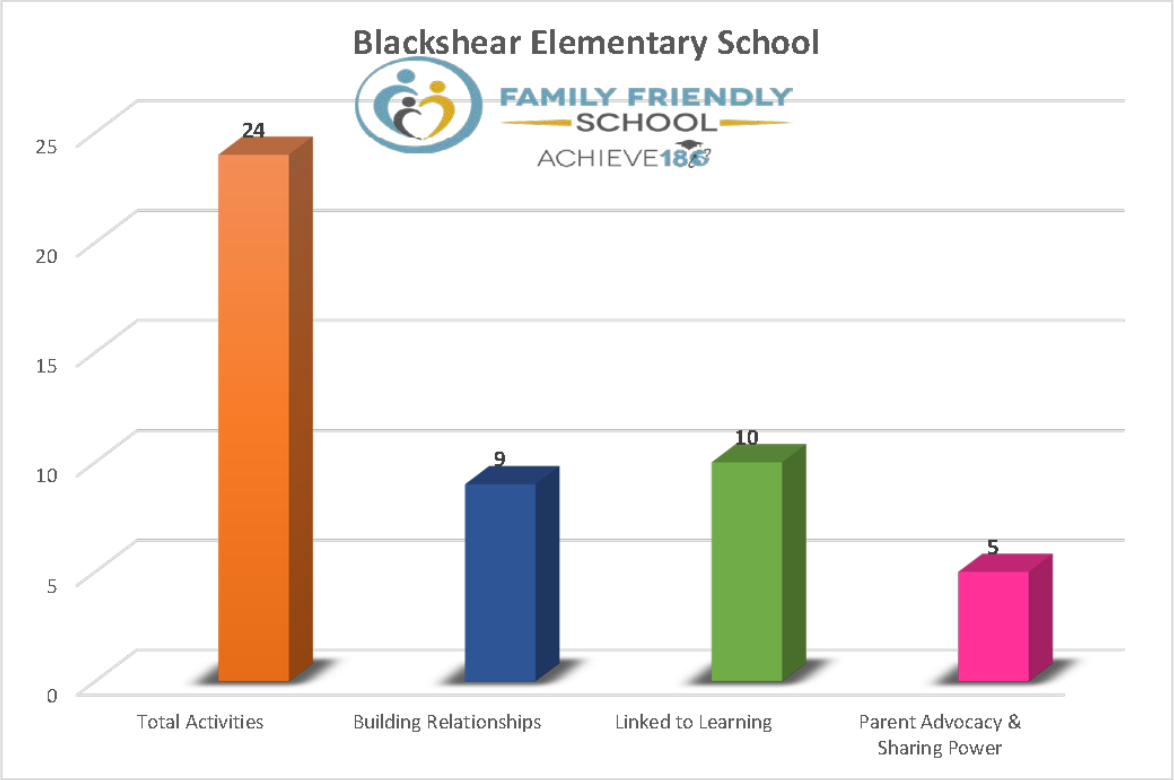
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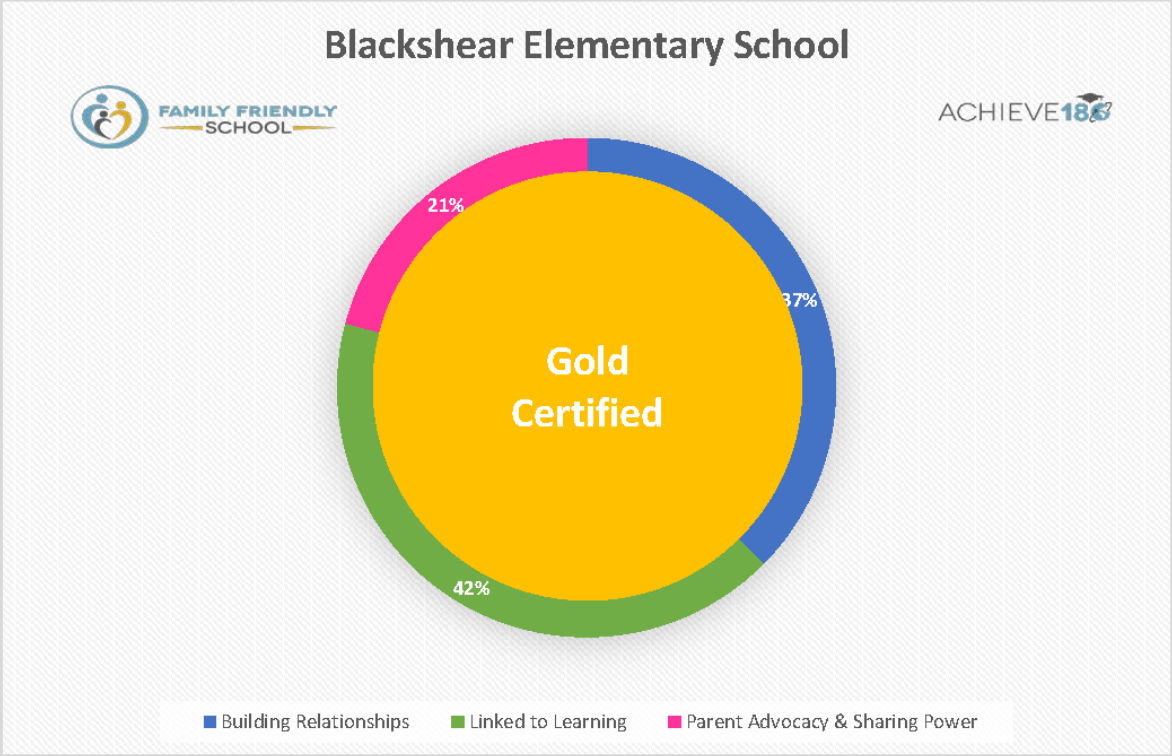




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FAMILY FRIENDLY SCHOOL FOUNDATIONAL ACTIVITIES COMPLETED

FACE facilitated the 4 foundational activities in all Achieve 180 schools by equipping them to involve stakeholders in providing feedback in areas of strength as well as opportunities with a list of activities/suggestions to implement.

	Walkthrough		PCTG		Climate Survey		PDs	
School	Complete	Date	Complete	Date	Complete	Date	Complete	Date
A.G. Hilliard ES	1	27-Nov	1	1-Aug	1	16-Nov	1	14-Aug
Attucks Middle	1	29-Mar	1	22-Feb	1	16-Nov	1	03-Oct
Bellfort ECC	1	15-Jun	1	27-Sep	1	12-Oct	1	27-Sep
Blackshear ES	1	29-Nov	1	18-Aug	1	30-Sep	1	22-Aug
Bonham ES	1	15-Dec	1	24-Aug	1	24-Aug	1	24-Aug
Bruce ES	1	12-Feb	1	12-Feb	1	12-Feb	1	08-Aug
Cook ES	1	21-Dec	1	18-Aug	1	29-Sep	1	22-Aug
Cullen Middle	1	20-Mar	1	24-Oct	1	20-Mar	1	18-Oct
Dogan ES	1	13-Dec	1	1-Aug	1	27-Oct	1	04-Dec
Edison MS	1	15-Dec	1	29-Jun	1	16-Oct	1	11-Aug
Foerster ES	1	14-Dec	1	11-Aug	1	13-Dec	1	11-Aug
Fondren ES	1	2-Feb	1	29-Jun	1	2-Feb	1	14-Aug
Forest Brook Middle	1	28-Nov	1	1-Aug	1	28-Nov	1	17-Aug
Gallegos ES	1	8-Feb	1	1-Oct	1	9-Feb	1	08-Aug
Gregory Lincoln	1	1-Dec	1	29-Jun	1	20-Oct	1	06-Oct
Highland Heights ES	1	28-Nov	1	0-Jan	1	30-Sep	1	22-Aug
HS Ahead Academy MS	1	24-Apr	1	22-Sep	1	19-Oct	1	22-Sept
Kashmere ES	1	14-Nov	1	9-Aug	1	24-Oct	1	17-Aug
Kashmere High School	1	27-Oct	1	0-Jan	1	23-Feb	1	17-Aug
Key MS	0	0	0	0	0	0	0	25-Aug
Lawson Middle School	1	13-Dec	1	9-Aug	1	30-Nov	1	02-Aug
Lewis ES	1	29-Nov	1	29-Jun	1	21-Dec	1	23-Aug
Liberty High	1	20-Dec	1	20-Dec	1	26-Oct	1	20-Dec
Looscan	1	20-Dec	1	26-Sep	1	15-Jan	1	21-Dec
Mading ES	1	14-Nov	1	0-Jan	1	31-Oct	1	21-Aug
Madison High	1	14-Dec	1	29-Oct	1	11-Aug	1	21-Aug
Martinez C	1	30-Nov	1	5-Oct	1	29-Sep	1	21-Aug
Milby HS	1	12-Dec	1	9-Aug	1	12-Dec	1	18-Aug
Montgomery ES	1	28-Mar	1	1-Oct	1	1-Nov	1	07-Nov
North Forest High	1	14-Nov	1	1-Aug	1	30-Jan	1	23-Aug
Patrick Henry Middle School	1	7-Nov	1	0-Jan	1	19-Oct	1	22-Aug
Pugh ES	1	5-Dec	1	1-Nov	1	10-Nov	1	03-Nov
Sharpstown HS	1	16-Feb	1	1-Feb	1	16-Feb	1	21-Sep
Stevens ES	1	19-Dec	1	19-Dec	1	19-Dec	1	18-Aug
V-Prep South	1	18-Dec	1	1-Sep	1	21-Dec	1	19-Oct
Washington High	1	29-Nov	1	27-Sep	1	27-Sep	1	23-Aug
Wesley ES	1	5-Dec	1	0-Jan	1	30-Sep	1	22-Aug
Westbury High School	1	27-Apr	1	27-Apr	1	27-Apr	1	24-April
Wheatley High School	1	29-Jan	1	0-Jan	1	29-Jan	1	17-Aug
Woodson K-8	1	9-Feb	1	0-Jan	1	30-Sep	1	07-Aug
Worthing High School	1	0-Jan	1	0-Jan	1	0-Jan	1	19-Jan
Yates High	1	20-Dec	1	18-Oct	1	28-Sep	1	15-Aug
Young ES	1	9-Mar	1	24-Aug	1	11-Dec	1	14-Aug

**Many schools took other PD sessions from FACE aside from those listed above.

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CLIMATE SURVEY SAMPLE

This year FACE collected surveys from schools and created an excel document to input data to disaggregate the data with the parent-community-teacher group. Accompanied with this FACE presented the PD "Climate Surveys: Now What?" to the group. The group then identified strengths as well as opportunities and shared activities to enhance areas for growth.

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Dogan Elementary
Climate Survey Results
2017-2018

Background

Dogan Elementary parents were surveyed using the School Climate Feedback Form.
The survey is divided into five sub-sections which include:

Question 1 - 5:	Caring Environment
Question 6 - 9:	Problem Solving
Question 10 - 17:	Communication
Question 18 - 21:	Student Progress
Question 22 - 23:	Satisfaction

Measurement for the five sub-sections was developed by averaging parents' ratings on each item within the sub-section. Missing data were excluded in the analyses. The survey uses a 5- point Likert scale: "1" = "never," "2" = rarely," "3" = "sometimes," "4" = "almost always," and "5" = "always." Parents were also asked to indicate which grade level their child was in and their ethnicity. There were two additional open-ended feedback questions, which were "What is the school doing that was most helpful to you as a parent?" and "Share one thing that you wish this school would do to improve the learning experience for you and your child." Survey results on the five sub-sections are presented in **Figures 1 – 5.** Results for individual survey items can be found in the **Appendix.**

Sample

The sample included **289** parents.

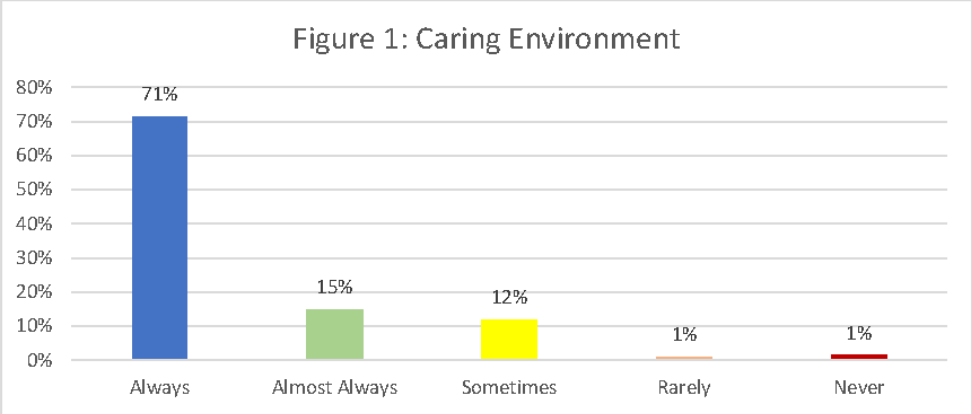
Limitations

The school climate survey results may not capture all opinions and concerns of **Dogan Elementary** parents. It is important to mention that 48% of the all parents had completed the survey which makes it a good reflection of the school.

Results

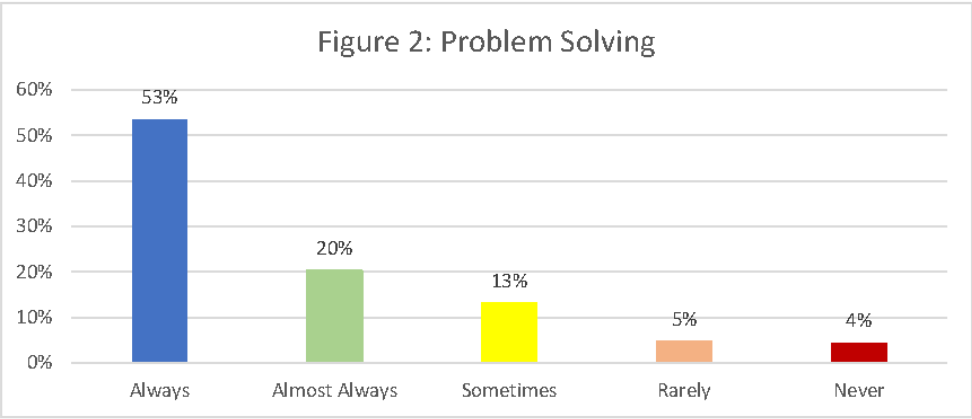
Caring Environment

On survey items that measured Caring Environment, **71**% of parents felt **Dogan Elementary** "always" has a caring environment; whereas, **12**% of parents surveyed felt that **Dogan Elementary** "sometimes" has a caring environment **(Figure 1)**. In addition, **1**% of parents felt that the school "never" had a caring environment.



Problem Solving

Fifty three percent of parents indicated that teachers "always" assisted with problem solving; whereas, **13**% of parents felt the teachers "sometimes," and **4**% felt that teachers "never" facilitated with problem solving **(Figure 2)**.

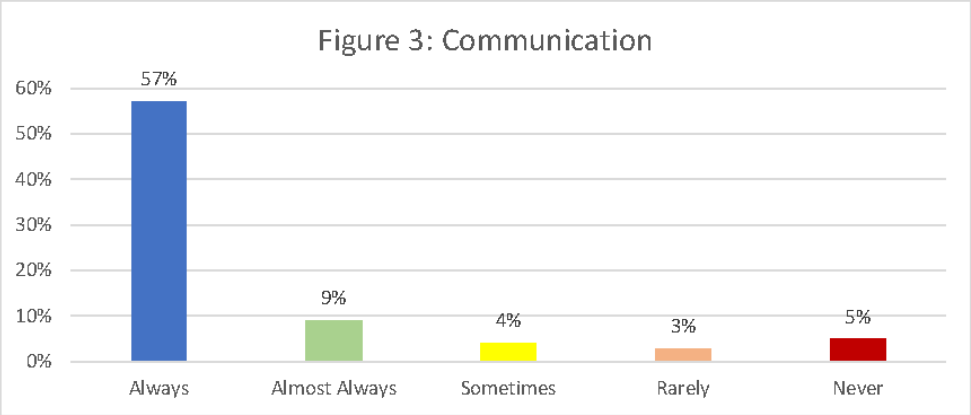


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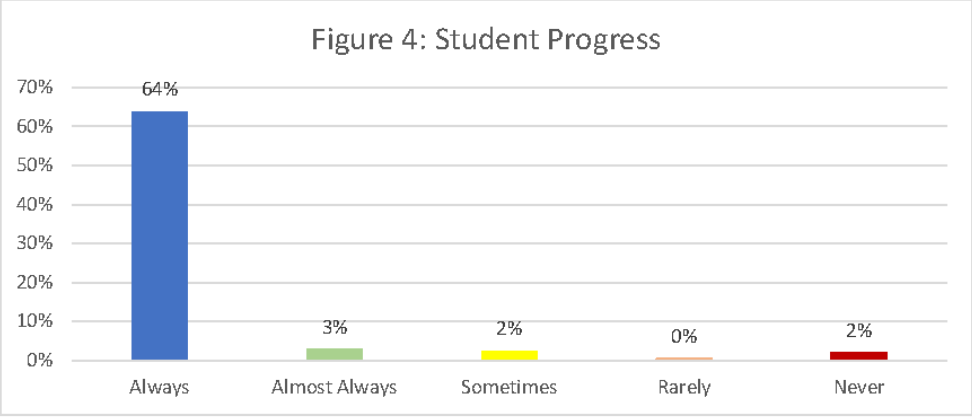
Communication

On items measuring "Communication," data conveyed that **57**% of parents indicated teachers "always" communicate with them; whereas, **4**% of parents indicated teachers "sometimes" communicate with them, and **5**% of surveyed parents indicated teachers "never" communicate with them **(Figure 3)**.



Student Progress

On items assessing "Student Progress," **64**% of parents indicated that teachers "always" inform them of their child's progress; whereas, **2**% indicated that teachers "never" provided information on student progress **(Figure 4)**.

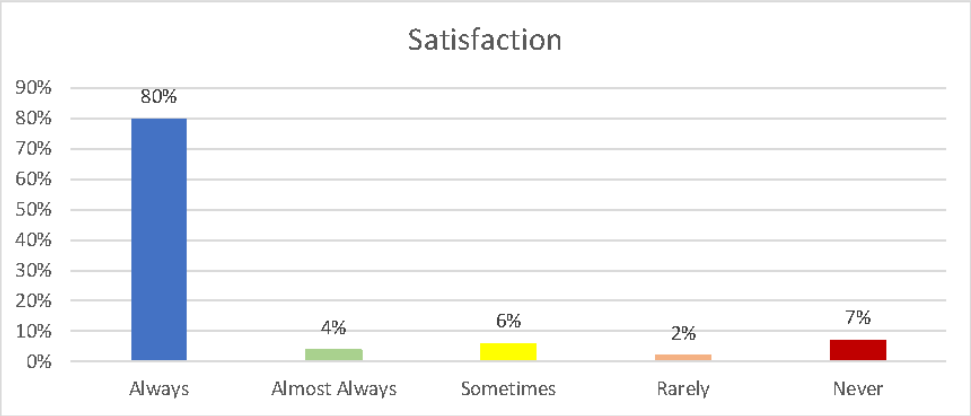


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Satisfaction

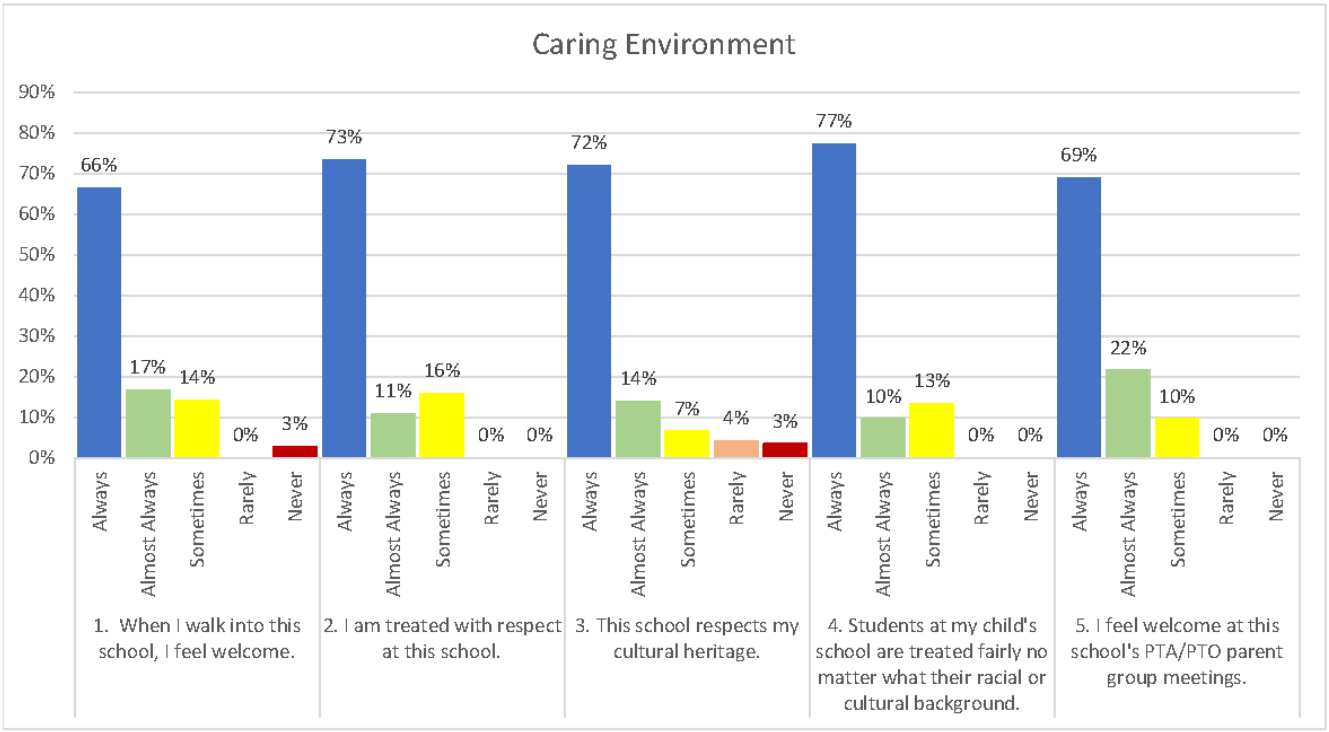
On items assessing "Satisfaction," **80**% of parents indicated that they were "always" satisfied with the quality of their school; whereas, **7**% indicated that they were "never" satisfied with the quality of the school **(Figure 5)**.

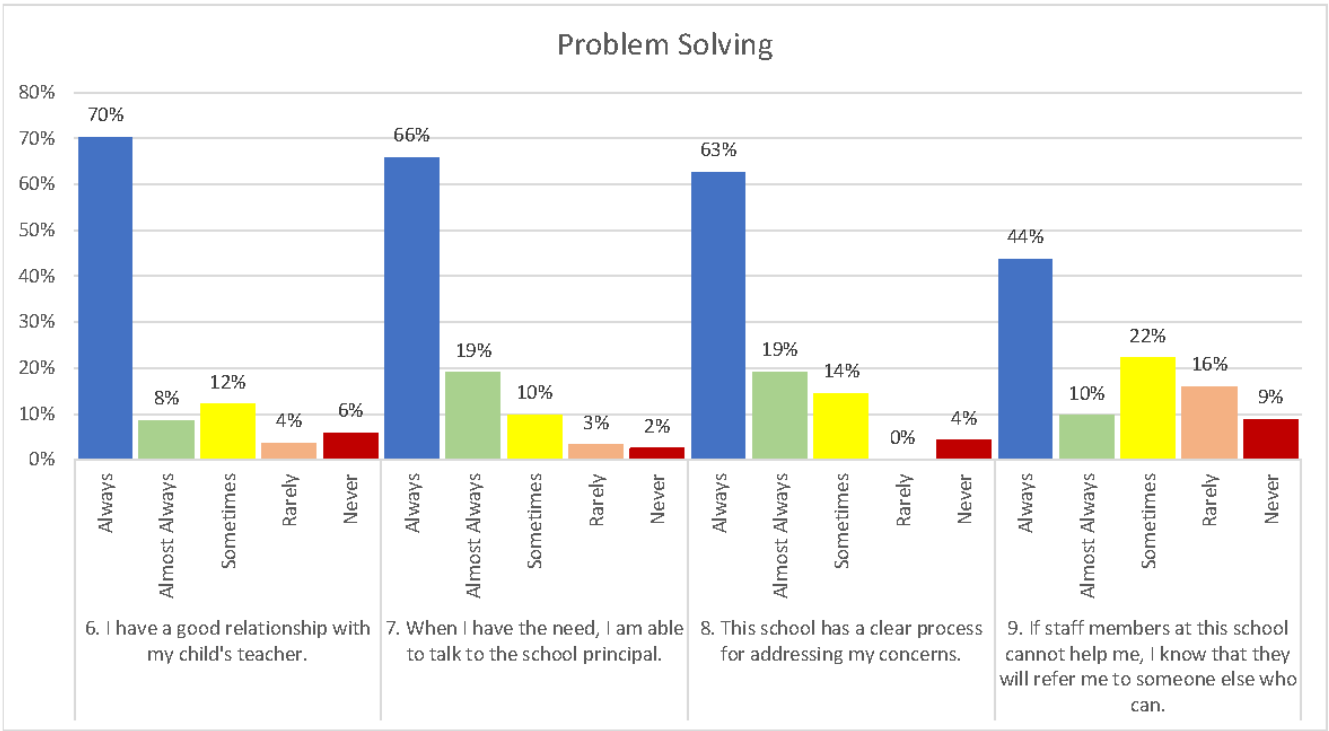


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Appendix



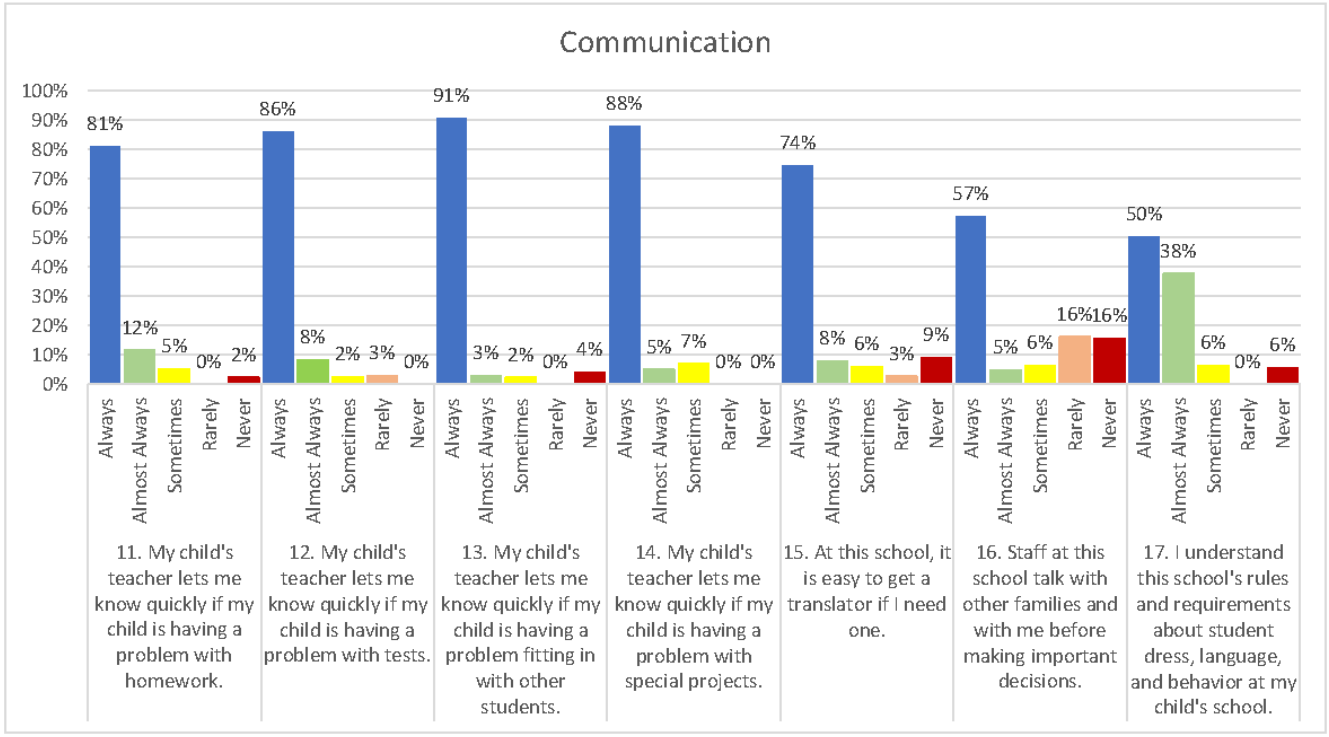


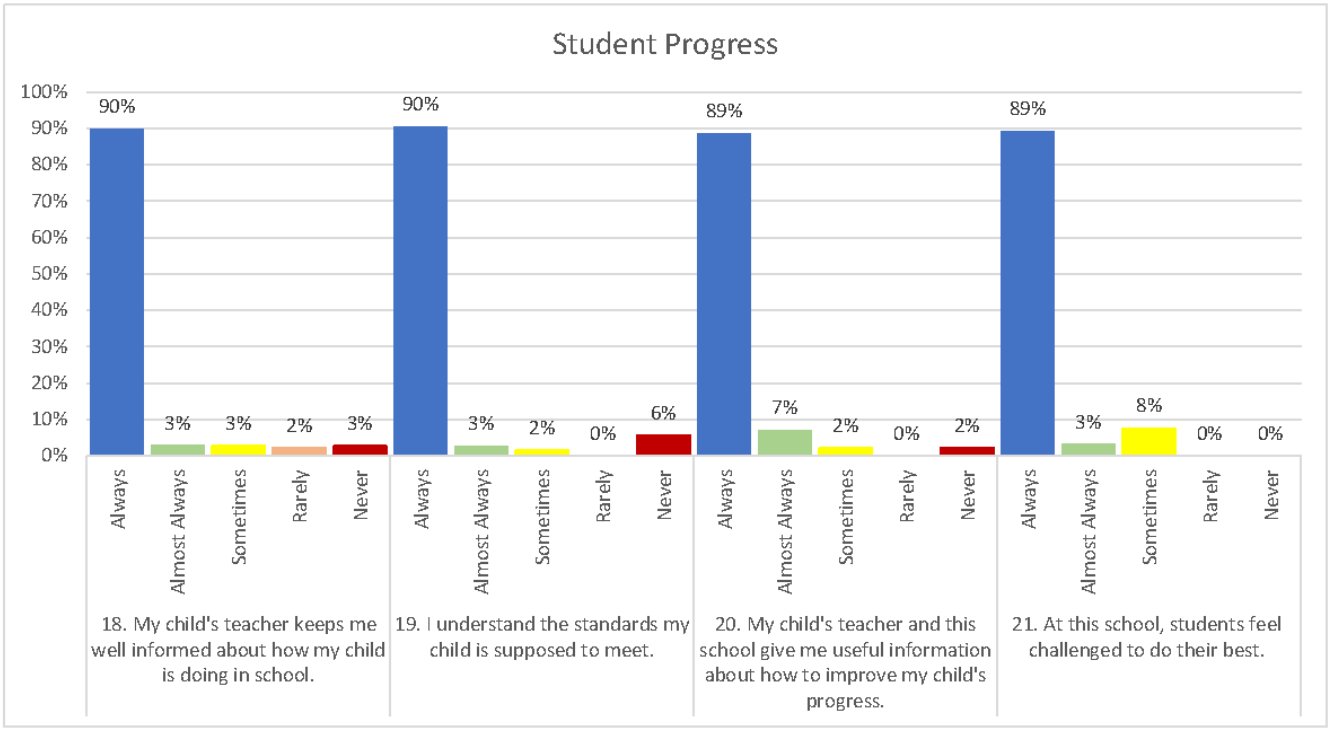
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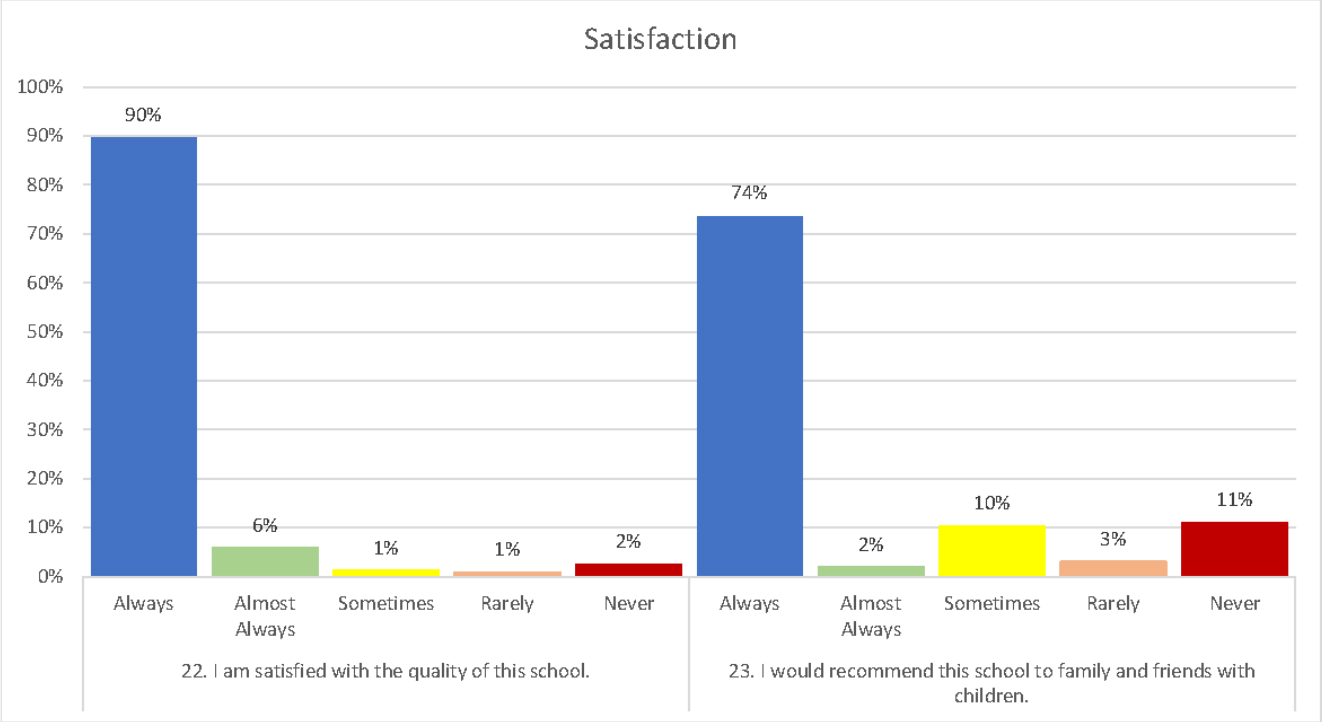




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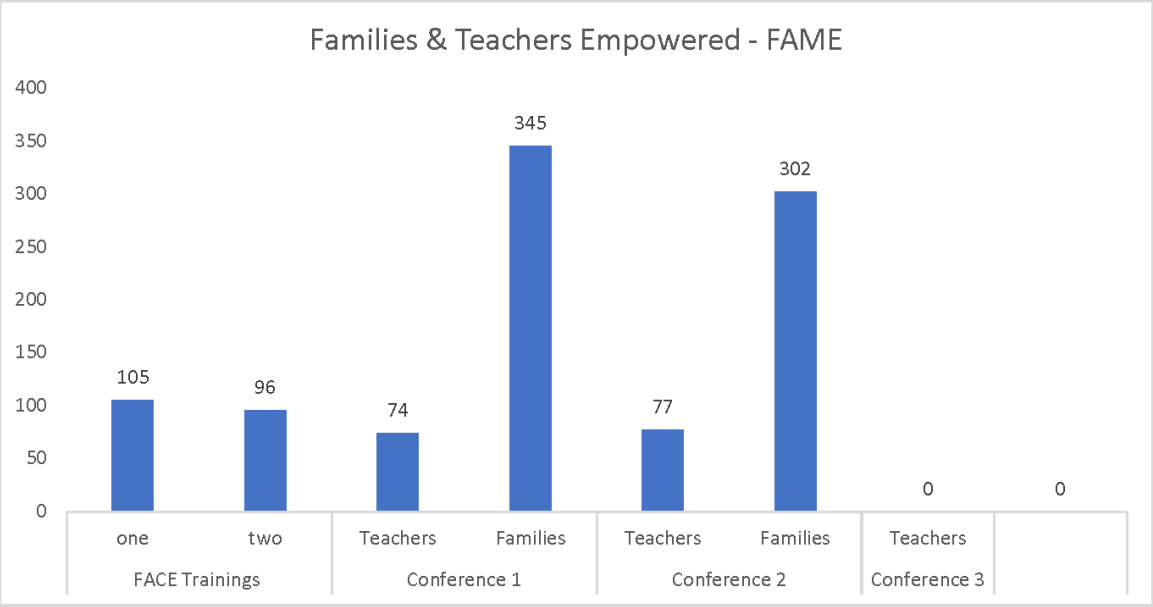
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FAMILY ACADEMIC MENTORS ENGAGED (FAME)

A new program Family Academic Mentors Engaged was introduced to HISD and four A180 campuses participated in this program. This instructional model requires that the teacher, by design, transition from assuming "all the responsibility for performing a task . . . to a situation in which the students (and parents) assume all of the responsibility" (Duke & Pearson, 2002, p. 211). FAME's framework is designed to partner with parents during conferences to improve reading, writing, and mathematics skills. Parents will be empowered by applying practical strategies to support student learning at home while building comradery in the classroom. As family cohorts, parents will work together to meet both class and individual academic goals, construct and engage in team rituals, and participate in gallery walks. This in return builds efficacy, honors parents, and links activities to learning (Henderson & Mapp, 2002). Teachers received training from FACE, extra duty pay, materials, power points, and manipulatives for parents.

FAME School Summary

	FACE Trainings		Conference 1		Conference 2		Conference 3	
	one	two	Teachers	Families	Teachers	Families	Teachers	Families
Total	**105**	**96**	**74**	**345**	**77**	**302**	**0**	**0**
Cook ES	37	37	30	105	33	76	May 30th	
Gallegos ES	19	19	21	208	21	163	May 18th	
Hilliard ES	25	24	23	22	23	44	May 1-4th	
Wesley ES	24	16		10		19		



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FEEDER PATTERN EVENTS

FACE provided support to all A180 schools in preparing for the Feeder Pattern events, through planning guidelines as well as ensuring sharing information from our Community Resources Guide.

Feeder Pattern Event

Campus	Hold Fall Feeder Pattern Event	Hold Spring Feeder Pattern Event	BOY check-in with FACE Specialist	MOY check-in with FACE Specialist	FFS Binder	Event Guide
Attucks Middle	8/11/2017		11/28/2017	3/2/2018		X
Bellfort ECC	8/24/2017	4/18/2018	11/17/2017	2/16/2018		X
Blackshear Elementary	8/11/2017	5/19/2018	11/10/2017	3/2/2018	X	X
Bonham Elementary	8/24/2017	3/22/2018	10/11/2017	2/9/2018	X	X
Bruce Elementary	8/9/2017		10/17/2017	1/24/2018	X	X
Cook Elementary	8/21/2017		10/12/2017	2/27/2018	X	X
Cullen Middle	8/11/2017		12/8/2017	1/10/2018		X
Dogan Elementary	8/12/2017		11/13/2017	2/12/2018	X	X
Edison Middle	9/16/2017		10/17/2017	2/13/2018	X	X
Foerster Elementary	8/17/2017		10/19/2017	2/14/2018	X	X
Fondren Elementary	8/24/2017		11/16/2017	2/21/2018	X	X
Forest Brook Middle	8/10/2017		11/2/2017	2/27/2018	X	X
Gallegos Elementary	8/23/2017		10/18/2017	2/28/2018	X	X
Gregory-Lincoln PK-8	6/15/2017	4/20/2017	10/13/2017	1/26/2018		X
Henry Middle	8/16/2017		10/26/2017	1/26/2018	X	X
High School Ahead Academy Middle			1/0/1900	2/14/2018	X	X
Highland Heights Elementary	8/15/2017		11/10/2017	2/12/2018	X	X
Hilliard Elementary	8/10/2017		11/2/2017	2/27/2018	X	X
Kashmere Gardens Elementary	8/9/2017		10/20/2017	2/20/2018	X	X
Kashmere High	8/12/2017		2/2/2018	2/26/2018	X	X
Key Middle	10/14/2017 8/12/17		11/15/2017	1/0/1900	X	X
Lawson Middle	10/6/2017		10/13/2017	2/19/2018	X	X

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Feeder Pattern Event

Campus	Hold Fall Feeder Pattern Event	Hold Spring Feeder Pattern Event	BOY check-in with FACE Specialist	MOY check-in with FACE Specialist	FFS Binder	Event Guide
Lewis Elementary	8/24/2017		10/13/2017	2/1/2018	X	X
Liberty High	10/12/2017		10/23/2017	2/23/2018	X	X
Looscan Elementary	8/18/2017	4/19/2018	11.29.17	2/19/2018		X
Mading Elementary	8/18/2017		11/14/2017	2/7/2018	X	X
Madison High	8/24/2017	2/20/2018	9/26/2017	2/12/2018	X	X
Martinez C Elementary	8.23.17		9/20/2017	1/25/2018		X
Milby High	8/22/2017		8/22/2017	2/13/2018	X	X
Montgomery Elementary	Completed		11/14/2017	1/31/2018	X	X
North Forest High	8/10/2017		11/1/2017	2/23/2018	X	X
Pugh Elementary	11/16/2017	4/20/2018	10/3/2017	1/18/2018		X
Sharpstown High	Yes 12/17;Apollo Market		N/A	3/5/2018	X	X
Stevens Elementary	8/18/2017		10/11/2017	2/28/2018	X	X
Victory Prep Academy South		2/15/2018	9/27/2017	2/8/2018		X
Victory Prep K-8 Academy	10/4/2017		11/1/2017	1/10/2018		X
Washington High	8/15/2017	3/24/2018	10/10/2017	3/5/2018	X	X
Wesley Elementary	8/15/2017		12/19/2017	2/26/2018	X	X
Westbury High			1/0/1900	1/0/1900		X
Wheatley High	8/9/2017		11/14/2017	2/9/2018	X	X
Woodson PK-8	8/19/2017	5/5/2018	11/17/2017	3/2/2018	X	X
Worthing High	8/19/2017	5/5/2018	11/17/2017	2/7/2018	X	X
Yates High	8/11/2017			2/13/2018		X
Young Elementary	8/19/2017		11/17/2017	2/23/2018		X

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to

A180 Superintendent schools.

COMMUNITY OUTREACH

The FACE coordinated volunteers and other resources in the aftermath of Hurricane Harvey from September 2017 to mid-October 2017 while conducting regular business and supporting all other schools with PD, programs, and resources.

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Community Outreach
September 1 - 8 2017

FACE: Recruit and Organize Volunteers. FACE staff was all day at Stadiums

Activities done at Delmar, Butler and Barnett Stadiums

* Unloading and loading deliveries
* Sorting clothes, shoes, food, school supplies, cleaning supplies
* Labeled and created care boxes for schools and families

Number of Volunteers				
Date	Location	AM	PM	Total
9/5/2017	Barnett	22	15	37
9/6/2017	Barnett	18	15	33
9/7/2017	Barnett	18	9	27
9/8/2017	Barnett	50	44	94
9/1/2018	Delmar	44	35	79
9/2/2018	Delmar	289	206	495
9/5/2017	Delmar	115	102	217
9/6/2017	Delmar	124	97	221
9/7/2017	Delmar	119	35	154
9/8/2017	Delmar	120	28	148
9/5/2017	Butler	41	39	80
9/6/2017	Butler	29	18	47
9/7/2017	Butler	54	17	71
9/8/2017	Butler	38	33	71

Total Volunteers per Location		AM	PM	Total
	Barnett	108	83	191
	Delmar	811	503	1,314
	Butler	162	107	269
Total Volunteers		**1,081**	**693**	**1,774**

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Schools participating:

Elementary School		Middle School	High School
Alcott ES	JR Harris ES	Ortiz MS	Kashmere HS (Athletics and ROTC)
Ashford ES	Kennedy ES	HSPVA	Yates HS
Askew ES	Memorial ES	Patrick Henry MS	Wisdom HS
Benavidez ES	Mitchel ES	Clifton MS	Westbury HS
Briarmeadow Charter	Neff ES	Lanier MS	
Cook ES	Park Place ES	Revere MS	
Cornelius ES	Pilgrim ES		
DeChaumes ES	Sanchez ES		
Ed White ES	Shadowbriar		
Elrod ES	Tanglewood ES		
Fonwood ECC	Tinsley ES		
Garden Oaks ES	Walnut Bend ES		
Helms ES	Wesley ES		
Highland Heights ES			

Organization participating:

Organization	
iEducate	Gathering Eagles
Prospanica	

Number of Schools at different centers:

Elementary Schools	**27**
Middle Schools	**6**
High Schools	**4**
Total Schools	**37**

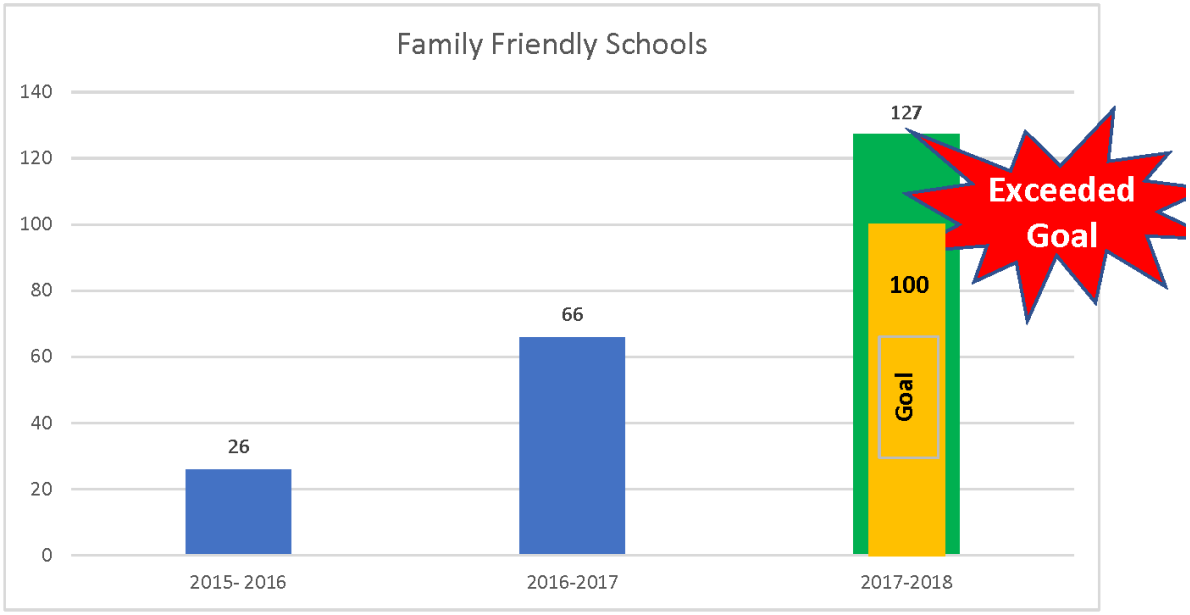
Family And Community Empowerment Department

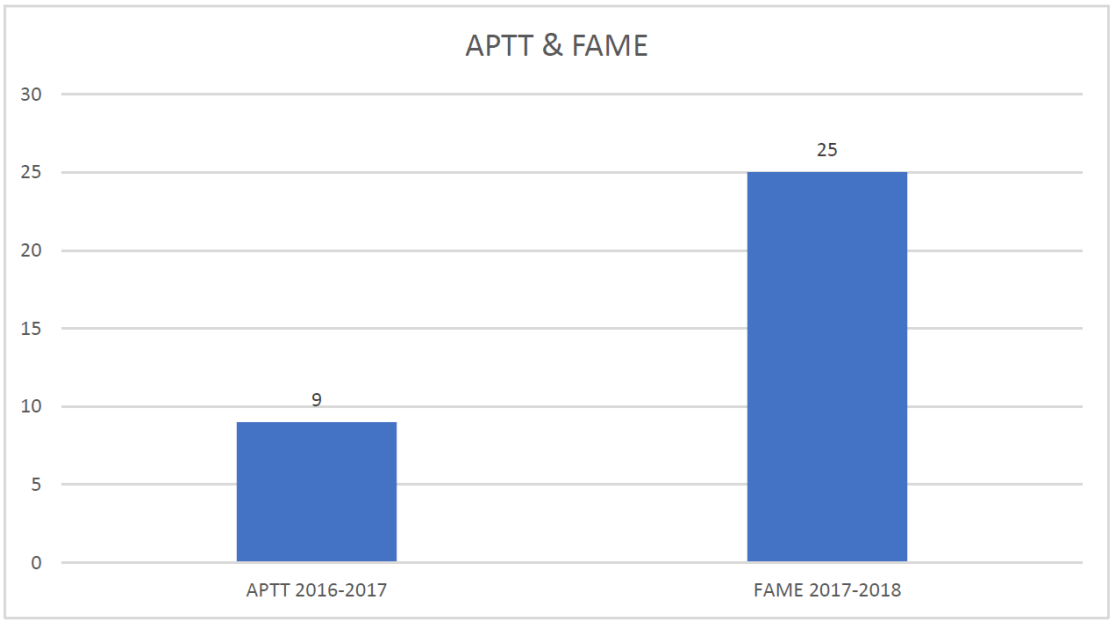
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TEAM GOALS 2017-2018 MET

Include context here:

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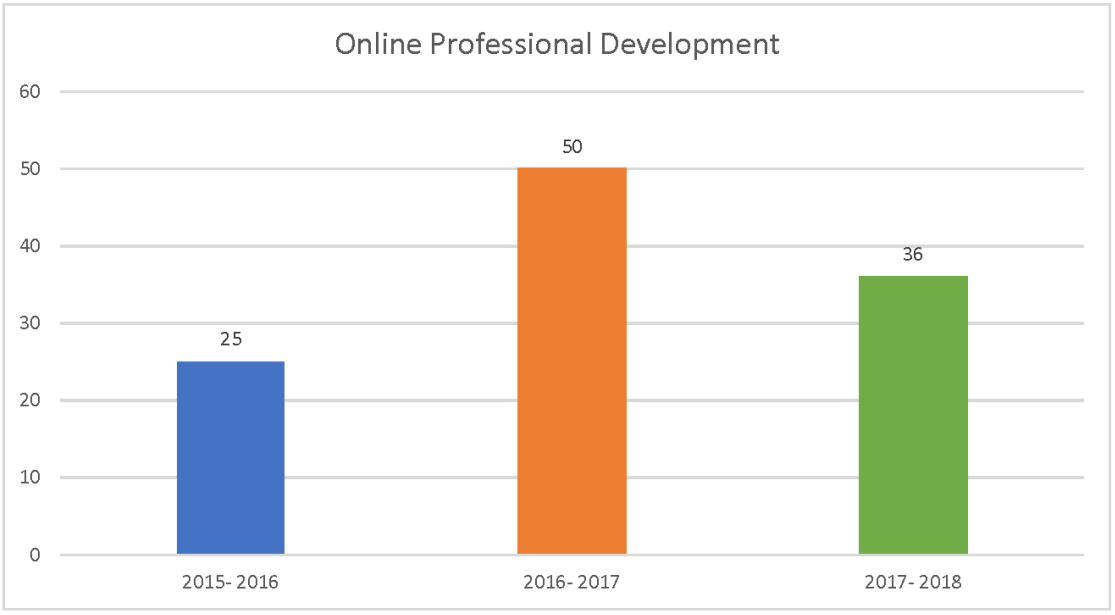


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*Less online PD more Face to Face PD.

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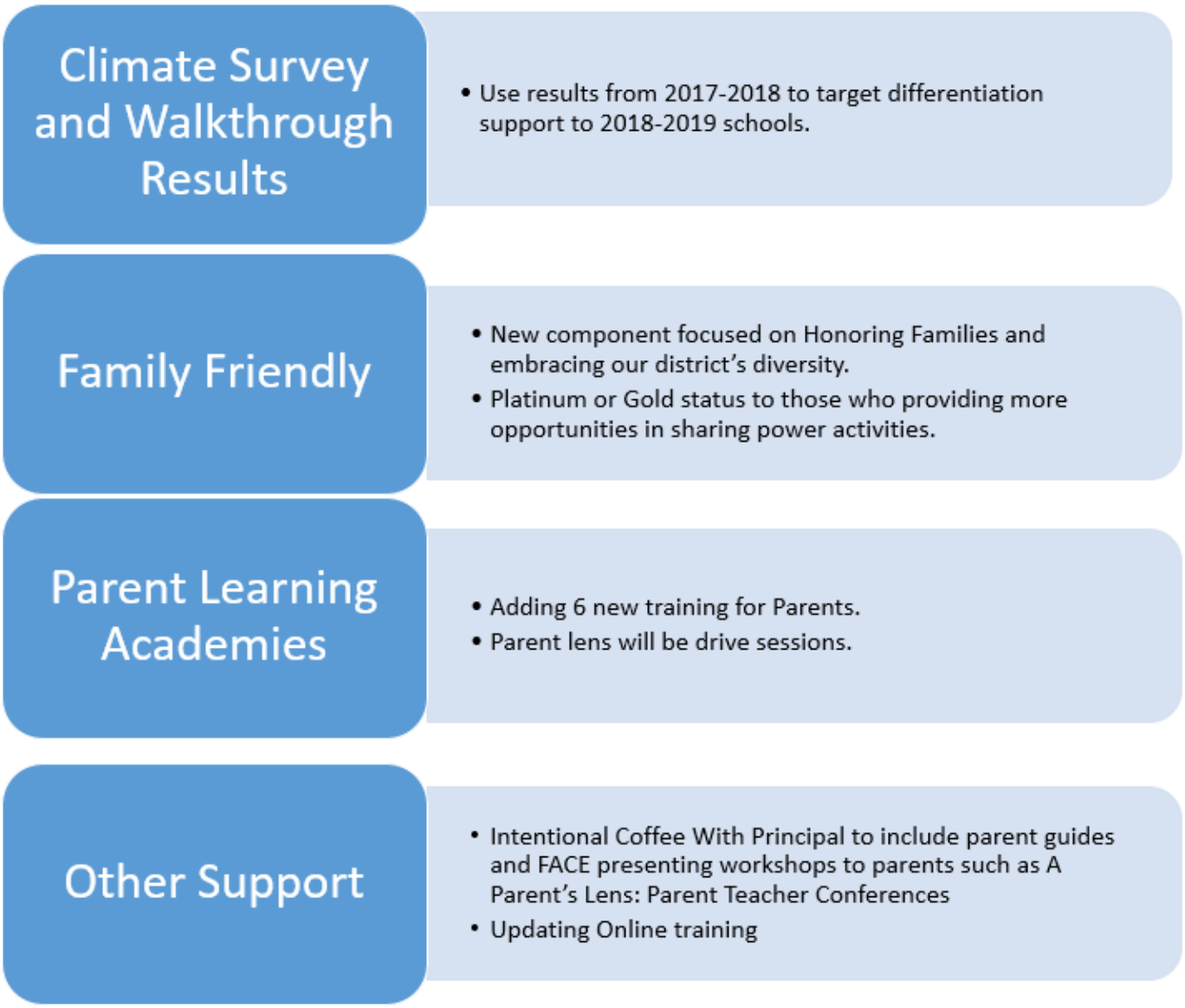


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NEXT STEPS FOR 2018-2019 SCHOOL YEAR

The FACE team has already started working on key strategies and tactics that will help A180 campuses build on their 2017-2018 school year efforts.



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NEXT STEPS FOR 2018-2019 PARENT LEARNING ACADEMIES

Parent Learning Academies were developed from climate and PD evaluation survey responses, campus FFS walkthroughs, and feedback from FFS champions and/or principals.

Parent Learning Academies

This is a five-day summer learning camp for families within a feeder pattern provided by FACE specialists. The goal of this five-day learning camp is to provide families with literacy, music & movement, oral storytelling strategies, health, and cultural relevance in the form of fun games and interaction. FACE will present activities to families at designated campuses within the summer school schedule.

Themes	Description
Day 1: Books Alive!	*Specialists share with parents Read Aloud strategies with the use of realia, tone, manipulatives, and differentiated level questions to change outcomes, make predictions, and engage in retelling stories. These activities promote higher level thinking, problem solving, listening, reading, oracy, and writing skills.
Day 2: Back to the Future: Music & Movement Games	Specialists will share a variety of games and activities with parents. Parents will be able to remember and play old-school indoor and outdoor games via the use of music and manipulatives. These activities will promote hand-eye coordination, problem solving skills, both gross and fine motor development, coordination, and health awareness while having fun!
Day 3: Your Story, My Story, Our Story: The Power of Oral Storytelling	Specialists will strategically guide parents to share their stories of perseverance, grit, and testimony to their children via the use of oral storytelling strategies such as oral preparation (voice, body language, audience, characters, pacing) and story preparation (story selection, plot, and dynamics). These activities promote listening, speaking, reading, writing and critical thinking skills.
Day 4: Affirmations!: Our Words & Actions	Specialists will share with parents' fun and intentional strategies from Love & Logic, PBIS, and Logical Consequences to build a students' self-esteem while encouraging desired behavior and promoting a strong positive parent-child/adolescent relationship. Parents will leave with activities to implement right away.
Day 5: People & Places: Sharing Our Culture	Specialists will dress in their favorite heritage attire and encourage families to do so on this last day. During this time specialists will be able to guide parents in creating a People and Places Book. Participants will learn and share their cultural rituals, songs, chants, nursery rhymes, and compile into 1 book to share with their children. These activities will not only promote unity among the community, but it will encourage cultural awareness and sensitivity to others via fun and engaging traditions.

**Parents and or legal guardians.*

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You Retweeted
Fam&Cmty Empowerment @HISDFACE · 8 Sep 2017
We ❤️❤️our students volunteers! @HSPVA @northside_hs @Wheatley_HS #ThankYou @HISD_Supe @DrMichelleBurke #HISDStrong #HoustonStrong – at Delmar Fieldhouse
8
35


You Retweeted
Alaa abdulmajid @AbdulmajidAlaa · Mar 22
So proud of @BonhamESHISD parents, teachers, community and staff members for uniting and getting this going. Your looking at Bonhams new PTA 👍🏻 Big thanks to @txstatepta
You, HISD_Bonham ES, Texas PTA and 3 others
6
20


Thank you to the @cmhouston community for the donations for our #HISD students! 👏🏻👏🏻📒🖍️🥅✂️ @HISD_Supe @DrMichelleBurke – at Delmar Stadium


Patrick Henry MS @PatrickHenryMS · 6 Sep 2017
Patriots supporting HISD resource collection and distribution at Delmar!
#henrygold @HISD_FACE
8
35

You Retweeted

Fam&Cmty Empowerment @HISDFACE · 27 Oct 2017

Inspired by all the great things happening at #KashmereHS & their community efforts to grow it even more! #FamilyFriendly #A180 @HISD_Supe



You, Felicia Adams, Guadalupe Lopez and 2 others

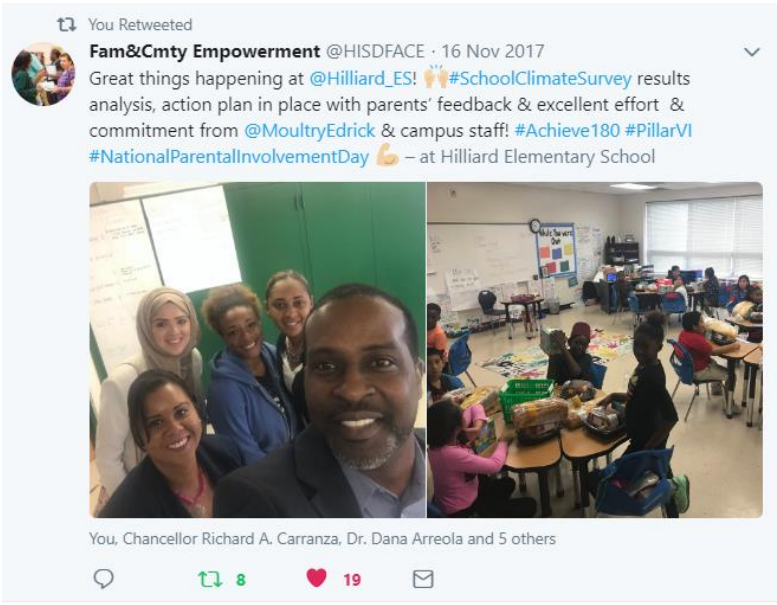
4 19

Roberto Zamora @robertozamora · 25 Aug 2017

@KeyMS_Cougars are ready for this school year. Great participation and sharing during @HISD_FACE training. @JWilliamsKeyMS




Michelle Burke @DrMichelleBurke · 16 Nov 2017
Teachers engaged in FAME @CookES_HISD!! Can't wait to see parent conferences! 👏@HISD_Supe @HISDFACE #Achieve 180
4
7


You Retweeted
Fam&Cmty Empowerment @HISDFACE · 16 Nov 2017
Great things happening at @Hilliard_ES! 🙌#SchoolClimateSurvey results analysis, action plan in place with parents' feedback & excellent effort & commitment from @MoultryEdrick & campus staff! #Achieve180 #PillarVI #NationalParentalInvolvementDay 💪 – at Hilliard Elementary School
You, Chancellor Richard A. Carranza, Dr. Dana Arreola and 5 others
8
19

You Retweeted

Roberto Zamora @robertozamora · 4 Dec 2017

@HISDFACE #FAME training @WesleyES_HISD. Teachers ready to empower parents through link to learning activities. Mr. Brown our winner. #Achieve180 @HISD_Supe @Supe_Schools @DrMichelleBurke



1 3 9

You Retweeted

M P Jaimes @mpjaimes1 · 12 Dec 2017

Disseminating the climate survey results and conducting the school walk through @MilbyHighSch



You, MilbyHighSchool, Carol Alvarado and 5 others

Mading Elementary Retweeted

Michele D. Sheppard @msheppard1968 · 14 Nov 2017

Thank you @robertozamora & @HISDFACE for a great Campus Walkthrough @MadingES! We are committed to excellence & a Gold Star rating! @TeamHISD @Supe_Schools



Mading Elementary and Michele D. Sheppard

Family And Community Empowerment Department

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You Retweeted
Roberto Zamora @robertozamora · 20 Dec 2017
@HISDFACE providing support during our Family Friendly School Walk-through @WesleyES_HISD. It was a success. Parents gave feedback of the great things happening and came with recommendations to become better. #Achieve180
You, cornelius q anderson, Yolanda Rodriguez and 3 others
5
14
You Retweeted
Fam&Cmty Empowerment @HISDFACE · 21 Dec 2017
Powerful things happen when you build intentional relationships with your families & community to provide opportunities for feedback for better & greater things! #FamilyFriendlySchool Walk-through @CookES_HISD #Achieve180 #PillarVI
You, Chancellor Richard A. Carranza, Candice Castillo and 2 others
2
7

You Retweeted

Roberto Zamora @robertozamora · 13 Dec 2017

Family Friendly School Walk-through is happening @DoganElementary. So many good things happening and many more to come. Thank you parents for your input. @HISD_Supe @Supe_Schools @DrMichelleBurke @HISDFACE @KatyRoede – at Dogan Elementary



Natalie Perez, WILLIAM EALY, SANDRA MENXUEIRO and Margarita Tovar

4 16

You Retweeted

Fam&Cmty Empowerment @HISDFACE · Feb 1

Enjoyed meeting with @T_MarshallES parents & admin to talk about #groupformation, analyze #climatesurvey results, & conduct #SchoolWalkthrough. Productive conversations on how parents & school partnerships benefit our kids & everyone! #FamilyFriendlySchool @DDavilaHisd



5 12

You Retweeted

Roberto Zamora @robertozamora · Feb 26

Afternoon Parent Teacher Conference @KashmereHS. Teachers sharing and acting out scenarios. Great learning outcome. @HISD_Supe @Supe_Schools #Achieve180 @HISDFACE



You

5 11

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Blackshear Elem Retweeted

Michelle Burke @DrMichelleBurke · Feb 28

@BlackshearEHISD community of practice @HISDFACE is finding opportunities where families are part of the learning environment. Achieve180 @HISD_Supe



2 5

Blackshear Elem @BlackshearEHISD · 5 Oct 2017

First PTO meeting of the year



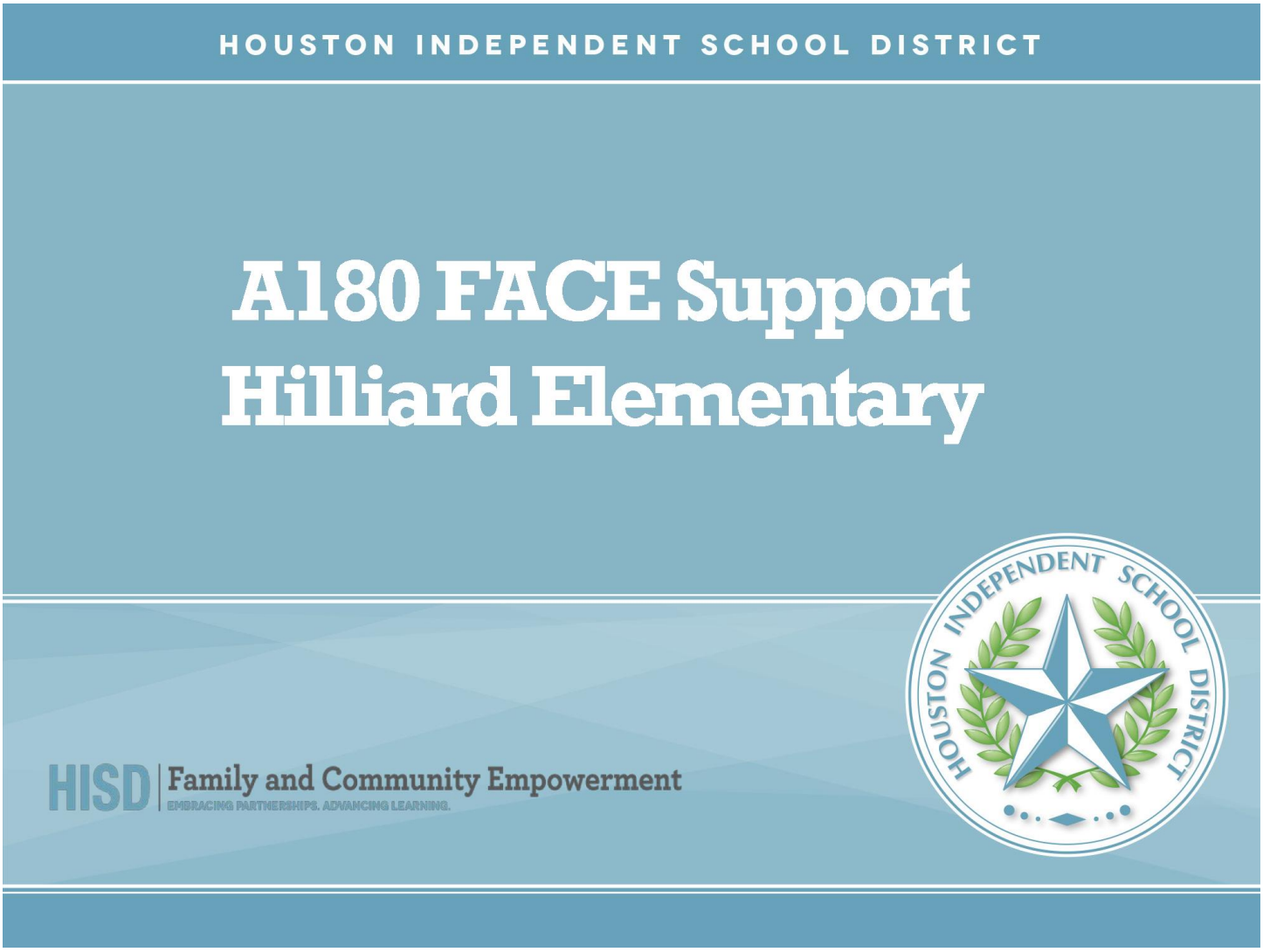
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APPENDIX – A180 PILLAR VI CAMPUS PPT

FACE provides an A180 PPT to schools when presenting to the board. It includes all activities completed under Pillar VI. Principals are able to tweek and manipulate and or add to their own presentation. Below is a sample:



Family And Community Empowerment Department

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FACE Support

HISD FACE department's support to A180 campuses has been focused on:

Family Friendly School	Two Way Communication	Feeder Pattern Events
• Building relationships with families and community • Linking Events to Learning	• Communication best practices • Positive relationship building with students, parents and teachers	• Linking activities to learning • Community Resources

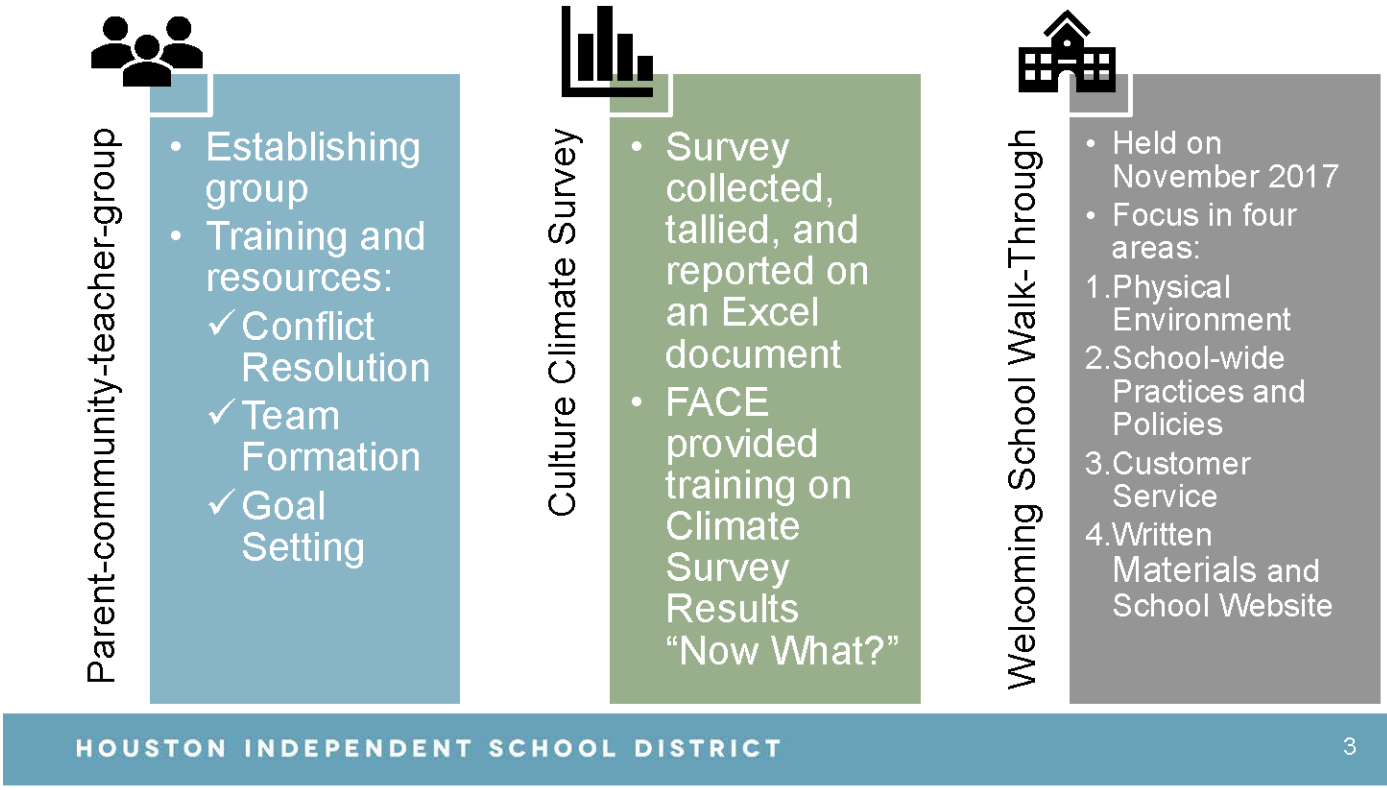
HOUSTON INDEPENDENT SCHOOL DISTRICT 2

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Family Friendly Schools



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Two Way Communication

Professional Development opportunities include:



FACE Fundamentals 101



Two Way Communication



Parent Teacher Conferences Best Practices

HOUSTON INDEPENDENT SCHOOL DISTRICT 4

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Feeder Pattern Event

1. Link to Learning Activities
2. Feeder Pattern Event
   - Students participation
   - Community members
   - Departments

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