

ACHIEVE180 

**BOARD MONITORING REPORT**  
**10/30/2017 | Patrick Henry MS**

# STUDENT ENROLLMENT



		2015–16	2016–17	2017–18
<b>Total Enrollment</b>		891	895	858
<b>Econ. Dis.</b>		97%	96%	89%
<b>ELLs</b>		34%	34%	33%
<b>Special Education</b>		13%	12%	14%
<b>Race/ Ethn.</b>	<b>Afr. Amer.</b>	9%	9%	10%
	<b>Hispanic</b>	88%	89%	88%
	<b>White</b>	2%	2%	1%
	<b>Other</b>	<1%	<1%	1%
<b>Grade Level</b>	<b>6<sup>th</sup></b>	32%	37%	30%
	<b>7<sup>th</sup></b>	34%	31%	37%
	<b>8<sup>th</sup></b>	34%	31%	33%

Source: PEIMS 2016 and 2017 data files and Chancery SIS for 2018 data as of 9/30/2017

# ACCOUNTABILITY HISTORY



Index	2015 Score	2015 Target	Difference	2016 Score	2016 Target	Difference	2017 Score	2017 Target	Difference
1	42	60	<b>-18</b>	47	60	<b>-13</b>	46	60	<b>-14</b>
2	31	28	<b>+3</b>	31	30	<b>+1</b>	30	30	<b>0</b>
3	22	27	<b>-5</b>	24	26	<b>-2</b>	25	26	<b>-1</b>
4	8	13	<b>-5</b>	11	13	<b>-2</b>	15	13	<b>+2</b>

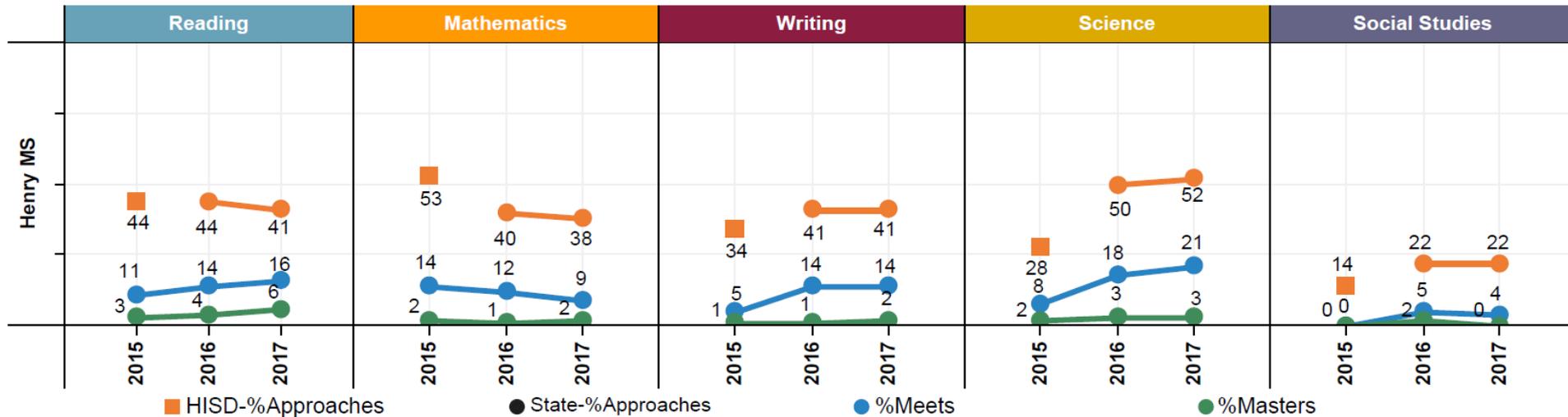
Source: TEA 2015–2017 Accountability Campus Summary

# STAAR HISTORY



## Henry Middle School

STAAR English by Subject and All Grades: 2015–2017 (Spring Administration)  
Percent At or Above Approaches, Meets, and Masters Grade Level Standards  
**All Grades Tested - All Students**



Source: TEA-ETS STAAR EOC Student Data Files

# STAAR HISTORY

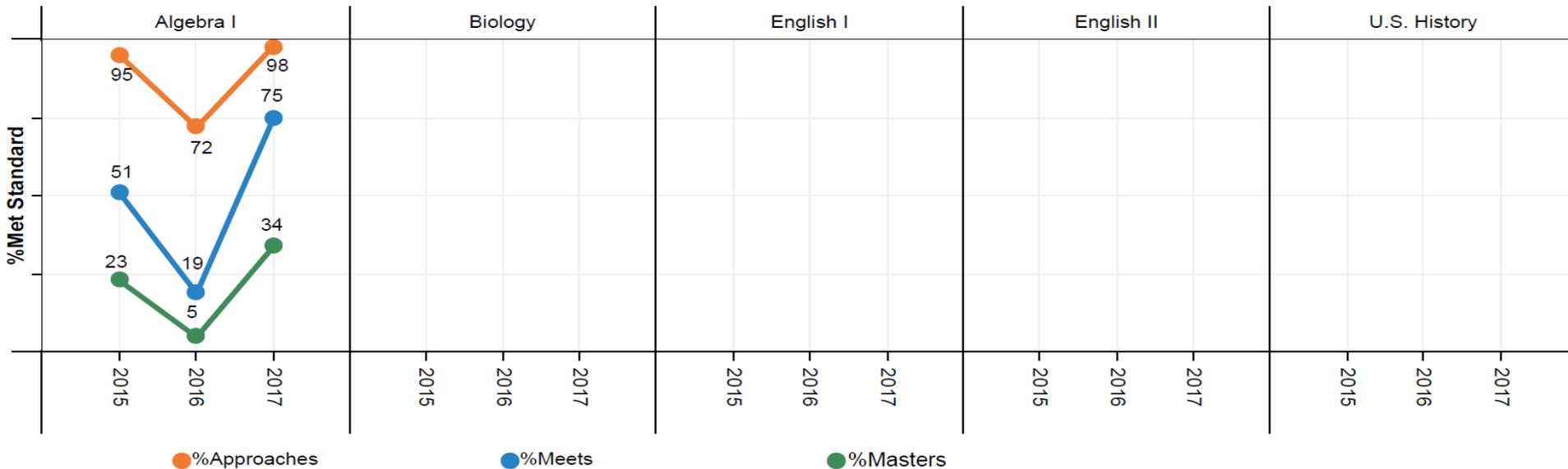


## Henry Middle School

STAAR EOC Performance by Subject: 2015–2017 (Spring Administration)

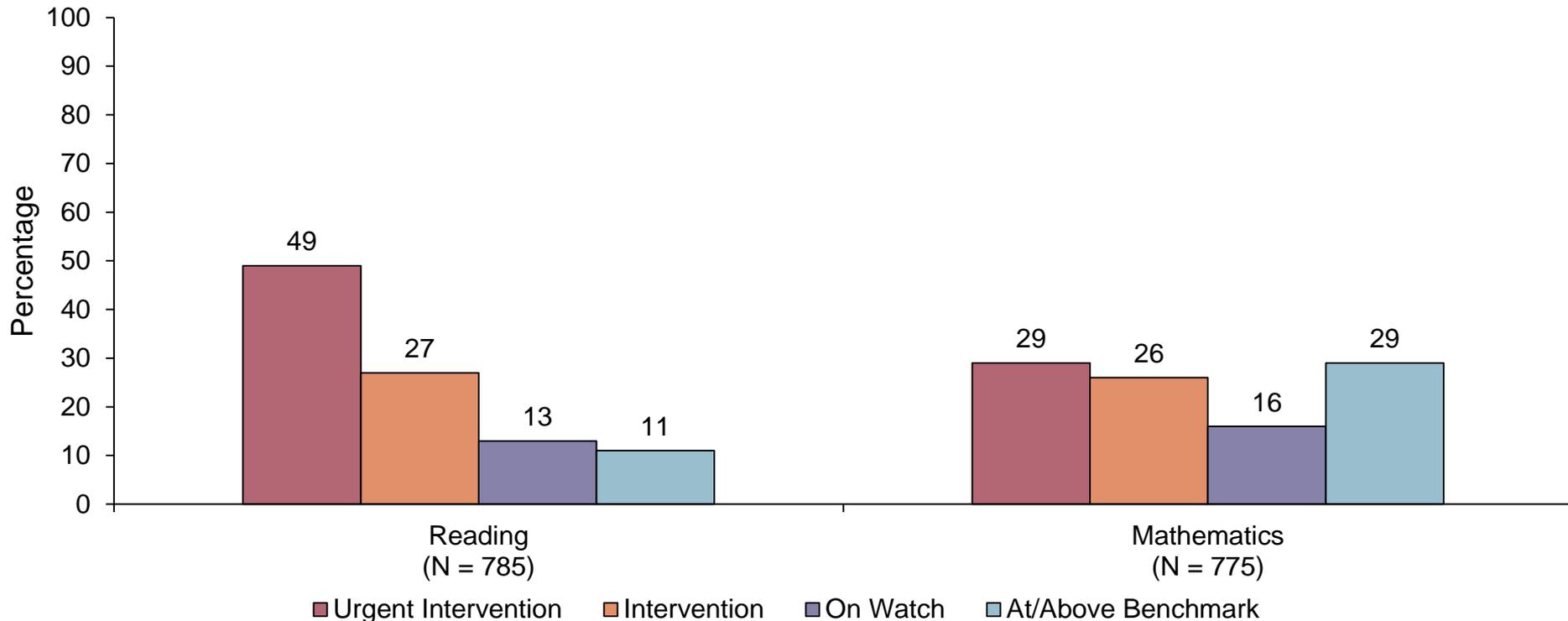
Percent At or Above Approaches\*, Meets, and Masters Grade Level Standards

**All Students Tested (includes 1st time and retested students combined) - All Grade Levels All Students**



Source: TEA-ETS STAAR EOC Student Data Files

# Universal Screener – All Grades Tested English Results



Source: Renaissance STAR Reading and Mathematics BOY Student Data Files

## 2017-2018 Improvement Goals

- Goal 1:** Retain 85% of teachers rated effective or highly effective
- Goal 2:** 65% approaches grade level reading, 25% meets grade level in reading on STAAR

## Goal 1: Retain 85% of teachers rated effective/highly effective



61% of our teaching staff has less than 5 years of teaching experience . Recent year's attrition rate has been at 43%. 2017's attrition rate is the lowest in previous years. How we will address teacher retention:

- Conduct PD needs survey
- Tiered PD based on teacher needs, observations and data
- Ongoing PD for all teachers
- Mentoring/coaching for teachers not yet proficient provided by new instructional specialist and/or new teacher coach
- Coaching & Feedback (Structured Calibration among leadership/appraisers)
- Work with HR Leadership/Recruitment to attract and retain effective and highly effective teachers.

## Goal 2: 65% approaches grade level reading, 25% meets grade level in reading on STAAR

16% of students are at the meets grade level standard based on STAAR reading. Previous year's iStation data indicates 60% of our students are tier 3. Below are the supports in which we are implementing to meet this goal.

- Addition of Literacy Specialist
- Addition ESL teacher
- Utilize Universal screener for placement, enrichment and intervention
- Structures for Data Protocols for feedback
- Literacy report cards
- LIM 2.0 across all contents monitored by teacher specialist and leaders
- Writing across all contents
- Teacher tracking of achievement cohorts (approaches, meets, and masters)

## Supports Received by Achieve 180

- TDS support (weekly) / TDS for ELLs (new)
- Special Education TDS for math and reading (new)
- Technology (2 laptop carts)
- Imagine Learning (new)
- Achieve 3000 (new)
- Counselor (new)
- Support from Demonstration Schools
- 2 Dedicated Associate Teachers
- New Teacher Coach
- IAT manager
- Customized Wednesday PD
- Campus General Fund Relief due to centrally funded essential positions
- Teacher Recruitment/Retention Bonus

# Impact of Goals on Student Achievement

## Recruitment and Retention Goals

- PD for Leadership on effective practices for Recruitment and retention of effective and highly effective teachers (Office of Leadership Development and HR Talent Acquisition Team).
- Coaching and Development Rounds with prescriptive feedback on action items. Structured Calibration Walks with campus instructional leaders
- AI80 PD aligned with campus goals

## Instructional Excellence

- Literacy Night to inform community of literacy initiatives and distribution of resources for parents to support literacy practices at home
- Literacy Report Cards/Report Card pick ups to empower scholars and parents to utilize campus and district tools to support achievement

## Responsive Action to Comprehensive Needs Assessment

- Adoption of new data protocols and progress monitoring tools that will increase turnaround time and responsiveness to assessment data

# Impact of Goals on Student Achievement

## Additional Instructional Support

- Campus based Teacher Specialist in Reading and Math for modeling of literacy and math best practices
- New Teacher Coach to provide in-the-moment coaching, modeling, and feedback to novice teachers. This support will be differentiated to the needs of the teacher and include professional learning that will result in the retention of our effective teaching staff.

## Wraparound Services Offered on Campus

- Counselor & Student support office via district
- Academic Counselor and Social Worker on site
- Wrap Around Service Specialist on Site
- Truancy Intervention Team in partnership with the City of Houston
- Office of Family and Community Empowerment support our families
- Adult Digital Literacy Courses
- ESL classes for parents