

MEMORANDUM

October 12, 2018

TO: Board Members

FROM: Grenita Lathan
Interim Superintendent of Schools

SUBJECT: **2017–2018 BOARD GOALS AND CONSTRAINTS REPORT**

CONTACT: Carla Stevens, (713) 556-6700

The Board of Education's mission is to equitably educate the whole child so that every student graduates with the tools to reach their full potential. To succeed in their mission, the board participates in Lone Star Governance, whose intent is to provide a continuous improvement model for governing teams (Boards in collaboration with their Superintendents) that choose to intensively focus on one primary objective: improving student outcomes.

In compliance with Lone Star Governance, the Houston Independent School District (HISD) Board of Education developed three goals in alignment with their mission and vision. In addition, the board set a framework in which the Superintendent could operate to achieve the goals through four constraints. This report evaluates each goal and constraint with their respective progress measures for the 2017–2018 school year. The superintendent's response is provided for each goal and constraint to speak about district initiatives and strategies during the 2017–2018 school year and potential changes moving forward.

Key Findings:

- The district met or exceeded all three goals during the 2017–2018 school year.
 - **Goal 1:** The district increased the percent of students performing at or above the Meets Grade Level Standard on the reading and writing STAAR 3–8 exams and the STAAR English I and English II End-of-Course Exams by three percentage points from 37% in 2017 to 40% in 2018 meeting the annual goal of a three percentage-point increase.
 - **Goal 2:** In measuring Global Graduates, the district-calculated postsecondary readiness indicator exceeded the 2017 goal of 70% by seven points. The college, career, and military readiness performance number (53) is considered a *B* rating under the new accountability system. Because 60 is considered an *A* under the new accountability system, the district will be in the *A* range by 2020 if the district continues to meet goal each year.
 - **Goal 3:** The percentage of students that performed below the Approaches Grade Level Standard on either the reading or math STAAR 3–8 or English I STAAR EOC assessment in the prior year that showed at least one academic year's growth increased seven percentage points from 57% in 2017 to 64% in 2018, exceeding the annual goal of a three percentage-point increase.

- The district successfully operated within nearly all four constraints during the 2017–2018 school year.
 - **Constraint 1:** The district launched Every Community, Every School in 60 campuses (21%) during the 2017–2018 school year. This is four times larger than the initial goal of 15 campuses.
 - **Constraint 2:** The district administered the District Level Assessment (“DLA”) during the fall semester and the released STAAR assessment during the spring semester, thus operating within the constraint of no more than two district-required, district-created assessments per semester.
 - **Constraint 3:** The district decreased the performance gap in nine out of the 15 (60%) selected groups for reading, writing, and mathematics.
 - **Constraint 4:** At the beginning of the year, 70% of struggling campuses had campus administrators rated as effective or above based on the prior school year which exceeded the target of 69%. However, the percentage of first year teachers at struggling schools did not decrease by two percentage points from the prior school year. End of year 2017–2018 will not be available until 2018–2019 reporting.

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


Genita Lohaw GL

Attachments

cc: Superintendent’s Direct Report
Area Superintendents



RESEARCH

Educational Program Report

**BOARD GOALS AND CONSTRAINTS
2017-2018**



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2017–2018 Board Goals and Constraints Report

Executive Summary

Program Description

The board goals and constraints were constructed under the Lone Star Governance framework. To ensure the district is working towards these goals while operating within the constraints set forth by the board, consistent monitoring of these goals and constraints are required. This report summarizes the results of the Houston Independent School District's goal and constraint monitoring board presentations from the 2017–2018 school year.

Highlights

- The district met or exceeded all three goals during the 2017–2018 school year.
 - **Goal 1:** The district increased the percent of students performing at or above the Meets Grade Level Standard on the reading and writing STAAR 3–8 exams and the STAAR English I and English II End-of-Course Exams by three percentage points from 37% in 2017 to 40% in 2018 meeting the annual goal of a three percentage-point increase.
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 - **Constraint 1:** The district launched Every Community, Every School in 60 campuses (21%) during the 2017–2018 school year. This is four times larger than the initial goal of 15 campuses.
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Introduction

The Board of Education’s mission is to equitably educate the whole child so that every student graduates with the tools to reach their full potential. To succeed in their mission, the board participates in Lone Star Governance, whose intent is to provide a continuous improvement model for governing teams (Boards in collaboration with their Superintendents) that choose to intensively focus on one primary objective: improving student outcomes.

In compliance with Lone Star Governance, the Houston Independent School District (HISD) Board of Education developed three goals in alignment with their mission and vision. In addition, the board set a framework in which the Superintendent could operate to achieve the goals through four constraints. This report evaluates each goal and constraint with their respective progress measures for the 2017–2018 school year. The superintendent’s response is provided for each goal and constraint to speak about district initiatives and strategies during the 2017–2018 school year and potential changes moving forward.

Lone Star Governance

Lone Star Governance is a training initiative developed by the Texas Education Agency to provide a continuous improvement model for school districts. Lone Star Governance accomplishes this through tailored execution of the five points of the Texas Framework For School Board Development: Vision, Accountability, Structure, Unity, and Advocacy.

The HISD Board of Education participated in this two-day training during 2016–2017 school year. Through this workshop the school board developed their vision and beliefs:

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.

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.

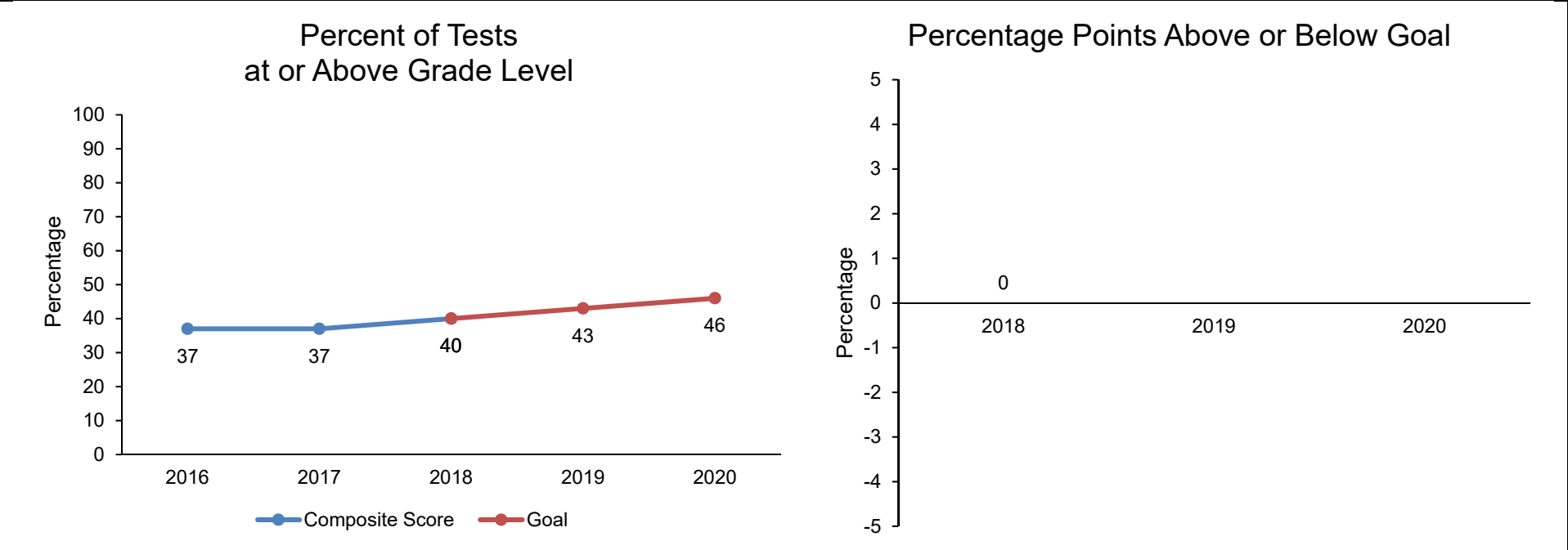
- We believe that recruitment and retention of qualified and effective personnel are the keys to enhancing the quality of education and increasing student achievement.
- We believe that the community has a right to transparent operations across the district in all schools, departments, and divisions.
- We believe that meaningful engagement with the community is important in all major decision-making.

In addition, the board developed three goals and four constraints to achieve their vision and provide a framework in which this vision was to be accomplished. Throughout the 2017–2018 school year, these goals and constraints were monitored through the goal and constraint progress measures (GPMs and CPMs) at monthly board meetings. A summary of the district’s performance on these measures, along with the superintendent’s response when appropriate, are presented on the following pages. **Appendix A** provides a one-page summary of the goals, goal progress measures, and constraint progress measures with their respective target, performance, and evaluation.

Goal 1

Reading and Writing at or Above Grade Level

Goal Measure 1	Evaluation
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.	Met Goal



Support Data

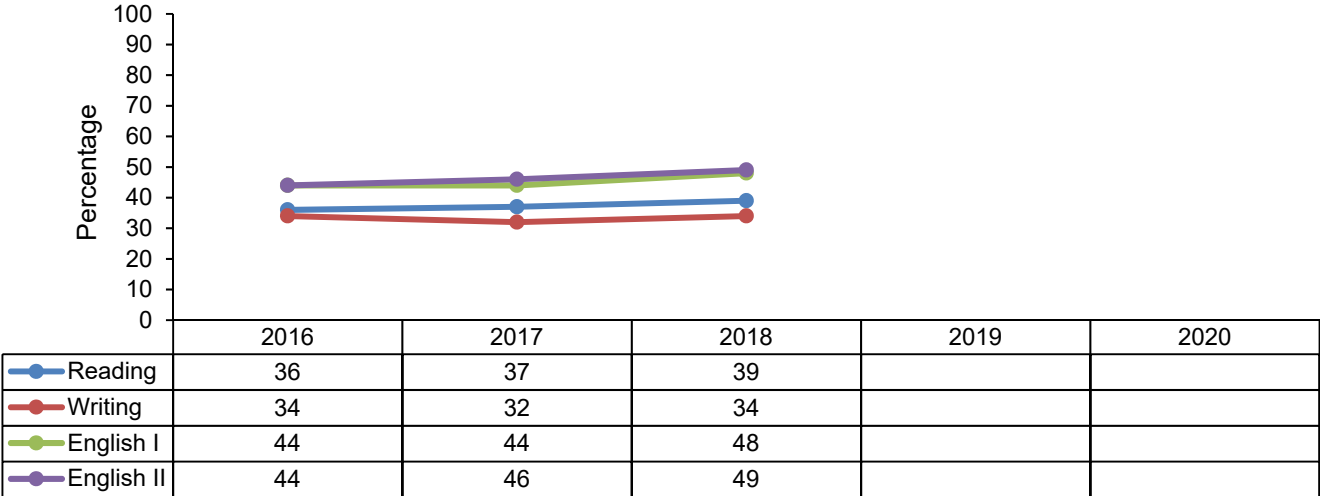
- Results by subject are presented on the following page.
- STAAR Reading Grades 3–5 results by language are presented on page 5.
- STAAR Writing Grade 4 results by language are presented on page 6.

Data Sources

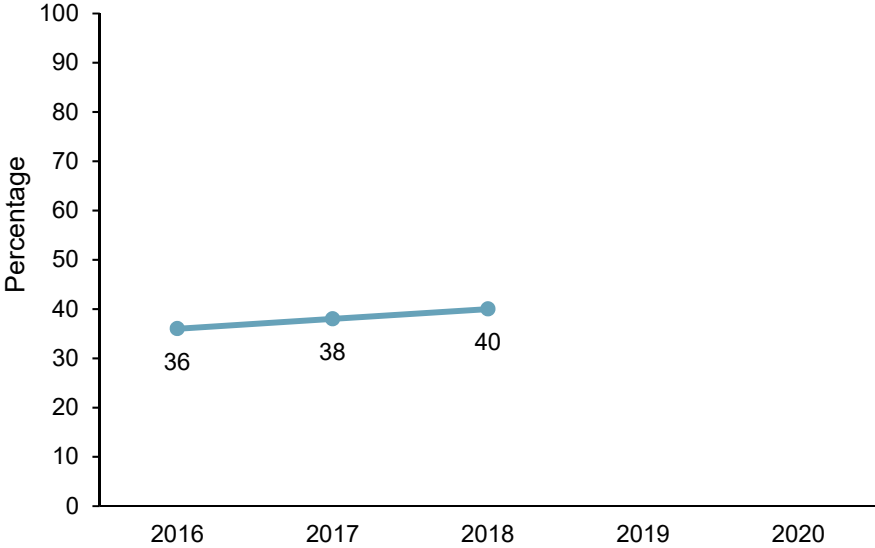
- Results come from the TEA-ETS student data files for the first administration STAAR 3–8 and spring administration EOC exams.
- Data includes all test version except the STAAR Alt. 2 testers.
- EOC results include first-time testers only.

Goal Measure 1 Support Data (Cont.)

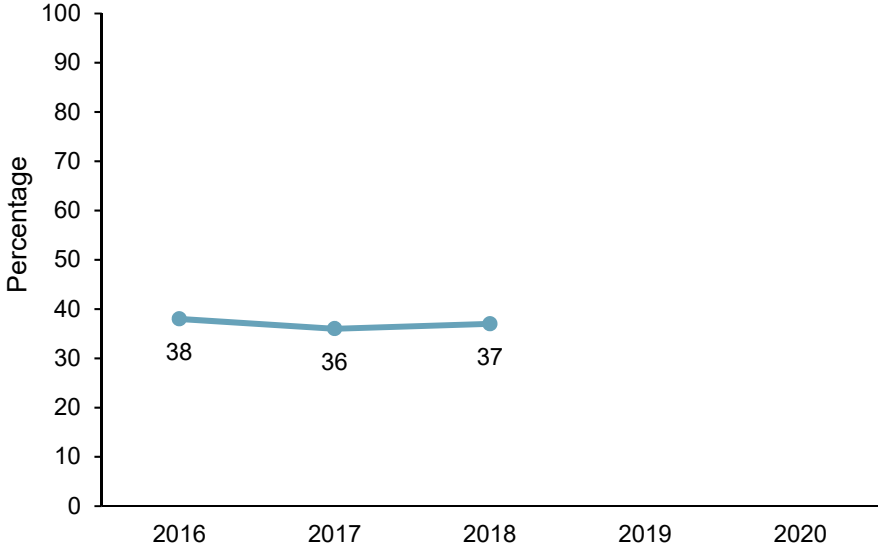
Percent of Students at or Above Grade Level



Percent of STAAR Grades 3–5 English Reading Tests At or Above Grade Level

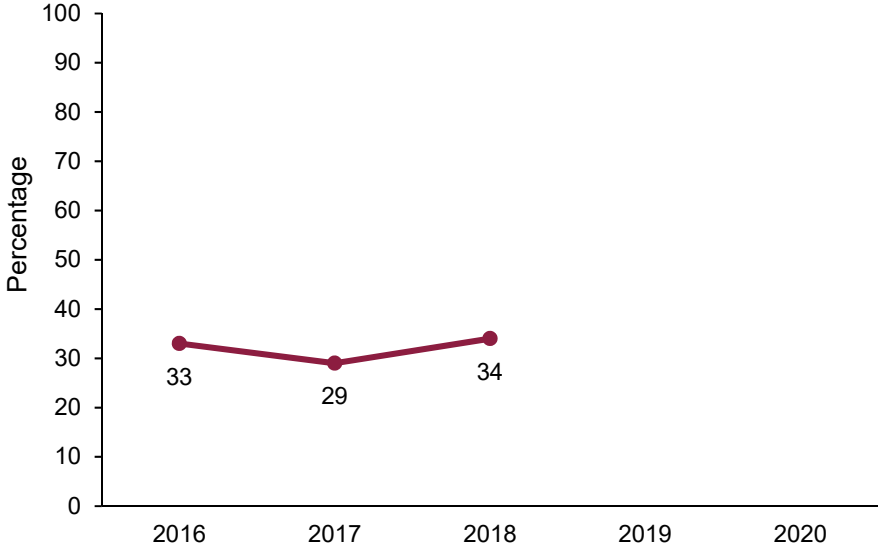


Percent of STAAR Grades 3–5 Spanish Reading Tests At or Above Grade Level

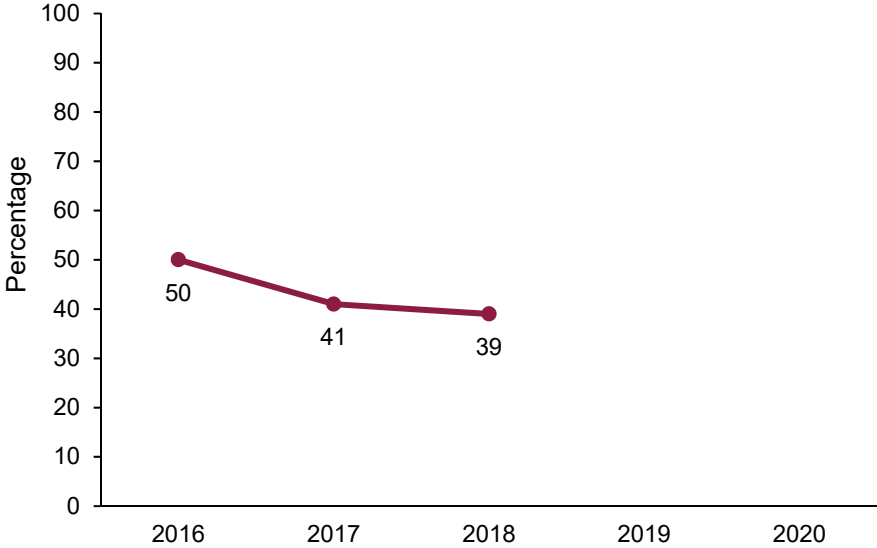


Goal Measure 1 Support Data (Cont.)

Percent of STAAR Grade 4 English Writing Tests At or Above Grade Level



Percent of STAAR Grade 4 Spanish Writing Tests At or Above Grade Level



Superintendent’s Response

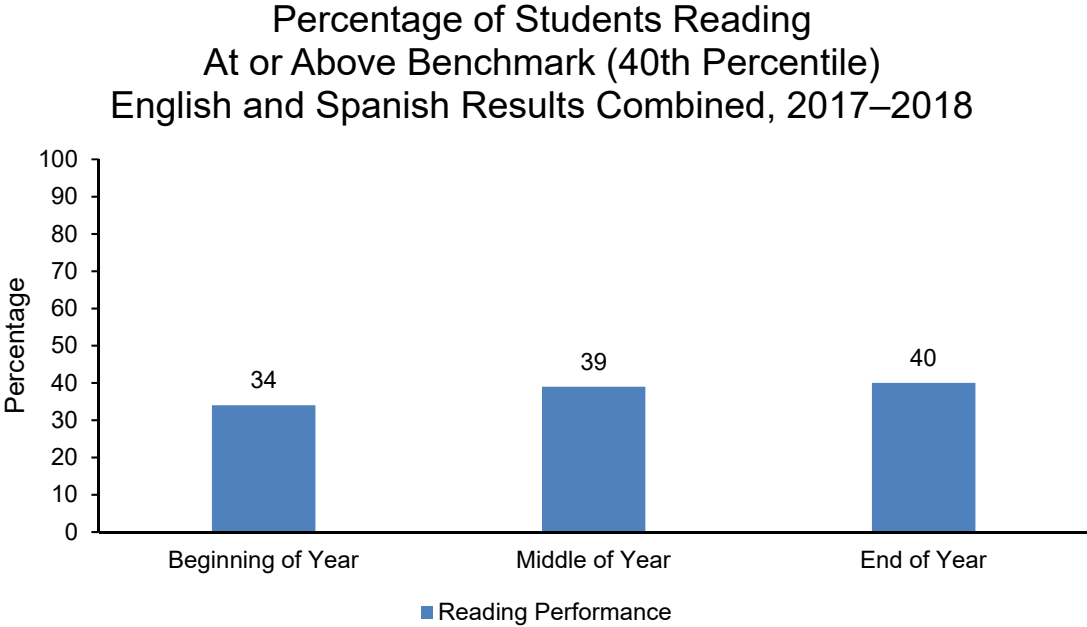
The Elementary and Secondary Curriculum and Developments celebrate gains, but acknowledge that the work needs to continue with a deeper focus on PK-12 writing in SY 2018-2019. The team will continue to support HISD teachers and leaders by offering targeted professional development, aligned to practices of Lead4ward, and demonstrative of best practices for literacy and Global Graduate development. Additionally, the departments will continue to refine curriculum resources to ensure alignment to the rigor and scope of the Texas TEKS, supported with scaffolds for all types of learners. Continuing tight collaboration with school office area superintendents will ensure implementation of best practices.

In response to the reading and writing STAAR results, Elementary and Secondary Curriculum and Development commits to the following:

- Analyze best practices and efforts that resulted in campuses making double digit gains in reading and writing (June and July 2018).
- Continue to provide intense job-embedded coaching and interventions on Achieve 180 campuses and prioritized campuses in each geographic area (through TDS support in the 2018-2019 school year).
- Provide summer professional development and curriculum enhancements to target the following areas (during the Professional Learning Series in June 2017, and Teacher Curriculum Conferences in July 2017):
 - Vocabulary and oral language skills will be emphasized as a prerequisite for reading comprehension
 - Sheltered instruction strategies will be embedded in training modules in an effort to build capacity of teachers in reaching their second language learners

- Active and supported listening, speaking, reading, writing, and critical thinking will be blended as interdependent components of literacy
- Amount of time reading authentic literature will increase by encouraging students to read books they can and want to read
- A clear instructional focus based on assessment will be apparent during small-group reading instruction
- Development of additional professional development for content areas beyond the ELA classroom
- A clear focus on best practices for writing will be present in professional learning, by utilizing Writing Toolkit's (Secondary) anchor papers and STAAR writing rubrics to enhance capacity for explicit writing instruction in ELA classrooms
- Provide August preservice training with a heavy emphasis on researched-based best practices to support effective writing instruction through Academic Days in each school office area
- Provide new teacher curriculum, instruction, and assessment trainings to effectively implement HISD curriculum, initiatives, and research-based best practices as part of the New Teacher Academy in August 2017
- Facilitate additional ongoing literacy training for principals and other campus leaders to deepen small-group guided reading instruction along with increased expectations and strategies to effectively implement, support, and monitor effective writing instruction (beginning with PLS in June 2017 and continuing through offerings during school year 2017-2018)
- Continue to align, calibrate and partner with School Offices and other Academics Departments to disaggregate data to identify campuses that are successfully closing achievement gaps among various demographic groups. Best practices will be documented and shared during monthly CAO/Area Superintendent meetings.
- Develop and implement Writing Toolkits to provide teachers and leaders with student samples, anchor papers, rubrics, and calibration resources for all 4 core content areas (secondary) and implementation of Writer's Workshop at the elementary level
- Gather district-wide writing samples twice during the 2017-2018 school year in order to inform professional learning and further resource/PD development
- Provide deeper learning opportunities for writing development and sustainability of best practices through a secondary writing cohort with key teachers from all school office areas in the district (kick off during early fall 2018).

Goal Progress Measure 1.1	Evaluation
Baseline reading data collected in September on the districtwide screener for students in grades K-12 will show improvement in the percentage of students reading on grade level at the middle and end of year testing windows by a minimum of 1.5 percentage points.	Exceeded Goal

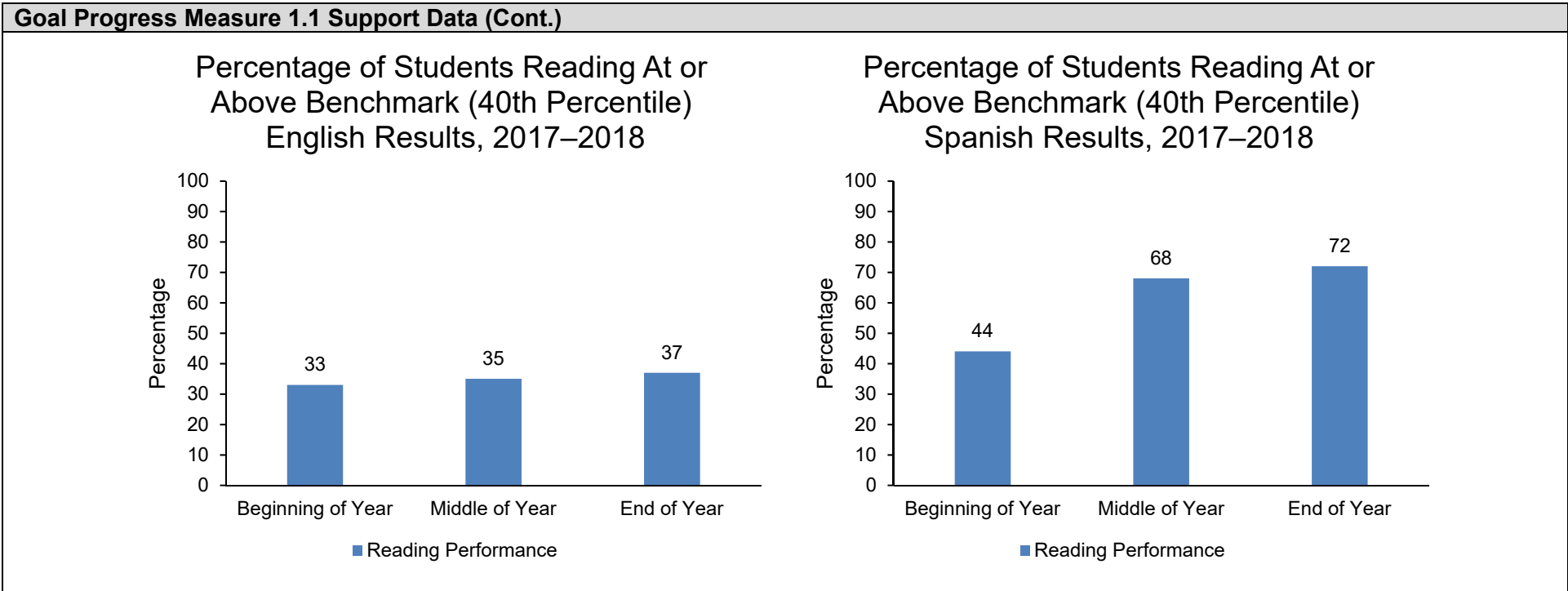


Support Data

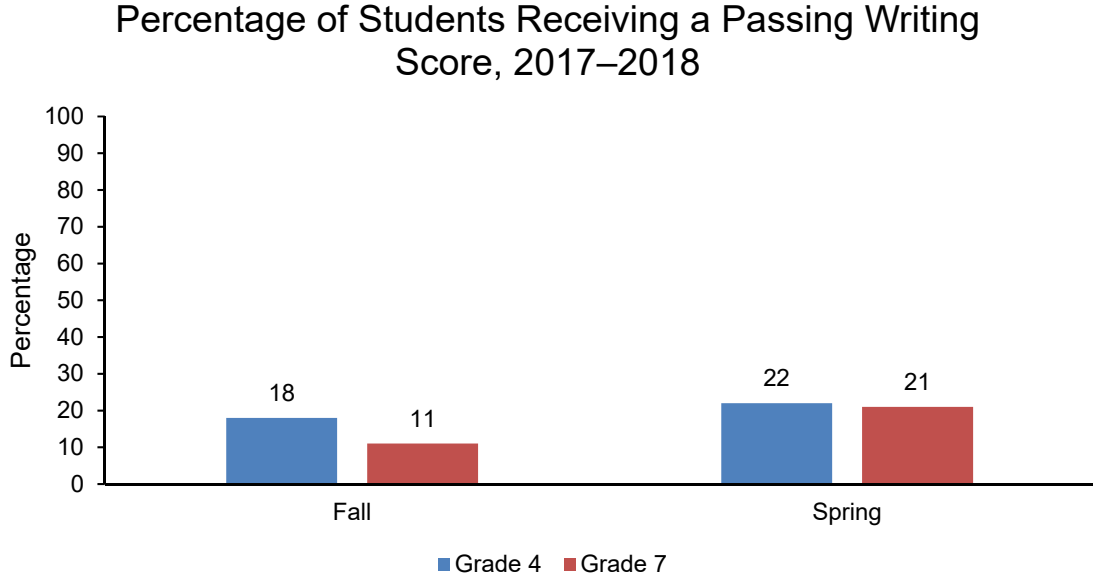
- The Beginning of Year Benchmark testing window was from September 20 through October 13.
- The Middle of Year Benchmark testing window was from January 8 through 31.
- The End of Year Benchmark testing window was April 24 through May 25.
- Reading on grade level is defined as students meeting At/Above Benchmark ($\geq 40^{\text{th}}$ Percentile) on the Universal Screener.
- For students who took multiple exams, in English and/or Spanish, the highest performing assessment was used.
- Early Literacy results were not included in the Reading analysis.

Data Source

- 2017–2018 Renaissance 360 student data files.



Goal Progress Measure 1.2	Evaluation
Data will be collected from students in grades 4 and 7 in September, December, and February from student portfolios of writing samples based on a district rubric; percent of students receiving a passing score will increase proportionally to 90% in February from the September baseline.	Approaching goal



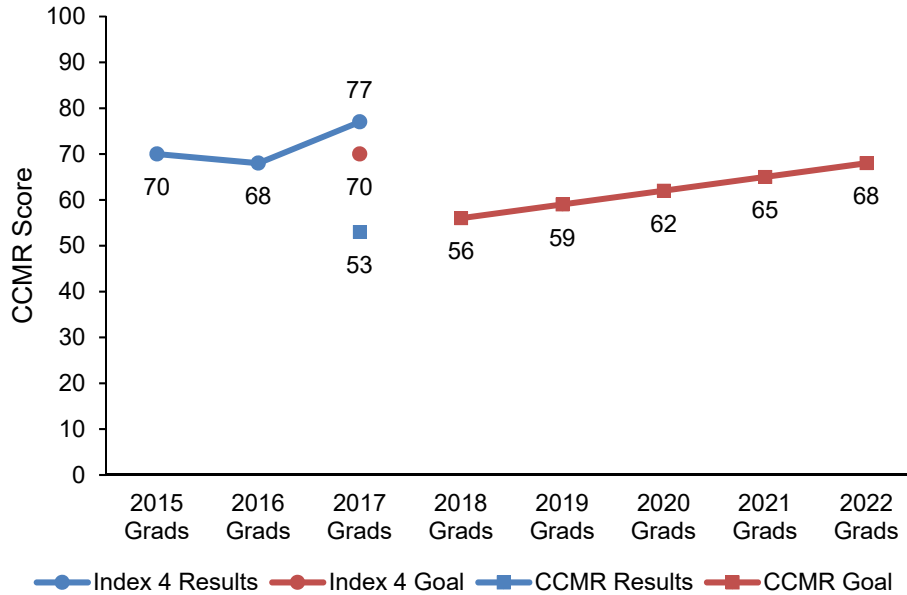
Data Source
<ul style="list-style-type: none"> • 2017–2018 DLA, Snapshot 1, and Released STAAR writing student data files.

Support Data
<ul style="list-style-type: none"> • Benchmark Results are based on the District Level Assessment for grade 4 (administered between December 4 and 8) and Snapshot 1 (administered between October 30 and November 8) for grade 7. <ul style="list-style-type: none"> ○ 96% of grade 4 students who completed the multiple-choice section of the District Level Assessment received a grade for the composition component for a total of 14,080 students tested. ○ 83% of grade 7 students who completed the multiple-choice section of Snapshot 1 received a grade for the composition component for a total of 7,953 students tested. ○ A passing writing score was classified as the percent of students who received at least 70% of possible points. • The released STAAR testing window was February 19 through 23 for grade 4 and February 19 through 26 for grade 7. <ul style="list-style-type: none"> ○ A passing writing score was classified as the percent of students performing at or above the Meets Grade Level standard. • Note: Due to the impact of Hurricane Harvey on the instructional calendar, only two formative writing assessments were administered in the 2017-2018 school year to increase the amount of instructional time between assessments.

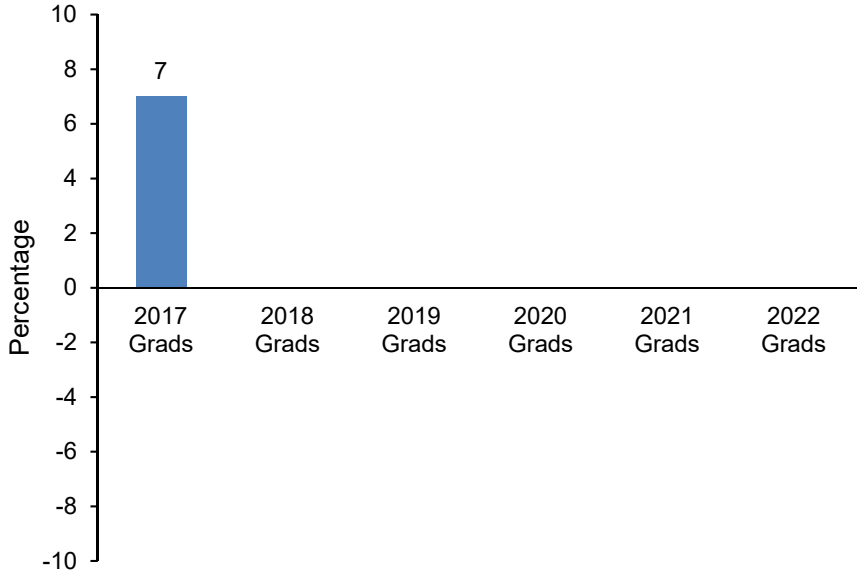
**Goal 2
Global Graduate Students**

Goal 2	Evaluation
The percentage of graduates meeting the Global Graduate standards will increase three percentage points annually per year from 2017 baseline up to 85% by 2022.	Exceeded Goal

Graduates Meeting Global Graduate Standards



Percentage Points Above or Below Goal



Data Source

- Index 4 results are based on the postsecondary component of the accountability system in effect from 2012–2017, and an HISD estimated postsecondary component for the 2017 graduates. The expectation was that the 2017 baseline would be no lower than the 2015 results available at the time this goal was drafted. The College, Career, and Military Ready (CCMR) results are based on the new accountability system starting with the 2017 graduates.
- For the 2017 graduates, 53 is a B for state accountability.

Superintendent’s Response

In support of daily instruction, the district continues to provide district curriculum and other instructional materials, strategies, and resources designed to build global graduate competencies in students. For example, students are afforded opportunities in multiple disciplines to learn about the world around them, research issues, develop positions, and support their positions with evidence. Regular activities in the district master courses encourage students to read, analyze, and discuss; communicate ideas in a variety of formats; and develop portfolios of the work they create.

With PowerUp laptops and digital resources, students can more easily direct their own learning by collaborating with others, accessing quality resources outside the classroom, and creating relevant work products. The Office of Secondary Curriculum and Development also supports the work of the Campus Instructional Technologists (CITs) in schools by ensuring they are equipped to guide teachers in leveraging these digital strategies and resources and celebrates high school projects that utilize technology at HISD's annual Together with Tech conference.

In order to increase the number of students meeting the SAT standard for CCMR Measure, College Readiness supported campuses in increasing the number of students whose Khan Academy accounts were linked to College Board. To support increases in the number of students meeting the CCMR measure through the TSI Metric, College Readiness paid for the TSI exam for all campuses. The College Success Advisors worked with priority groups of students at Achieve 180 Campuses to ensure execution of a post-graduation plan that would have College, Career or Military acceptance as an outcome.

This year, College Readiness will be implementing the Launch Initiative, which provides comprehensive College Readiness supports to students in grades 9-11 at Achieve 180 campuses. This includes ensuring that students have linked Khan Academy account and are using the SAT Preparation software; as well as delivering campus presentations focused on academic preparedness and goal setting; as well as sponsoring college visits to help develop college-going mindsets. This year, the College Readiness team will focus on targeting students who have borderline PSAT scores that would allow them to meet the CCMR measure via SAT, and ensuring that they have a support plan with Khan to increase their SAT Scores. The district plans to continue to cover the cost of the SAT School Day Exam, ensuring equitable access to the college access test.

Last year, College Readiness/Advanced Academics expanded Dual Credit coursework across several schools, as well as increased the number of campuses offering Dual Enrollment opportunities (from 1 to 7), allowing more students the opportunity to meet the CCMR measure. Additional professional development was provided to teachers of dual credit, and HISD worked with Houston Community College to host informational session informing more parents about the opportunities offered through dual credit programs. This year, in an effort to expand the number of dual credit offerings across the district, the Postsecondary Programming department will be working with HISD Human Resources to recruit teachers who have Master's Degrees to teach dual credit courses at high school campuses. Also, Postsecondary Programming will be hosting meetings with campus principals, particularly those at Achieve 180 campuses to develop a strategic plan around their Postsecondary Offerings, which include AP, IB and Dual Credit courses.

This year, the Postsecondary Programming department will continue to deliver Professional Development to the district's AP Teachers through a partnership with the National Math and Science Institute (NMSI) as well as providing Wednesday Professional Development sessions for teachers. This year was the first-time that the district held a Job-A-Like Training for AP teachers, as a part of a strategy to provide more direct support to instructors at campuses. This past summer teachers also had the opportunity to partake in the AP Summer Institute as well as continuing that support through the AP-Mini Conferences that take place during the school year; as all campuses offer AP coursework, the goal is to ensure high quality instruction and to increase the number of students passing the exam. Last year, as a result of these efforts, there was a 15% increase in the number of students earning a 5 on an AP exam. This year, the Postsecondary Programming department is excited to be support nine new campuses through the IB Candidacy process for the Primary Years, Middle Years, Diploma Programs.

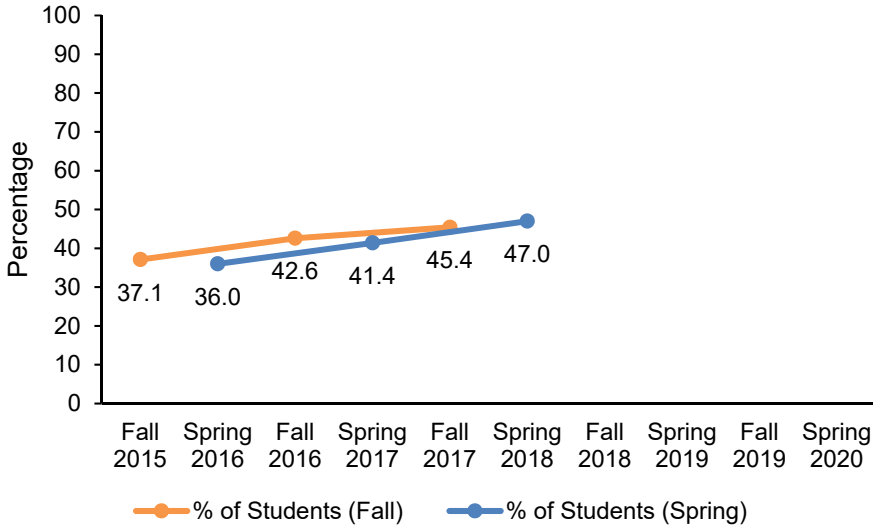
The Career Readiness Department continues to work diligently with high school campuses to ensure that each career pathway is aligned to industry standards. By ensuring that students complete a Personal Graduation Plan (PGP) the department will increase the number of students

enrolling in and completing CTE courses/pathways. The department has also expanded efforts to market and advise students on career and technical education program options across the district; as well as expand professional development opportunities to CTE teachers in order to ensure that they have the instructional skill sets to meet the needs of our students.

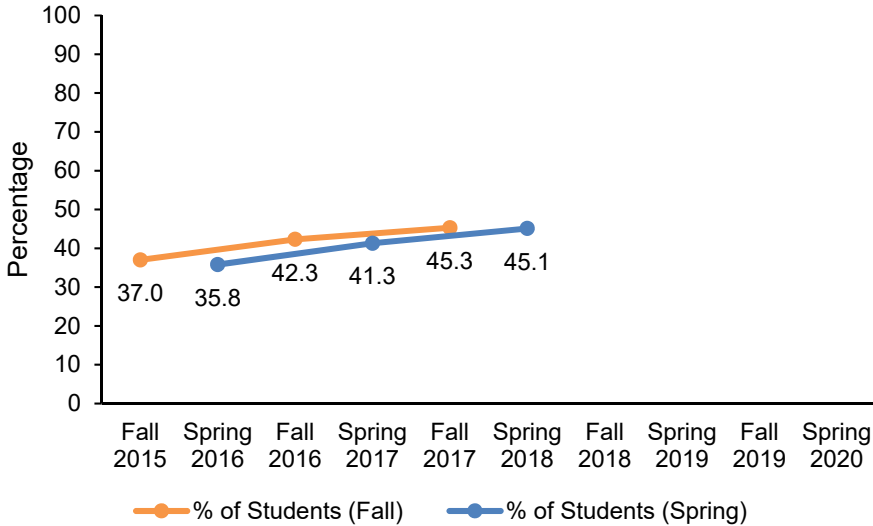
For the 2018-2019 school year, the Career Readiness Department has established CTE Advisor positions that will centralize CTE PEIMS coding and assist campuses with academic advising. This effort will ensure data quality at each campus for PGP and CTE purposes. The CTE Advisors will also provide guidance and career information to students seeking entrance into the workforce directly after high school.

Goal Progress Measure 2.1	Evaluation
The number and percentage of students completing (earning a 70 or better) a CTE course who are coded as a student taking a coherent sequence (CTE2 or CTE3) will be reported for each semester and will show improvement from the prior year’s comparable semester and from fall to spring semester.	Met Goal Compared to Prior Spring

Percentage of Students Enrolled in a CTE Course



Percentage of Students Completing a CTE Course



Data Source

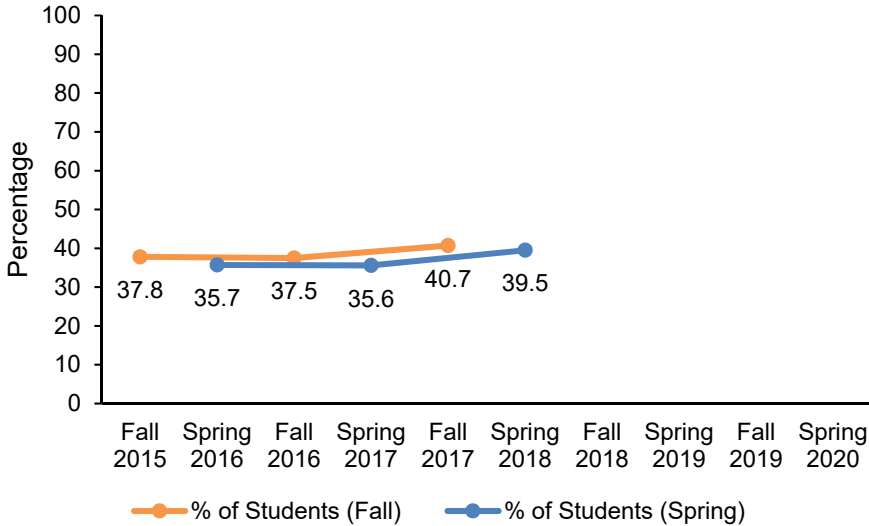
- IBM Cognos Data Warehouse reporting tool – Chancery Ad Hoc package

Support Data

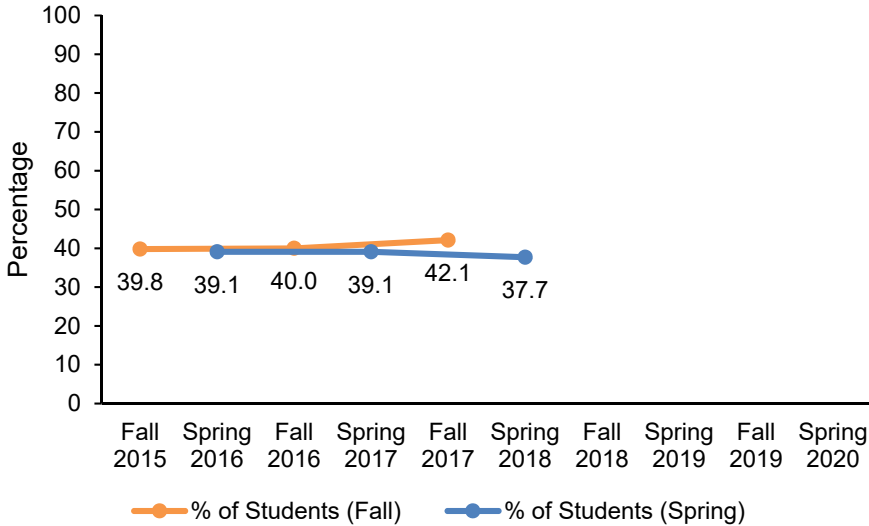
- Enrolled results will be updated during the November and April board meetings for the Fall and Spring semesters respectively
- Completion results will be updated during the February and June board meetings for the Fall and Spring semesters respectively.
- The percentage of students enrolled in a CTE course is based on the total number of students enrolled in the district during the semester, while the percentage of students completing a CTE course is based on students who received a semester average in at least one class.
- Only students enrolled in grades 10–12 are included in the calculation.

Goal Progress Measure 2.2	Evaluation
The number and percentage of students completing (earning a 70 or better) an Advanced Placement (AP) or International Baccalaureate (IB) course will be reported for each semester and will show improvement from the prior year’s comparable semester and from fall to spring semester.	Did Not Meet Goal

Percentage of Students Enrolled in an AP or IB Course



Percentage of Students Completing an AP or IB Course



Data Source

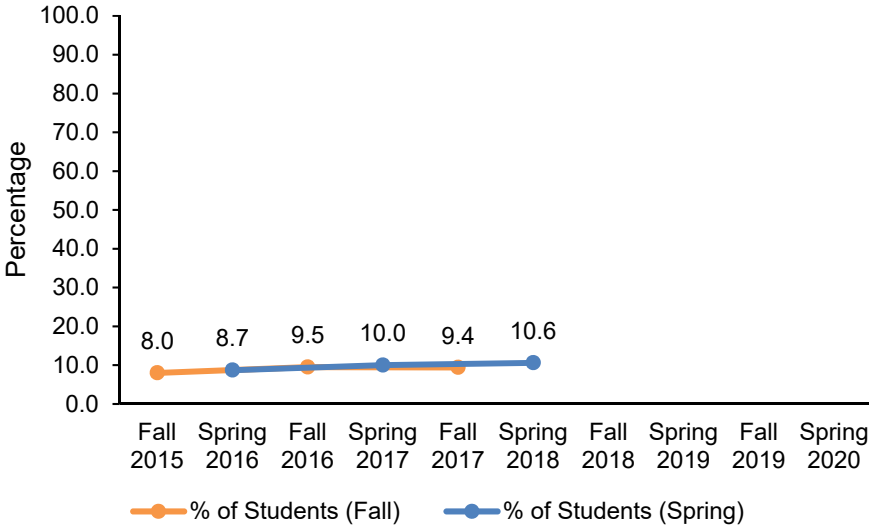
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Support Data

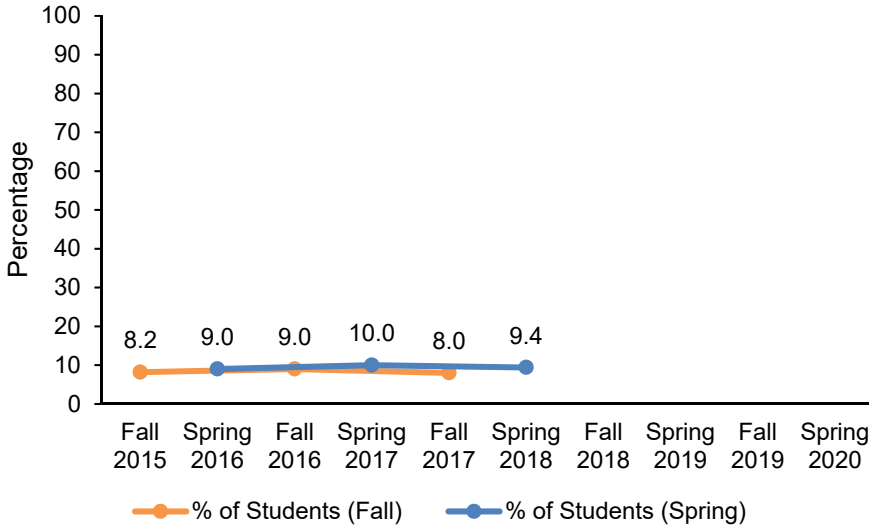
- Enrolled results will be updated during the November and April board meetings for the Fall and Spring semesters respectively
- Completion results will be updated during the February and June board meetings for the Fall and Spring semesters respectively.
- The percentage of students enrolled in a AP or IB course is based on the total number of students enrolled in the district during the semester, while the percentage of students completing a AP or IB course is based on students who received a semester average in at least one class.
- Only students enrolled in grades 10–12 are included in the calculation.

Goal Progress Measure 2.3	Evaluation
The number and percentage of students completing (earning a 70 or better) a dual credit course will be reported for each semester and will show improvement from the prior year’s comparable semester and from fall to spring semester.	Met Goal Compared to Fall Semester

Percentage of Students Enrolled in a Dual Credit Course



Percentage of Students Completing a Dual Credit Course



Data Source

- IBM Cognos Data Warehouse reporting tool – Chancery Ad Hoc package

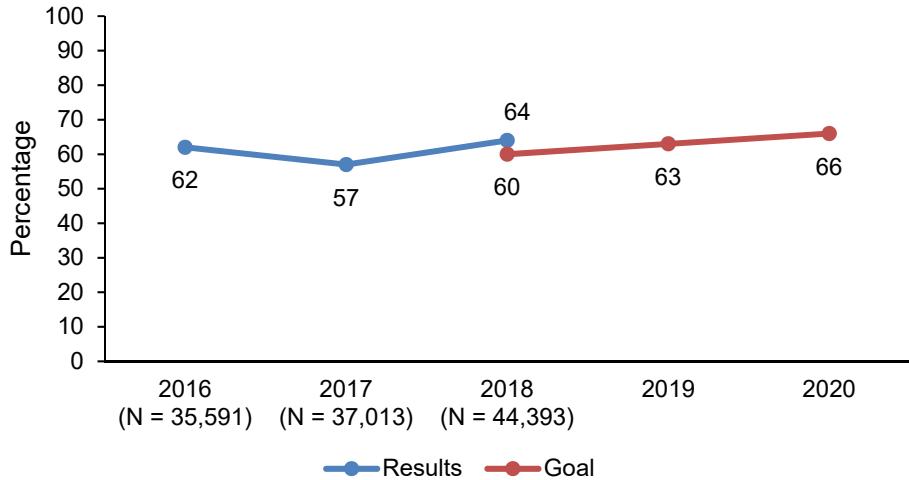
Support Data

- Enrolled results will be updated during the December and April board meetings for the Fall and Spring semesters respectively
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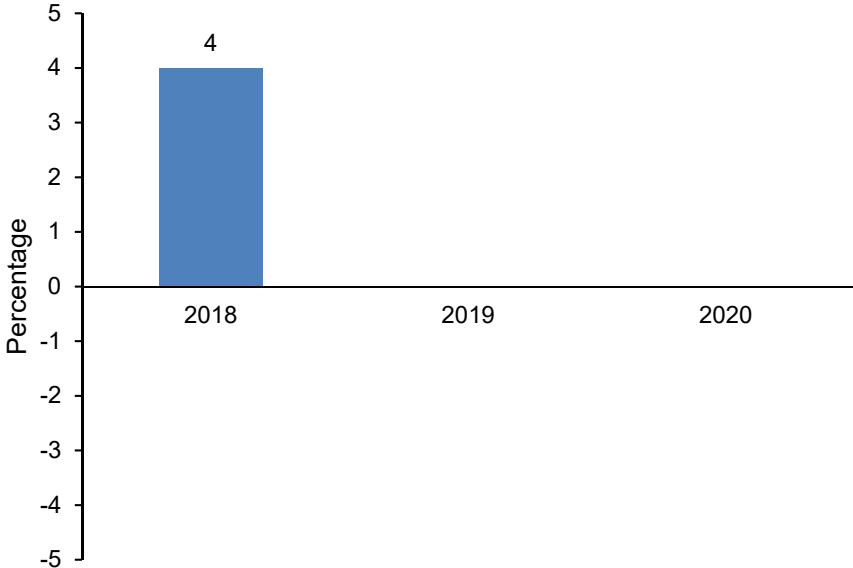
**Goal 3
Academic Growth**

Goal 3	Evaluation
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 math between Spring 2017 and Spring 2020.	Exceeded Goal

Reading and Math Composite Score of Percentage of Prior Year Below Satisfactory Testers Meeting Growth



Percentage Points Above or Below Goal

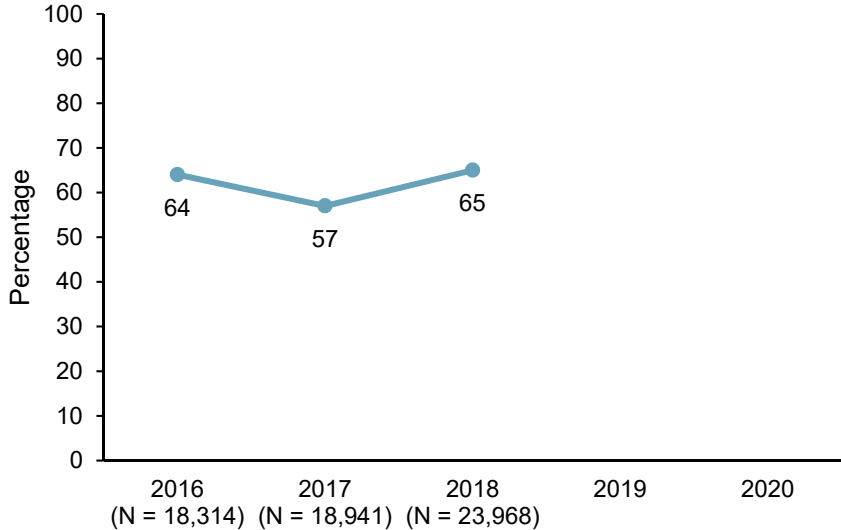


Data Source

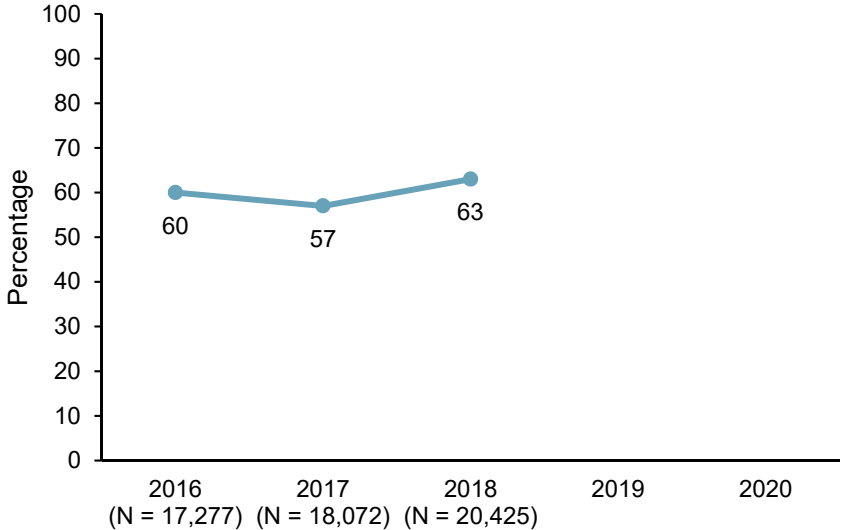
- TEA-ETS student data files for the first administration STAAR 3–8 and spring administration EOC exams.
- Results include students who did not meet the Approaches Grade Level standard on the prior year and received a STAAR Progress Measure for the current year.

Goal Measure 3 Support Data (Cont.)

Percentage of Prior Year Reading Below Satisfactory Students Meeting Growth



Percentage of Prior Year Math Below Satisfactory Students Meeting Growth



Superintendent’s Response

Elementary and Secondary Curriculum and Development, Special Populations, and Student Assessment are working collaboratively with Area Offices to implement the following key components to ensure students that previously performed below satisfactorily will demonstrate at least one year of academic growth in reading and math:

- Implement aligned, rigorous, and engaging curriculum provided PK-12 to support effective tier 1 literacy instruction through district curriculum specialists, teacher development specialists, and department chair/lead teachers
- Anytime, anywhere access to district curriculum resources through the HISD HUB (itslearning learning management system) which includes scopes and sequences, planning guides, lesson plans, and online digital resources such as textbooks, MyOn, Achieve 3000, and Imagine Learning.
- Provide robust teacher training as a part of Saturday Elementary Teacher Training Summits (10/21 Literacy, 12/2 Social Studies, and 1/20 Math Summit)
- Provide district-wide reading and writing best practices and implementation supports for campus leaders and teachers through all district professional learning opportunities for Literacy by 3, Literacy in the Middle, and Literacy Empowered which occurred through campus PLCs, principal meetings, department chair/lead teacher meetings, and other monthly offerings.
- Partnered with Scholastic Education to provide a series of literacy learning opportunities for elementary school leaders. The learning will include face-to-face professional learning sessions (September), small group guided reading lesson modeling

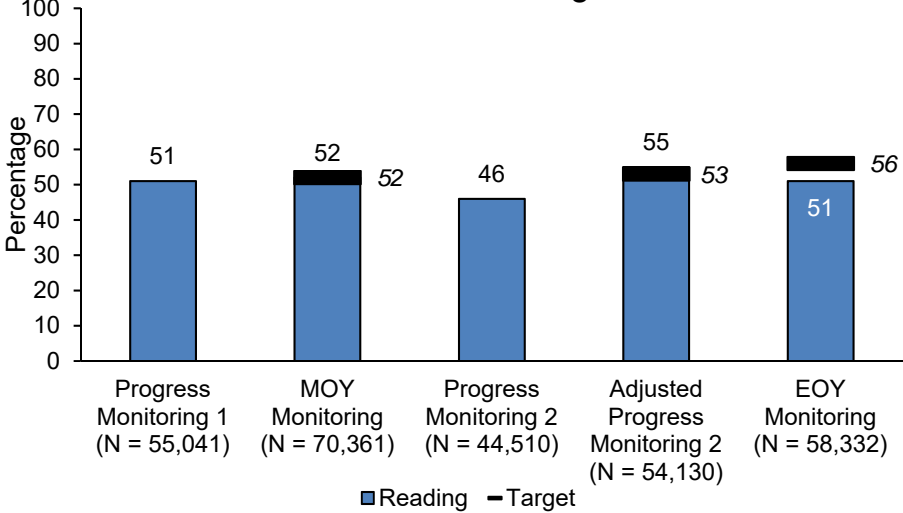
(October), and on-site literacy walk-throughs (November) and follow up strategic planning and literacy support (January and February)

- Facilitate ongoing Achieve 180 extended Wednesday professional development focused on use of data and effective lesson planning aligned to the HISD Curriculum (9/13, 9/20, 9/27, 10/4, 10/11, 10/18, 10/25, 11/1, 11/8, 11/15, 12/6, 12/13, 1/10, 1/17, 1/24, 1/31, 2/7, 2/21, 2/28, 3/7, 3/28, 4/4, 4/11, 4/18, 4/25, 5/2, 5/9, 5/16, and 5/23)
- Engage in collaborative instructional rounds and Achieve 180 Community of Practice visits with Academics and Area Office leaders to monitor and support effective implementation and academic growth in the fall and spring semesters
- Provide tiered intervention for students identified as needing intervention and/or urgent intervention
- Implement progress monitoring to ensure students are making adequate progress toward meeting their growth measure
- Ensure accurate placement of secondary students in the SRW course (Strategic Reading and Writing)
- Implementation of a new supporting resource in SRW courses- Read to Achieve
- Provide ongoing cohort professional learning opportunities for SRW teachers provided through a collaboration of the Secondary Curriculum and Development team and the Interventions department on a monthly basis.
- Provide instructional coaching for teachers provided by Literacy, ESL, and Intervention Teacher Development Specialist (TDS)
- Provide ongoing support for special education and general education teachers focused on literacy
- Use of Goal Book and other resources to scaffold for special education students
- Provide ongoing data driven instruction training to assist teachers with identifying common misconceptions and embedding scaffolds to support tier I instruction

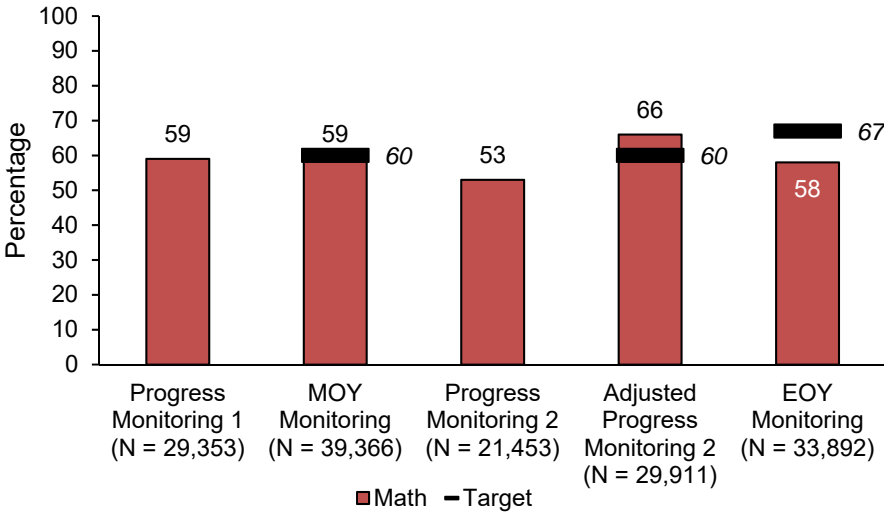
Provide ongoing training to support teachers and leaders around leveraging the universal screener data to address students' deficit skills (Trainer-of-trainers provided for principals and campus champions during the week of 8/7 and 8/14; Training was replicated on campuses during preservice the week of 8/21)

Goal Progress Measure 3.1	Evaluation
Monthly progress monitoring of students in grades K-12 identified as being below grade level in reading and/or math on the district’s screener will demonstrate a minimum of one month’s growth each month through to the End of Year (EOY) test.	Did Not Meet Goal

Percentage of Progress Monitored Students That Increased Their Percentile Ranking From BOY Assessment in Reading, 2017–2018



Percentage of Progress Monitored Students That Increased Their Percentile Ranking From BOY Assessment in Math, 2017–2018



Data Source

- 2017–2018 Renaissance 360 student data files.

Support Data

- There were 82,613 students in Reading and 47,244 students in Math tracked as progress monitored due to being below the 25th percentile on the BOY assessment.
- Adjusted Progress Monitoring 2 includes the MOY results of students who tested out of progress monitoring status during the MOY testing window and didn’t test during the Progress Monitoring 2 window.

**Constraint 1
Community School and Feeder Pattern Framework**

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.

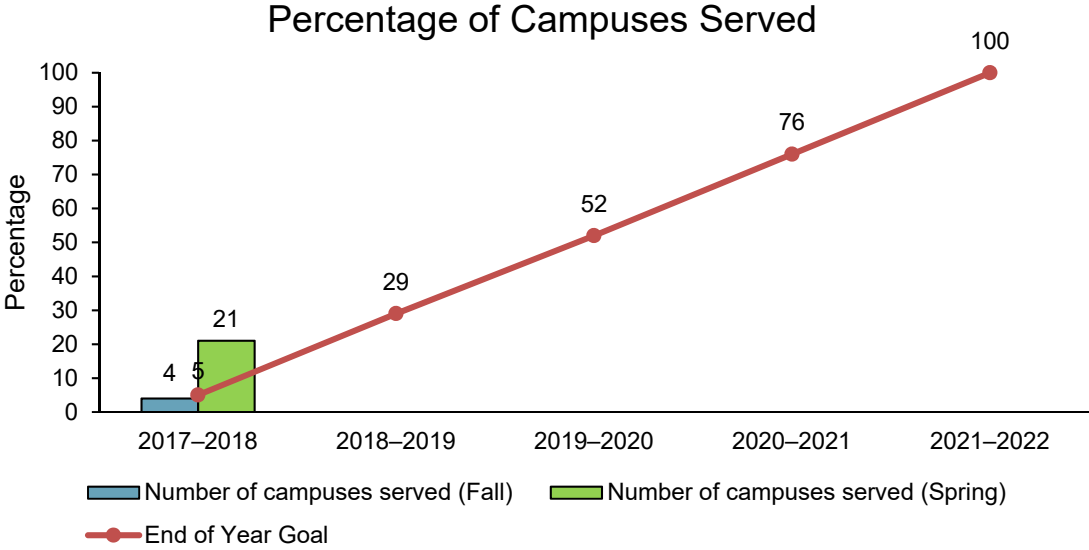
Superintendent’s Response

We met and exceeded our board goals and constraints. Our newly created Wraparound Services Department developed a community schools framework which includes a feeder pattern framework and training modules to on-board, develop, and support our wraparound service specialists.

A total of 76 schools have hired a wraparound specialists and they have received training on the community schools framework. The district launched *Every Community, Every School* ahead of schedule and met the initial goal of piloting a cohort of 15 (5%) schools by the end of the 2017–2018 school year. The launch began with the ten Superintendent Schools in November of 2017 and it moved into including Achieve 180 campuses as well as feeder schools within those communities.

Tools have been developed for campuses to conduct a needs assessment, to access a provider database, and a data tracker was adopted. We are on-target to increase usage annually by adding 60 schools per year until all campuses access the tools and training by 2022. We expect to have a total of 120 schools served by the end of the 2018-2019 academic school year.

Constraint Progress Measure 1.1	Evaluation
The district will launch cohort one of Every Community, Every School with a minimum of 15 (5%) schools by the end of the 2017–2018 school year and will increase annually until all schools are served in 2022.	Exceeded Goal



Support Data

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 the Superintendent 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 (5%) 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.

Constraint Progress Measure 1.1 Support Data (Continued)

- November 2017: Identified and hired all ten (4% of schools) 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.
- January 2018: A total of 32 Wraparound Specialists and an additional 6 of our Pro Unitas partners were onboarded and fully trained to begin to deliver services to their communities (14% of schools).
- January/February 2018: Community Schools Frameworks and Wraparound Tools were created
- January/February 2018: Professional Development Modules were created, and goal setting process was initiated
- January/February 2018: A total of 48 schools had posted and hired a Wraparound Specialist under the District's Wraparound Services Department including the six Kashmere Feeder Pattern schools that continue to deliver services through our partnership with Pro Unitas.
- March/April 2018: Professional Development and Goal Setting continued.
- May/June 2018: Professional Development Sessions were created on the community school and feeder pattern framework, including definitions, processes, and goals.
- June 2018: A total of 60 schools (21%) had posted and hired a Wraparound Specialist under the District's Wraparound Services Department including the six Kashmere Feeder Pattern schools that continue to deliver services through our partnership with Pro Unitas.

List of schools in which *Every Community, Every School* launched Wraparound Services in the 2017-2018 school year is provided on the next page.

Constraint Progress Measure 1.1 Support Data (Continued)

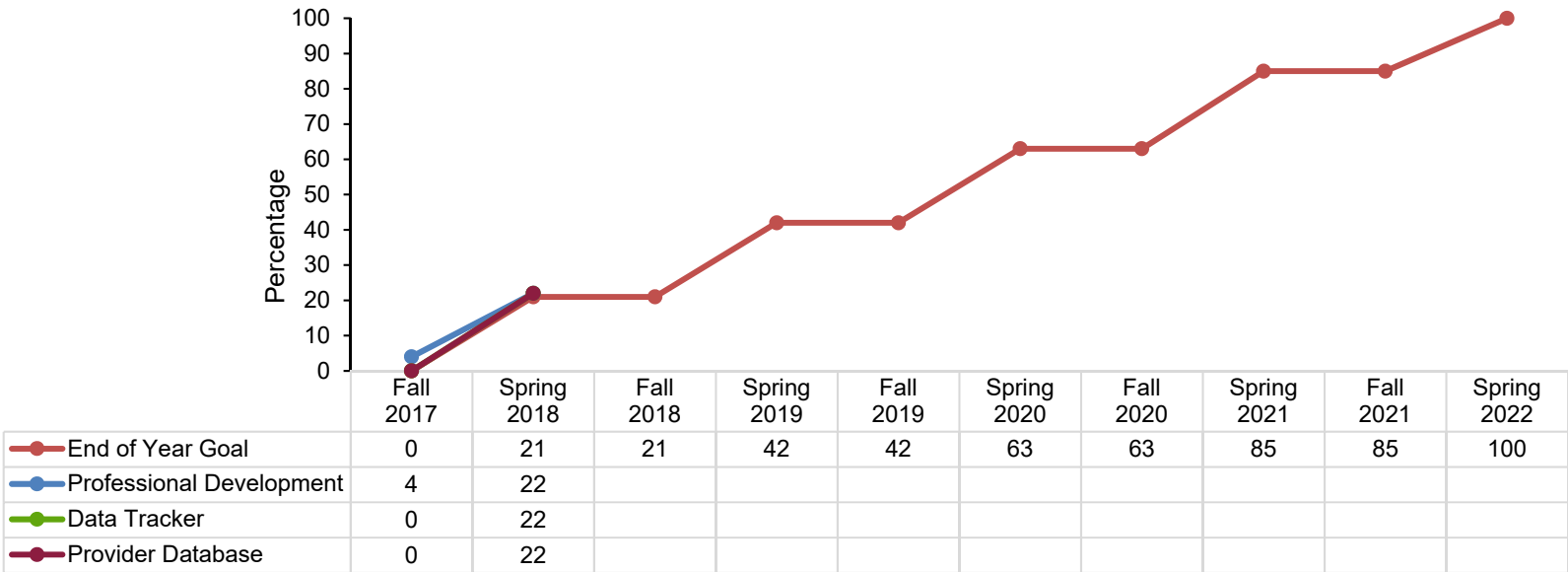
List of schools in which *Every Community, Every School* launched Wraparound Services in the 2017-2018 school year:

School	School
Attucks Middle School	Kashmere Gardens*
Austin High School	Key Middle School*
Benavidez Elementary School	Lawson Middle School
Blackshear Elementary School	Lewis Elementary School
Bonham Elementary School	Liberty High School
Bellfort ECC	Looscan Elementary School
Bruce Elementary School	Mading Elementary School
Cook Elementary School *	Madison High School
Burnet Elementary School	Marshall Middle School
Cullen Middle School	Martinez C Elementary School
DAEP	Milby High School
Deady Middle School	Momentum Academy
Dogan Elementary School	McGowen Elementary School*
Durkee Elementary School	Navarro Middle School
Edison Middle School	Northside High School
Fleming Middle School	North Forest High School
Fondren Elementary School	Paige Elementary School*
Fondren Middle School	Pugh Elementary
Forest Brook Middle School	Sharpstown High School
Forester Elementary School	Thomas Middle School
Franklin Elementary School	Washington, BT High School
Gallegos Elementary School	Wesley Elementary School
Gregory-Lincoln Education Center	Westbury High School
Grissom Elementary School	Wheatley High School
Henry Middle School	Williams Middle School
Highland Heights Elementary School	Wisdom High School
High School Ahead Academy	Woodson School
Hilliard Elementary School	Worthing High School
Houston MSTC	Yates High School
Kashmere High School*	Young Elementary School

*Pro Unitas Partnership

Constraint Progress Measure 1.2	Evaluation
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.	Exceeded Goal

% of Campuses Receiving Services

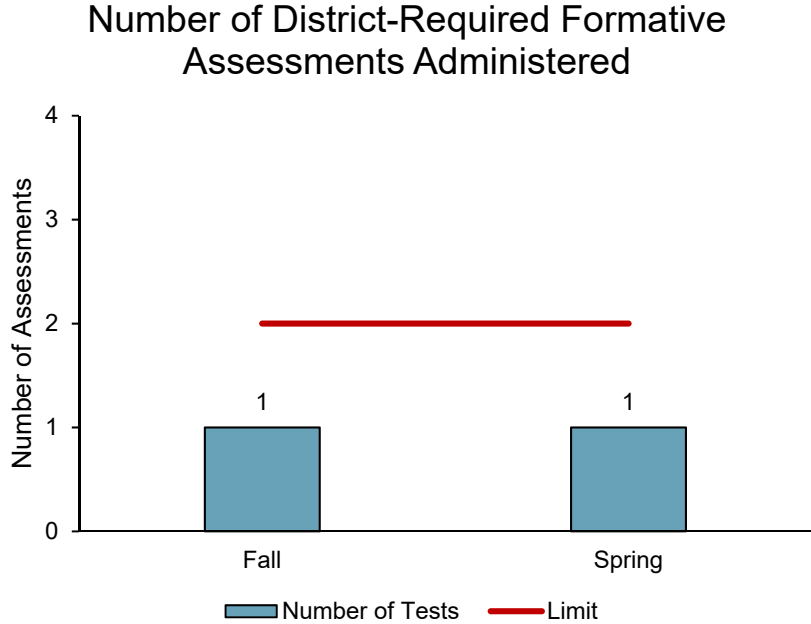


Support Data

- 62 schools have hired their Wraparound Specialist and 7 additional schools are in the process of hiring.
- Professional development trainings have been developed and delivered to 62 Wraparound Specialists
- An Informational data tracking system has been developed.
- A Data Tracking and Provider Database have been developed. Currently, all Wraparound Resource Specialist have access and are receiving training on how to effectively utilize these tools.
- All 62 Wraparound Specialists have received the tools, trainings, and data resources to fully implement the board policy adopted in November 2017.

Constraint 2 District Required Formative Assessments	
Constraint 2	
	The superintendent shall not require teachers to administer more than two district-created assessments per semester.
Superintendent’s Response	
	<ul style="list-style-type: none">• Student Assessment, Elementary and Secondary Curriculum and Development facilitated stakeholder feedback sessions from teachers, principals, and community members to solicit feed to create the district’s formative assessment plan.• The Fall assessment was the District-Level Assessment. It was administered between Dec. 4–8 for Elementary (Grades 3–5 only) and Nov. 27–Dec. 6 for Middle and High Schools (EOC core courses only).• The Spring assessment was the STAAR Released Test. It was administered between Feb. 19–23 for Elementary (Grades 3–5 only) and Feb. 19–26 for Middle and High Schools (EOC core courses only). Eighth grade STAAR Social Studies and the US History EOC released tests were administered between Apr. 16–20.

Constraint Progress Measure 2.1	Evaluation
The number of district-required, district-created assessments will not exceed two per semester starting with Fall 2017.	Met Goal



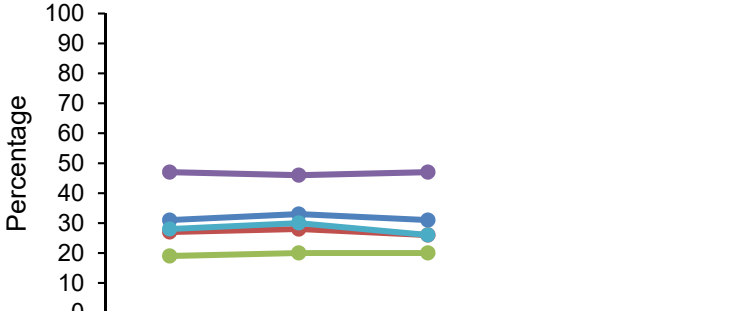
Support Data

- The Fall assessment was the District-Level Assessment. It was administered between Dec. 4–8 for Elementary (Grades 3–5 only) and Nov. 27–Dec. 6 for Middle and High Schools (EOC core courses only).
- The Spring assessment was the STAAR Released Test. It was administered between Feb. 19–23 for Elementary (Grades 3–5 only) and Feb. 19–26 for Middle and High Schools (EOC core courses only). Eighth grade STAAR Social Studies and the US History EOC released tests were administered between Apr. 16–20.

Constraint 3 Student Group Achievement Gaps	
Constraint 3	
	The superintendent shall not allow achievement gaps for student groups, including African-American, Hispanic, economically disadvantaged students, students receiving special education services, and English language learners (ELLs), to increase in reading, writing, and mathematics
Superintendent’s Response	
	While we have seen progress in relationship to 3 of the 5 indicators, we are working urgently to continue to address the achievement gap. Specific strategies include: <ul style="list-style-type: none">• Achieve 180 supports for our most underserved campuses that include TDS support, extended Wednesday professional development (9/13, 9/20, 9/27, 10/4, 10/11, 10/18, 10/25, 11/1, 11/8, 11/15, 12/6, 12/13, 1/10, 1/17, 1/24, 1/31, 2/7, 2/21, 2/28, 3/7, 3/28, 4/4, 4/11, 4/18, 4/25, 5/2, 5/9, 5/16, and 5/23), targeted interventions, strategic data disaggregation, wrap around services, and essential positions• The district is implementing a K-12 reading and math universal screener in order to assess all students’ strengths and gaps in order to provide targeted interventions with progress monitoring for all student groups• Provide training to support teachers and leaders around leveraging the universal screener data to address students’ deficit skills (Trainer-of-trainers provided for principals and campus champions during the week of 8/7 and 8/14; Training was replicated on campuses during preservice the week of 8/21)• The district continues to build teacher and school leadership capacity in relationship to Literacy By 3, Literacy in the Middle, and through the launch of Literacy Empowered as a part of monthly principals meetings, Teacher Development Specialists job-embedded supports on Achieve 180 and prioritized campuses, and lead teachers/department chairs which includes additional, culturally-relevant independent reading resources for all core classrooms.

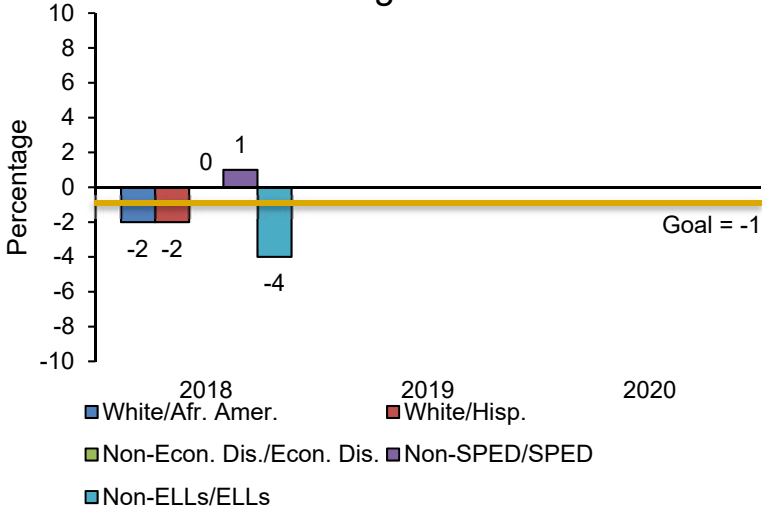
Constraint Progress Measure 3.1	Evaluation
The reading performance gap will decrease by 1 percentage point annually for African-American, Hispanic, economically disadvantaged students, students receiving special education services, and English language learners (ELLs) through 2020.	3 of 5 Indicators Met or Exceeded Goal

STAAR Reading Percentage Point Gap



	2016	2017	2018	2019	2020
White/Afr. Amer.	31	33	31		
White/Hisp.	27	28	26		
Non-Econ. Dis./Econ. Dis	19	20	20		
Non-SPED/SPED	47	46	47		
Non-ELLs/ELLs	28	30	26		

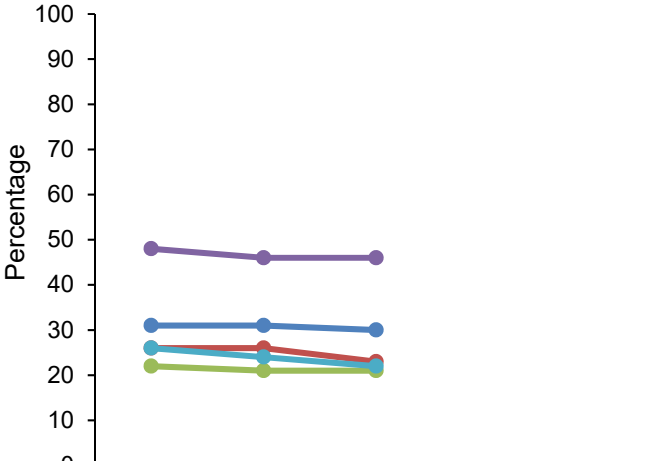
STAAR Reading Performance Gap Change from 2017



Data Sources
<ul style="list-style-type: none"> TEA-ETS student data files for the first administration STAAR 3–8 and spring administration EOC exams.
Support Data
<ul style="list-style-type: none"> Additional support data dividing results by STAAR 3–8 and EOC is provided on the next page.

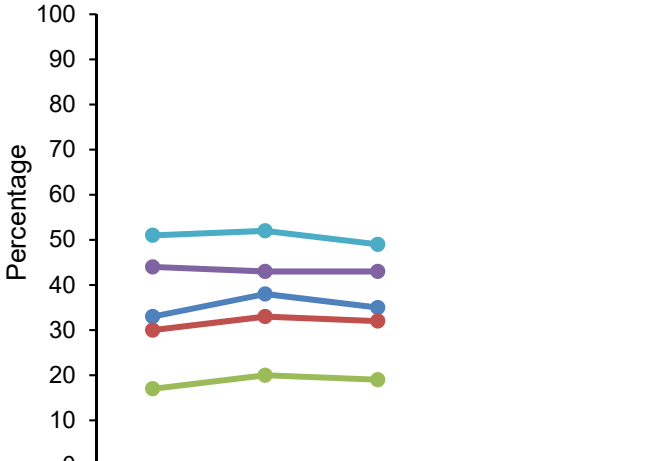
Constraint Progress Measure 3.1 Support Data (Cont.)

STAAR 3–8 Reading Percentage Point Gap



	2016	2017	2018	2019	2020
White/Afr. Amer.	31	31	30		
White/Hisp.	26	26	23		
Non-Econ. Dis./Econ. Dis.	22	21	21		
Non-SPED/SPED	48	46	46		
Non-ELLs/ELLs	26	24	22		

STAAR English I & II Percentage Point Gap



	2016	2017	2018	2019	2020
White/Afr. Amer.	33	38	35		
White/Hisp.	30	33	32		
Non-Econ. Dis./Econ. Dis.	17	20	19		
Non-SPED/SPED	44	43	43		
Non-ELLs/ELLs	51	52	49		

Constraint Progress Measure 3.1 Support Data (Cont.)

Universal Screener Reading Percentage Point Gap

Percentage

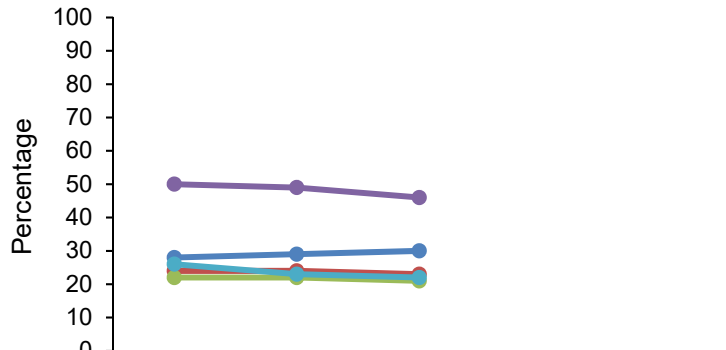
	2017-2018 BOY	2017-2018 MOY	2018-2019 BOY	2018-2019 MOY	2019-2020 BOY	2019-2020 MOY
White/Afr. Amer.	45	44				
White/Hisp.	43	38				
Non-Econ. Dis./Econ. Dis	33	29				
Non-SPED/SPED	29	34				
Non-ELLs/ELLs	20	8				

Data Sources

- 2017–2018 supporting data is based on The Beginning-of-Year (BOY) and Middle-of-Year (MOY) Universal Screener results.

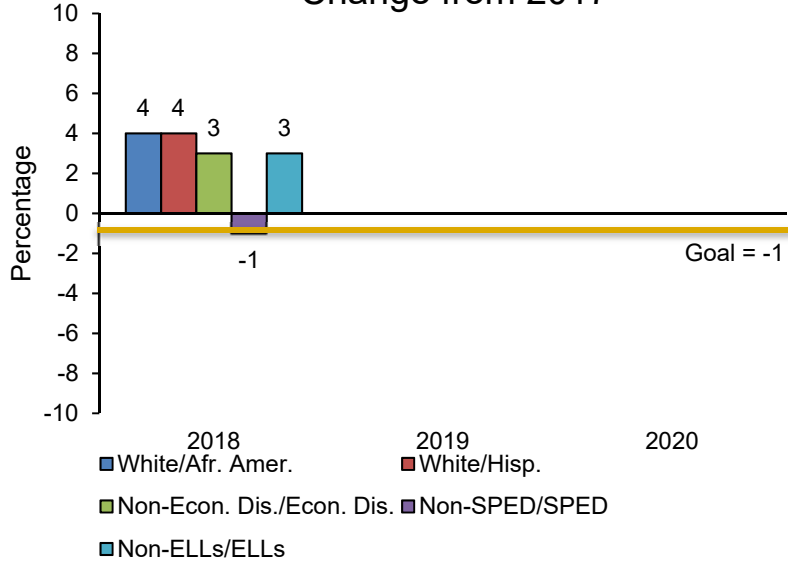
Constraint Progress Measure 3.2	Evaluation
The writing performance gap will decrease by 1 percentage point annually for African-American, Hispanic, economically disadvantaged students, students receiving special education services, and English language learners (ELLs) through 2020.	1 of 5 Indicators Met Goal

STAAR Writing Percentage Point Gap



	2016	2017	2018	2019	2020
White/Afr. Amer.	28	29	30		
White/Hisp.	24	24	23		
Non-Econ. Dis./Econ. Dis.	22	22	21		
Non-SPED/SPED	50	49	46		
Non-ELLs/ELLs	26	23	22		

STAAR Writing Performance Gap Change from 2017



Data Source

- TEA-ETS student data files for the first administration STAAR 3–8.

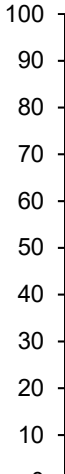
Support Data

- Additional support data is provided on the next page based on the DLA and Released STAAR

Constraint Progress Measure 3.2 Support Data (Cont.)

DLA and Released STAAR Writing Percentage Point Gap

Percentage



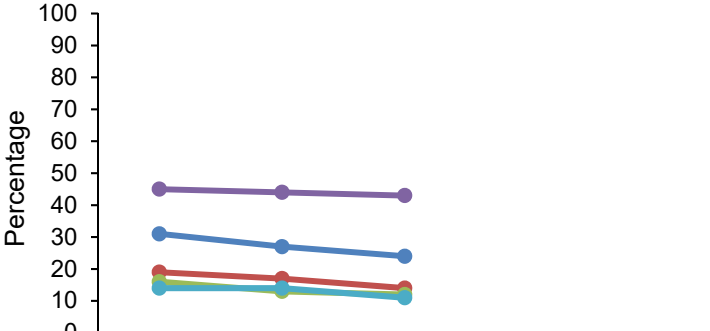
	2017-2018 DLA/Snapshot 1	2017-2018 Released STAAR	2018-2019 BOY	2018-2019 MOY	2019-2020 BOY	2019-2020 MOY
White/Afr. Amer.	24	33				
White/Hisp.	24	30				
Non-Econ. Dis./Econ. Dis	17	22				
Non-SPED/SPED	15	20				
Non-ELLs/ELLs	11	13				

Data Sources

- Supporting data is based on the DLA and Released STAAR.

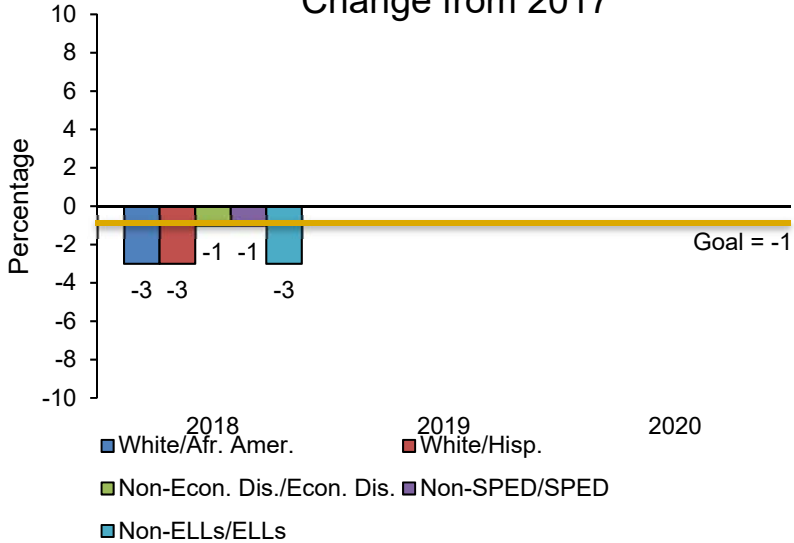
Constraint Progress Measure 3.3	Evaluation
The mathematics performance gap will decrease by 1 percentage point annually for African-American, Hispanic, economically disadvantaged students, students receiving special education services, and English language learners (ELLs) through 2020.	5 of 5 Indicators Met or Exceeded Goal

STAAR Math Percentage Point Gap



	2016	2017	2018	2019	2020
White/Afr. Amer.	31	27	24		
White/Hisp.	19	17	14		
Non-Econ. Dis./Econ. Dis	16	13	12		
Non-SPED/SPED	45	44	43		
Non-ELLs/ELLs	14	14	11		

STAAR Math Performance Gap Change from 2017



Data Sources

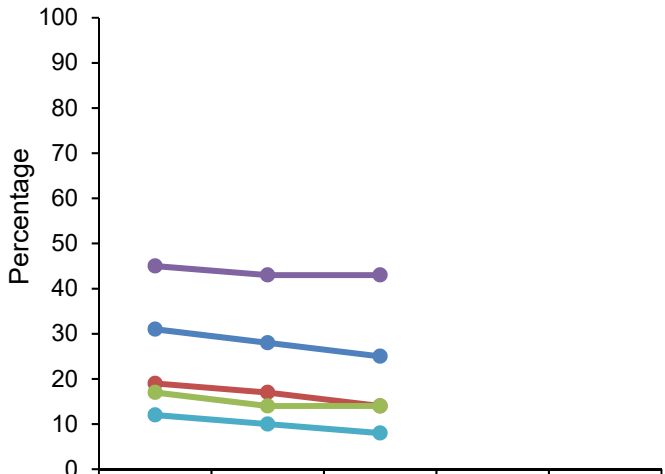
- TEA-ETS student data files for the first administration STAAR 3–8 and spring administration EOC exams.

Support Data

- Additional support data dividing results by STAAR 3–8 and EOC is provided on the next page.

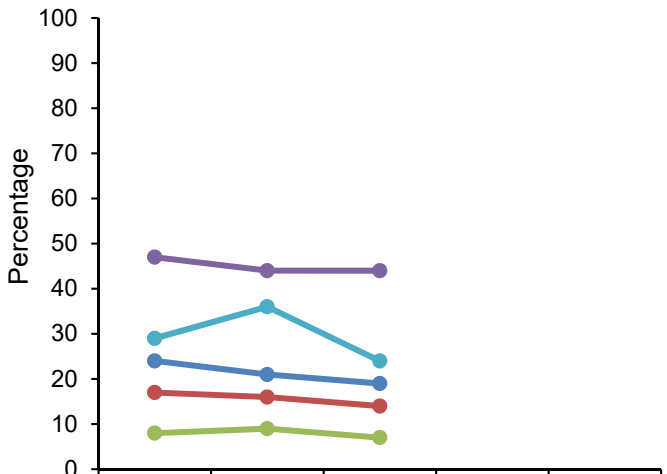
Constraint Progress Measure 3.3 Support Data (Cont.)

STAAR 3–8 Math Percentage Point Gap



	2016	2017	2018	2019	2020
White/Afr. Amer.	31	28	25		
White/Hisp.	19	17	14		
Non-Econ. Dis./Econ. Dis	17	14	14		
Non-SPED/SPED	45	43	43		
Non-ELLs/ELLs	12	10	8		

STAAR Algebra I Percentage Point Gap

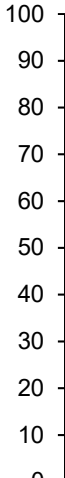


	2016	2017	2018	2019	2020
White/Afr. Amer.	24	21	19		
White/Hisp.	17	16	14		
Non-Econ. Dis./Econ. Dis	8	9	7		
Non-SPED/SPED	47	44	44		
Non-ELLs/ELLs	29	36	24		

Constraint Progress Measure 3.3 Support Data (Cont.)

Universal Screener Math Percentage Point Gap

Percentage



	2017-2018 BOY	2017-2018 MOY	2018-2019 BOY	2018-2019 MOY	2019-2020 BOY	2019-2020 MOY
White/Afr. Amer.	34	34				
White/Hisp.	25	23				
Non-Econ. Dis./Econ. Dis	23	19				
Non-SPED/SPED	42	44				
Non-ELLs/ELLs	18	13				

Data Sources

- Supporting data is based on The Beginning-of-Year (BOY) and Middle-of-Year (MOY) Universal Screener results.

**Constraint 4
Struggling Schools**

Constraint 4

The superintendent will not allow struggling schools to operate without highly qualified leaders and teachers in core subjects.*
*Struggling schools will include Improvement Required (IR) schools, formerly IR schools, and schools in danger of IR. Teacher qualification should consider certification and experience.

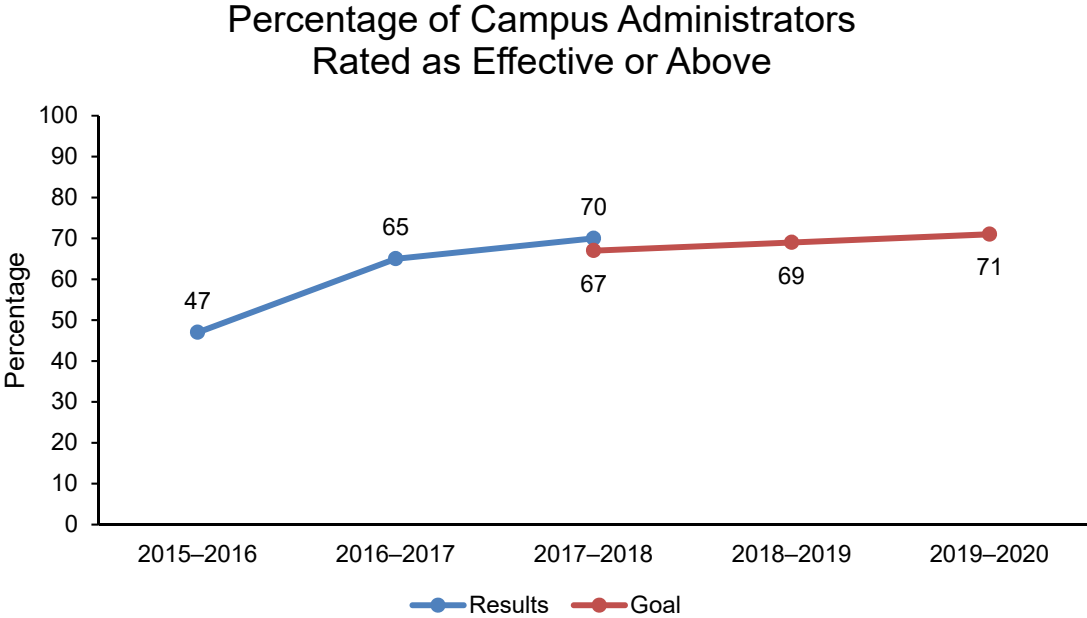
Superintendent’s Response

In the case that an Improvement Required school has a teacher vacancy, certified central office staff member will support the vacancy full-time until the vacancy is filled. HR prioritizes staffing and processing for an Improvement Required school. Incentives are also offered to attract the best talent to an Improved Required school.

All school leaders and teachers are required to complete an Individual Professional Development (IPDP) or a Prescribed Plan of Action (PPA) for the purpose of improving student achievement based on the five Texas Principal Standards, Instructional Practices (IP) and the Professional Expectations (PE) criteria of the Teacher Appraisal Development System (TADS).

All school leaders and teachers are required to participate in a minimum of 30 hours of professional development per school year. As a result, a significant number of learning experiences focusing on instruction, professional expectations, human capital, leadership, climate/culture, strategic operations, and social/emotional learning. Trainings and courses are offered throughout the year on early dismissal days, during the work day, afterschool, Saturdays, online, and conference-style.

Constraint Progress Measure 4.1	Evaluation
The percentage of campus administrators at struggling schools rated as effective or above will increase by two percentage points annually to 73% by 2020.	Exceeded Goal



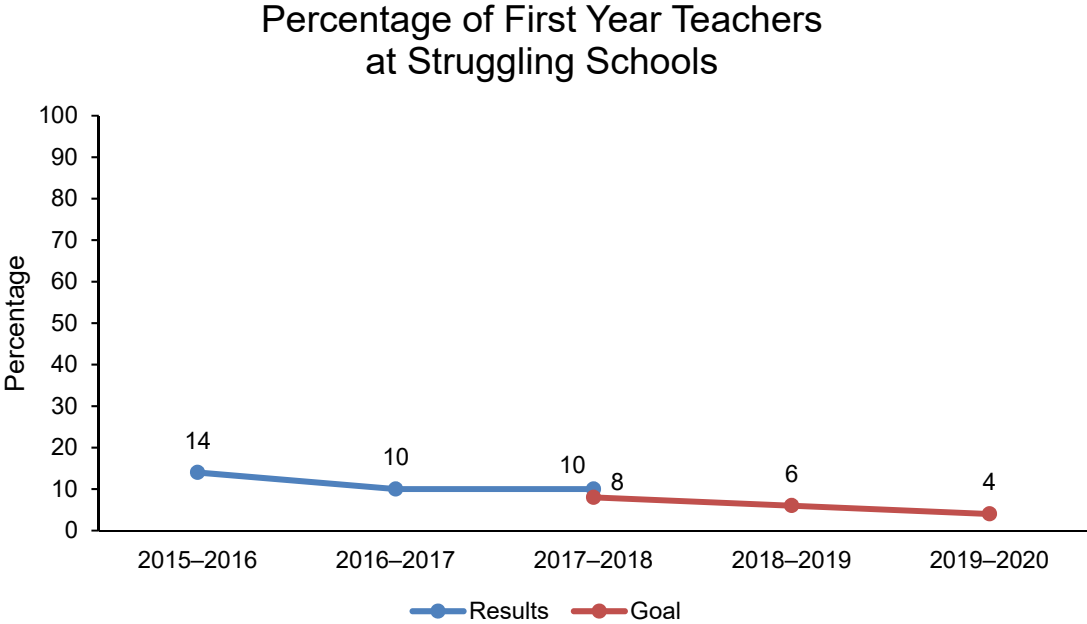
Data Source

- School Leader Appraisal Scorecards

Support Data

- Eighty-five campuses were designated a struggling school for the 2016–2017 school year. Results for the 2014–2015, 2015–2016, 2016–2017, and 2017–2018 schools were based on these campuses.
- 2017–2018 BOY results show the percentage of campuses with a principal who was rated effective or above in the 2016–2017 school year. Twenty-one campuses had a principal without a 2016–2017 rating, 19 campus principals had a rating below effective, and 45 campus principals were rated as effective or above. Principals not receiving a rating were not included in the denominator for BOY results.

Constraint Progress Measure 4.2	Evaluation
The percentage of first year teachers at struggling schools will decrease by 2 percentage points annually to 4% by 2020.	Did Not Meet Goal



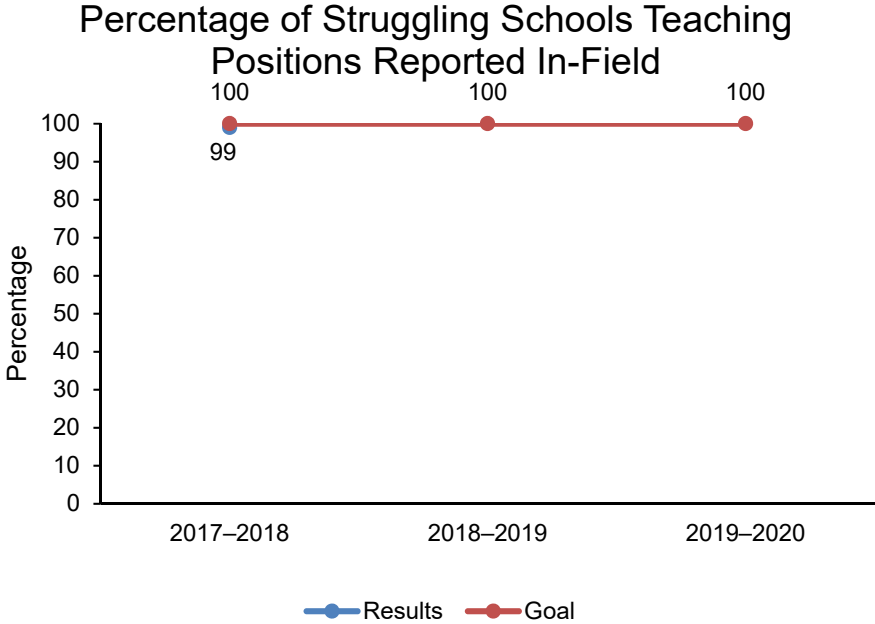
Data Source

- HRIS Employee Roster File

Support Data

- Eighty-five campuses were designated a struggling school for the 2016–2017 school year. Results for the 2015–2016, 2016–2017, and 2017–2018 schools were based on these campuses.
- In 2017-2018, out of the 3,548 teachers assigned to the 85 struggling schools, 10 percent (n=357) were new teachers.
- In 2017-2018, out of the 939 new teachers hired in HISD, 38 percent (n=357) were assigned to the 85 struggling schools.

Constraint Progress Measure 4.3 – February 2018	Evaluation
The percent of core courses at struggling schools taught by teachers certified in their assigned subject areas will increase each semester until 100% is reached and maintained through 2020.	Approaching Goal



Data Source

- HRIS Employee Roster File

Support Data

- The Human Resources Department will conduct audits every October to verify that 100% of core courses are taught by teachers certified in their assigned subject areas.
- Eighty-five campuses were designated a struggling school for the 2016–2017 school year. Results for the Fall 2017 and Spring 2018 will be based on these campuses. Eight campuses were not required for reporting in CPM 4.3 due to either being a charter campus or having closed.

Constraint Progress Measure 4.3 Support Data (Cont.)

1. Teaching Positions Reporting Out-of-Field

- 1% (36/3,499) of struggling school teaching positions reported out-of-field, therefore 99% of struggling school teaching positions were reported in-field
 - 13 of the teaching positions were at Elementary Schools
 - 4 of the teaching positions were at Middle Schools
 - 19 of the teaching positions were at High Schools
 - 12 of the teaching positions were at Superintendent Schools
 - 9 of the 36 struggling school teaching positions reported out-of-field were due to vacancies

Reason for Out-of-Field Position	Number of Instances
Degreed Hourly Lecturer – No Certification	3
Eligible for Permit / No longer with the district	1
Emergency Permit, Current	7
Emergency Permit Pending, Requested	4
Ineligible for Permit / Certified, teaching out-of-field	12
Vacancy	9

Appendix A: 2017–2018 Board Goals and Constraints Results Summary

Goal/Constraint	Measure	Score	Target	Evaluation
Goal 1	Reading and Writing Above Grade Level	40	40	Met
GPM 1.1	Universal Screener Performance	40	37	Exceeded
GPM 1.2	Grade 4 Released STAAR Writing Assessment	22	90	Approaching
	Grade 7 Released STAAR Writing Assessment	21	90	Approaching
Goal 2	Global Graduates	77	70	Exceeded
GPM 2.1	CTE Course Completion			
	From Prior Spring	45.1	>41.3	Exceeded
	From Fall	45.1	>45.3	Did Not Meet
GPM 2.2	AP/IB Course Completion			
	From Prior Spring	37.7	>39.1	Did Not Meet
	From Fall	37.7	>42.1	Did Not Meet
GPM 2.3	Dual Credit Course Completion			
	From Prior Spring	9.4	>10.0	Did Not Meet
	From Fall	9.4	>8.0	Exceeded
Goal 3	Progress of Prior Year Failers	64	60	Exceeded
GPM 3.1	Intervention Students Meeting Growth			
	Reading	51	56	Did Not Meet
	Mathematics	58	67	Did Not Meet
Constraint 1				
CPM 1.1	Every Community, Every School	21	5	Exceeded
CPM 1.2	Campuses Receiving Services	22	21	Exceeded
Constraint 2				
CPM 2.1	Formative Assessments			
	Fall	1	≤2	Met
	Spring	1	≤2	Met
Constraint 3				
CPM 3.1	STAAR Reading Demo. Gap			
	White/African American	-2	≤ -1	Exceeded
	White/Hispanic	-2	≤ -1	Exceeded
	Non-Econ. Dis./Econ. Dis.	0	≤ -1	Did Not Meet
	Non-Special Education/Special Education	1	≤ -1	Did Not Meet
	Non-ELLs/ELLs	-4	≤ -1	Exceeded
CPM 3.2	STAAR Writing Demo. Gap			
	White/African American	4	≤ -1	Did Not Meet
	White/Hispanic	4	≤ -1	Did Not Meet
	Non-Econ. Dis./Econ. Dis.	3	≤ -1	Did Not Meet
	Non-Special Education/Special Education	-1	≤ -1	Met
	Non-ELLs/ELLs	3	≤ -1	Did Not Meet
CPM 3.3	STAAR Math Demo. Gap			
	White/African American	-3	≤ -1	Exceeded
	White/Hispanic	-3	≤ -1	Exceeded
	Non-Econ. Dis./Econ. Dis.	-1	≤ -1	Met
	Non-Special Education/Special Education	-1	≤ -1	Met
	Non-ELLs/ELLs	-3	≤ -1	Exceeded
Constraint 4				
CPM 4.1	Campus Admin. Rated Effective	70	67	Exceeded
CPM 4.2	1 st Year Teachers at Struggling Schools	10	≤8	Did Not Meet
CPM 4.3	Positions Held by Certified Teachers	99	100	Approaching