

MEMORANDUM

September 13, 2019

TO: Board Members

FROM: Grenita Lathan
Interim Superintendent of Schools

SUBJECT: **2018–2019 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 2018–2019 school year. The superintendent's response is provided for each goal and constraint to describe district initiatives and strategies during the 2018–2019 school year and potential changes moving forward.

Key Findings:

The district met or exceeded two out of three goals during the 2018–2019 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 one percentage point from 40% in 2018 to 41% in 2019. While this is two percentage points below the goal, the district met Goal Progress Measure 1.1 and exceeded Goal Progress Measure 1.2. Since at least two-thirds of Goal 1's progress measures are met, Lone Star Governance considers Goal 1 met.
- **Goal 2:** In measuring Global Graduates, the district-calculated postsecondary readiness indicator exceeded the 2018 goal of 55 by five points. The college and career readiness performance number (60) is considered an A under the Texas accountability system.
- **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 or Algebra I STAAR EOC assessment in the prior year that showed at least one academic year's growth decreased three percentage points from 64% in 2018 to 61% in 2019, two percentage points below the 2019 goal of 63%.

The district successfully operated within half of the constraints during the 2018–2019 school year.

- **Constraint 1:** Every Community, Every School has expanded to 115 campuses (41%) during the 2018–2019 school year. The Wraparound Services Department continues to ensure that Wraparound Specialists receive professional development and that each campus has access to and uses a data tracker and provider database.

- **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:** While the performance gap increased between economically and non-economically disadvantaged students, English learners and non-English learners, and students with disabilities and students without disabilities, each sub-group performance either increased or stayed the same. In addition, the gap between White and Hispanic and White and African American students decreased from the prior year.
- **Constraint 4:** At the beginning of the year, 87% 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, and not every position at struggling schools was held by a certified teacher.

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



GL

Attachments

cc: Superintendent's Direct Report
Area Superintendents



RESEARCH

Educational Program Report

**BOARD GOALS AND CONSTRAINTS
2018-2019**

HISD

Research and Accountability

ANALYZING DATA, MEASURING PERFORMANCE.



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2018–2019 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 2018–2019 school year.

Highlights

The district met or exceeded two out of three goals during the 2018–2019 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 one percentage point from 40% in 2018 to 41% in 2019. While this is two percentage points below the goal, the district met Goal Progress Measure 1.1 and exceeded Goal Progress Measure 1.2. Since at least two-thirds of Goal 1's progress measures are met, Lone Star Governance considers Goal 1 met.
- **Goal 2:** In measuring Global Graduates, the district-calculated postsecondary readiness indicator exceeded the 2018 goal of 55 by five points. The college and career readiness performance number (60) is considered an A under the Texas accountability system.
- **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 or Algebra I STAAR EOC assessment in the prior year that showed at least one academic year's growth decreased three percentage points from 64% in 2018 to 61% in 2019, two percentage points below the 2019 goal of 63%.

The district successfully operated within half of all four constraints during the 2018–2019 school year.

- **Constraint 1:** Every Community, Every School has expanded to 115 campuses (41%) during the 2018–2019 school year. The Wraparound Services Department continues to ensure that Wraparound Specialists receive professional development and that each campus has access to and uses a data tracker and provider database.
- **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:** While the performance gap increased between economically and non-economically disadvantaged students, English learners and non-English learners, and students with disabilities and students without disabilities, each sub-group performance either increased or stayed the same. In addition, the gap between White and Hispanic and White and African American students decreased from the prior year.
- **Constraint 4:** At the beginning of the year, 87% 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, and not every position at struggling schools was held by a certified teacher.

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 (Houston Independent School District (HISD), 2019). 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 2018–2019 school year. The superintendent’s response is provided for each goal and constraint to describe district initiatives and strategies during the 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 (HISD, 2019).

Beliefs:

- We believe that equity is a 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 (HISD, 2019).

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 2018–2019 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** (page 35) provides a one-page summary of the goals, goal progress measures, and constraint progress measures with their respective target, performance, and evaluation. **Appendices B–Q** (pages 36–116) provide additional goal and constraint support data as provided to the Board of Education throughout the year.

Statement of Equity for Student Outcomes¹

In alignment with the Board of Education’s mission to equitably educate the whole child, student outcomes are reviewed by district leadership with the following statements in mind:

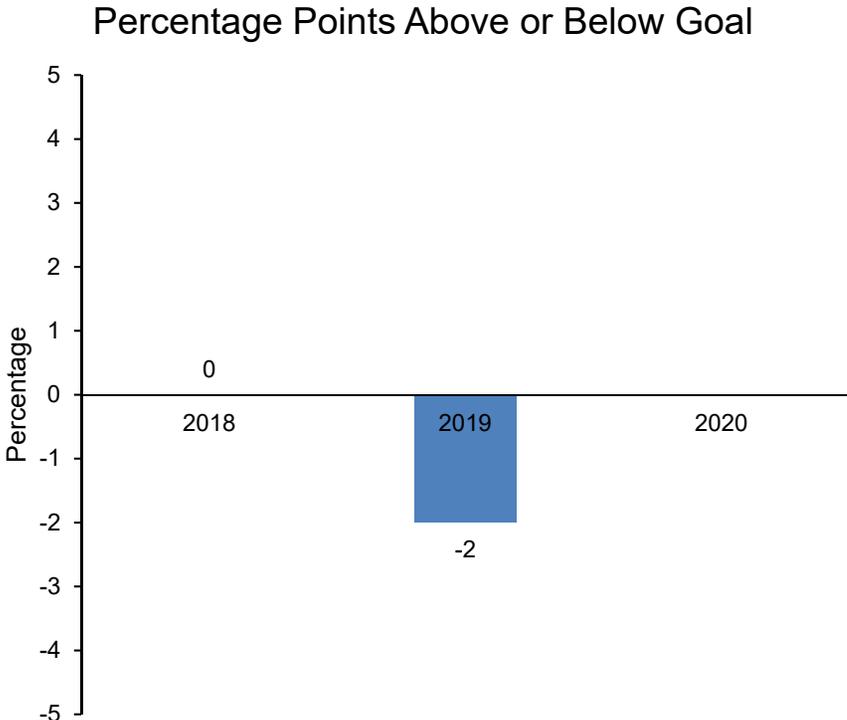
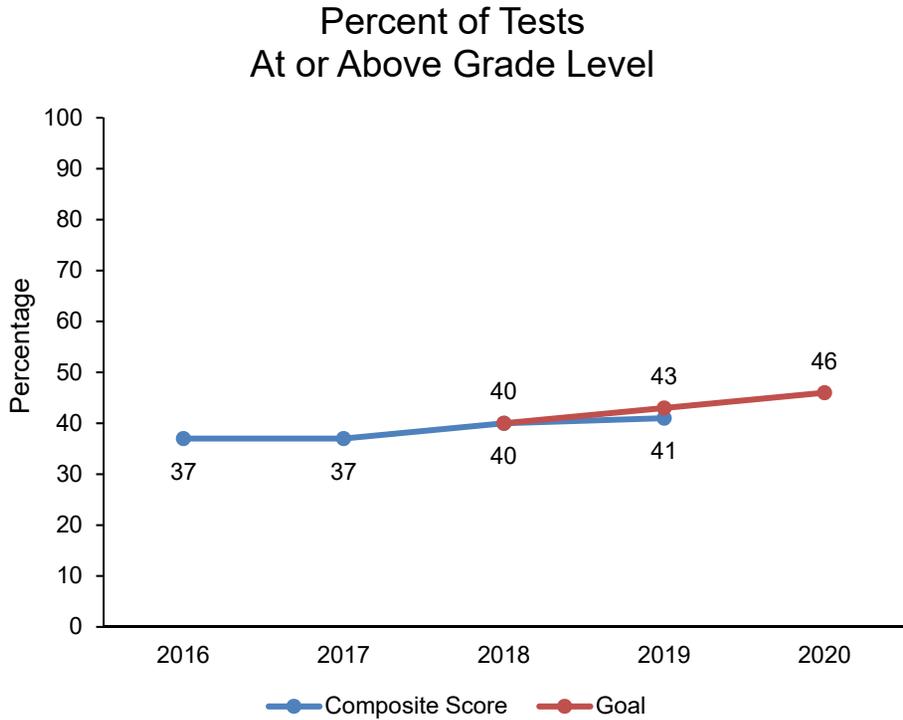
- The use of data is to inform decision making and reduce inequality, not to justify outcomes based on historic performance.
- Performance gaps between student groups reflect inequitable opportunities faced by marginalized groups due to institutional bias in society, and a lack of social and economic supports for some families. While the district strives to eliminate these biases and maximize these supports, performance gaps highlight the ongoing need to address these issues and are not a reflection of the efforts, abilities, or strengths of these students or their families.
- Comparison groups (e.g. white, non-economically disadvantaged, etc.) are used to provide context when analyzing the student outcomes of structurally disadvantaged students. The district recognizes the limitations of such comparisons and the potential for normalizing the comparison groups.
- While standardized tests are often criticized for having racially and socioeconomically biased content, results point to important outcome disparities between varying student groups in addition to remaining gateway criteria to graduation and post-secondary opportunities. The district recognizes that these results do not fully reflect the abilities, strengths, and capacities of our students, and commits to balancing standardized assessments with other measures to evaluate and understand student and campus performance.
- Focus and priorities are not limited to student groups and outcomes highlighted in this report. District, regional, and campus monitoring is continuous to recognize and address issues of inequity so that all students graduate with the tools to reach their full potential.

¹ Adapted with permission from Evanston/Skokie School District 65 (2018).

Goal 1

Reading and Writing at or Above Grade Level

Goal Measure 1	Evaluation
The percentage of students reading and writing at or above grade level as measured by the percent of students at the Meets Grade Level standard on STAAR for grade 3 through English II shall increase by three percentage points annually from 37% to 46% between spring 2017 and spring 2020.	Did Not Meet Goal



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.

Support Data

- **Appendix B** (pages 36–46) provides support data including results disaggregated by assessment and language, results for students receiving special education services, and results disaggregated by the Achieve 180 program.

Superintendent's Response

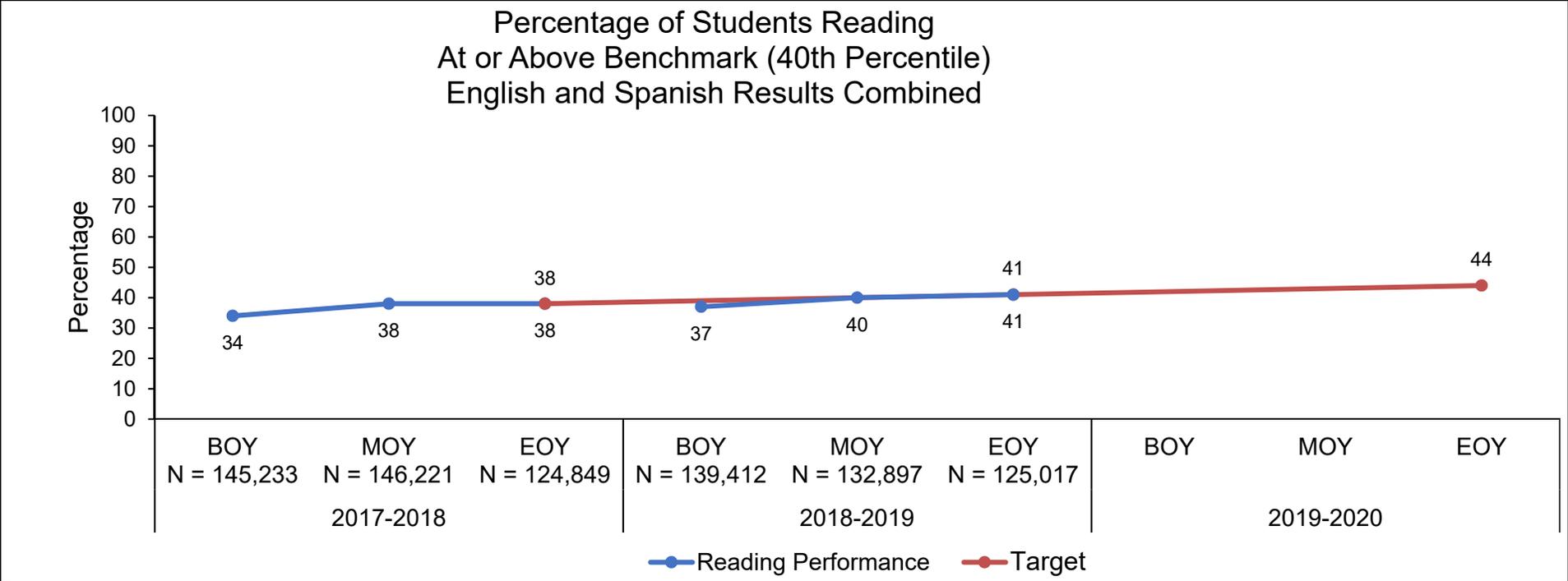
Elementary and Secondary Curriculum & Development, Special Populations, Student Assessment, and the Area Offices worked collaboratively to effectively support campus leaders and teachers to increase student achievement. Below are specific supports that were implemented during the 2018–2019 school year:

- All principals participated in customized reading and writing training during the June 2018 Professional Learning Series including curriculum, formative assessment, special education, interventions, social and emotional learning, and school improvement planning.
- Elementary and Secondary Curriculum & Development created a district-wide writing plan and presented this plan during the September board workshop.
- All principals participated in monthly writing professional development.
- Elementary teachers participated in a 4-part writing professional development writing series. Secondary teachers participated in a 5-day writing professional series in addition to a writing camp conducted over spring break.
- Secondary ELA teachers participated in a writing cohort (Write Beside Us) in conjunction with Inprint and the Harris County Department of Education (HCDE) to develop writing skills and abilities to teach writing.
- All campuses received support to create a campus writing plan to increase student writing across all content areas with the guidance and support of the Curriculum & Development Departments and School Area Offices.
- Secondary Curriculum & Development created content-specific writing toolkits that include student writing examples, rubrics, instructional best practices, and guidance documents as an additional support to school leaders and teachers.
- In addition to Achieve 180 support, all School Area Offices received curriculum and instruction support through Teacher Development Specialists (TDS) for Literacy, ESL, English Language Arts, Math, and Special Education. TDS modeled effective lessons, co-taught, and facilitated planning sessions.
- Monthly training sessions were provided to all campus leaders and core content teachers in partnership with Lead4ward to support best practices in curriculum implementation and use of formative assessment data.
- Extended Wednesday professional development sessions were held at Achieve 180 campuses with a focus on formative assessment data, Lead4ward resources, and effective lesson planning.
- Early-Dismissal professional development focused on writing across the curriculum were held for all PK-12 core content teachers.
- Calibrated instructional walks took place in collaboration with School Area Offices and Academics leadership teams to address specific campus support around instructional practice, including lesson design and delivery and student engagement and outcomes.
- The Office of Special Education Services (OSES) provided training during the Professional Learning Series to school and central office leaders in the area of The Power of Two: Best Practices in Co-Teaching; Making Academic Impact using Specially Designed Instruction; and Modeling Questioning That Support Learning.
- Teacher Development Specialists in OSES supported schools in analyzing data, planning and modeling effective lessons, and providing feedback on co-teaching strategies.
- The OSES provided training for special education teachers once per six weeks and upon campus request around individualized education program (IEP) implementation and use of Goal Book and other resources to scaffold for students with disabilities.
- The OSES participated in collaborative planning sessions among the School Area and Academics offices were held bi-weekly to ensure alignment between support and improved student achievement. Data for students with disabilities and struggling learners was reviewed, as well as interventions provided.

Superintendent's Response (Cont.)

- HISD Literacy Routines as Sheltered Instruction 2-day Institute was offered to provide all campus personnel and district Instructional Coaching Leaders the opportunity to participate in training to ensure access to the strategies necessary to improve English learner outcomes.
- Multilingual managers and program specialists reviewed LPAC designated support decisions with campuses to ensure students were provided the best supports for state testing.
- Multilingual program specialists worked with campus personnel to ensure Literacy Routines were used with fidelity, and supported the routine use of designated supports during instruction and assessments.
- Special Populations cross-functional teams provided targeted support and instruction for students with disabilities and English Learners.

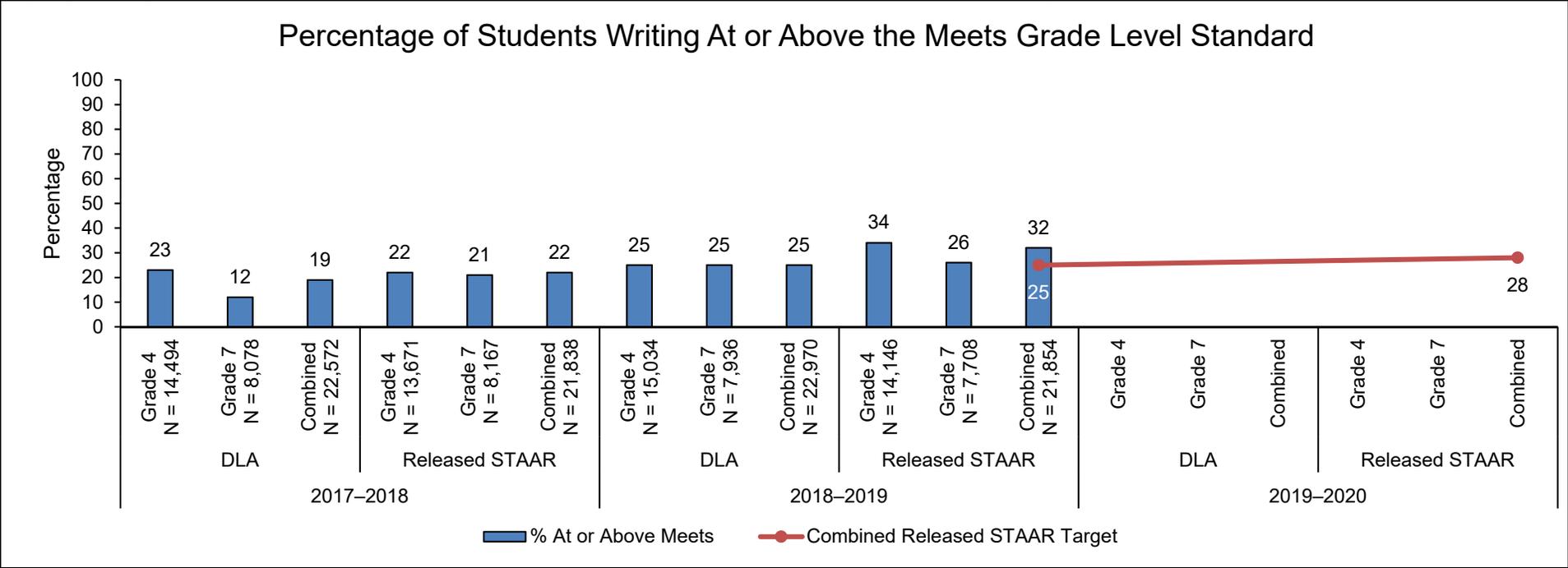
Goal Progress Measure 1.1	Evaluation
End of year reading data collected on the District-wide screener shall annually show a three-percentage point improvement in the percentage of students reading on grade level from 38% to 44% between spring 2018 and spring 2020. Results on the District-wide screener will be presented to the board after the beginning of the year, middle of the year, and end of the year testing windows.	Met Goal



Data Source
<ul style="list-style-type: none"> • 2017–2018 and 2018–2019 Renaissance 360 student data files. • Prior year’s data is updated to reflect the last test results during the testing window and to exclude Early Literacy Results. • For students testing in both English and Spanish, the language with the higher result is used.

Support Data
<ul style="list-style-type: none"> • Appendix C (pages 47–52) provides support data including results disaggregated by language, results for students receiving special education services, and results disaggregated by the Achieve 180 program.

Goal Progress Measure 1.2	Evaluation
<p>Grades 4 and 7 students shall be assessed in writing in the Fall and Spring; percent of students meeting the grade level standard shall increase at least three percentage points annually from 22% in spring 2018 to 28% in spring 2020. Results will be presented to the board after the fall and spring testing windows.</p>	<p>Exceeded Goal</p>



Data Source

- Fall benchmark results based on the District Level Assessment (DLA) for both grades 4 and 7 (administered between December 3rd and 20th and December 10th and 14th respectively). 2017–2018 and 2018–2019 data retrieved on 2/7/2019 – updating prior year results to both grades using the DLA and aligned to the Meets Grade Level Standard.
- Spring benchmark results based on the Released STAAR for both grades 4 and 7 (administered between February 25th and March 1st). 2017–2018 data retrieved on 3/7/2018. 2018–2019 data retrieved on 3/22/2019.

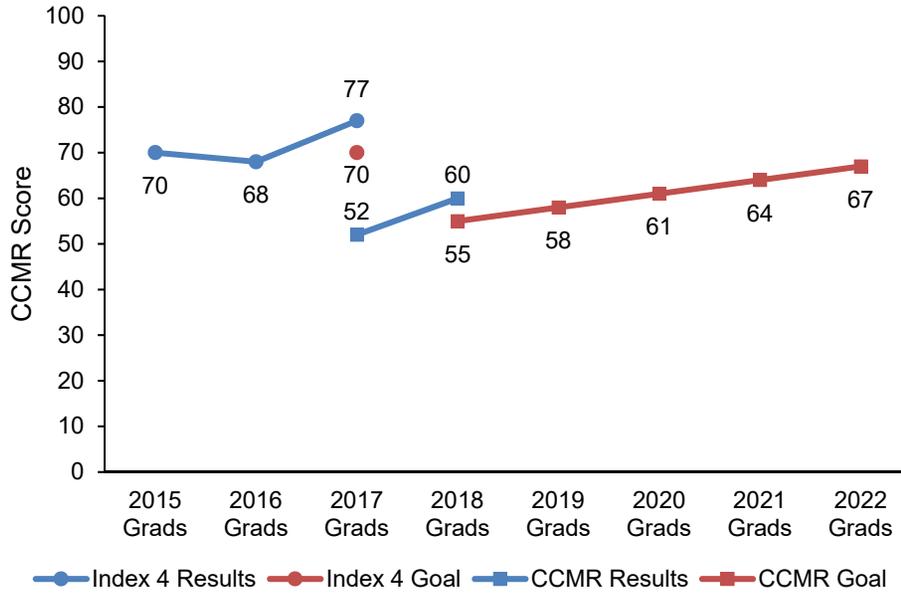
Support Data

- **Appendix D** (pages 53–57) provides support data including results for students receiving special education services and results disaggregated by the Achieve 180 program.

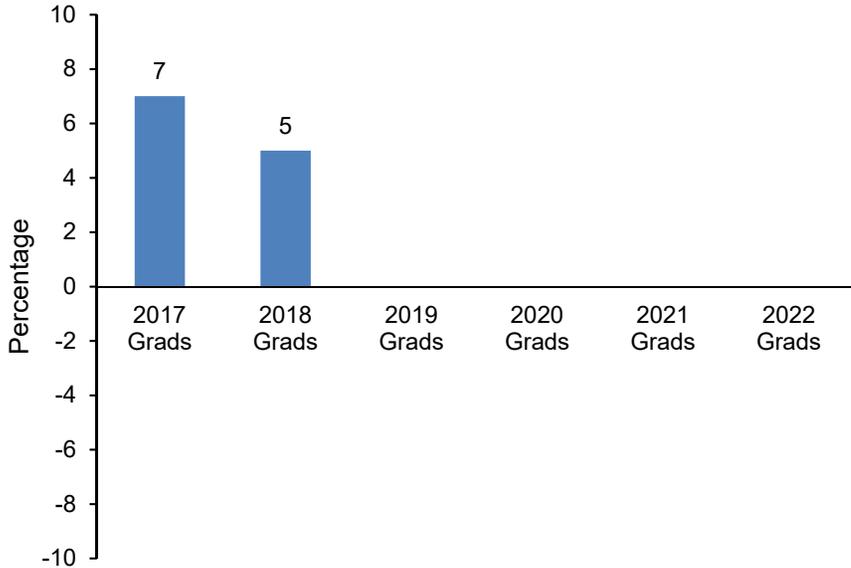
**Goal 2
Global Graduate Students**

Goal 2	Evaluation
The percentage of graduates meeting the Global Graduate standards as measured by the College and Career Readiness component of the Texas accountability system shall increase three percentage points annually per year from the 2017 graduates baseline of 52 percent up to 67 percent by 2022.	Exceeded Goal

Graduates Meeting Global Graduate Standards



Percentage Points Above or Below Goal



Data Source

- TEA College, Career, Military Readiness (CCMR) Final Student Listing; various years

Support Data

- Index 4 results are based on the postsecondary component of the old accountability system, and an HISD estimated postsecondary component for the 2017 graduates. The College and Career Readiness (CCR) results are based on the new accountability system, excluding military enrollment, starting with the 2017 graduates.
- For the 2018 graduates, 60 is an A for state accountability.
- **Appendix E** (page 58) provides support data including results for students receiving special education services and results disaggregated by the Achieve 180 program.

Superintendent's Response

The **Career Readiness Department** is continuing to work with high school campuses to ensure that each career pathway is aligned to industry standards. By ensuring students complete a Personal Graduation Plan (PGP) we will continue to increase the number of students enrolling in and completing CTE courses/pathways. The department has expanded efforts to market and advise students on Career and Technical Education (CTE) program options across the district. Additionally, the Career Readiness Department has expanded professional development opportunities to CTE teachers in order to ensure that they have the instructional skill sets to meet the needs of our students.

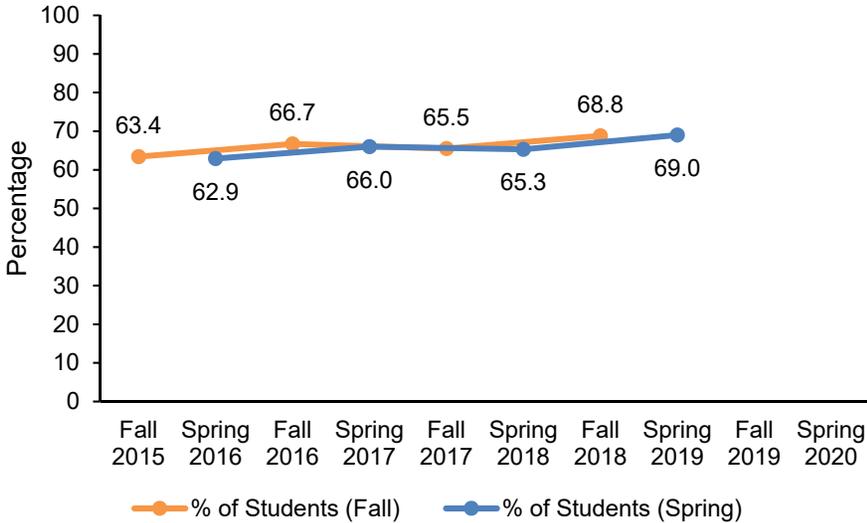
For the 2019–2020 school year, the Career Readiness Department will expand the role of CTE Advisors and focus on assisting campuses with academic advising. This effort will increase data quality at each campus for PGP purposes and increase the number of students who earn certifications/matriculate to post-secondary institutions. The CTE Advisors will provide guidance and career information to students seeking entrance into the workforce directly after high school.

Career and Technical Education courses and industry-aligned certifications have taken on a central role in state accountability standards. As a result, classroom rigor and student performance expectations have become just as important as core academic courses. This has influenced the classroom dynamic, which has increased the number of student certifications earned that are aligned to industry standards.

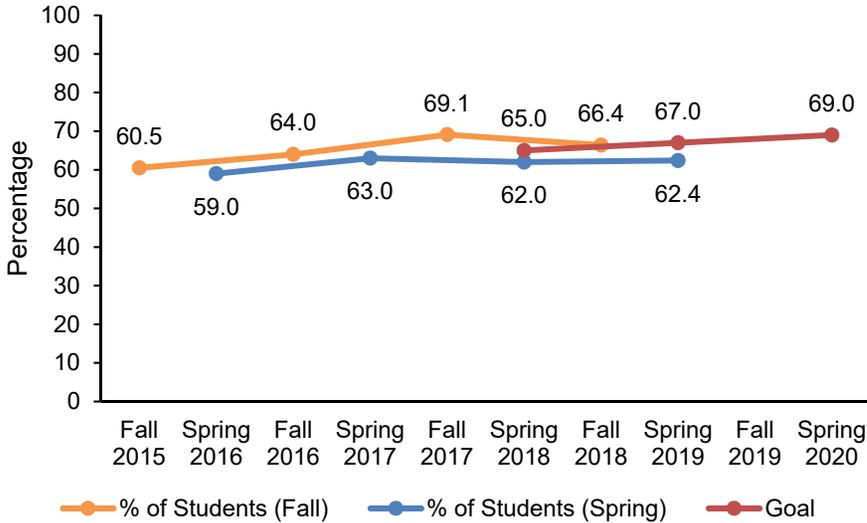
The **Innovation and Postsecondary Programming Department (IPP)** continues to support specific programming to earn college credit. The department supports campuses with analyzing CCMR data to develop strategies related to postsecondary programming. Principals are implementing campus specific plans to further improve performance and completion in Advanced Placement (AP), International Baccalaureate (IB), Dual Credit and Dual Enrollment courses, which will result in more students earning college credit. Additionally, the IPP Department is implementing multiple strategies to support teachers and students, including professional development for teachers, centralized AP Academies led by master teachers that prepare students for the AP exam and serve as professional development for novice AP teachers, a Khan Academy student ambassador program, and dual credit advising sessions. These strategies are intended to increase accessibility, eligibility and ultimately successful completion of college-level coursework. The district will also be formally partnering with Khan Academy to implement AP teacher training and to monitor district-wide usage of the tool.

Goal Progress Measure 2.1	Evaluation
<p>The percentage of students completing (earning a 70 or better) a career and technical education (CTE) course shall be reported for each semester and shall show improvement of two percentage points annually from 63.0 percent in Spring 2017 to 69.0 percent in Spring 2020.</p>	<p>Did Not Meet Goal</p>

Percentage of Students Enrolled in a CTE Course



Percentage of Students Completing a CTE Course



Data Source

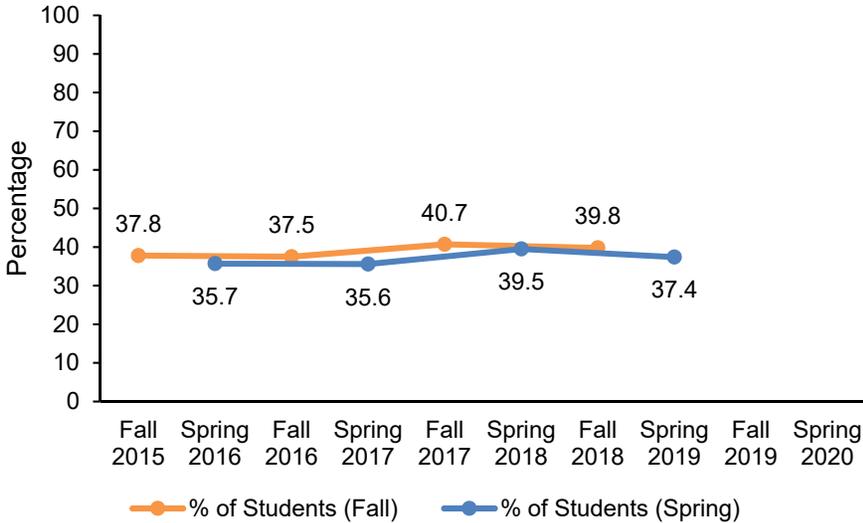
- IBM Cognos Data Warehouse reporting tool – Chancery Ad Hoc package
- The percentage of students enrolled in a CTE course is based on the total number of students enrolled in the district during the semester, while the percentage of students completing a CTE course is based on students who received a semester average in at least one class.
- Results shown reflect any student enrolled in a CTE course and does not consider students enrolled in a coherent sequence.
- Only students enrolled in grades 10–12 are included in the calculation.

Support Data

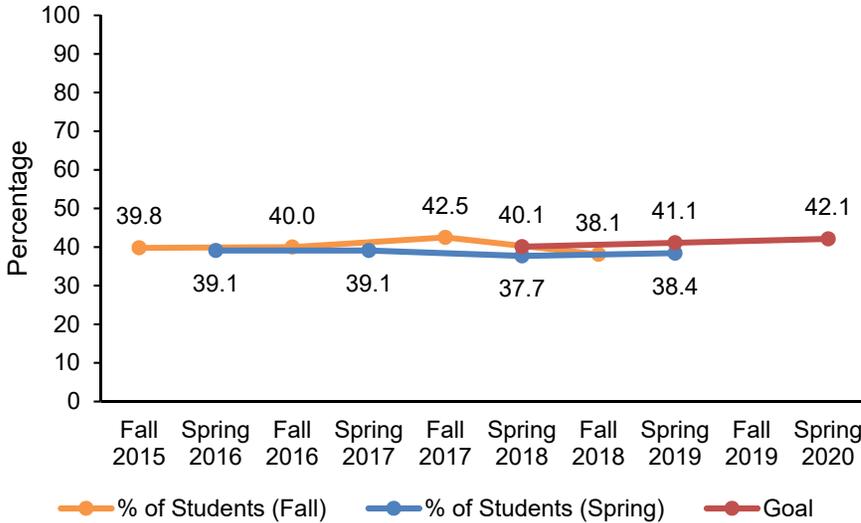
- **Appendix F** (pages 59–60) provides support data including results for students receiving special education services and results disaggregated by the Achieve 180 program.

Goal Progress Measure 2.2	Evaluation
<p>The percentage of students completing (earning a 70 or better) an Advanced Placement (AP) or International Baccalaureate (IB) course shall be reported for each semester and shall show improvement of 1 percentage point annually from 39.1 percent in Spring 2017 to 42.1 percent in Spring 2020.</p>	<p>Did Not Meet Goal</p>

Percentage of Students Enrolled in an AP or IB Course



Percentage of Students Completing an AP or IB Course



Data Source

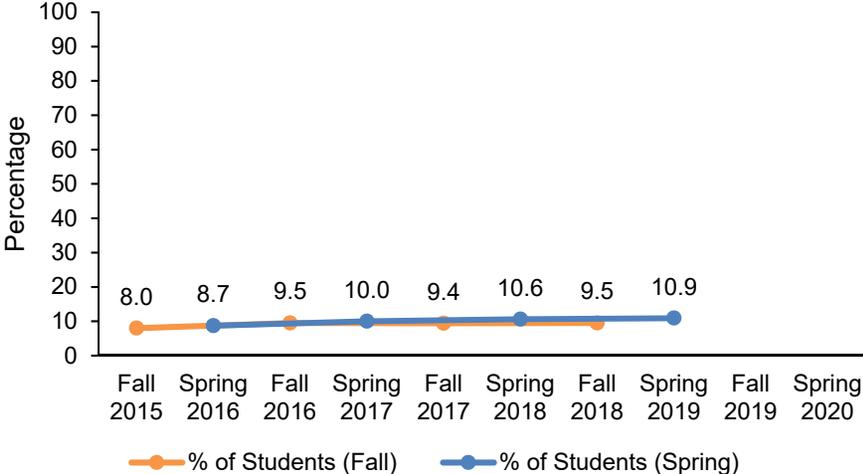
- IBM Cognos Data Warehouse reporting tool – Chancery Ad Hoc package
- The percentage of students enrolled in an AP or IB course is based on the total number of students enrolled in the district during the semester, while the percentage of students completing an AP or IB course is based on students who received a semester average in at least one class.
- Only students enrolled in grades 10–12 are included in the calculation.

Support Data

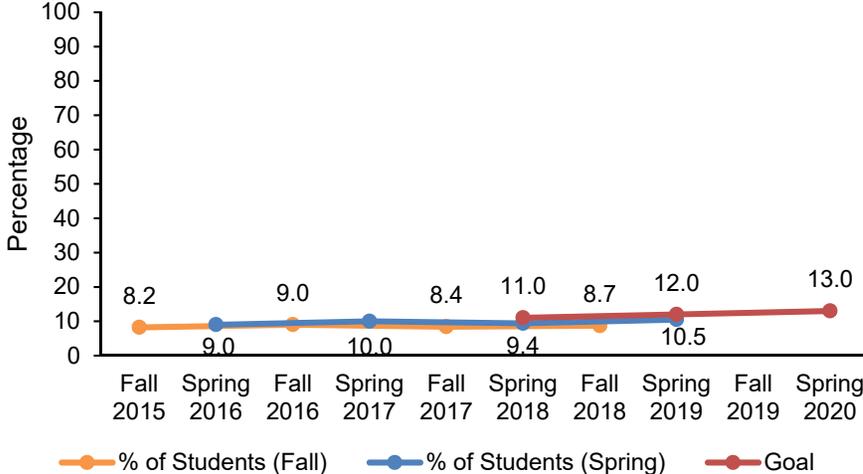
- **Appendix G** (pages 61–62) provides support data including results for students receiving special education services and results disaggregated by the Achieve 180 program.

Goal Progress Measure 2.3	Evaluation
The percentage of students completing (earning a 70 or better) a dual credit or dual enrollment course shall be reported for each semester and shall show improvement of 1 percentage points annually from 10 percent in Spring 2017 to 13 percent in Spring 2020.	Did Not Meet Goal

Percentage of Students Enrolled in a Dual Credit or Dual Enrollment Course



Percentage of Students Completing a Dual Credit or Dual Enrollment Course



Data Source

- IBM Cognos Data Warehouse reporting tool – Chancery Ad Hoc package
- The percentage of students enrolled in a Dual Credit or Dual Enrollment course is based on the total number of students enrolled in the district during the semester, while the percentage of students completing a Dual Credit or Dual Enrollment 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.

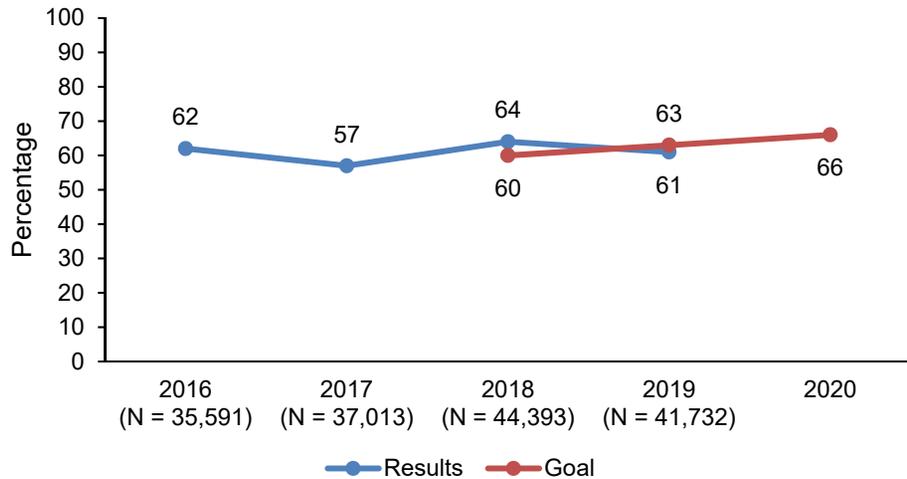
Support Data

- **Appendix H** (pages 63–64) provides support data including results for students receiving special education services and results disaggregated by the Achieve 180 program.

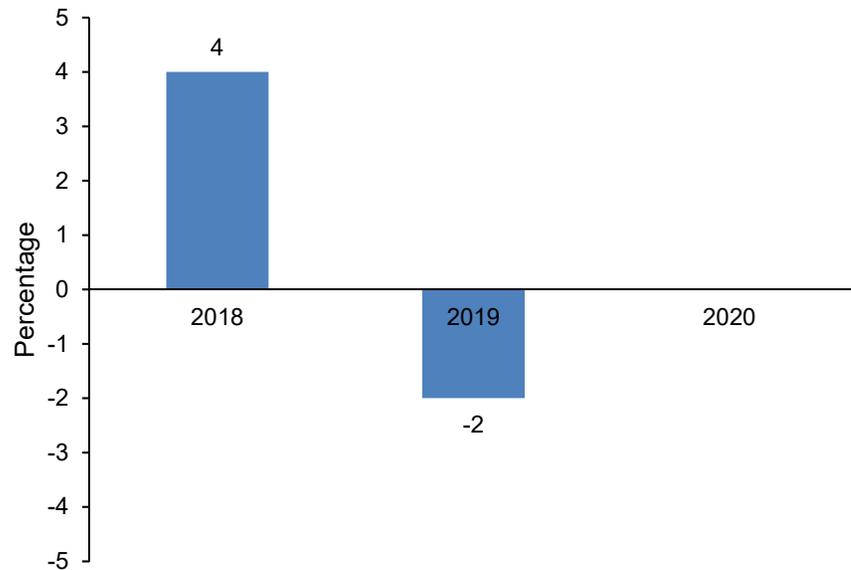
**Goal 3
Academic Growth**

Goal 3	Evaluation
Among students who exhibit below satisfactory performance on state assessments, the percentage who demonstrate at least one year of academic growth, as measured by the STAAR Progress Measure, shall increase three percentage points annually in reading and in math from 57 percent in spring 2017 to 66 percent in spring 2020.	Did Not Meet 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.

Support Data

- **Appendix I** (pages 65–69) provides support data including results disaggregated by subject, results for students receiving special education services, and results disaggregated by the Achieve 180 program.

Superintendent's Response

In preparation for fall 2019, interventions team members worked with campus-based staff to disaggregate end of year Renaissance data to develop plans for early interventions. After reviewing the 2018–2019 student outcomes for students exhibiting below satisfactory performance on formative and summative assessments, the Interventions Office commits to:

- Continue work with campuses to provide training on flexible learning environments, small group instruction, and student-specific intervention plans;
- Work with campuses to accelerate learning for overage elementary and middle school students;
- Routinely monitor formative assessment data and provide campus support based on identified needs;
- Train teachers in using Lead4Ward intervention resources for reading and math;
- Offer support for Read to Achieve implementation and other instructional resources such as Imagine Learning and Imagine Math; and
- Offer training to teachers and school leaders around tools for scaffolding instruction and tracking student progress.

In addition, the Interventions Team will collaborate with Special Populations to:

- Train executive leaders to leverage Renaissance reports and tools to plan targeted interventions and create flexible groups for students based on needs in preparation for STAAR assessments;
- Have dyslexia interventionists provide interventions for students using Neuhaus curriculum and monitor student progress routinely; and
- Have dyslexia team leads provide trainings to area offices and campus teams around identification, characteristics, and tools for students with dyslexia.

During the 2018–2019 school year, the Multilingual Department collaborated with Curriculum, Student Assessment, Special Education, and the Interventions Office to ensure that English Learners (ELs) received appropriate support from all departments depending on their individual needs. These supports included:

- Implementing a systematic approach for sheltered instruction—HISD Literacy Routines as a Sheltered Instruction Model—where over 470 district office personnel and school leaders and teachers were trained.
- Working closely with Seidlitz Education to provide professional development to eighteen campuses (seven secondary campuses) where over 330 teachers were trained. Providing an enhanced instructional support program for English as a second language (ESL)/English language arts (ELA) and ESL/Content teachers with a full cycle of targeted professional development, co-teaching, and observational coaching sessions.
- Utilizing outreach workers and tutors to support newcomers. Tutors provided small group and 1:1 tutoring to immigrant ELs, and outreach workers provided support as it relates to programming and seeking support for social and emotional needs.

Superintendent’s Response (Cont.)

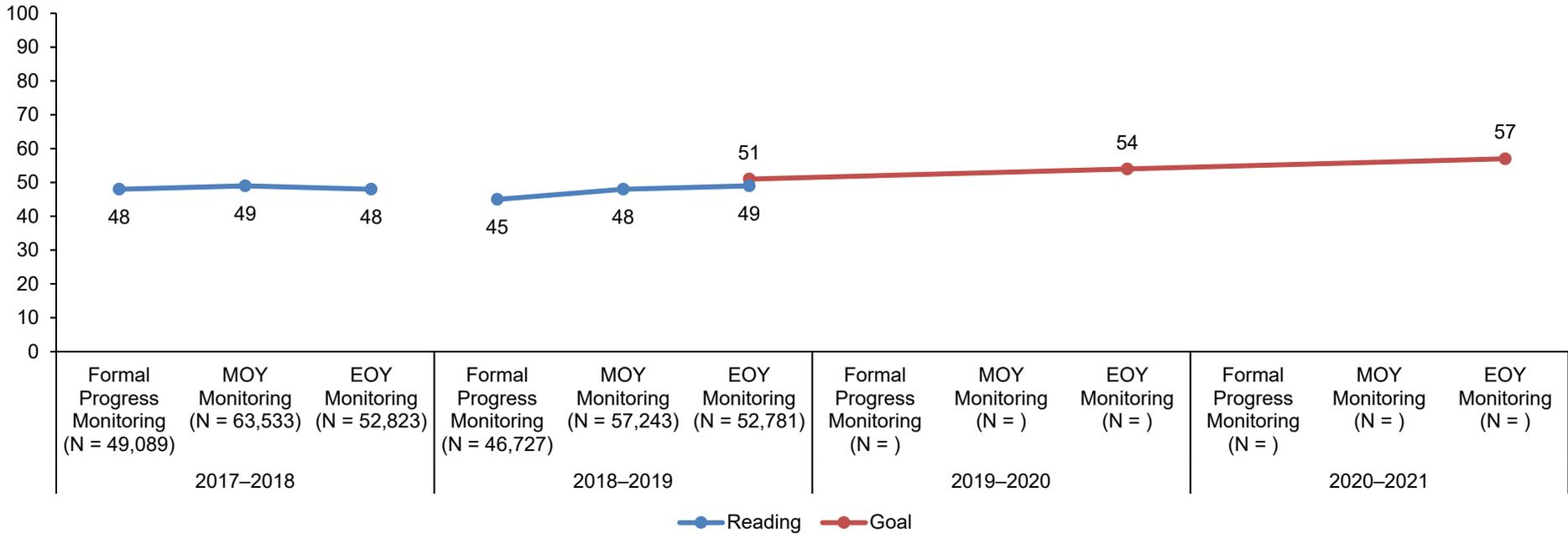
- Department managers working closely with program specialists who were assigned to campuses to monitor and track data for ELs and provide support to campus leaders as they made strategic decisions as it relates to language of testing at the elementary level and providing all ELs with the most beneficial designated supports offered to second language learners.

In June 2019, the Inaugural Multilingual Symposium took place, where teachers and administrators were given an opportunity to attend a variety of sessions which included but were not limited to: What Administrators Need to Know, Sheltered Instruction by Content Area for elementary and secondary, Literacy Routine sessions, and Intervention for ELs. The department will continue to offer some of these training throughout the school year. School and district administrators also were offered an opportunity to attend a training during the district’s Professional Learning Series (PLS) by John Seidnitz of Seidnitz Education where administrators had an opportunity to walk-through a process for helping leaders understand what to look for in the classroom and support teachers in meeting EL-focused goals, and another session to show the correlation between Texas English Language Proficiency Assessment System (TELPAS) and STAAR--why closing the language proficiency gap using high yield strategies for ELs will improve STAAR achievement. The district will continue to engage the schools in this work throughout the school year.

Currently, the Multilingual Department is working to address the gaps depicted in the data. Senior managers, managers, and programs specialists will continue to work closely with campuses to effectively analyze the TELPAS achievement data alongside the STAAR data to ensure that student needs are being met as it relates to their language proficiency levels. In addition, the department will provide support to campus leadership teams to ensure students are scheduled with certified personnel. The Multilingual team will support those teachers as well as any teachers on bilingual exceptions or ESL waivers to ensure that ELs have the support they need to be successful. Lastly, Multilingual Department personnel will work with language proficiency assessment committee (LPAC) administrators to make strategic testing decisions for state testing—language of assessment and designated supports. The team will continue to provide Sheltered Instruction training and essential leveled courses for bilingual/ESL teachers and school and district administrators.

Goal Progress Measure 3.1	Evaluation
<p>The percentage of students identified as needing intervention in reading on the district’s screener who demonstrate growth from the beginning to the end of year benchmarks shall increase three percentage points annually from 48% in spring 2018 to 57% in spring 2021. Results will be reported after each testing window.</p>	<p>Did Not Meet Goal</p>

Percentage of Progress Monitored Students That Increased Their Percentile Ranking From BOY Assessment in Reading - All Students



Data Source

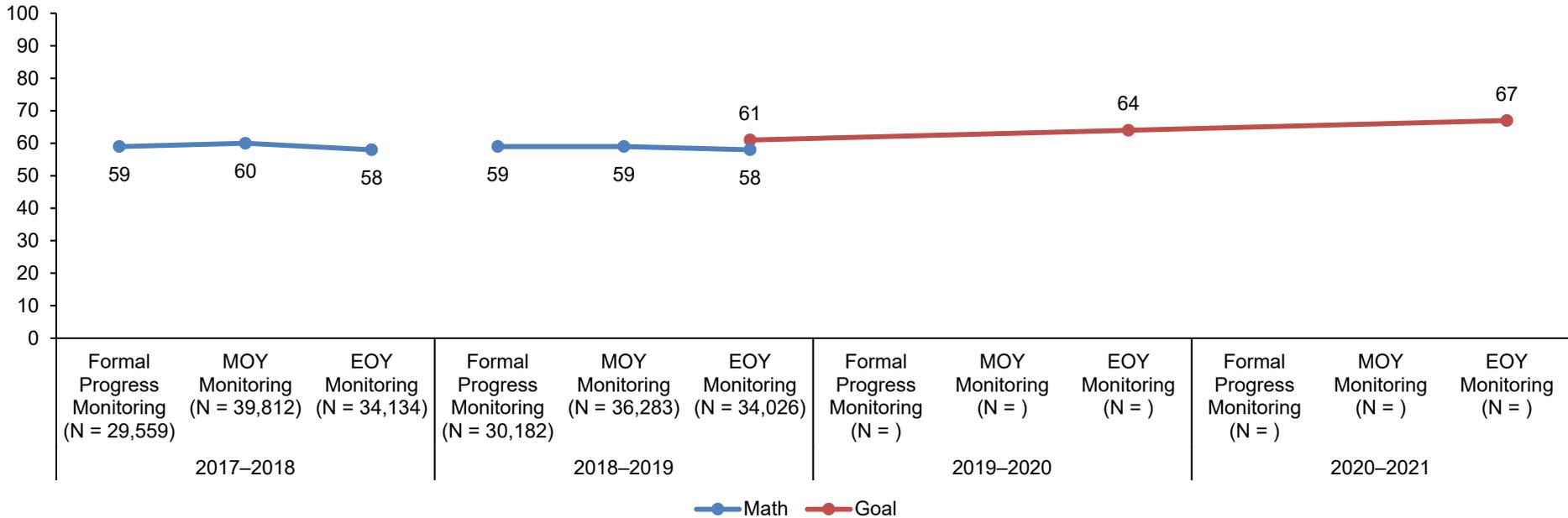
- 2017–2018 and 2018–2019 Renaissance 360 student data files.
- Students performing below the 25th percentile in reading on the Universal Screener are progress monitored.

Support Data

- **Appendix J** (pages 70–73) provides support data including BOY results that were used to determine progress monitored students, results for students receiving special education services, and results disaggregated by the Achieve 180 program.

Goal Progress Measure 3.2	Evaluation
<p>The percentage of students identified as needing intervention in math on the district’s screener who demonstrate growth from the beginning to end of year benchmarks shall increase three percentage points annually from 58% in spring 2018 to 67% in spring 2021. Results will be reported after each testing window.</p>	<p>Did Not Meet Goal</p>

Percentage of Progress Monitored Students That Increased Their Percentile Ranking From BOY Assessment in Math - All Students



Data Source

- 2017–2018 and 2018–2019 Renaissance 360 student data files.
- Students performing below the 25th percentile in math on the Universal Screener are progress monitored.

Support Data

- **Appendix K** (pages 74–77) provides support data including BOY results that were used to determine progress monitored students, results for students receiving special education services, and results disaggregated by the Achieve 180 program.

**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

The Wraparound Services Department continues to collaborate with cross-sector partners, city, county, civic, and community leaders in developing partnerships that address the non-academic barriers to student well-being and academic achievement.

From November 2018 through June 2019, Wraparound Specialists have developed relationships with over 66 organizations that directly supported over 19,596 students. 100,142 interventions have taken place since November 2018 with a grand total of 125,324 interventions to-date from the inception of the Wraparound Services Department. The interventions include resources and service links, check-ins with students to identify needs, observations, and conferences with the student and the service provider.

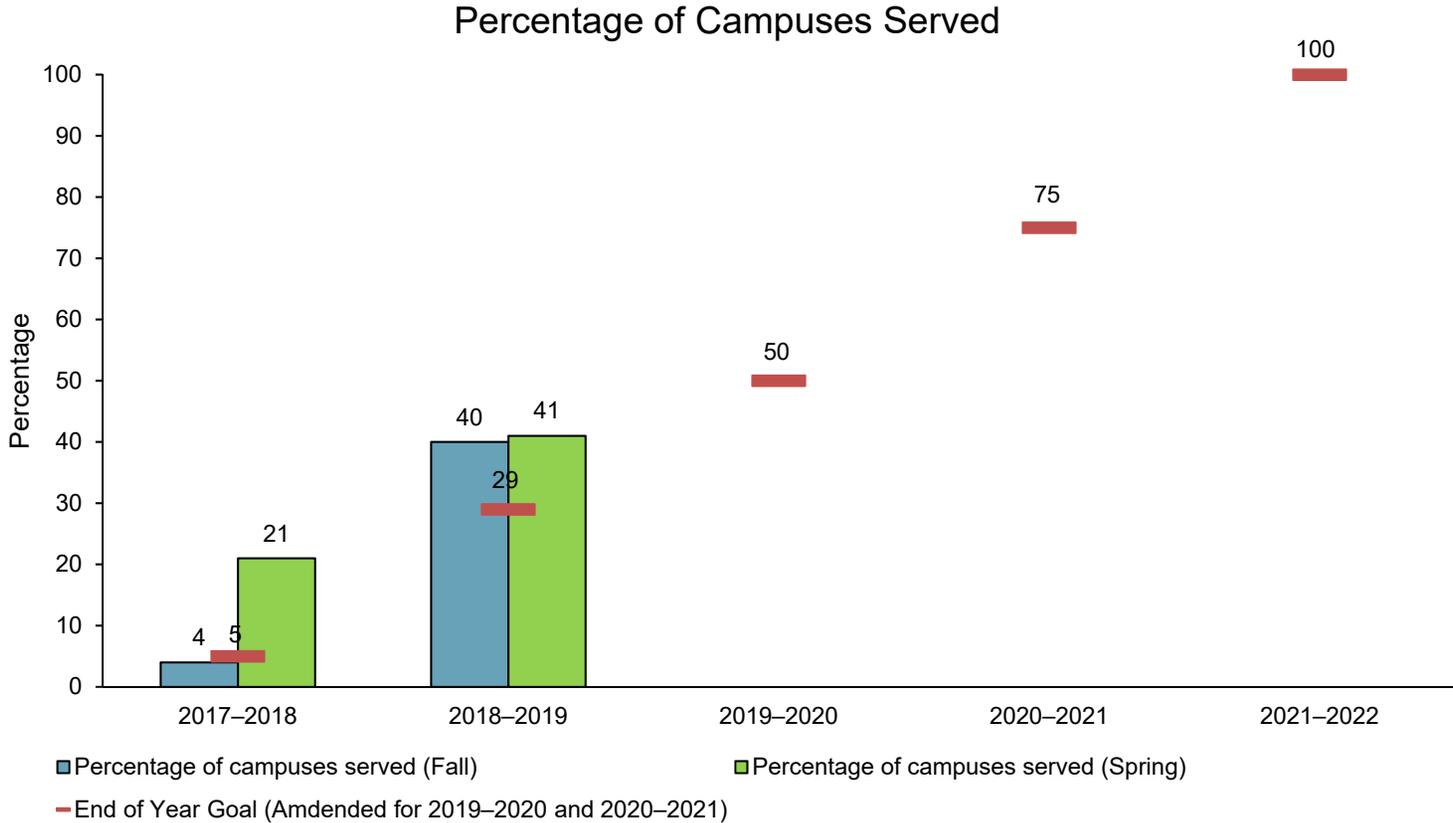
The grand total of partners since the inception of our Wraparound Services is up to 235, and 934 available linking programs for the specialists. These supports include direct services in health, food insecurity, housing, substance abuse, legal matters, and basic needs to name a few.

Of the 115 schools with hired wraparound specialists, 102 have organized community councils to gather input from community leaders and stakeholders, while the remainder are in the process of learning the systems by shadowing and observing community council meetings. Additionally, we have created feeder pattern community councils in 18 of our comprehensive high school feeder patterns.

For the 2019–2020 academic school year, the department is prioritizing the following:

- Assessing current wraparound specialist professional development needs to ensure specialists are equipped to manage partnerships, build rapport with students, and monitor progress of students served;
- Strengthening our partnership database so that wraparound specialists can quickly access no-cost partnerships, low-cost partnerships, district-approved partners, in-district resources, philanthropic partners, immediate community assets; and, measuring impact of services by reviewing attendance, behavior, and coursework data of students served at the school level.
- Continue to develop and implement the community schools’ models on the premise that schools can become the hub of the neighborhood designed to unite educators, community partners, and families through integrated student supports, expanded learning time and opportunities, family and community empowerment, and a collaborative culture of professional learning, collective trust, and shared responsibilities on serving the basic needs of all our students.

Constraint Progress Measure 1.1	Evaluation
The district shall launch cohort one of Every Community, Every School with a minimum of 15 schools (5 percent) by the end of the 2017–2018 school year and shall increase annually until all schools (100 percent) are served in 2022.	Exceeded Goal



Data Source

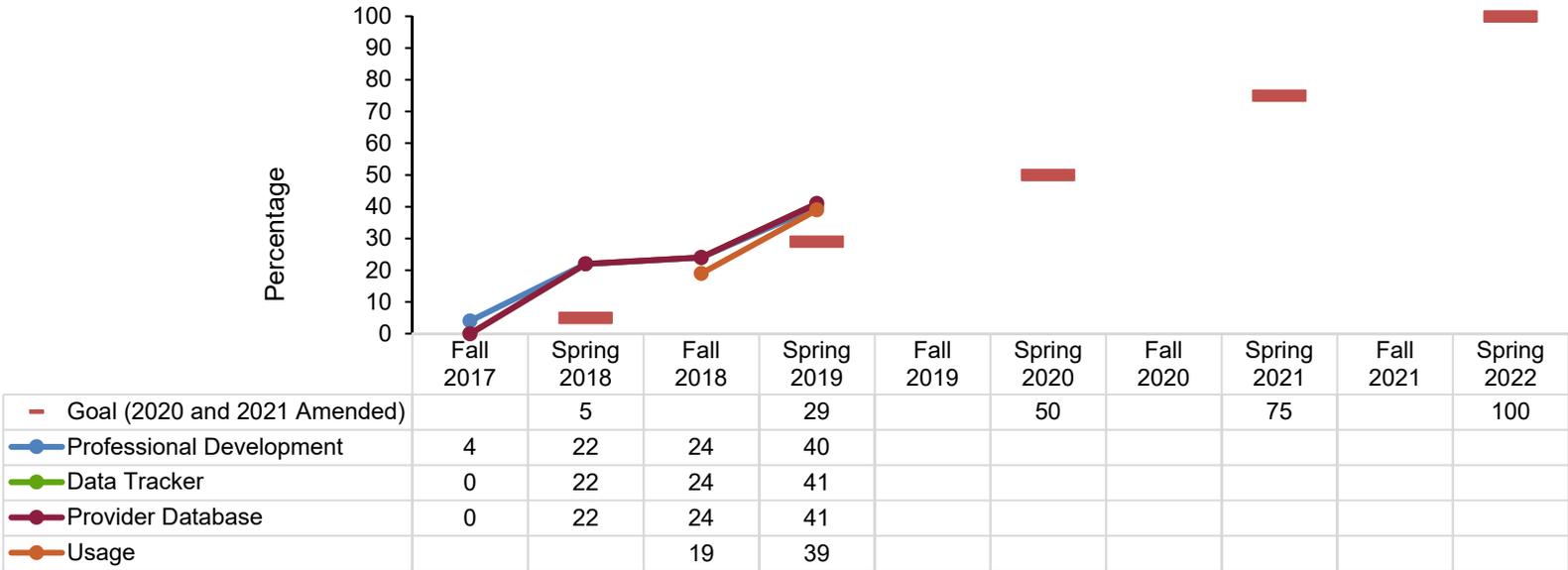
- Wraparound Services Assignments List, 4/15/2019

Support Data

- A total of 115 schools (41%) are currently being served by a fully trained Wraparound Resource Specialist.
- **Appendix L** (pages 78–80) provides support data including a brief history *Every Community, Every School*, a timeline of implementation, and a list of campuses being served.

Constraint Progress Measure 1.2	Evaluation
The district will develop tools for campuses to conduct a needs assessment, access to a provider database, a data tracker, and professional development in 2017–2018, and shall increase usage annually from 0 percent in Fall 2017 to 100 percent of campuses access the tools and training by 2022.	Exceeded Goal

% of All Campuses Receiving Services



Data Source

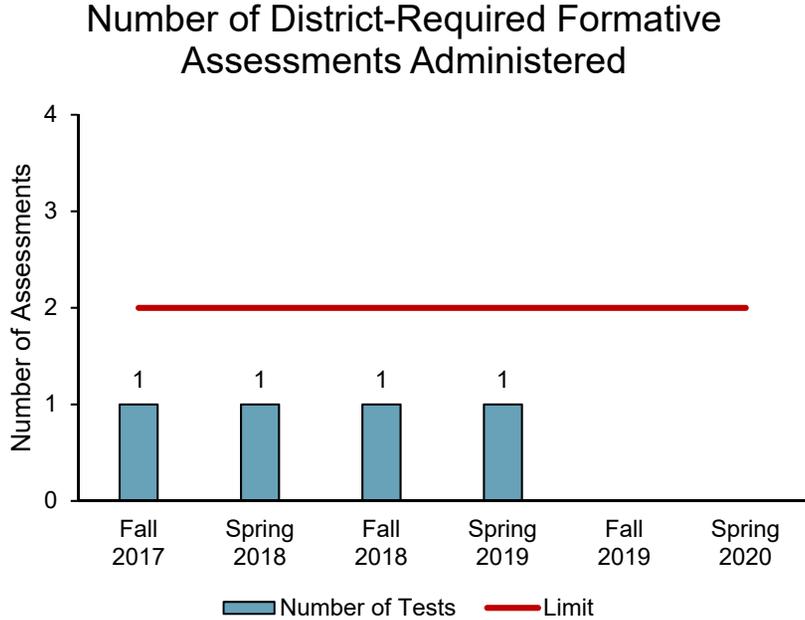
- Wraparound Services Assignments, Hired and Trained, and Weekly Average Lists, 4/15/2019

Support Data

- 115 schools have hired their Wraparound Specialist. In addition, there are six district-wide Wraparound Specialist.
- Professional development trainings have been developed and delivered to 112 (40% of the district) Wraparound Resource Specialists
- An Informational data tracking system has been developed.
- A Data Tracking and Provider Database have been developed. Currently, 115 (41% of the district) campuses have access to these tools.
- 109 (39% of the district) campuses are actively using the provider database and data tracker (usage is defined as logging into the data tracker at least once a week over the past thirty days).

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 and Elementary and Secondary Curriculum and Development facilitated stakeholder sessions from teachers, principals, and community members to solicit feedback to create the district’s 2018–2019 formative assessment plan.• The Fall assessment was the District-Level Assessment. The purpose of this formative checkpoint is to assess curriculum taught during the first semester in order to inform instructional planning for spring and to gather baseline writing data.• The Spring assessment was a STAAR-Released Test.

Constraint Progress Measure 2.1	Evaluation
The number of District-required, District-created assessments shall not increase from one per semester in fall 2017 to more than two per semester in spring 2020.	Met Goal



Data Source
<ul style="list-style-type: none"> 2018–2019 HISD Critical Dates Testing Calendar V4
Support Data
<ul style="list-style-type: none"> The Fall assessment is the District-Level Assessment. It was administered between Dec. 10–14 for Elementary (Grades 3–5 only) and Dec. 3–20 for Middle and High Schools (EOC core courses only). The Spring assessment is the STAAR Released Test. It was administered between Feb. 25– March 1 and March 25–29.

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 Learners (ELs), to increase in reading and mathematics.

Superintendent’s Response

During the 2018–2019 school year, Elementary and Secondary Curriculum and Development, Special Populations, and Student Assessment worked urgently to address achievement gaps. Specific strategies included:

- Providing Achieve 180 supports for our most underserved campuses including TDS support, extended Wednesday professional development (PD), targeted interventions, strategic data disaggregation, and essential positions;
- Continuing to implement a K–12 reading and math universal screener in order to assess all students’ strengths and gaps to provide targeted interventions with progress monitoring for all student groups;
- Providing training to support teachers and leaders around leveraging the universal screener data to address students’ deficit skills;
- Providing writing and sheltered instruction professional development opportunities for all teachers and leaders by school office areas on early release professional learning days, Achieve 180 Wednesday PD days, by campus request, Saturdays, and during campus professional learning communities (PLCs);
- The district’s first ever district-wide, PK-12 Writing Summit, which provided all teachers the opportunity to engage in deeper learning to support literacy in their classrooms;
- Continuing to build teacher and school leadership capacity for literacy as a regular part of monthly principals’ meetings;
- Having Teacher Development Specialists, Data Driven Instructional Specialists, and Intervention Specialists provide job-embedded supports on Achieve 180 and prioritized campuses. District curriculum and resources included instructional materials, that were culturally relevant, for all classrooms; and
- Providing more supports for campuses around utilizing intervention assistance teams (IAT) to address intervention needs of students on individualized levels.

Superintendent’s Response (Cont.)

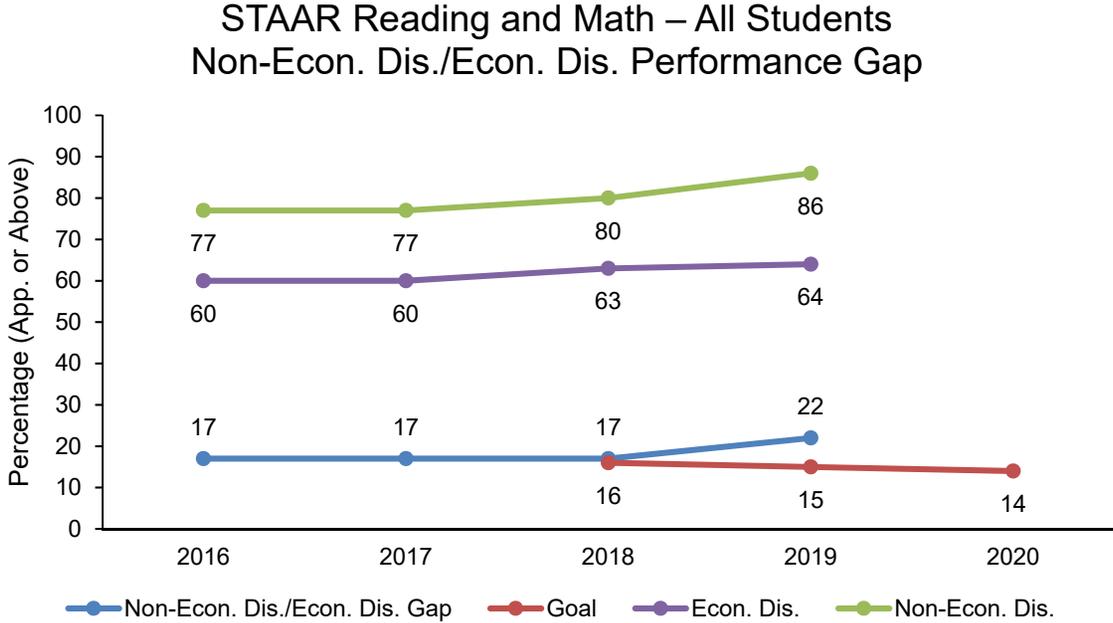
Moving forward, the school area offices will:

- Support campuses and offer opportunities to revisit goals, vision, and design of Renaissance reading and math during the month of August. Throughout the year, campuses will systemically prioritize the implementation, usage, and progress monitoring for all student groups;
- Work with the Curriculum Department to provide professional development to campus leaders and teachers on implementation of Literacy by 3, Literacy in the Middle, and Literacy Empowered practices with fidelity to address students’ deficit in reading and writing. We will continue to build campus leadership and teacher capacity for literacy as a regular part of monthly principals’ meetings; and
- Provide additional support to campuses regarding the utilization of IAT teams to address the intervention needs of students. IAT campus plans will be implemented and monitored constantly to ensure student growth.

The Office of Special Education Services (OSES) is working diligently to address achievement gaps by:

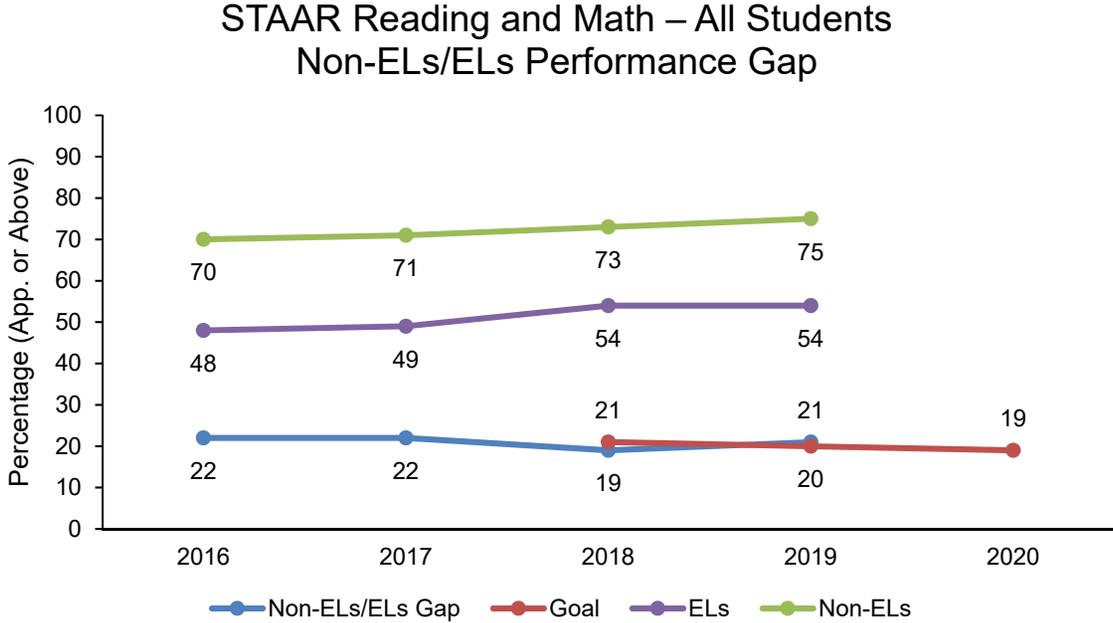
- Providing training to support teachers and leaders around specially designed instruction to address students’ deficit skills (trainer-of-trainers provided for principals and campus champions during preservice professional learning and early release professional learning days for the 2019–2020 school year);
- Partnering with the Curriculum and Development Departments to ensure that embedded supports are available for teachers to provide specially designed instruction in reading, writing, and math to meet the needs of students with disabilities;
- Providing training for school leaders during monthly principals meeting breakout sessions for using the Literacy Routines in a Co-Teach Model to provide leadership in writing;
- Providing ongoing training in the areas of GoalBook, and Specially Designed Instruction (SDI) for teachers and school staff to provide more effective and relevant instruction for students with disabilities. OSES also supports lead4ward training for school leaders on the topic of lead4ward “TriplePlay,” using instructional strategies that yield high results in the content areas;
- Hosting discussions with the Elementary Curriculum and Development team on more effective ways to support teachers and leaders in maximizing the use of the accommodations to support struggling students and students with disabilities; and
- Working in a cross-collaborative effort with Multilingual, Intervention Assistance Team, and Student Assessment to support teachers in using data to more effectively support writing, reading, and math. This collaborative effort will provide a streamlined, more focused approach to home in on the most critical instructional needs of teachers and to guide the instructional feedback for leaders.

Constraint Progress Measure 3.1	Evaluation
The reading and math performance gap between economically and non-economically disadvantaged students, as measured by the percent of students at the Approaches Grade Level Standard on STAAR, shall decrease by one percentage point annually from 17 percentage points in spring 2017 to 14 percentage points in spring 2020.	Did Not Meet Goal



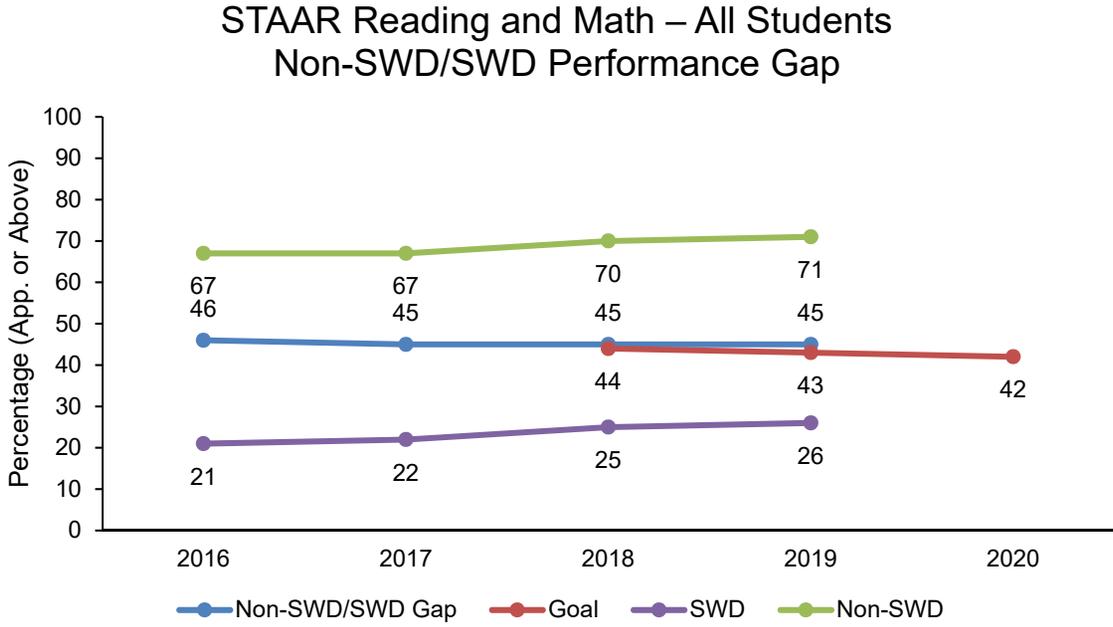
Data Sources
<ul style="list-style-type: none"> • TEA-ETS student data files for the first administration STAAR 3–8 Reading and Math and spring administration EOC English I and II and Algebra I exams. Excludes STAAR Alt 2. English and Spanish results combined. • Renaissance 360 student data files. English and Spanish results combined. Demographics from Chancery SIS. • Appendix M (pages 81–88) provides support data including results disaggregated by subject, results disaggregated by the Achieve 180 program, and Universal Screener results used to progress monitor CPM 3.1 throughout the school year.

Constraint Progress Measure 3.2	Evaluation
The reading and math performance gap between English Learners (ELs) and Non-English Learners (Non-ELs), as measured by the percentage of students at the Approaches Grade Level Standard on STAAR, shall decrease by one percentage point annually from 22 percentage points in spring 2017 to 19 percentage points in spring 2020.	Did Not Meet Goal



Data Source
<ul style="list-style-type: none"> • TEA-ETS student data files for the first administration STAAR 3–8 Reading and Math and spring administration EOC English I and II exams. Excludes STAAR Alt 2. English and Spanish results combined. • Renaissance 360 student data files. English and Spanish results combined. Demographics from Chancery SIS. • Appendix N (pages 89–96) provides support data including results disaggregated by subject, results disaggregated by the Achieve 180 program, and Universal Screener results used to progress monitor CPM 3.2 throughout the school year.

Constraint Progress Measure 3.3	Evaluation
<p>The reading and math performance gap between students receiving special education services and students not receiving special education services, as measured by the percentage of students at the Approaches Grade Level Standard on STAAR, shall decrease by one percentage point annually from 45 percentage points in spring 2017 to 42 percentage points in spring 2020.</p>	<p>Did Not Meet Goal</p>



Data Sources

- TEA-ETS student data files for the first administration STAAR 3–8 Reading and Math and spring administration EOC English I and II exams. Excludes STAAR Alt 2. English and Spanish results combined.
- Renaissance 360 student data files. English and Spanish results combined. Demographics from Chancery SIS.

Support Data

- Additional support data dividing results by STAAR 3–8 and EOC is provided on the next page.
- **Appendix O** (pages 97–104) provides support data including results disaggregated by subject, results disaggregated by the Achieve 180 program, and Universal Screener results used to progress monitor CPM 3.3 throughout the school year.
- **Appendix P** (pages 105–110) provides the same analysis for the performance gap between White and African American students including overall results, results disaggregated by subject and results disaggregated by the Achieve 180 program.
- **Appendix Q** (pages 111–116) provides the same analysis for the performance gap between White and Hispanic students including overall results, results disaggregated by subject and results disaggregated by the Achieve 180 program.

**Constraint 4
Struggling Schools**

Constraint 4

The superintendent shall not allow struggling schools to operate without highly qualified leaders and teachers in core subjects.*
*Struggling schools include Improvement Required (IR) schools, formerly IR schools, and schools receiving an overall accountability scale score of 65 or less. Teacher qualification should consider certification and experience.

Superintendent’s Response

To ensure struggling schools operate with highly qualified teachers, Human Resources (HR) works to ensure that teachers are appropriately placed in classrooms per their certifications. Reports are run in Chancery and compared to the Position Control number the teacher is in, as well as looking for alignment with their certification area. For 2019–2020, weekly reports will be run in September and October and shared with Area Superintendents to better monitor teacher assignments.

To build a stronger teaching candidate pool, a strategic effort to enhance recruitment and selection has been put in place. Actions around this effort include (1) strengthening and building stronger university partnerships to improve the quality and quantity of candidates in the teacher pipeline, (2) enhancing the selection rubric and practices to ensure a high-quality pool, and (3) partnering with the Schools Office to promote HR best hiring practices training to improve effective teacher selection. In order to attract and maintain highly effective campus leadership and teaching staff, a recruitment/retention stipend is in place for Achieve 180 campuses.

In addition, it is imperative to examine and improve teacher hiring, development, and retention practices to ensure effective teachers are placed in the highest need classrooms. To achieve this, the district will (1) develop and implement a district-wide teacher equity plan to address strategies critical to hiring, developing, and retaining effective teachers, (2) examine and revamp transfer practices across the district to align with equitable hiring and staffing of effective teachers, (3) increase the percentage of experienced, effective teachers at each campus, and (4) enhance retention strategies to decrease teacher turnover of effective teachers.

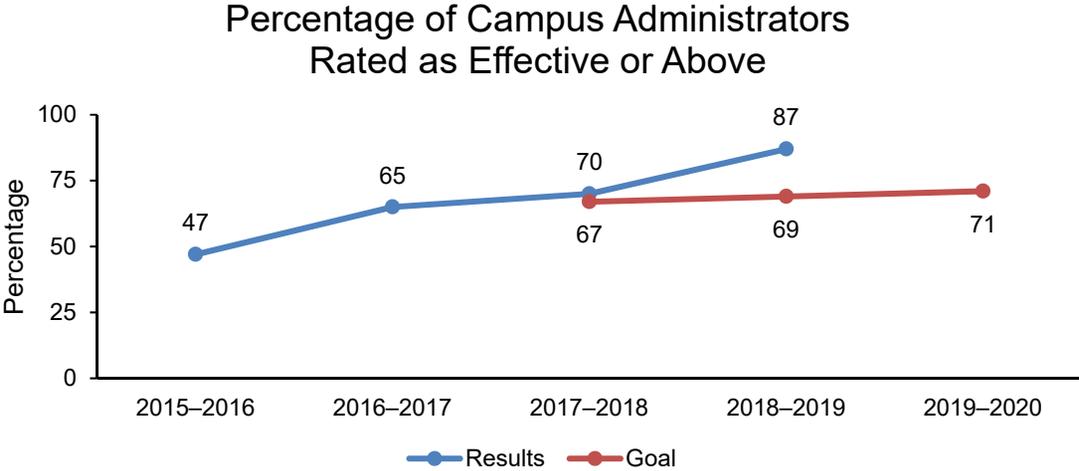
Finally, the district will return the campus-leader focus to the classroom by building systems, providing training, and communicating HR improvements to streamline the hiring process. To achieve this, we will (1) enhance training for hiring managers on Managers Self Service allowing the manager to track and monitor requests, (2) educate and equip hiring managers with the necessary knowledge and skills of HISD hiring policies and regulations, and (3) communicate organizational (legal-payroll, VISAs, etc.) changes and service level agreements (turnaround time for all teams – Recruitment, Certification, and HR business partner).

Superintendent's Response (Cont.)

To ensure struggling schools operate with highly qualified leaders this last year, the district:

- Had the Schools Office and Human Resources collaborate to actively recruit highly-effective, proven leaders from within the district;
- Offered recruitment/retention incentives to attract change agents to lead Achieve 180 campuses;
- Offered a rigorous learning opportunity through the Principal Candidates Development Opportunity (PCDO) to fill anticipated principal vacancies in the district by developing leadership expertise for aspiring urban school principals;
- Held monthly principal meetings with the Superintendent of Schools to share information and further develop HISD school leadership through breakout sessions and other collaborative activities with district administrators. Meetings were focused on topics such as writing, data utilization, and addressing special populations;
- Provided Achieve 180 principals two additional sessions to provide guidance in utilizing Achieve 180 supports and instructional leadership enhancement;
- Held Community of Practice visits twice a year;
- Addressed leadership development to actively develop all campus leaders; and
- Assigned demonstration principals to campus principals to establish professional coaching relationships with highly effective principals.

Constraint Progress Measure 4.1	Evaluation
The percentage of campus administrators at struggling schools rated as effective or above shall increase by two percentage points annually from 65 percent in 2017 to 71 percent by 2020.	Exceeded Goal



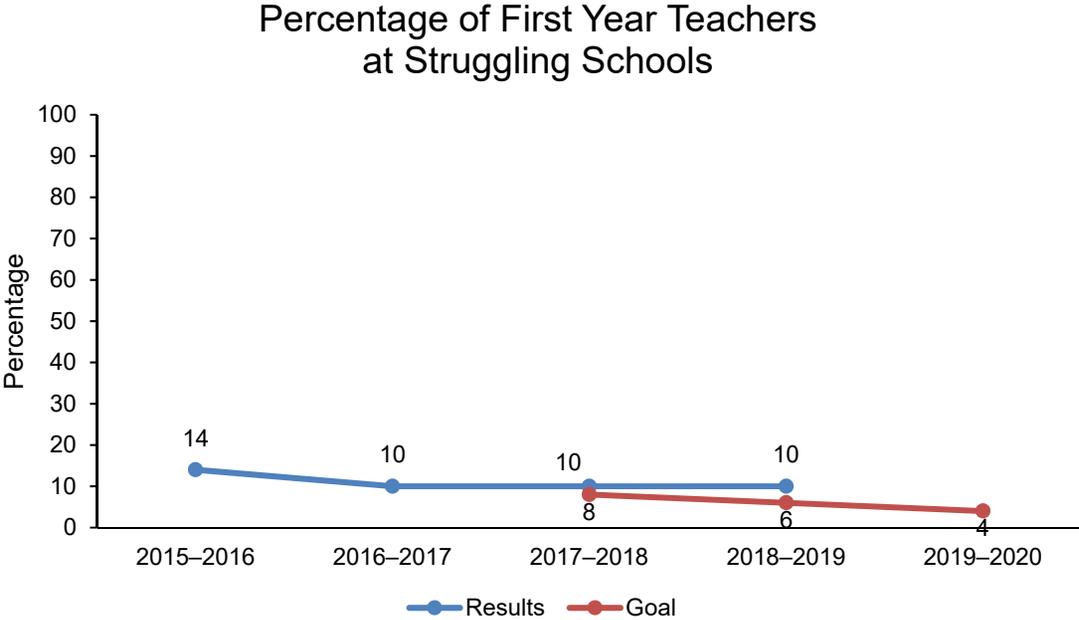
Data Source

- School Leader Appraisal Scorecards

Support Data

- Eighty-five campuses were designated a struggling school for the 2016–2017 school year. Results for the 2015–2016, 2016–2017, and 2017–2018 schools will be based on these campuses.
- Eighty-six campuses were designated a struggling school for the 2018–2019 school year.
- 19 Principals not receiving a rating were not included in the denominator.

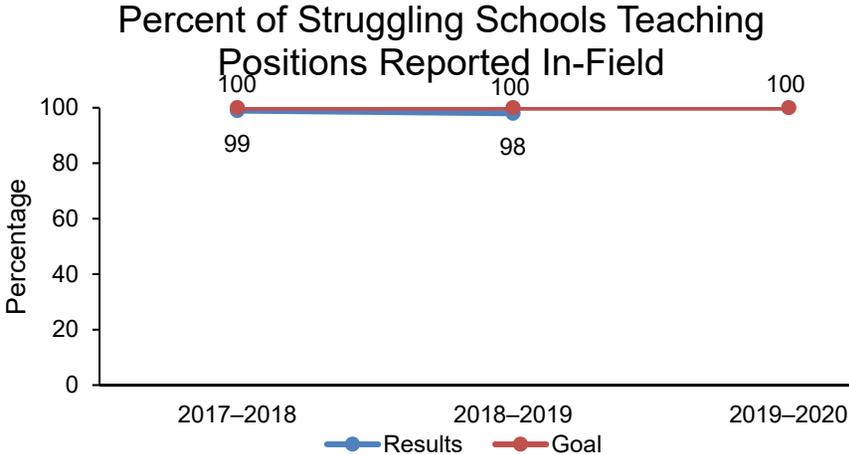
Constraint Progress Measure 4.2	Evaluation
The percentage of first year teachers at struggling schools shall decrease by two percentage points annually from 10 percent in 2017 to four percent by 2020.	Did Not Meet Goal



Data Source
<ul style="list-style-type: none"> • HRIS Employee Roster File

Support Data
<ul style="list-style-type: none"> • 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 will be based on these campuses. • Eighty-six campuses were designated a struggling school for the 2018–2019 school year. • In 2017–2018, out of the 3,548 teachers assigned to the 85 struggling schools, 10 percent (n=357) were new teachers. • In 2018–2019, out of the 3,679 teachers assigned to the 86 struggling schools, 10 percent (n =360) were new teachers.

Constraint Progress Measure 4.3 – February 2018	Evaluation
The percent of teaching positions at struggling schools held by teachers certified in their assigned subject areas and grade levels shall increase each semester from 99 percent in 2017 until 100 percent is reached and maintained through 2020.	Did Not Meet Goal



Reason for Out-of-Field Position	Number of Instances
No Certificate on file *Associate Teacher (6) *Teaching Assistant (1)	7
Emergency Permit, Current	1
ESL Waiver	5
Emergency Permit Pending	3
Eligible for Emergency Permit	21
Ineligible for Permit, Certified, Teaching out-of-field	38

Data Source
<ul style="list-style-type: none"> HRIS Employee Roster File

Support Data
<ul style="list-style-type: none"> The Human Resources Department will conduct audits every October to verify that 100% of 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 were 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. Eighty-six campuses were designated a struggling school for the 2018–2019 school year. Nine of the 86 campuses are charter schools, and are not required for reporting. Teaching Positions Reporting Out-of-Field <ul style="list-style-type: none"> 2% (75/3,305) of struggling school teaching positions reported out-of-field, therefore 98% of struggling school teaching positions were reported in-field <ul style="list-style-type: none"> 20 of the teaching positions were at Elementary Schools 27 of the teaching positions were at Middle Schools 19 of the teaching positions were at High Schools 9 of the teaching positions were at Combined Schools

References

Evanston/Skokie School District 65, Office of Research, Accountability, and Data. (2018). *2018 Achievement & Accountability Report*. Retrieved from: https://www.district65.net/cms/lib/IL01906289/Centricity/Domain/59/2018_Achievement_Accountability_Report.pdf

Houston Independent School District. (2019). *Board Policy Manual: AE(LOCAL)*. Retrieved from <https://pol.tasb.org/Policy/Code/592?filter=AE>

Appendix A: 2018–2019 Board Goals and Constraints Results Summary

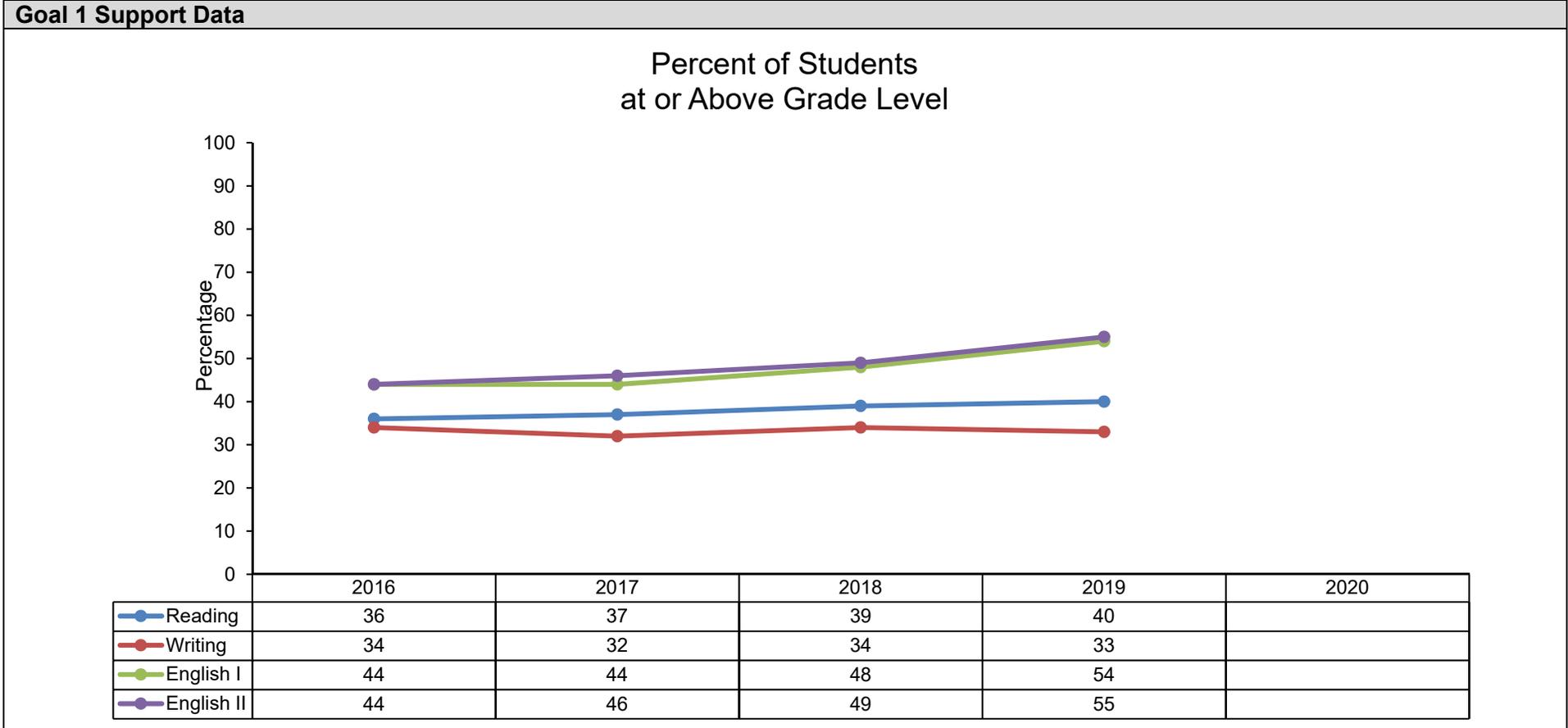
Lone Star Governance considers a student outcome goal or constraint met if a) the goal / constraint actual results meet or exceed the targets or b) at least 2/3rds of the respective goal progress measures (GPMs) / constraint progress measures (CPMs) actual results meet or exceed the targets. Overall district performance is met if at least 4/5ths of the goals and constraints are met.

Goal	Measure	Score	Target	Evaluation
Goal 1	Reading and Writing Above Grade Level	41%	43%	Did Not Meet
GPM 1.1	Universal Screener Reading Performance	41%	41%	Met
GPM 1.2	Grades 4 and 7 Released STAAR – Writing	32%	25%	Exceeded
Percent of GPMs That Met Target		100%	67%	Exceeded
Goal 1 Met				
Goal 2	Global Graduates	60	55	Exceeded
GPM 2.1	Spring CTE Course Completion	62.4%	67.0%	Did Not Meet
GPM 2.2	Spring AP/IB Course Completion	38.4%	41.1%	Did Not Meet
GPM 2.3	Spring Dual Credit/Enrollment Course Completion	10.5%	12.0%	Did Not Meet
Percent of GPMs That Met Target		0%	67%	Did Not Meet
Goal 2 Met				
Goal 3	Progress of Prior Year Failers	61%	63%	Did Not Meet
GPM 3.1	Reading Intervention Students Meeting Growth	49%	51%	Did Not Meet
GPM 3.2	Math Intervention Students Meeting Growth	58%	61%	Did Not Meet
Percent of GPMs That Met Target		0%	67%	Did Not Meet
Goal 3 Not Met				

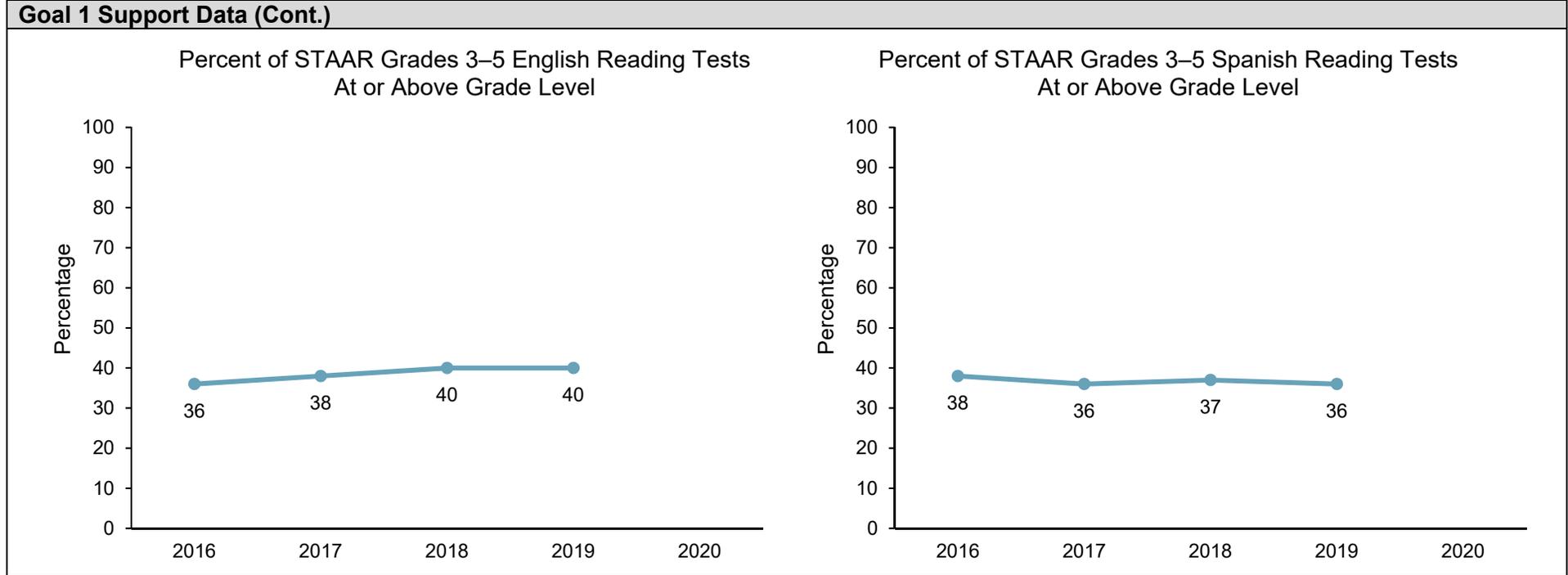
Constraint	Measure	Score	Target	Evaluation
Constraint 1				
CPM 1.1	Every Community, Every School	41%	29%	Exceeded
CPM 1.2	Campuses Receiving Services	40%	29%	Exceeded
Percent of CPMs That Met Target		100%	67%	Exceeded
Constraint 1 Met				
Constraint 2				
CPM 2.1	District-Required Formative Assessments	1	≤2	Met
Constraint 2 Met				
Constraint 3				
CPM 3.1	STAAR Reading and Math Econ. Dis. Gap	22	≤15	Did Not Meet
CPM 3.2	STAAR Reading and Math ELs Gap	21	≤20	Did Not Meet
CPM 3.3	STAAR Reading and Math SWD Gap	45	≤43	Did Not Meet
Percent of CPMs That Met Target		0%	67%	Did Not Meet
Constraint 3 Not Met				
Constraint 4				
CPM 4.1	Campus Admin. Rated Effective	87%	69%	Exceeded
CPM 4.2	1 st Year Teachers at Struggling Schools	10%	≤6%	Did Not Meet
CPM 4.3	Positions Held by Certified Teachers	98%	100%	Did Not Meet
Percent of CPMs That Met Target		33%	67%	Did Not Meet
Constraint 4 Not Met				

Overall Performance				
# of Goals/Constraints That Met Target	Total # of Goals/Constraints	% of Goals/Constraints That Met Target	Target	Evaluation
4	7	57%	80%	Did Not Meet

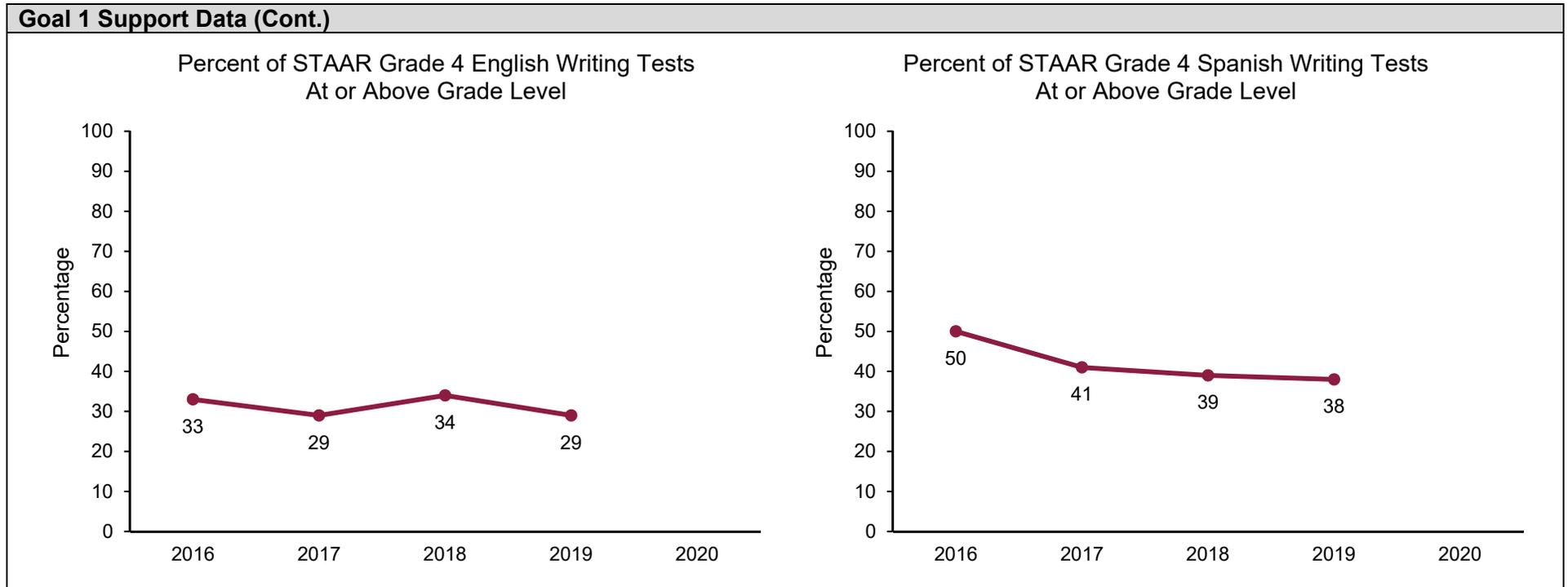
Appendix B: Goal 1 Support Data



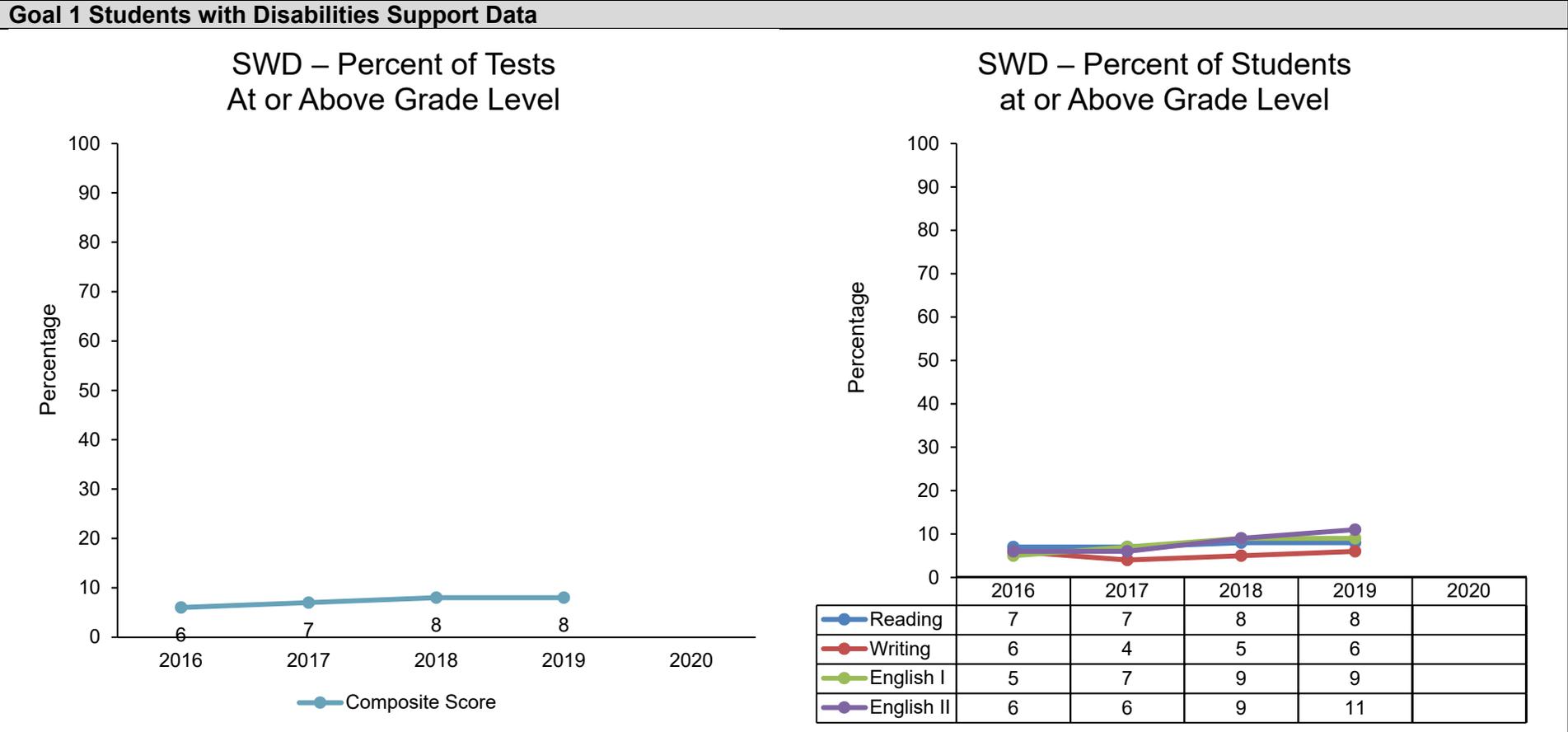
Appendix B: Goal 1 Support Data (Cont.)



Appendix B: Goal 1 Support Data (Cont.)



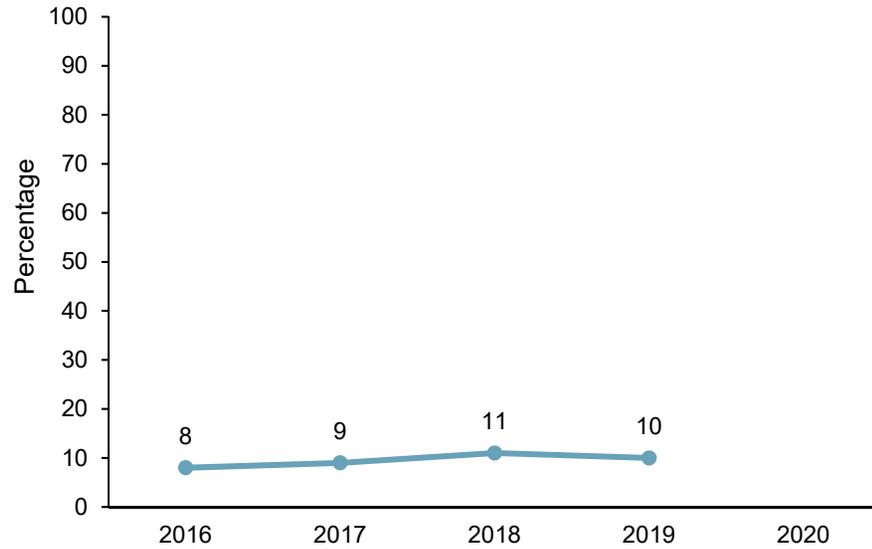
Appendix B: Goal 1 Support Data (Cont.)



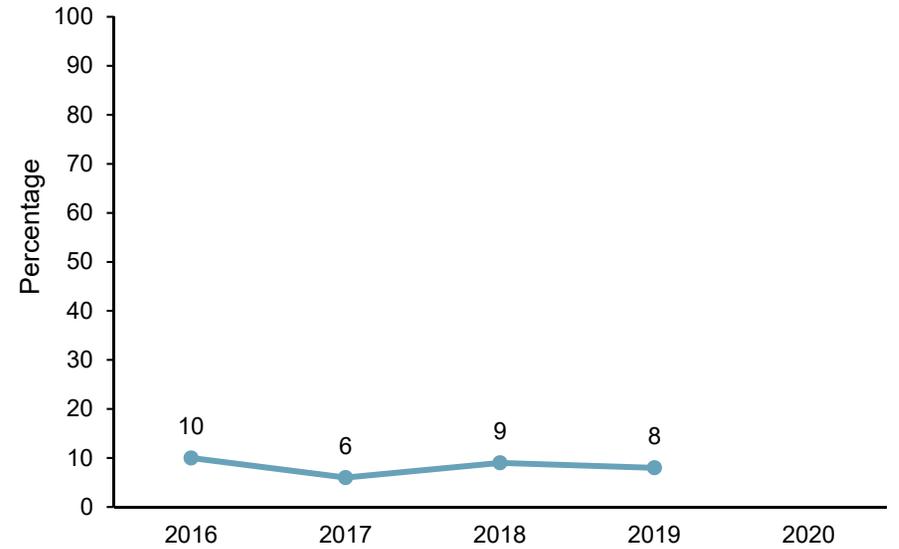
Appendix B: Goal 1 Support Data (Cont.)

Goal 1 Students with Disabilities Support Data (Cont.)

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



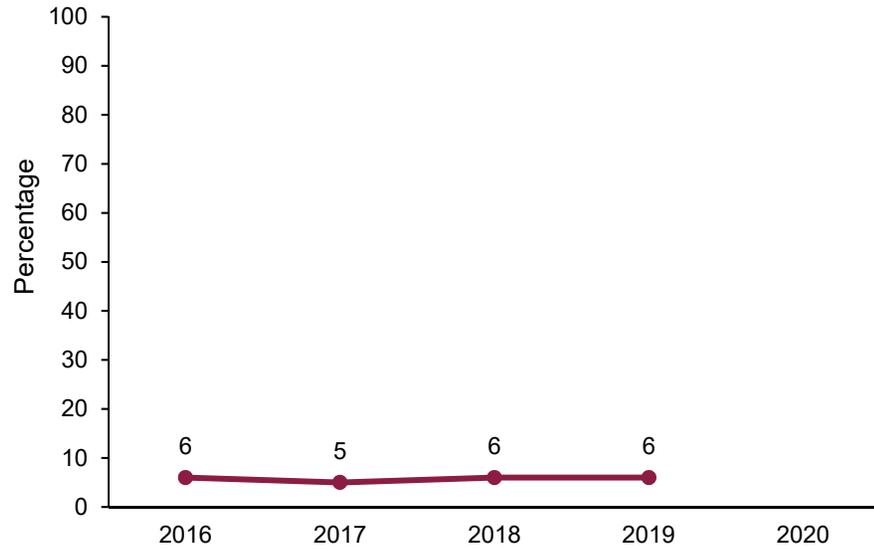
Percent of STAAR Grades 3–5 Spanish Reading Tests
SWD – At or Above Grade Level



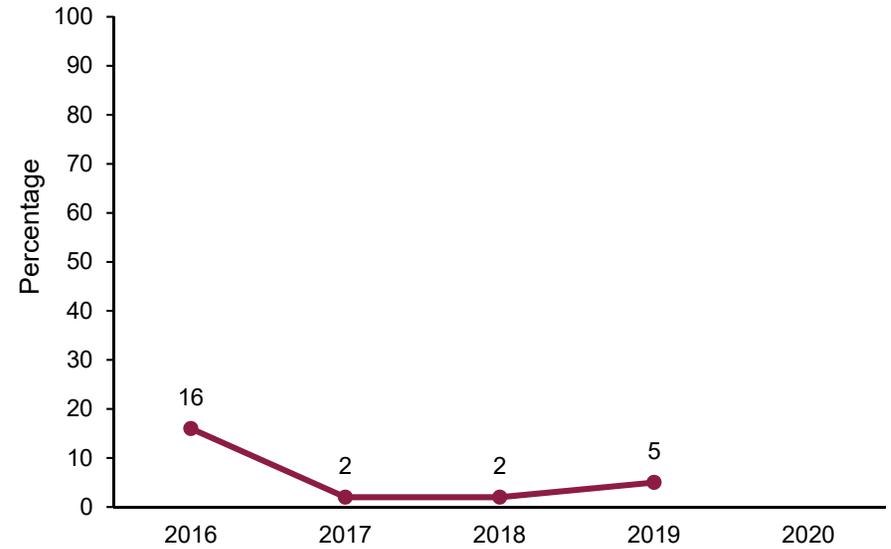
Appendix B: Goal 1 Support Data (Cont.)

Goal 1 Students with Disabilities Support Data (Cont.)

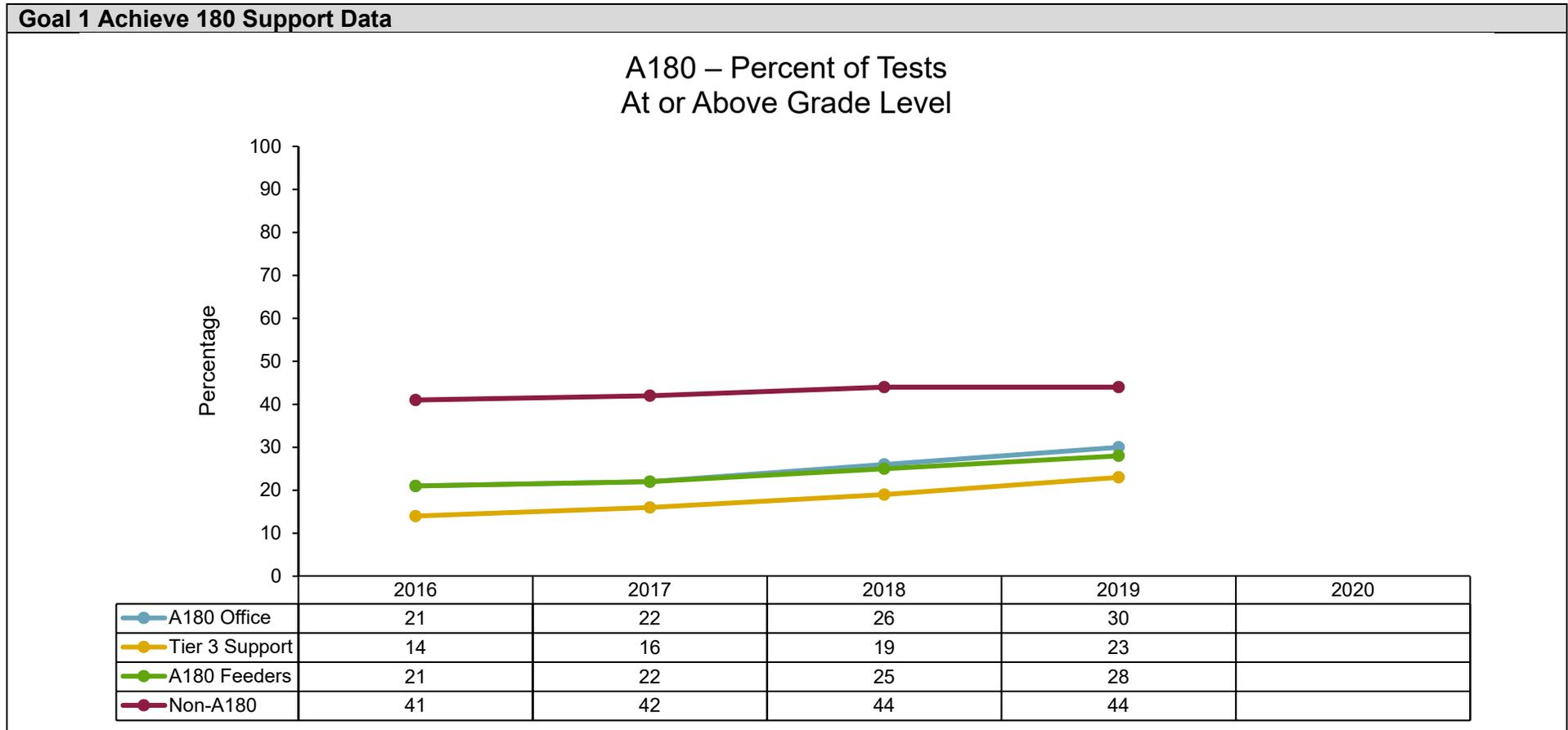
Percent of STAAR Grade 4 English Writing Tests
SWD – At or Above Grade Level



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



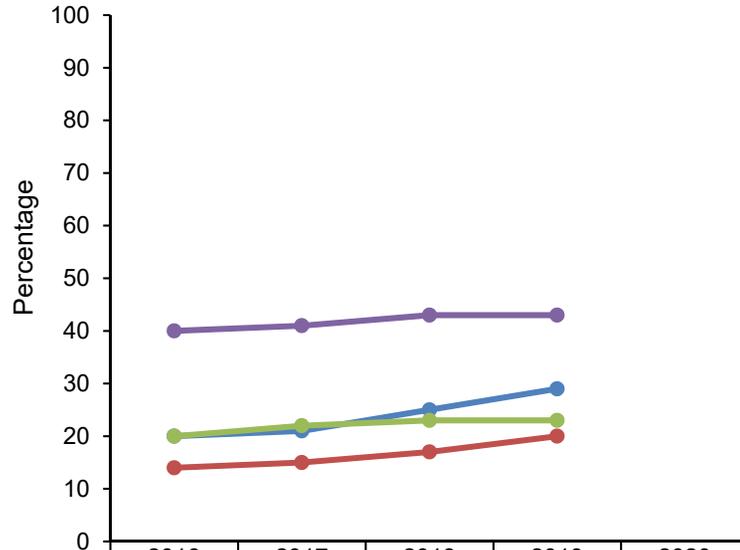
Appendix B: Goal 1 Support Data (Cont.)



Appendix B: Goal 1 Support Data (Cont.)

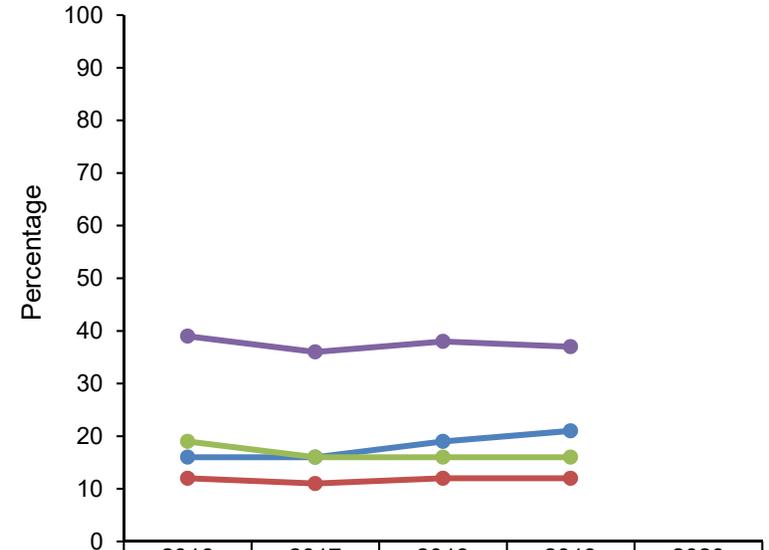
Goal 1 Achieve 180 Support Data (Cont.)

A180 – Percent of Reading Tests at or Above Grade Level



	2016	2017	2018	2019	2020
A180 Office	20	21	25	29	
Tier 3 Support	14	15	17	20	
A180 Feeder	20	22	23	23	
Non-A180	40	41	43	43	

A180 – Percent of Writing Tests at or Above Grade Level

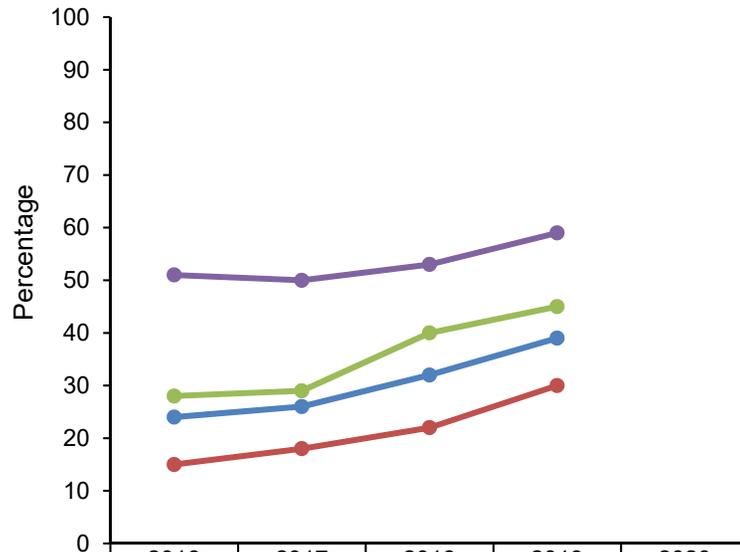


	2016	2017	2018	2019	2020
A180 Office	16	16	19	21	
Tier 3 Support	12	11	12	12	
A180 Feeder	19	16	16	16	
Non-A180	39	36	38	37	

Appendix B: Goal 1 Support Data (Cont.)

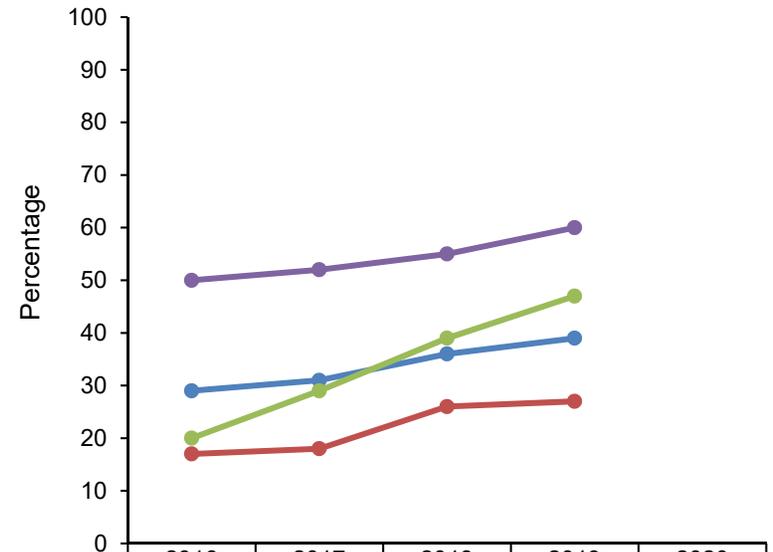
Goal 1 Achieve 180 Support Data (Cont.)

A180 – Percent of English I Tests at or Above Grade Level



	2016	2017	2018	2019	2020
A180 Office	24	26	32	39	
Tier 3 Support	15	18	22	30	
A180 Feeder	28	29	40	45	
Non-A180	51	50	53	59	

A180 – Percent of English II Tests at or Above Grade Level

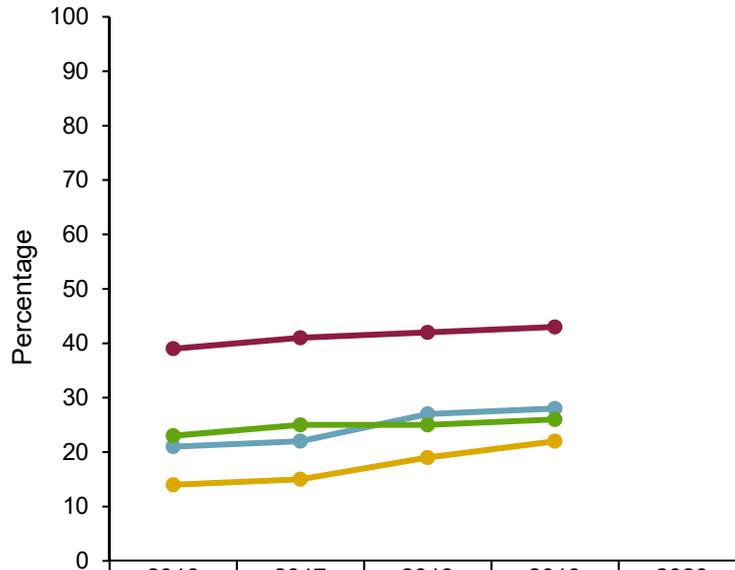


	2016	2017	2018	2019	2020
A180 Office	29	31	36	39	
Tier 3 Support	17	18	26	27	
A180 Feeder	20	29	39	47	
Non-A180	50	52	55	60	

Appendix B: Goal 1 Support Data (Cont.)

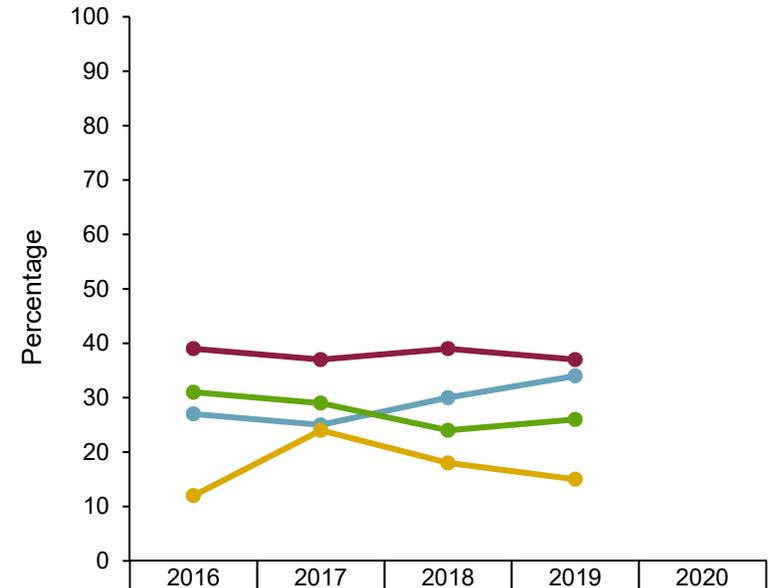
Goal 1 Achieve 180 Support Data (Cont.)

Percent of STAAR Grades 3–5 English Reading Tests
A180 – At or Above Grade Level



	2016	2017	2018	2019	2020
A180 Office	21	22	27	28	
Tier 3 Support	14	15	19	22	
A180 Feeders	23	25	25	26	
Non-A180	39	41	42	43	

Percent of STAAR Grades 3–5 Spanish Reading Tests
A180 – At or Above Grade Level

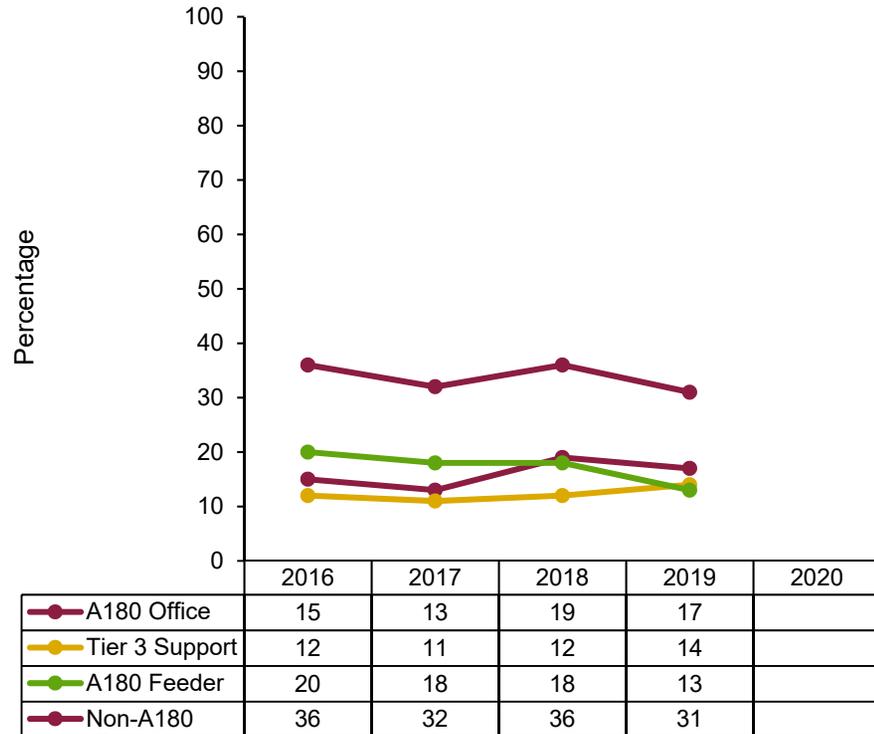


	2016	2017	2018	2019	2020
A180 Office	27	25	30	34	
Tier 3 Support	12	24	18	15	
A180 Feeder	31	29	24	26	
Non-A180	39	37	39	37	

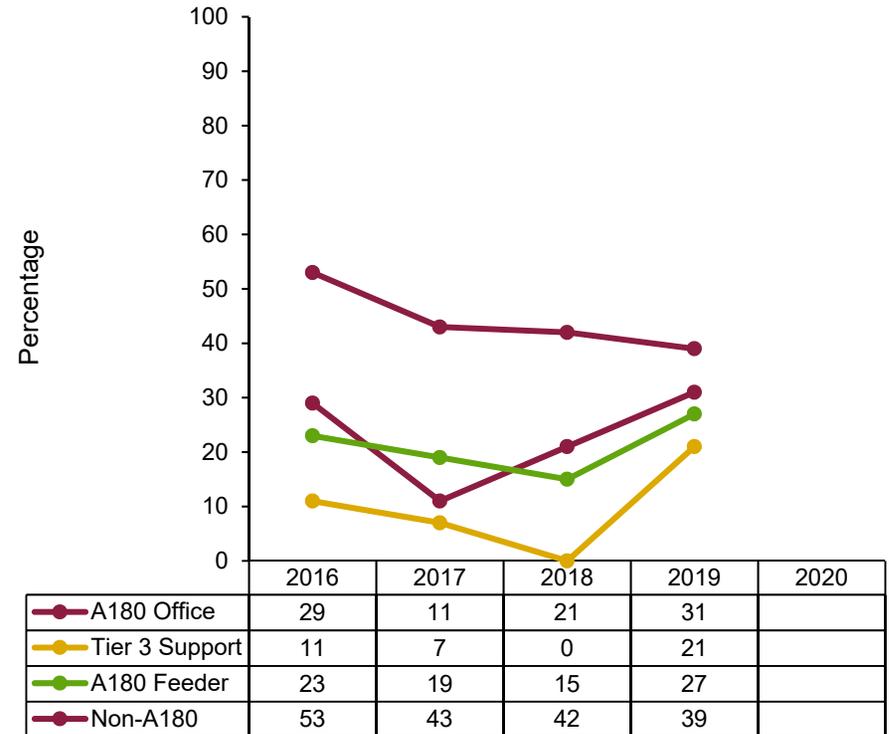
Appendix B: Goal 1 Support Data (Cont.)

Goal 1 Achieve 180 Support Data (Cont.)

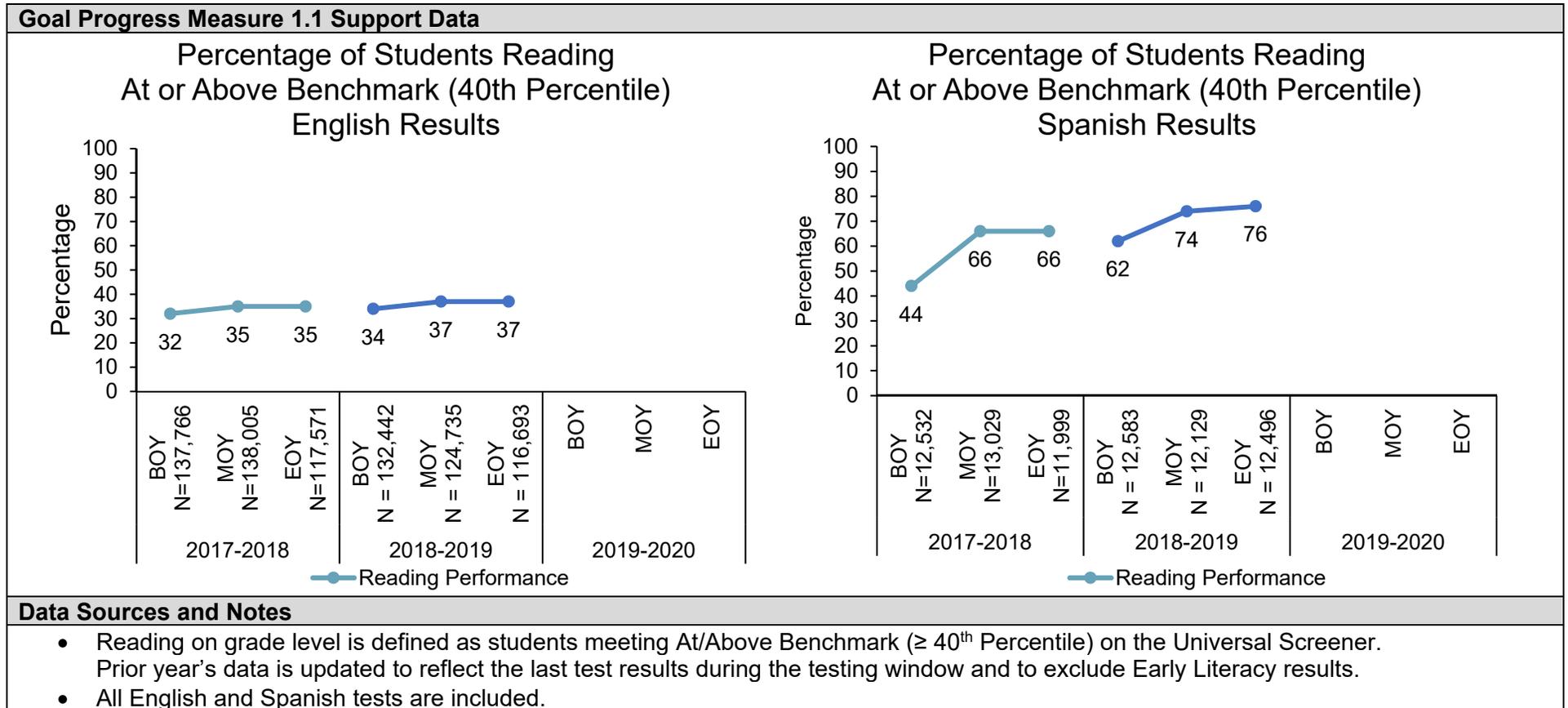
Percent of STAAR Grade 4 English Writing Tests
A180 – At or Above Grade Level



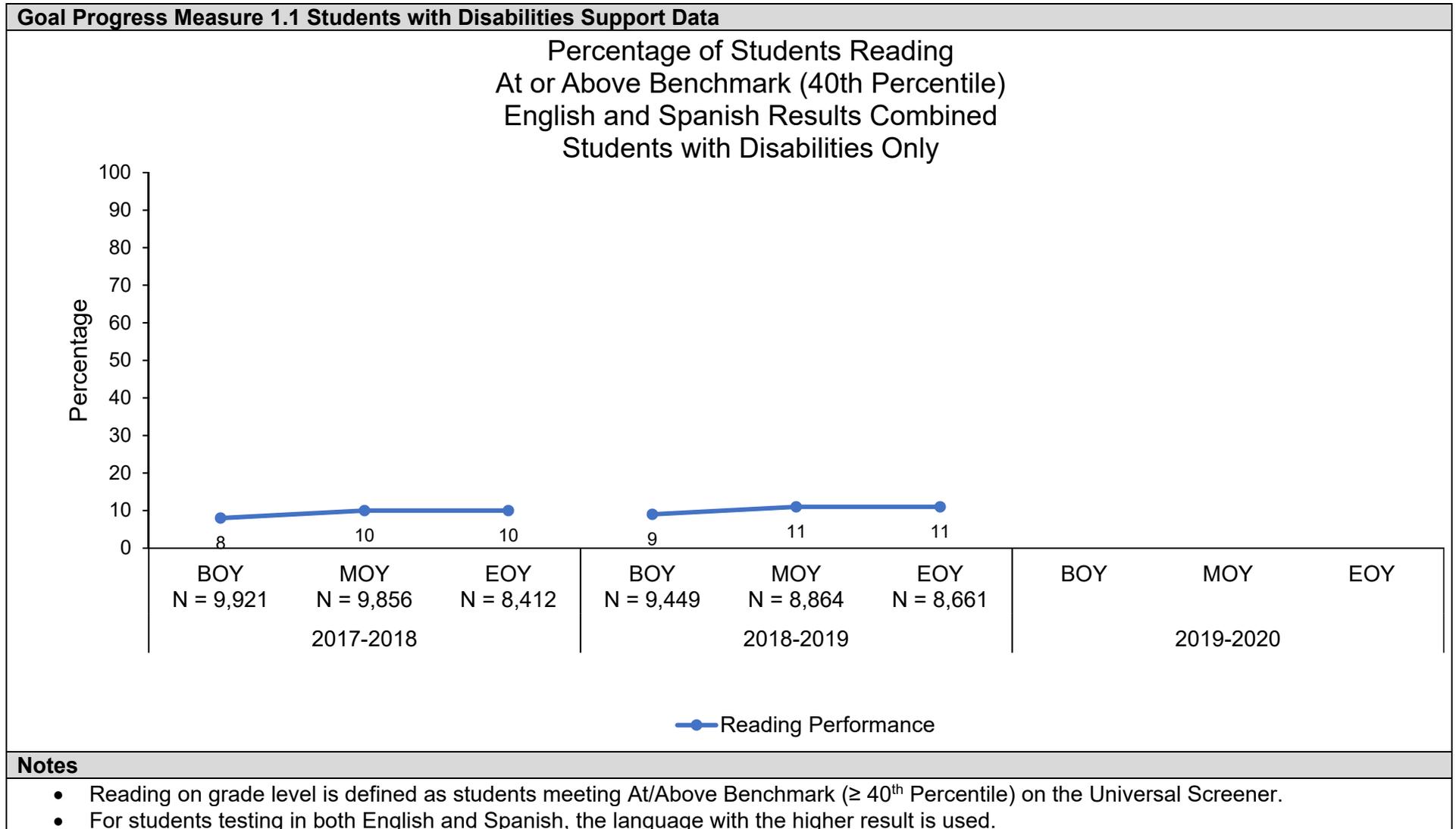
Percent of STAAR Grade 4 Spanish Writing Tests
A180 – At or Above Grade Level



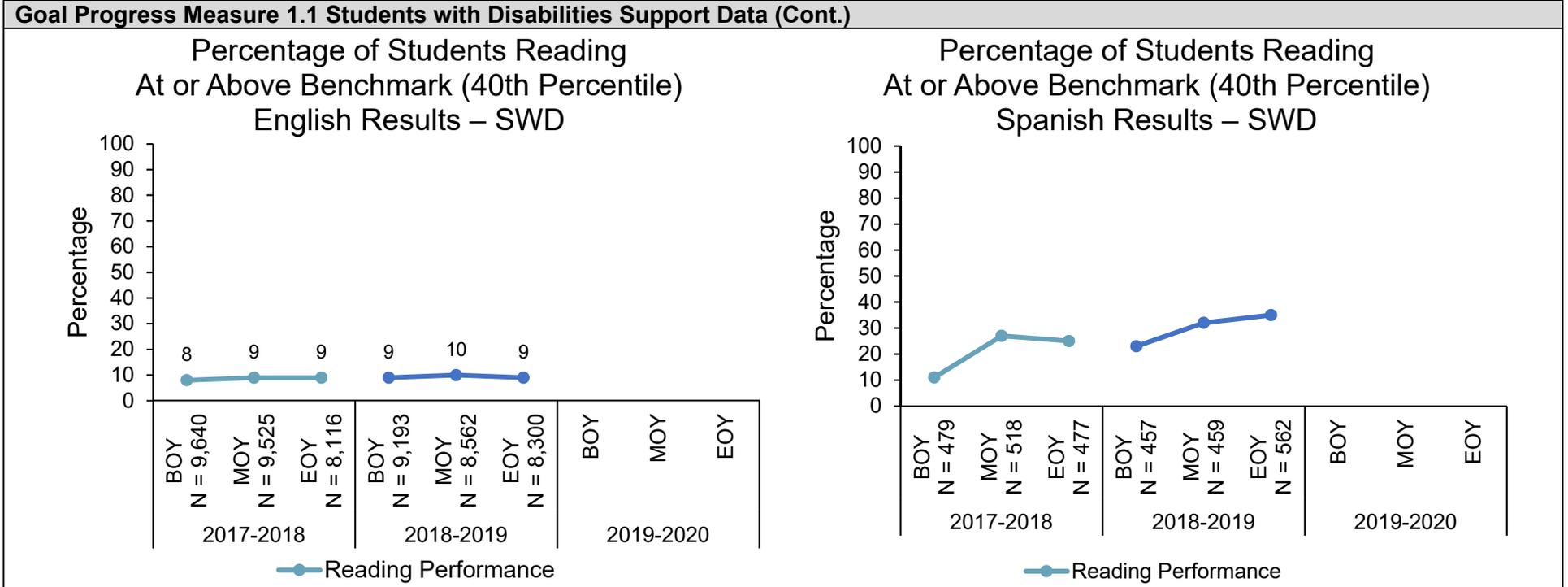
Appendix C: Goal Progress Measure 1.1 Support Data



Appendix C: Goal Progress Measure 1.1 Support Data (Cont.)



Appendix C: Goal Progress Measure 1.1 Support Data (Cont.)

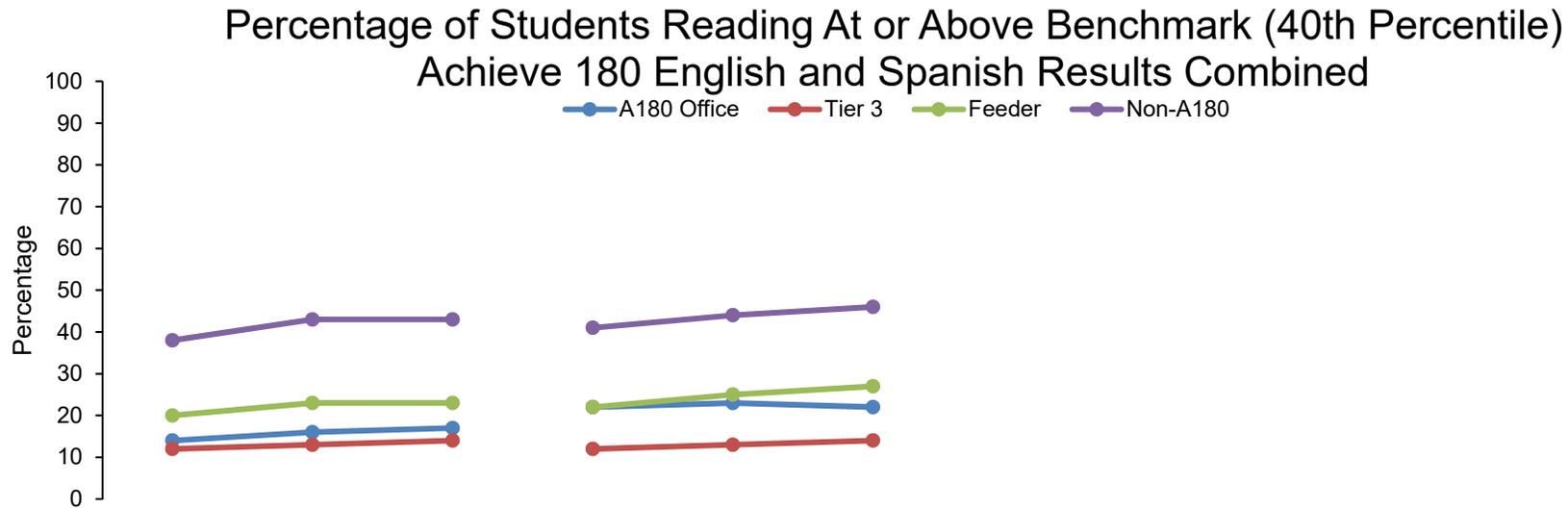


Notes

- Reading on grade level is defined as students meeting At/Above Benchmark ($\geq 40^{\text{th}}$ Percentile) on the Universal Screener. Prior year's data is updated to reflect the last test results during the testing window and to exclude Early Literacy results.
- All English and Spanish tests are included.

Appendix C: Goal Progress Measure 1.1 Support Data (Cont.)

Goal Progress Measure 1.1 Achieve 180 Support Data



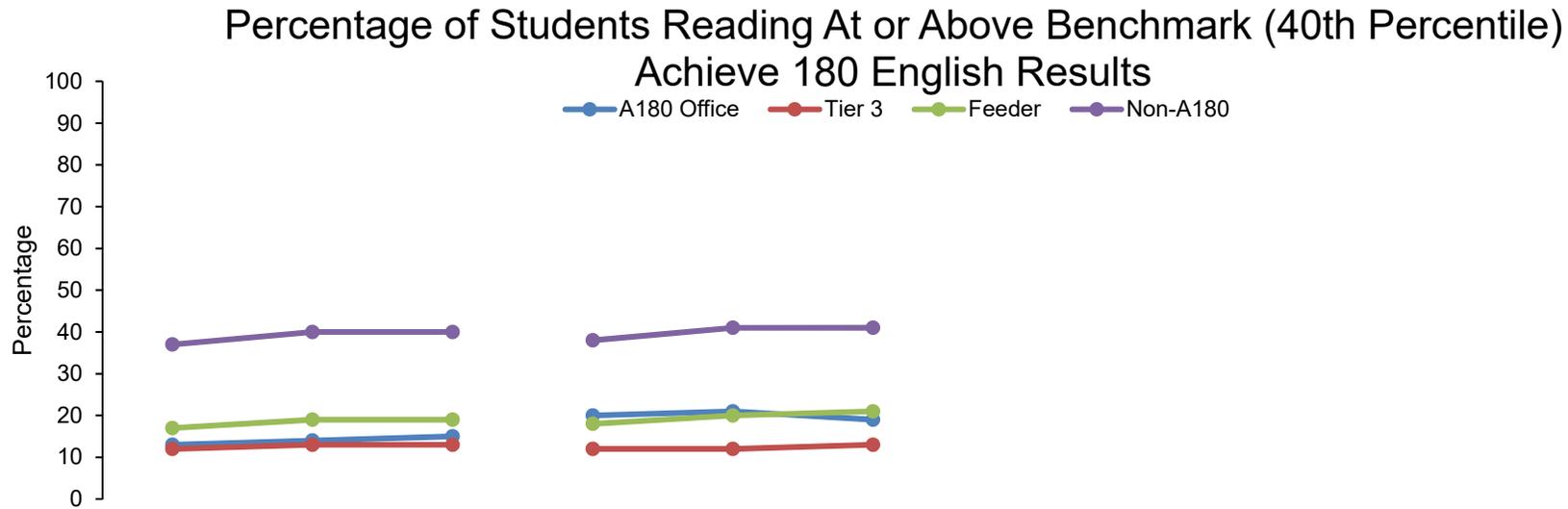
	2017–2018			2018–2019			2019–2020			2020–2021		
	BOY	MOY	EOY									
A180 Office	14	16	17	22	23	22						
Tier 3	12	13	14	12	13	14						
Feeder	20	23	23	22	25	27						
Non-A180	38	43	43	41	44	46						

Number of Students Tested – Reading – By Achieve 180

	2017–2018			2018–2019			2019–2020			2020–2021		
	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
A180 Office	18,359	18,244	16,461	18,695	17,673	15,567						
Tier 3	5,572	5,623	4,787	5,061	4,950	4,453						
Feeder	9,916	9,623	8,744	8,569	8,140	7,804						
Non-A180	116,958	118,354	99,644	112,148	107,084	101,646						

Appendix C: Goal Progress Measure 1.1 Support Data (Cont.)

Goal Progress Measure 1.1 Achieve 180 Support Data (Cont.)



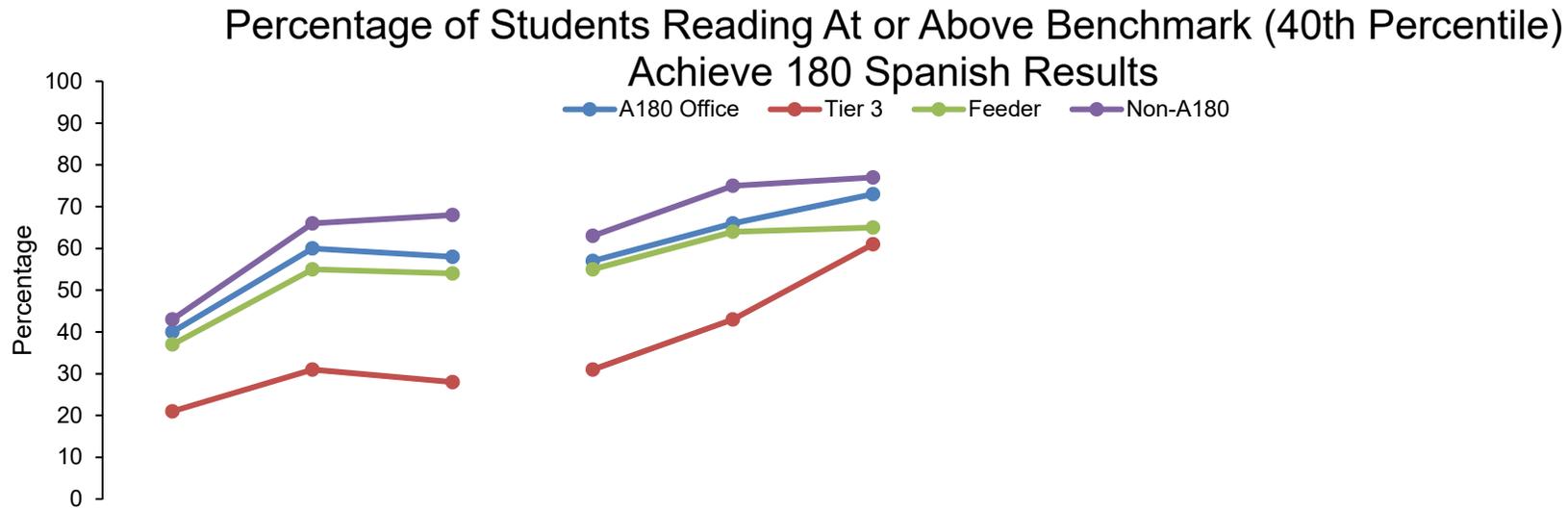
	2017–2018			2018–2019			2019–2020			2020–2021		
	BOY	MOY	EOY									
A180 Office	13	14	15	20	21	19						
Tier 3	12	13	13	12	12	13						
Feeder	17	19	19	18	20	21						
Non-A180	37	40	40	38	41	41						

Number of Students Tested – Reading – By Achieve 180

	2017–2018			2018–2019			2019–2020			2020–2021		
	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
A180 Office	17,866	17,620	15,911	18,106	17,097	14,985						
Tier 3	5,550	5,574	4,734	5,060	4,845	4,350						
Feeder	9,518	9,170	8,301	8,134	7,639	7,249						
Non-A180	110,382	111,215	93,359	106,202	99,999	94,459						

Appendix C: Goal Progress Measure 1.1 Support Data (Cont.)

Goal Progress Measure 1.1 Achieve 180 Support Data (Cont.)

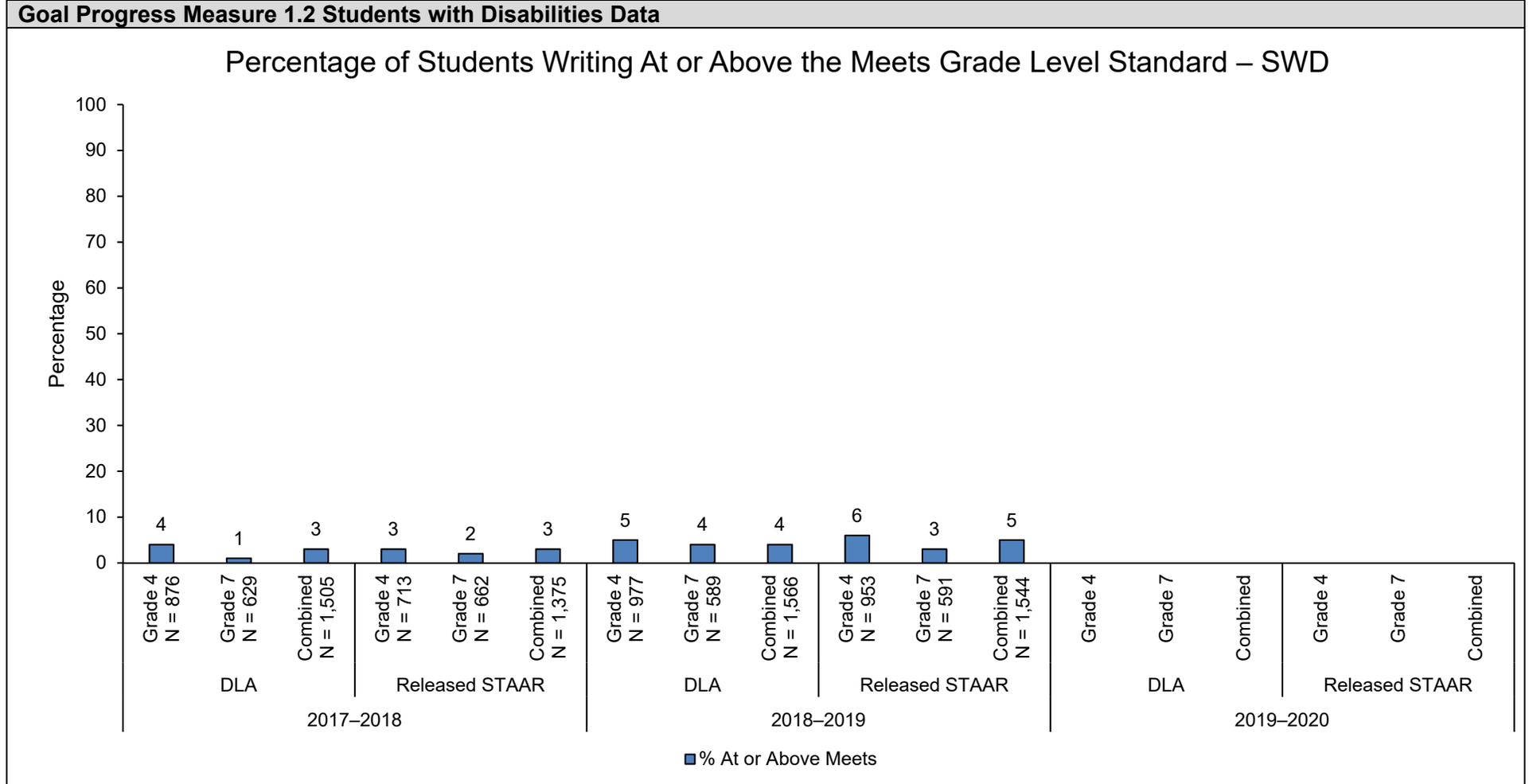


	2017–2018			2018–2019			2019–2020			2020–2021		
	BOY	MOY	EOY									
A180 Office	40	60	58	57	66	73						
Tier 3	21	31	28	31	43	61						
Feeder	37	55	54	55	64	65						
Non-A180	43	66	68	63	75	77						

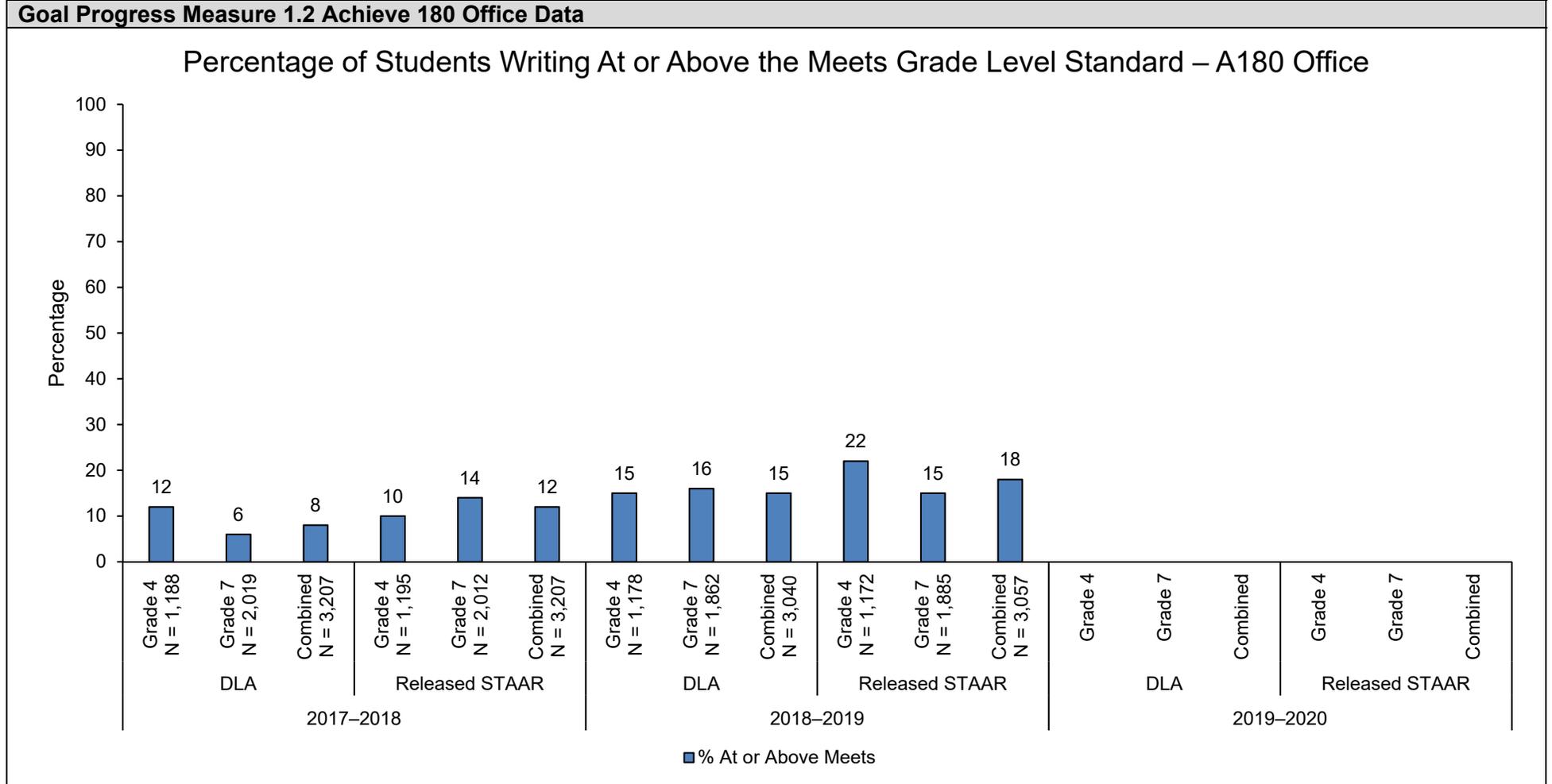
Number of Students Tested – Reading – By Achieve 180

	2017–2018			2018–2019			2019–2020			2020–2021		
	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
A180 Office	616	702	709	814	658	652						
Tier 3	56	124	145	121	134	104						
Feeder	1,026	1,016	918	919	877	930						
Non-A180	10,890	11,311	10,372	10,850	10,594	10,914						

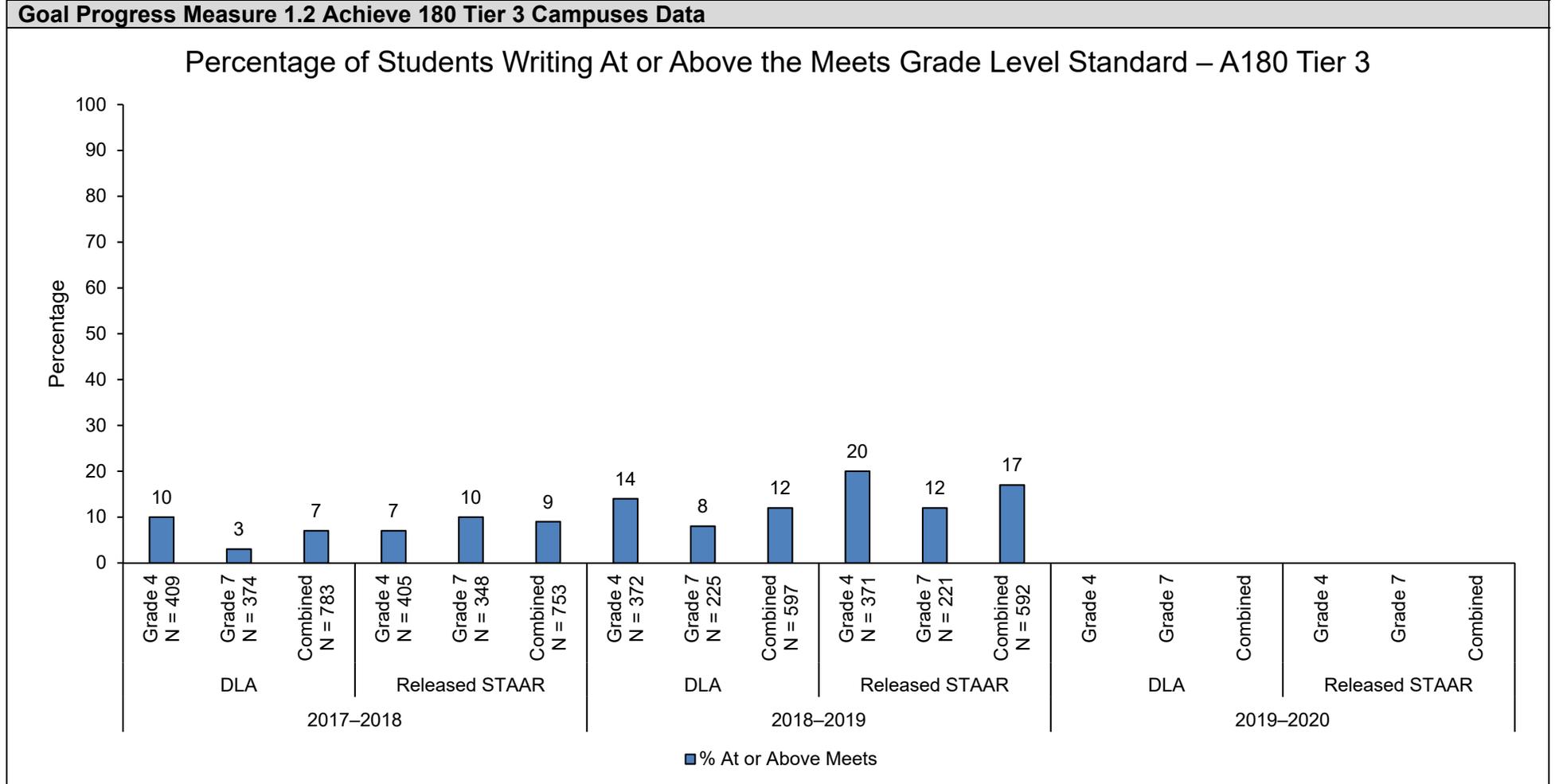
Appendix D: Goal Progress Measure 1.2 Support Data



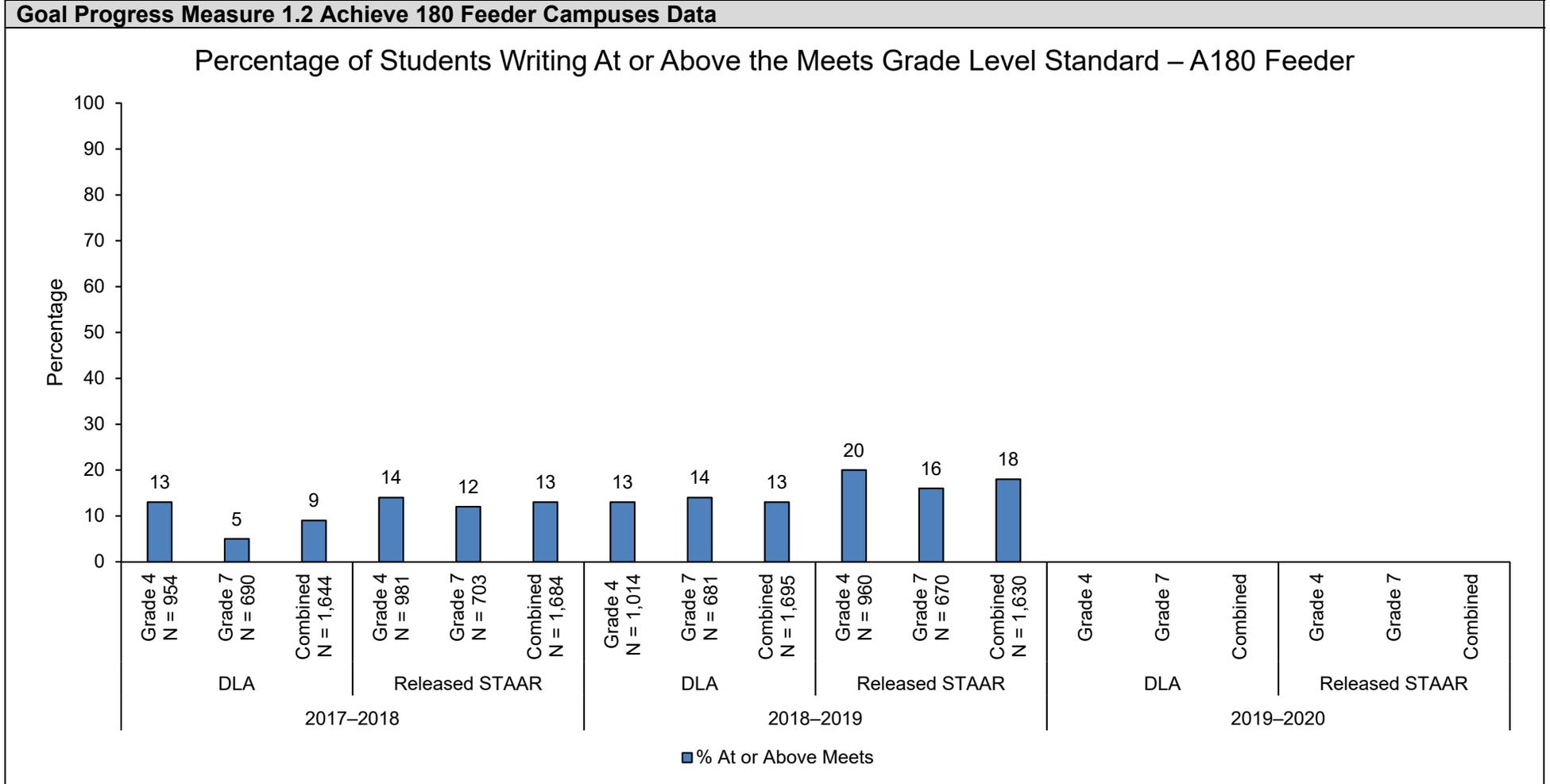
Appendix D: Goal Progress Measure 1.2 Support Data (Cont.)



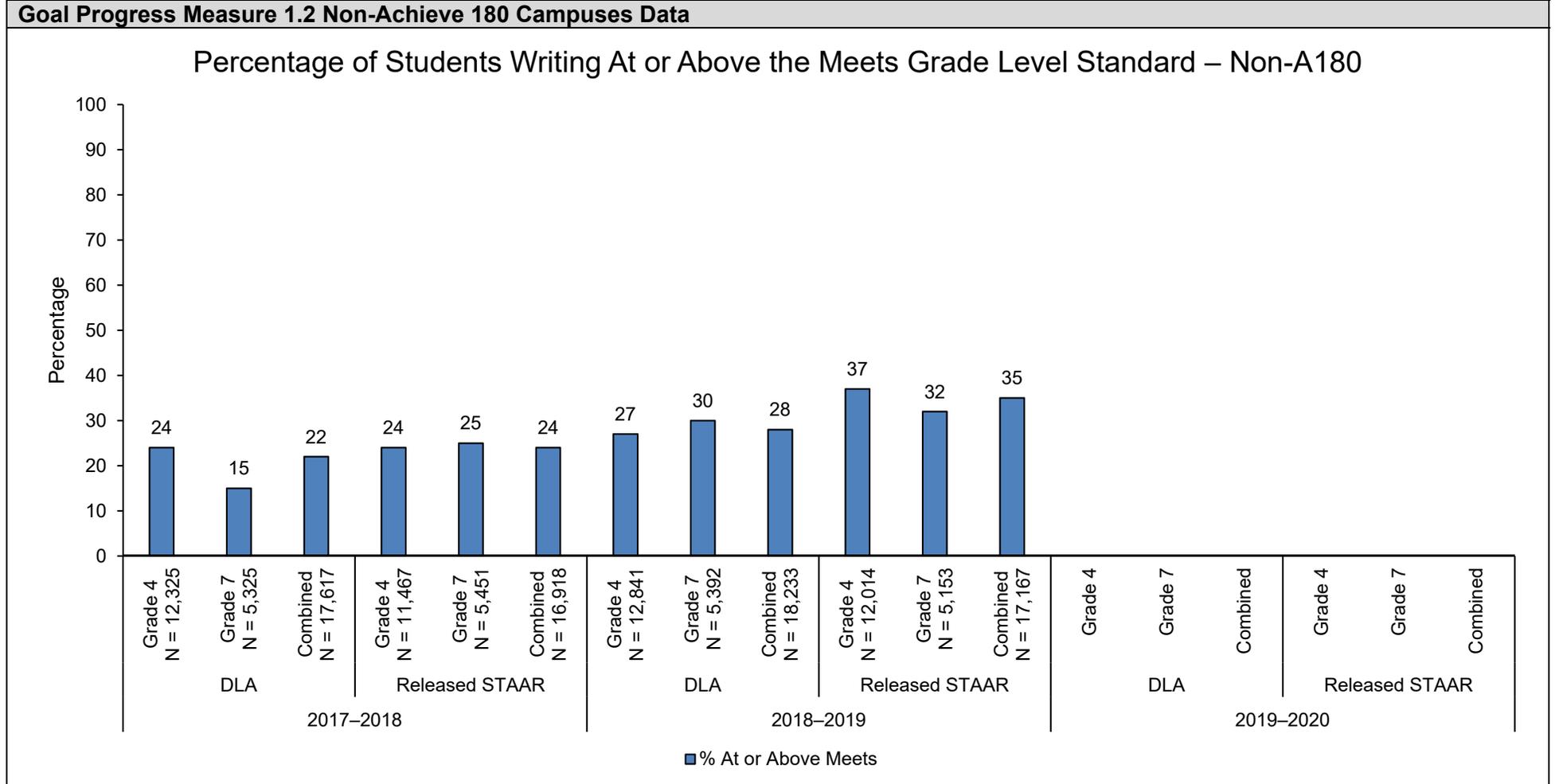
Appendix D: Goal Progress Measure 1.2 Support Data (Cont.)



Appendix D: Goal Progress Measure 1.2 Support Data (Cont.)



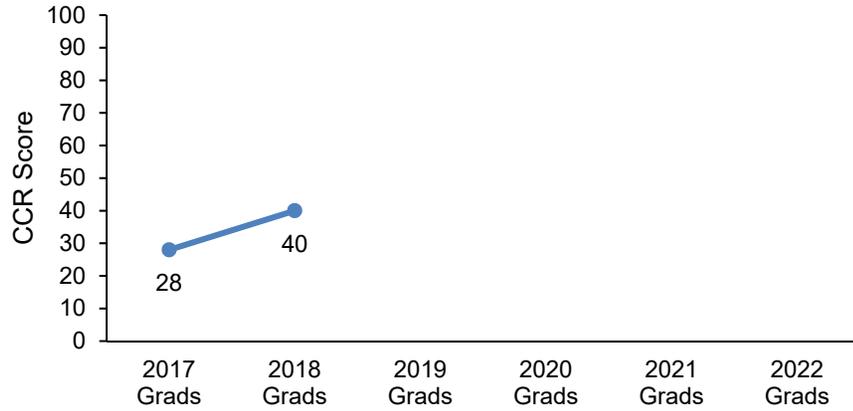
Appendix D: Goal Progress Measure 1.2 Support Data (Cont.)



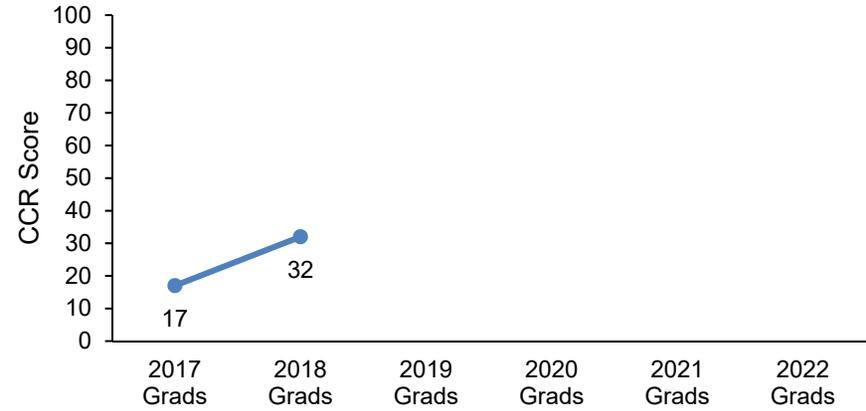
Appendix E: Goal 2 Support Data

Goal 2 Achieve 180 & Student's with Disabilities Support Data

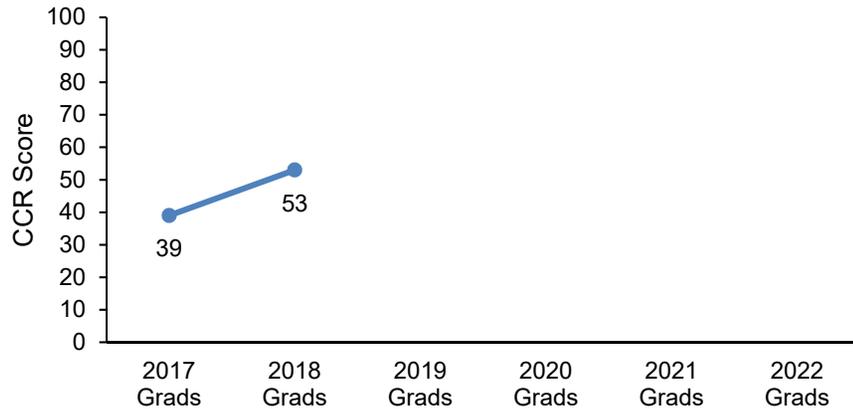
Graduates Meeting Global Graduate Standards – A180 Office (36 Campuses)



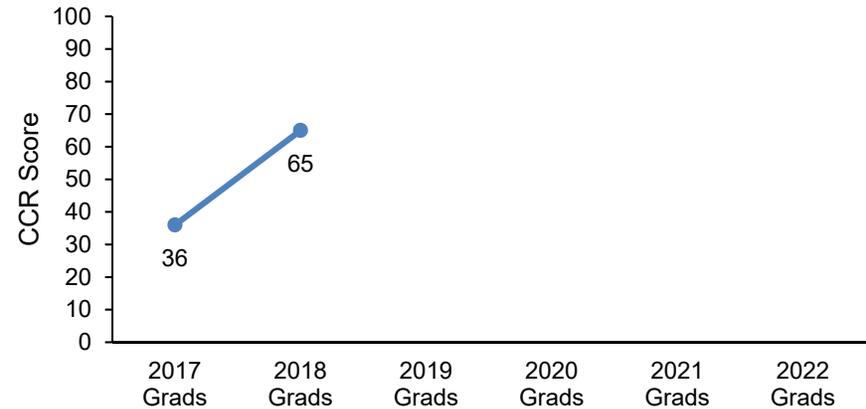
Graduates Meeting Global Graduate Standards – A180 Tier 3 (12 Campuses)



Graduates Meeting Global Graduate Standards – A180 Feeders (17 Campuses)



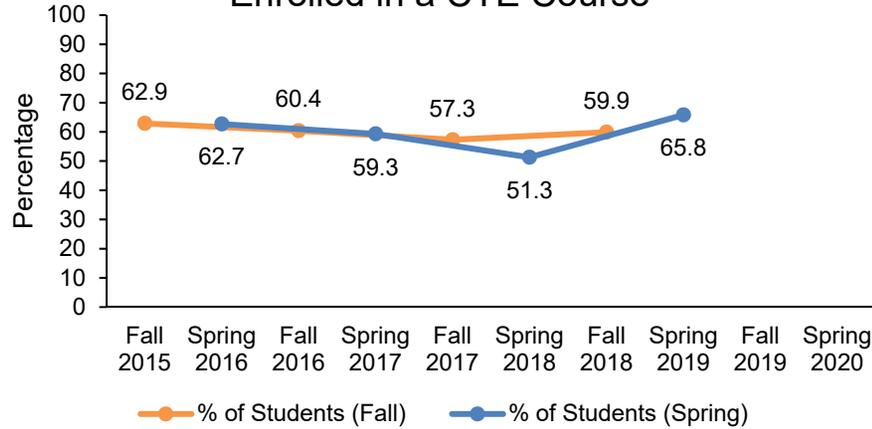
Graduates Meeting Global Graduate Standards – Students with Disabilities



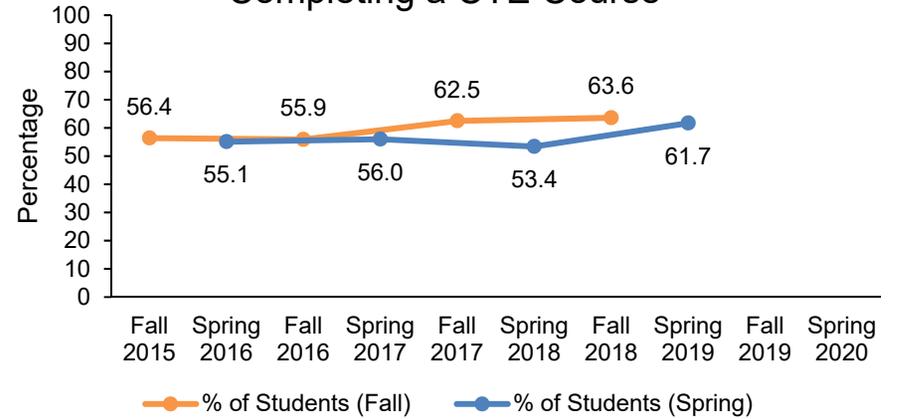
Appendix F: Goal Progress Measure 2.1 Support Data

Goal Progress Measure 2.1 Achieve 180 Support Data

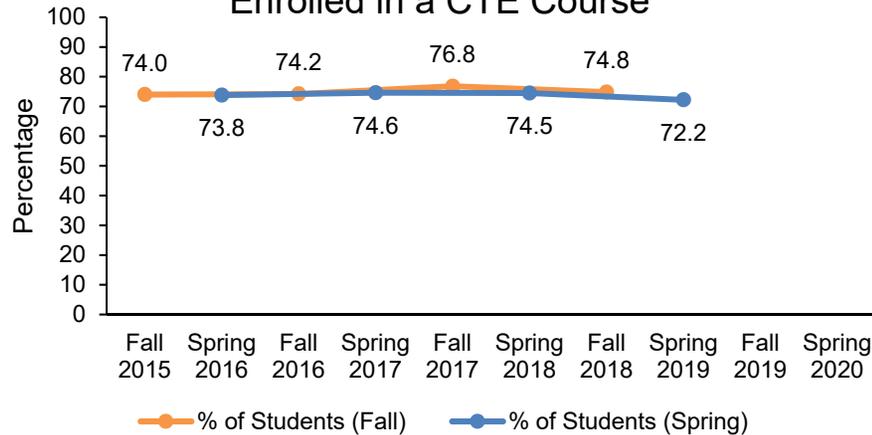
**A180 Office (36 Campuses)
Percentage of Students
Enrolled in a CTE Course**



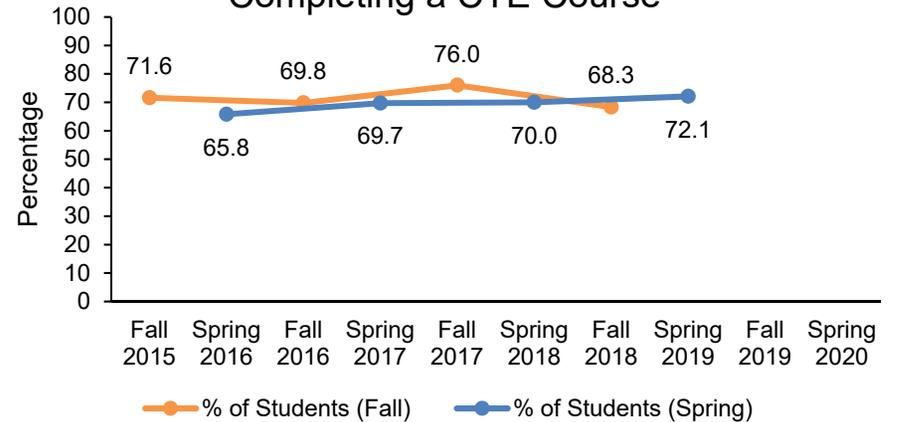
**A180 Office (36 Campuses)
Percentage of Students
Completing a CTE Course**



**Tier 3 (12 Campuses)
Percentage of Students
Enrolled in a CTE Course**

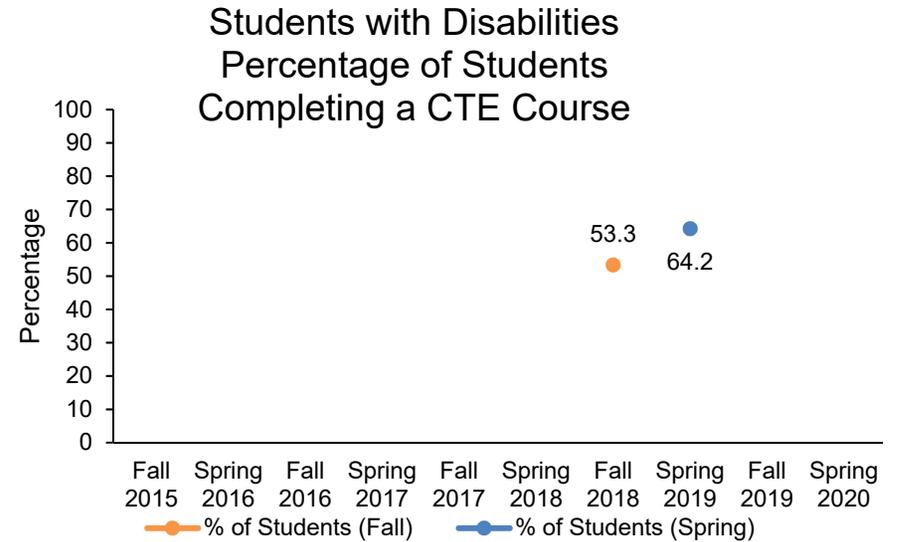
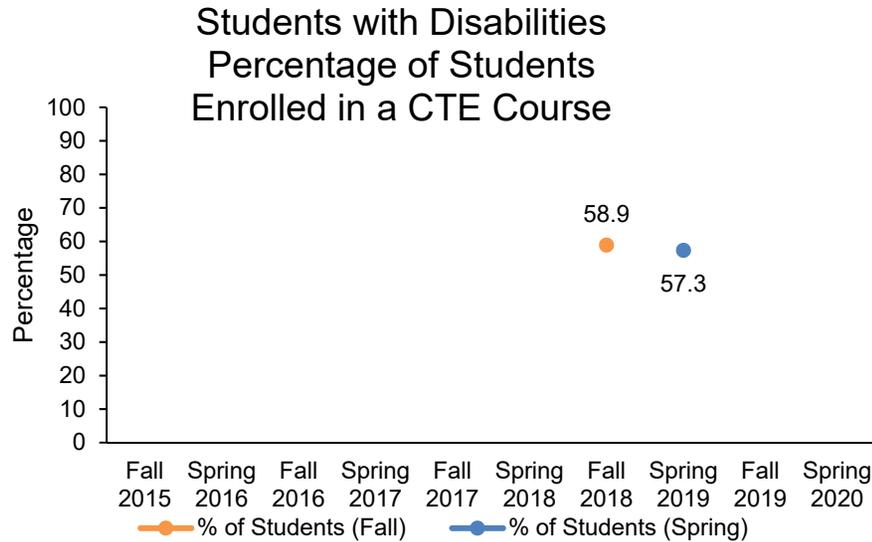
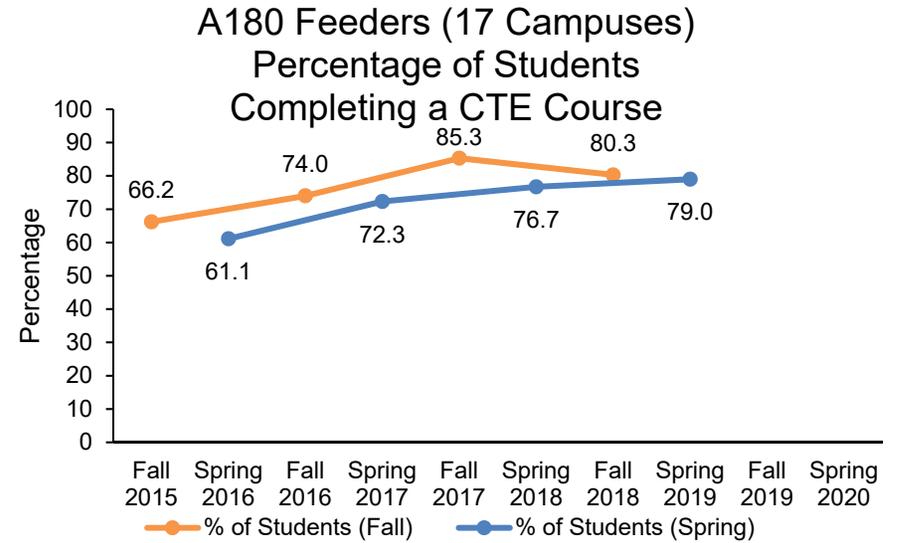
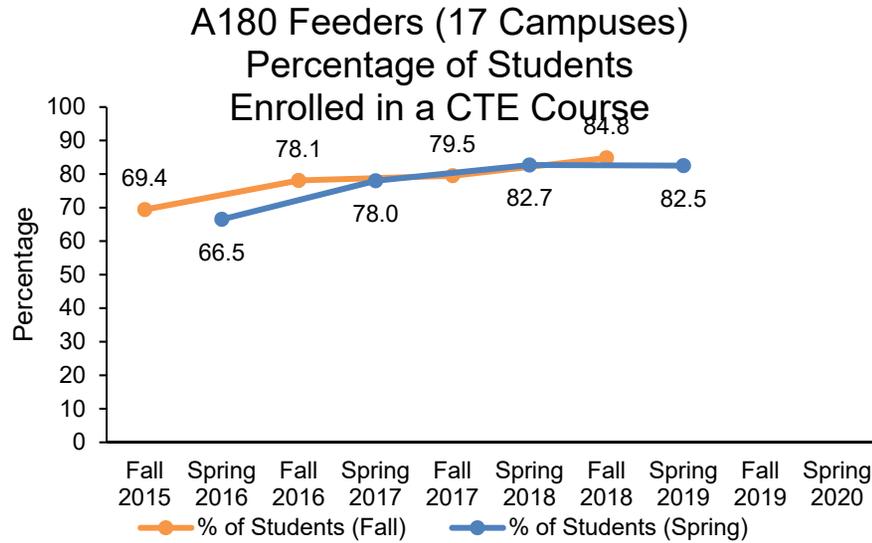


**Tier 3 (12 Campuses)
Percentage of Students
Completing a CTE Course**



Appendix F: Goal Progress Measure 2.1 Support Data (Cont.)

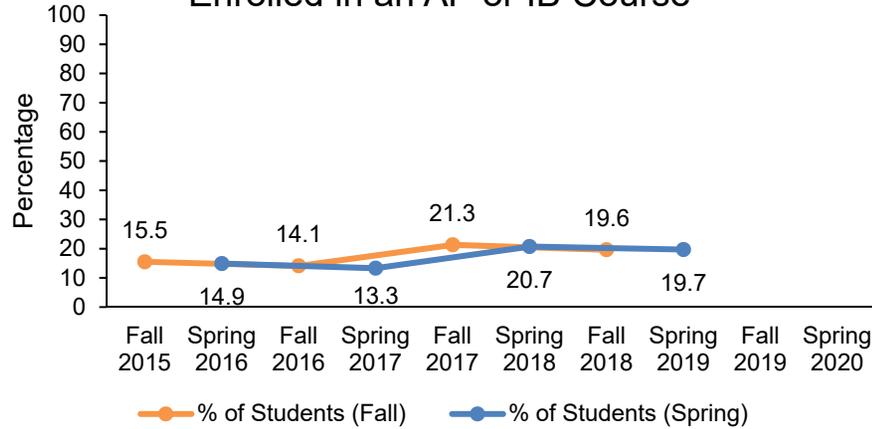
Goal Progress Measure 2.1 Achieve 180 (Cont.) and Students with Disabilities Support Data



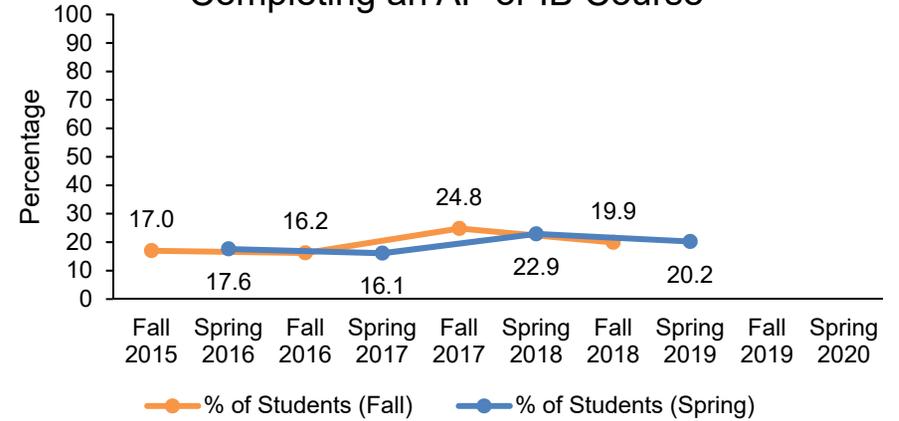
Appendix G: Goal Progress Measure 2.2 Support Data

Goal Progress Measure 2.2 Achieve 180 Support Data

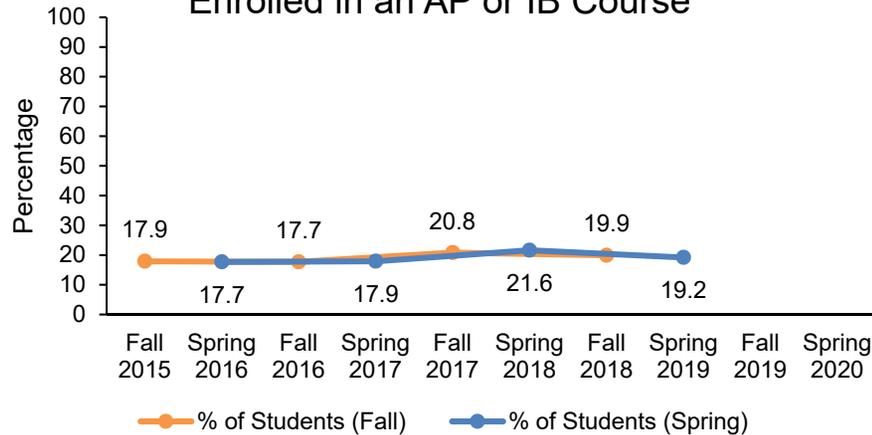
**A180 Office (36 Campuses)
Percentage of Students
Enrolled in an AP or IB Course**



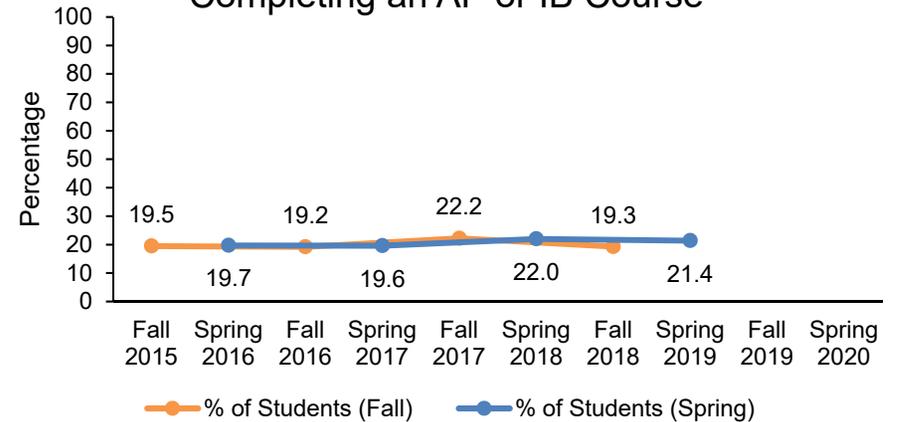
**A180 Office (36 Campuses)
Percentage of Students
Completing an AP or IB Course**



**Tier 3 (12 Campuses)
Percentage of Students
Enrolled in an AP or IB Course**

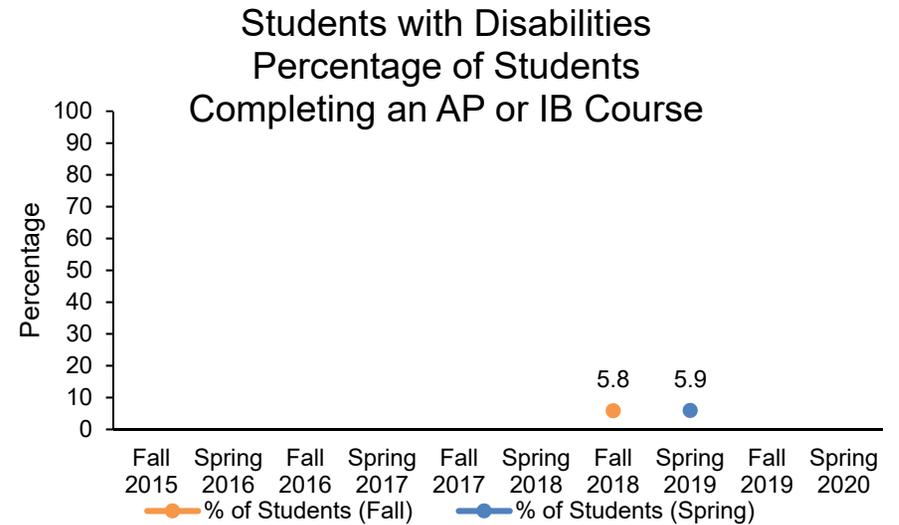
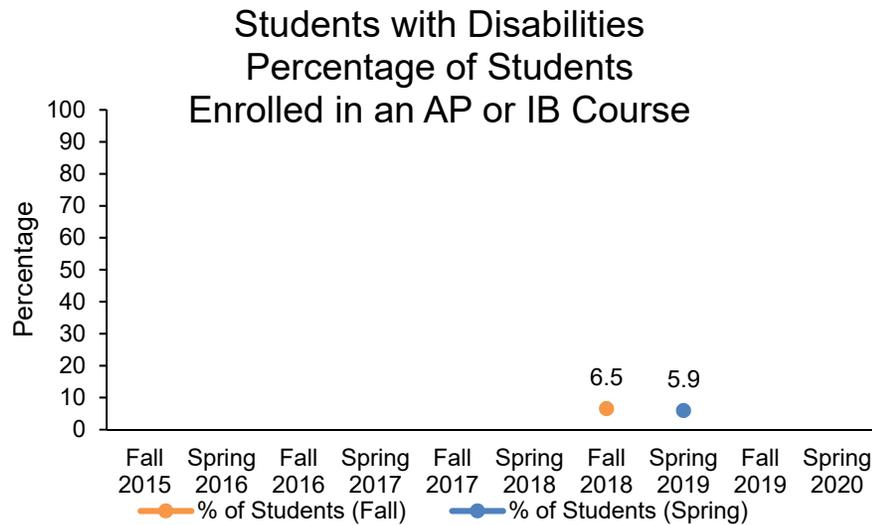
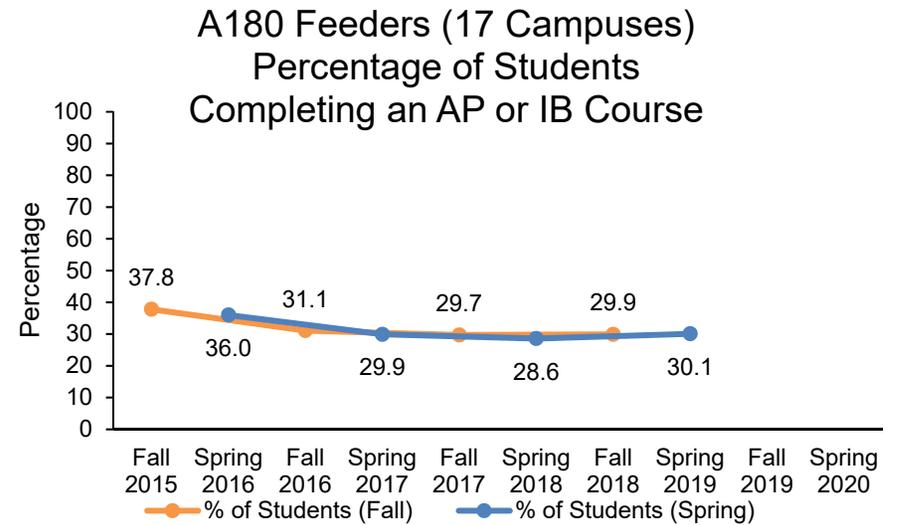
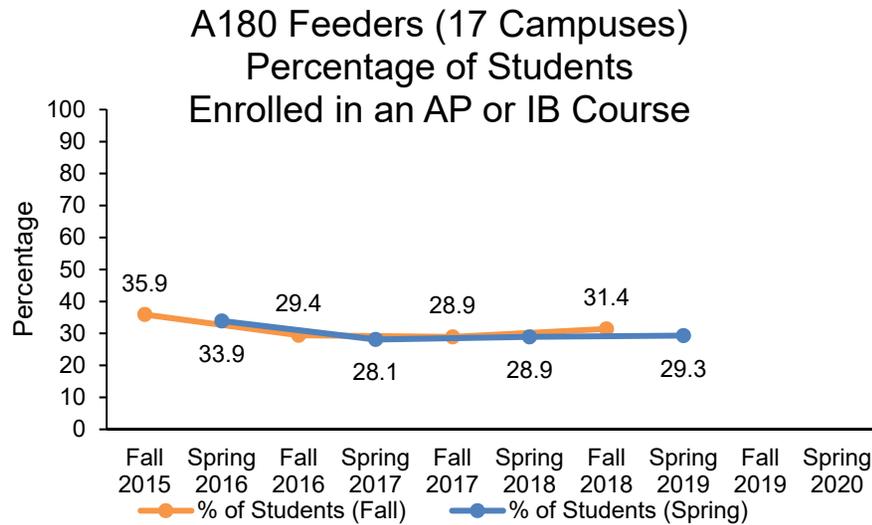


**Tier 3 (12 Campuses)
Percentage of Students
Completing an AP or IB Course**



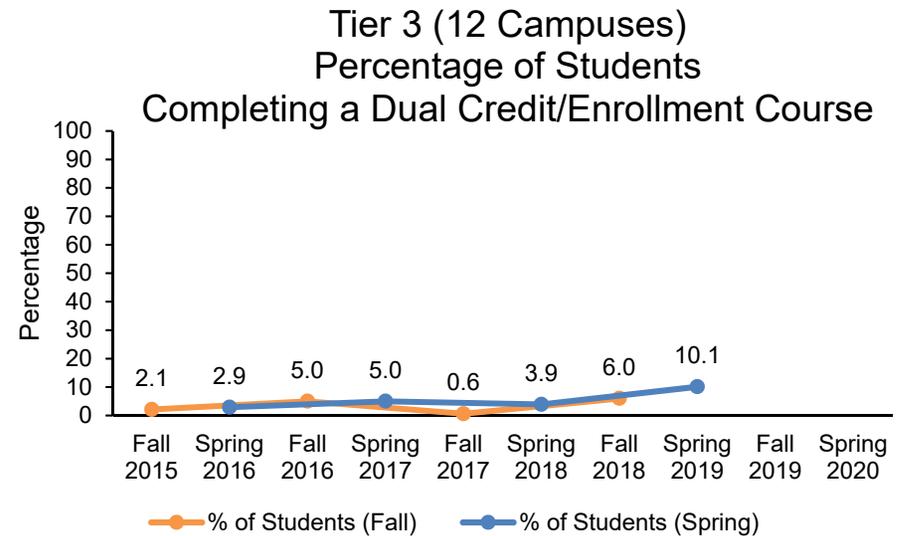
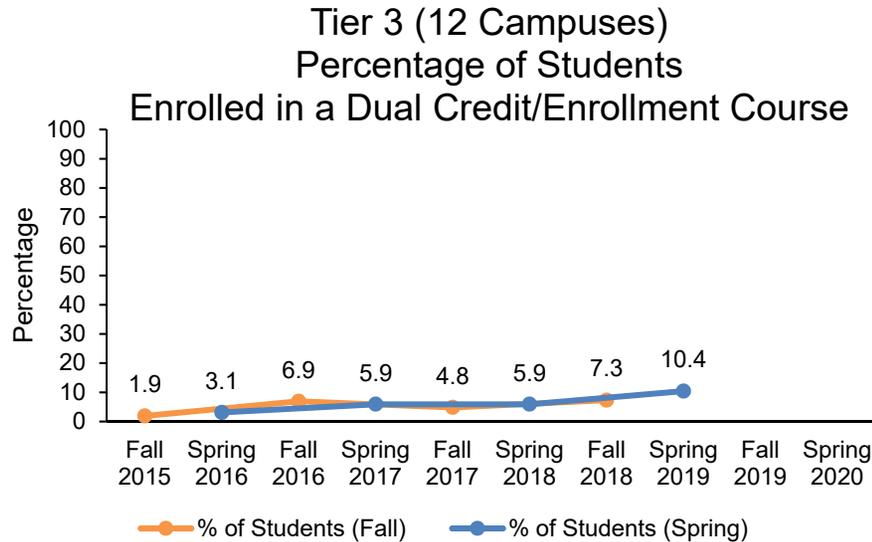
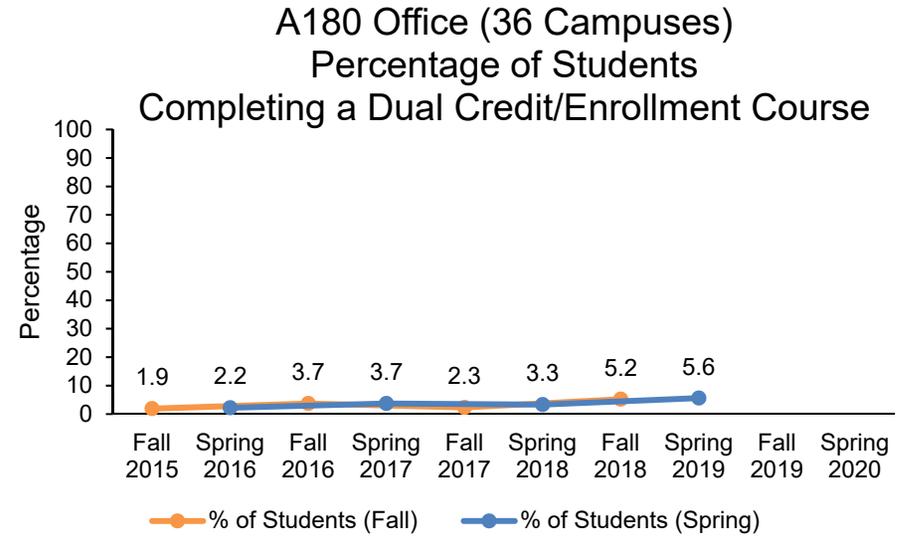
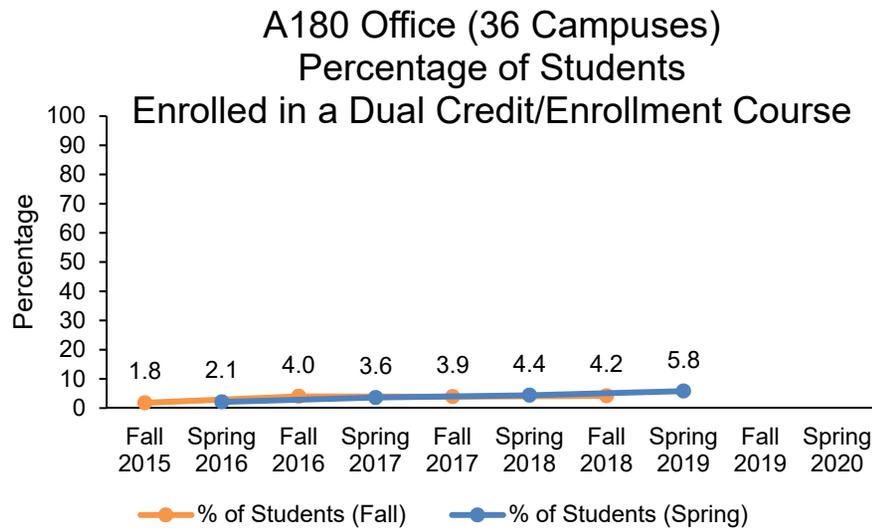
Appendix G: Goal Progress Measure 2.2 Support Data (Cont.)

Goal Progress Measure 2.2 Achieve 180 (Cont.) and Students with Disabilities Support Data



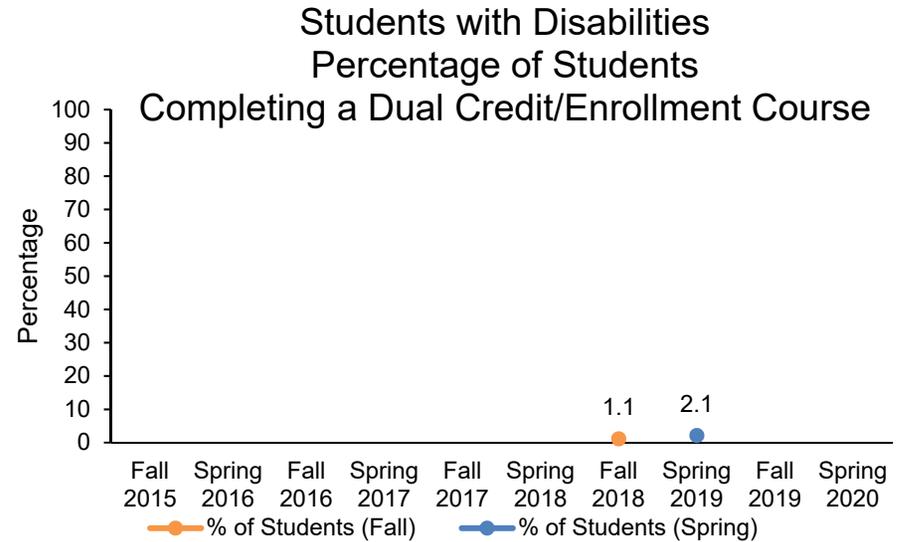
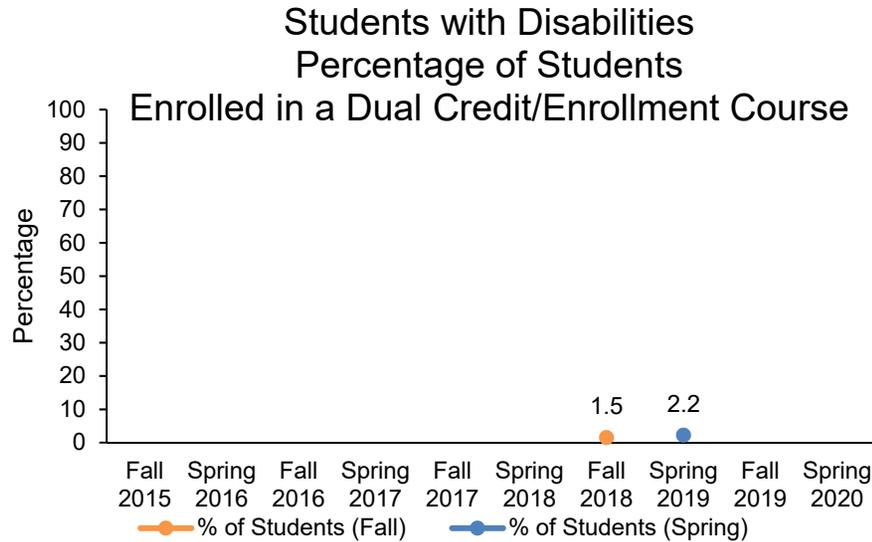
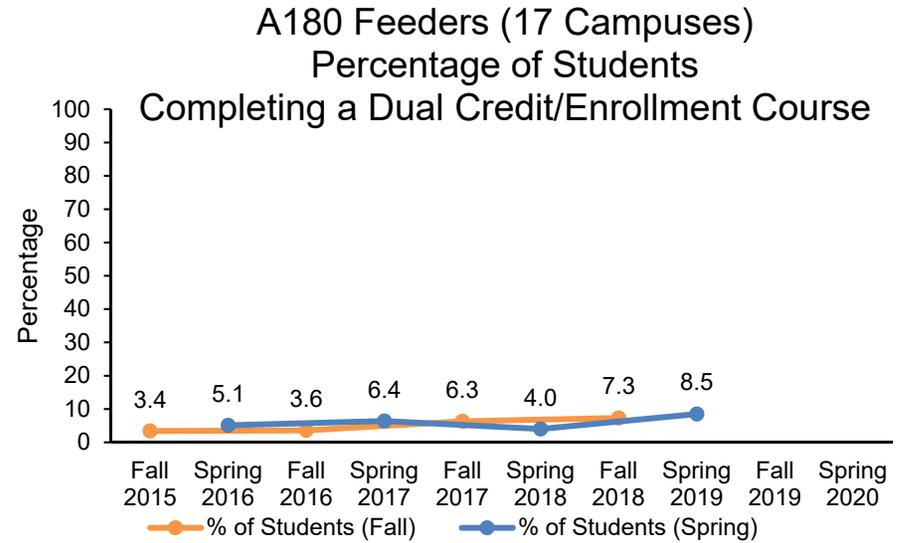
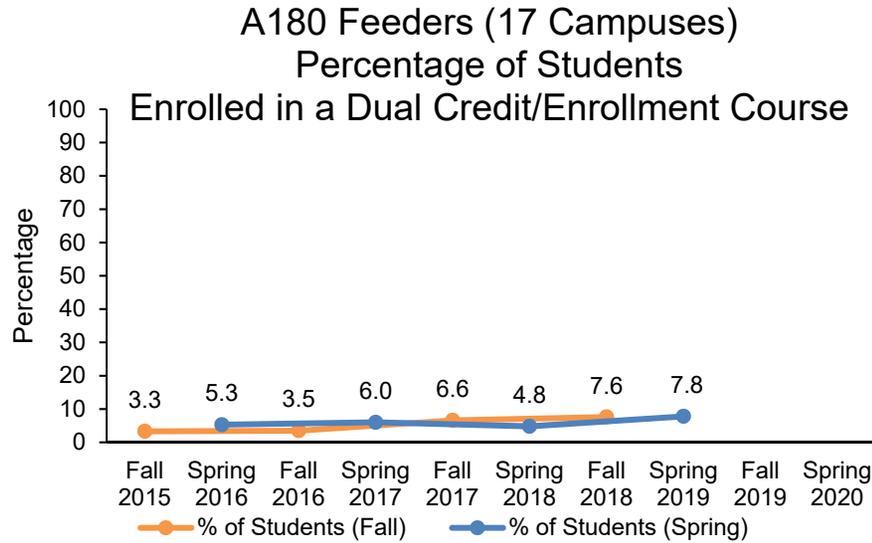
Appendix H: Goal Progress Measure 2.3 Support Data

Goal Progress Measure 2.3 Achieve 180 Support Data



Appendix H: Goal Progress Measure 2.3 Support Data (Cont.)

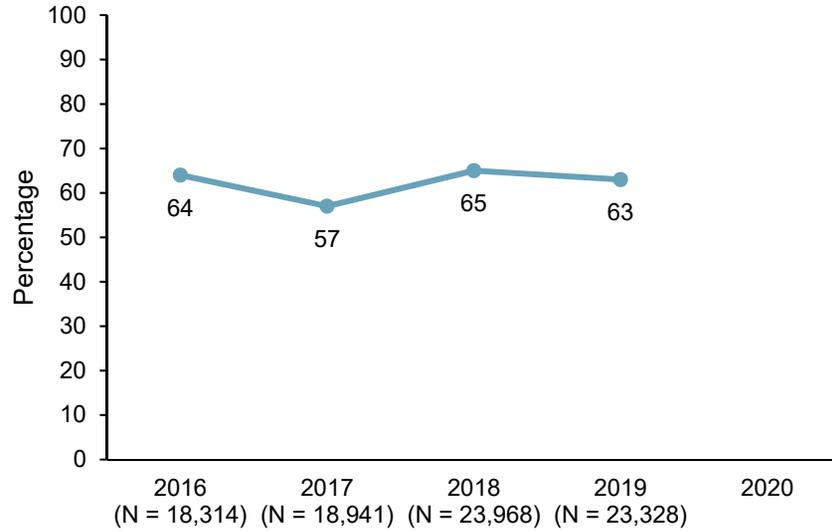
Goal Progress Measure 2.3 Achieve 180 (Cont.) and Students with Disabilities Support Data



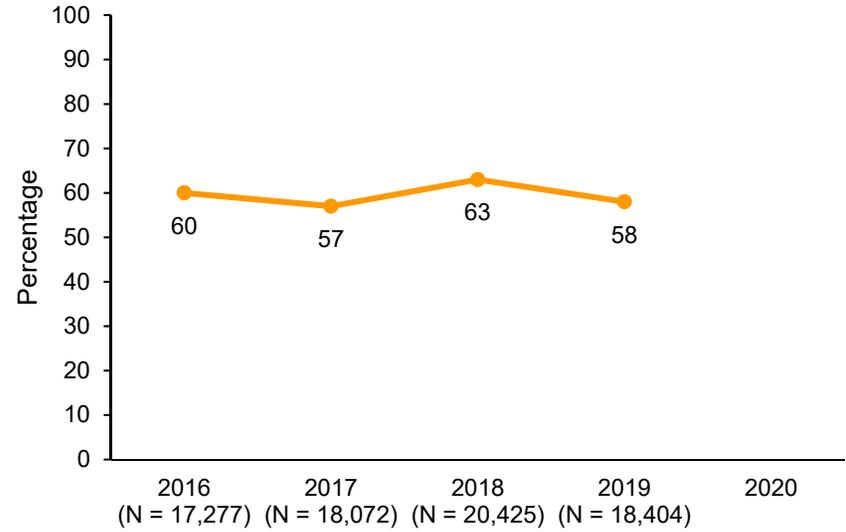
Appendix I: Goal 3 Support Data

Goal 3 Support Data

Percentage of Prior Year Reading Below Satisfactory Students Meeting Growth

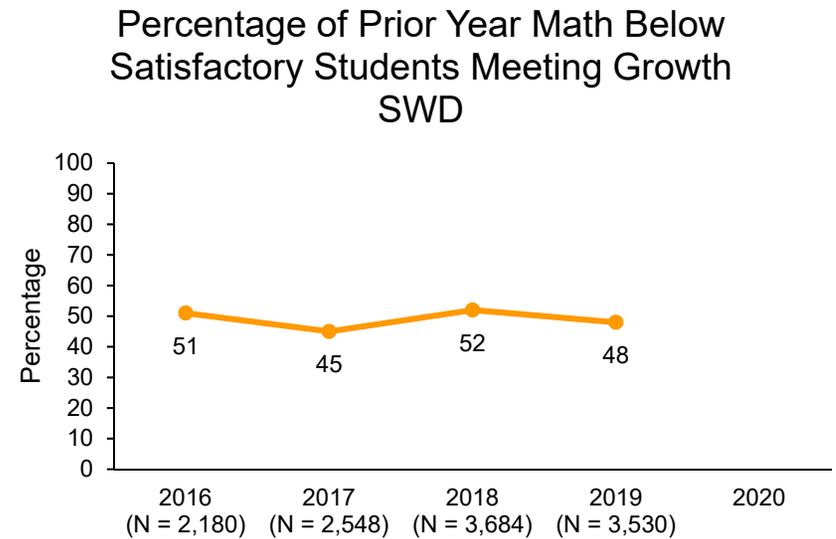
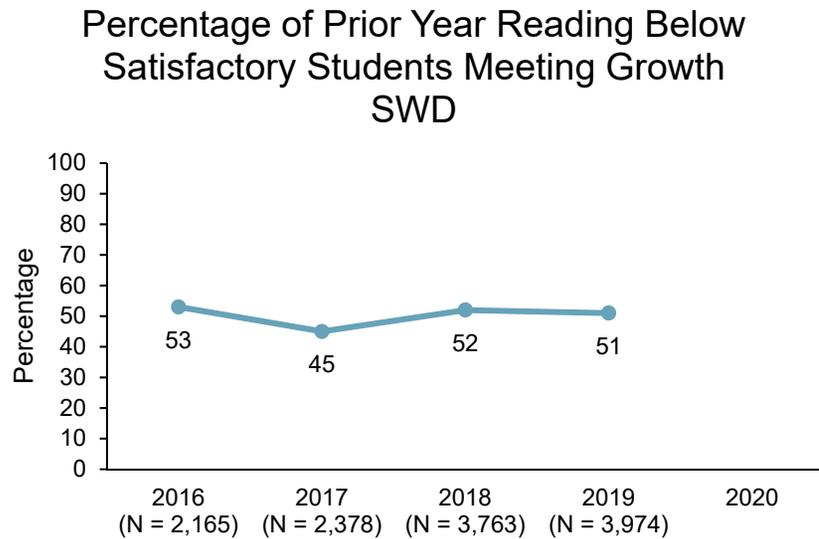
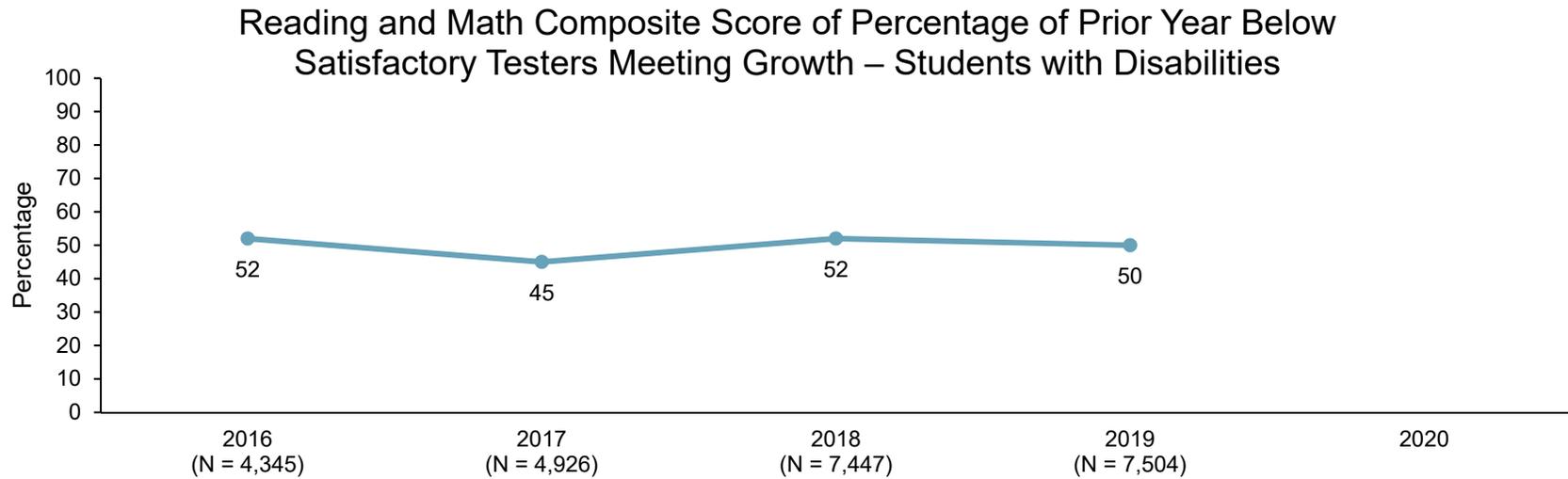


Percentage of Prior Year Math Below Satisfactory Students Meeting Growth



Appendix I: Goal 3 Support Data (Cont.)

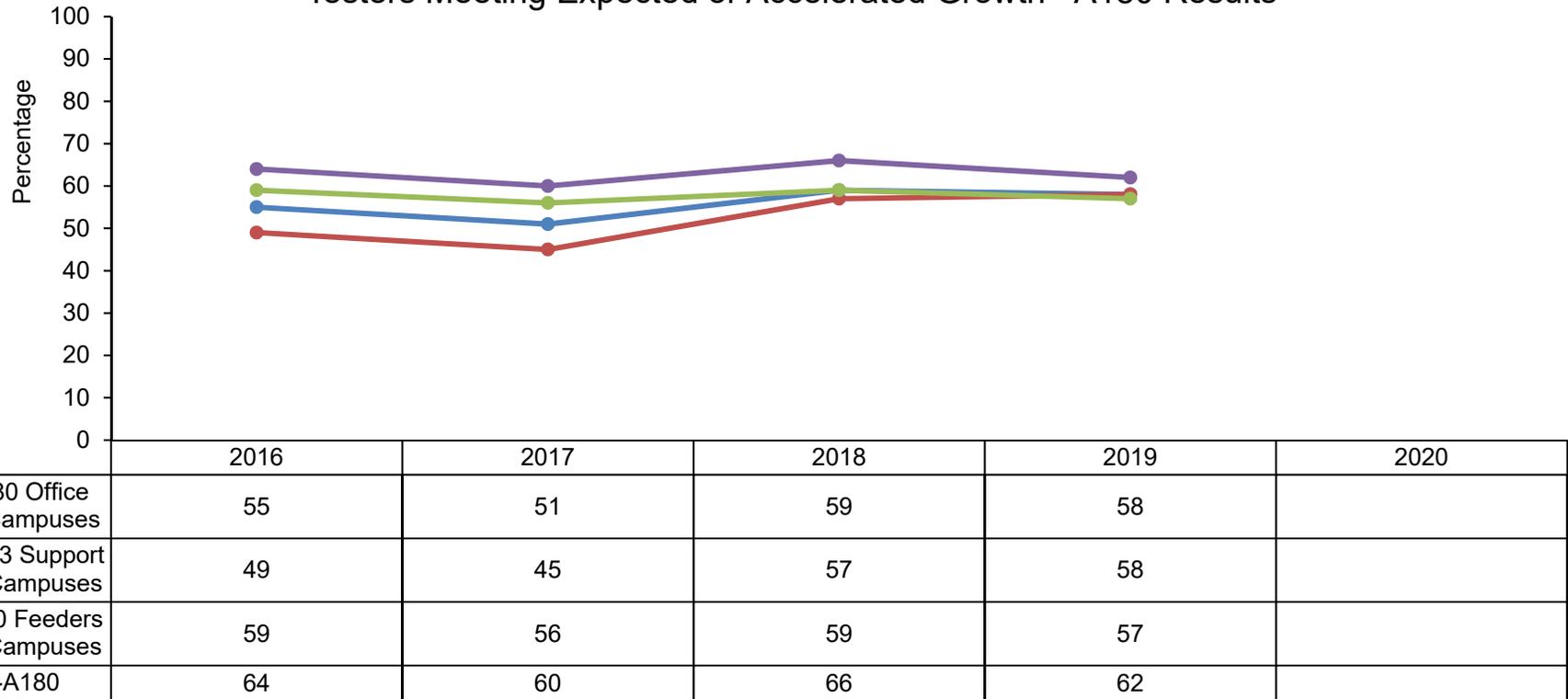
Goal 3 Students with Disabilities Support Data



Appendix I: Goal 3 Support Data (Cont.)

Goal 3 Achieve 180 Support Data

Reading and Math Composite Score of Percentage of Prior Year Below Satisfactory Testers Meeting Expected or Accelerated Growth - A180 Results



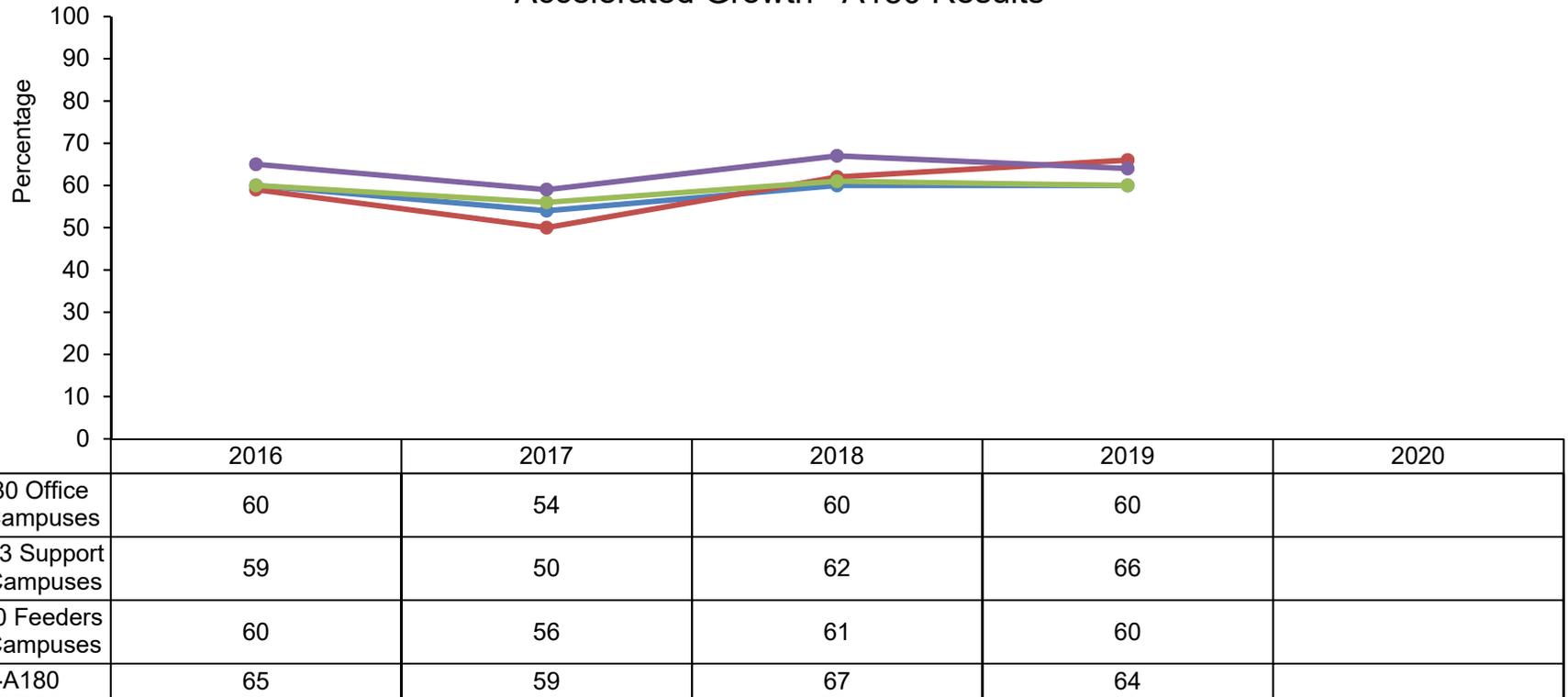
Number of Students Tested – Reading and Math Composite – By Achieve 180

	2016	2017	2019	2019	2020
A180 Office	8,390	10,539	9,798	10,757	
Tier 3	2,336	2,440	2,514	1,999	
Feeder	3,456	3,329	3,699	3,757	
Non-A180	23,745	24,822	30,908	29,242	

Appendix I: Goal 3 Support Data (Cont.)

Goal 3 Achieve 180 Support Data (Cont.)

Reading Percentage of Prior Year Below Satisfactory Testers Meeting Expected or Accelerated Growth - A180 Results



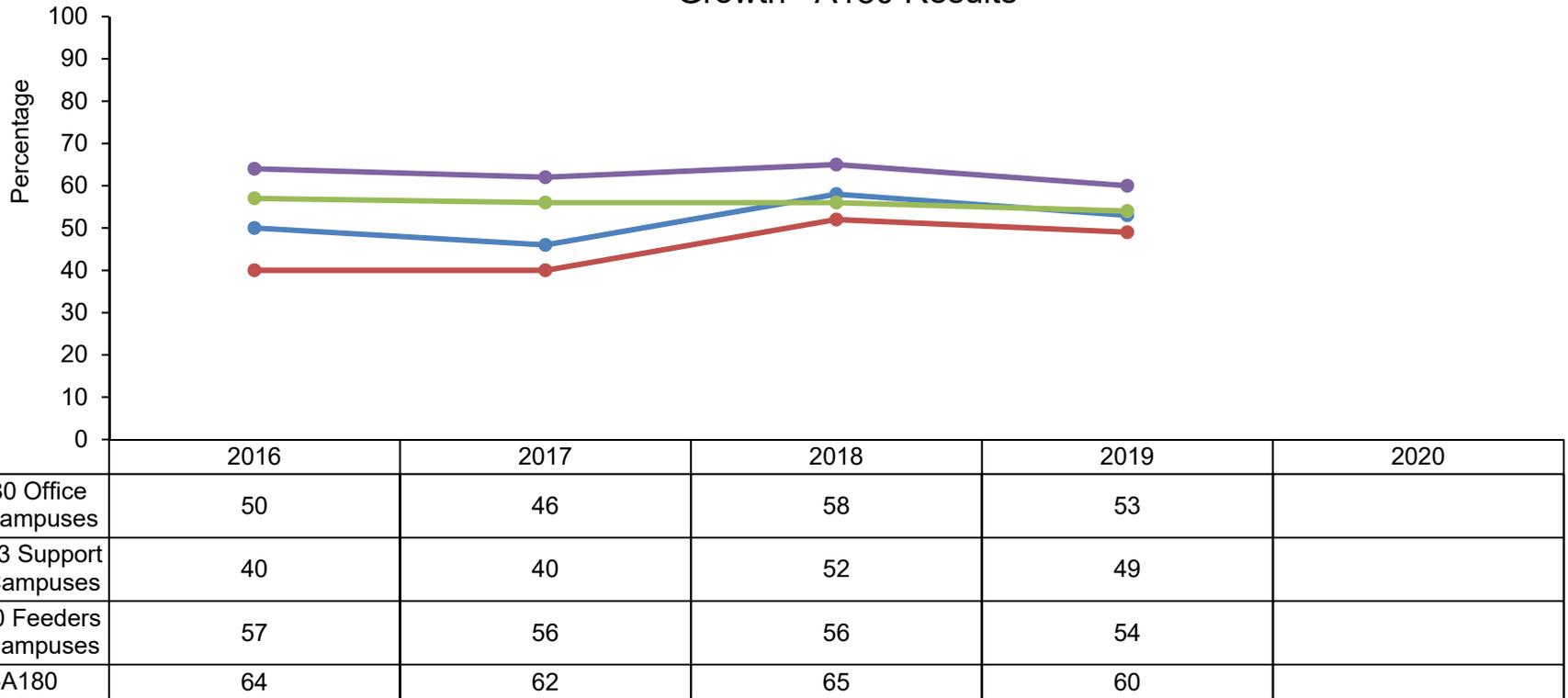
Number of Students Tested – Reading – By Achieve 180

	2016	2017	2019	2019	2020
A180 Office	4,197	6,107	5,047	6,729	
Tier 3	1,155	1,142	1,258	1,115	
Feeder	1,769	1,677	1,962	2,024	
Non-A180	12,348	12,834	16,957	16,599	

Appendix I: Goal 3 Support Data (Cont.)

Goal 3 Achieve 180 Support Data (Cont.)

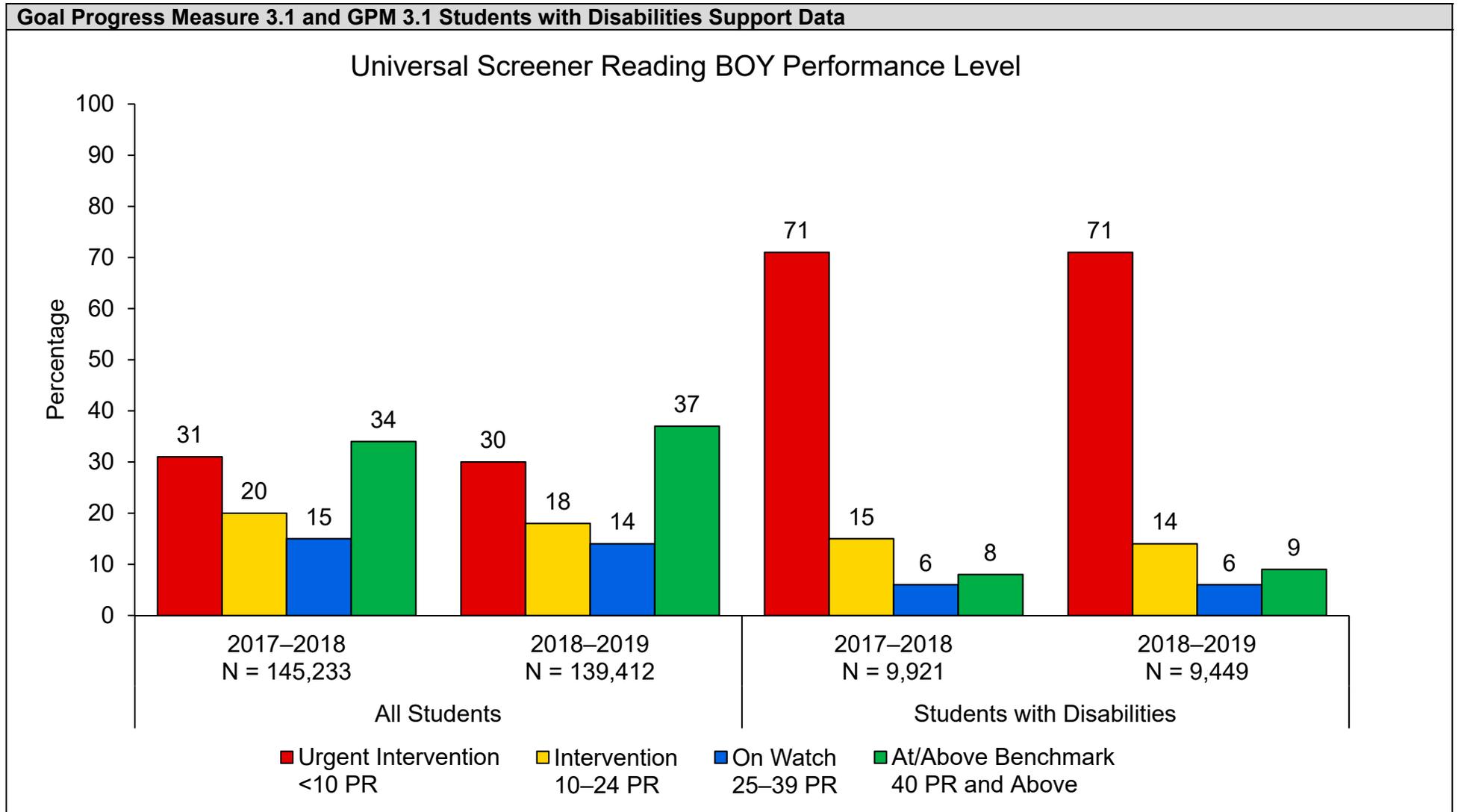
Math Percentage of Prior Year Below Satisfactory Testers Meeting Expected or Accelerated Growth - A180 Results



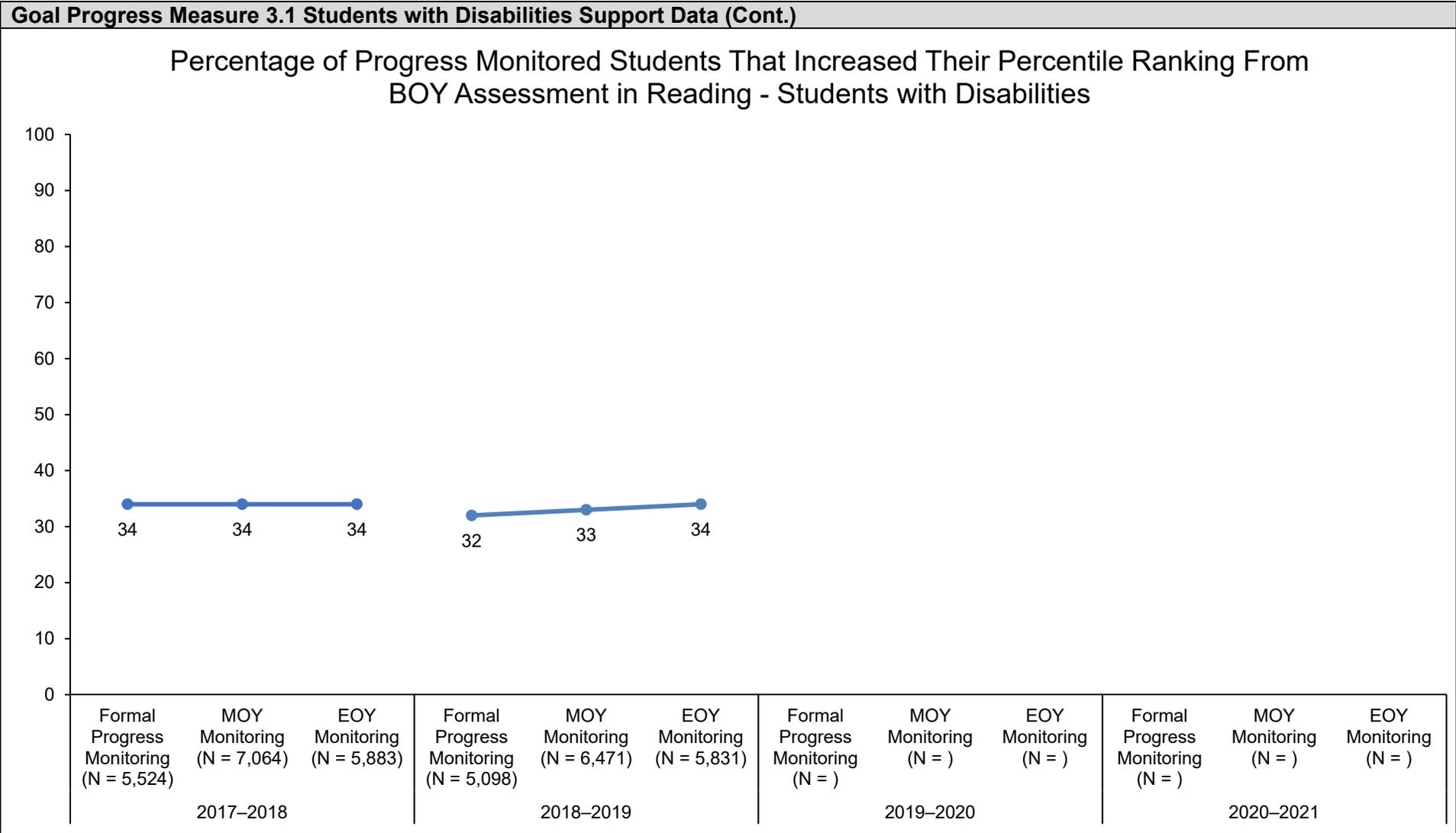
Number of Students Tested – Math – By Achieve 180

	2016	2017	2019	2019	2020
A180 Office	4,193	4,432	4,751	4,028	
Tier 3	1,181	1,298	1,256	884	
Feeder	1,687	1,652	1,737	1,733	
Non-A180	11,397	11,988	13,951	12,643	

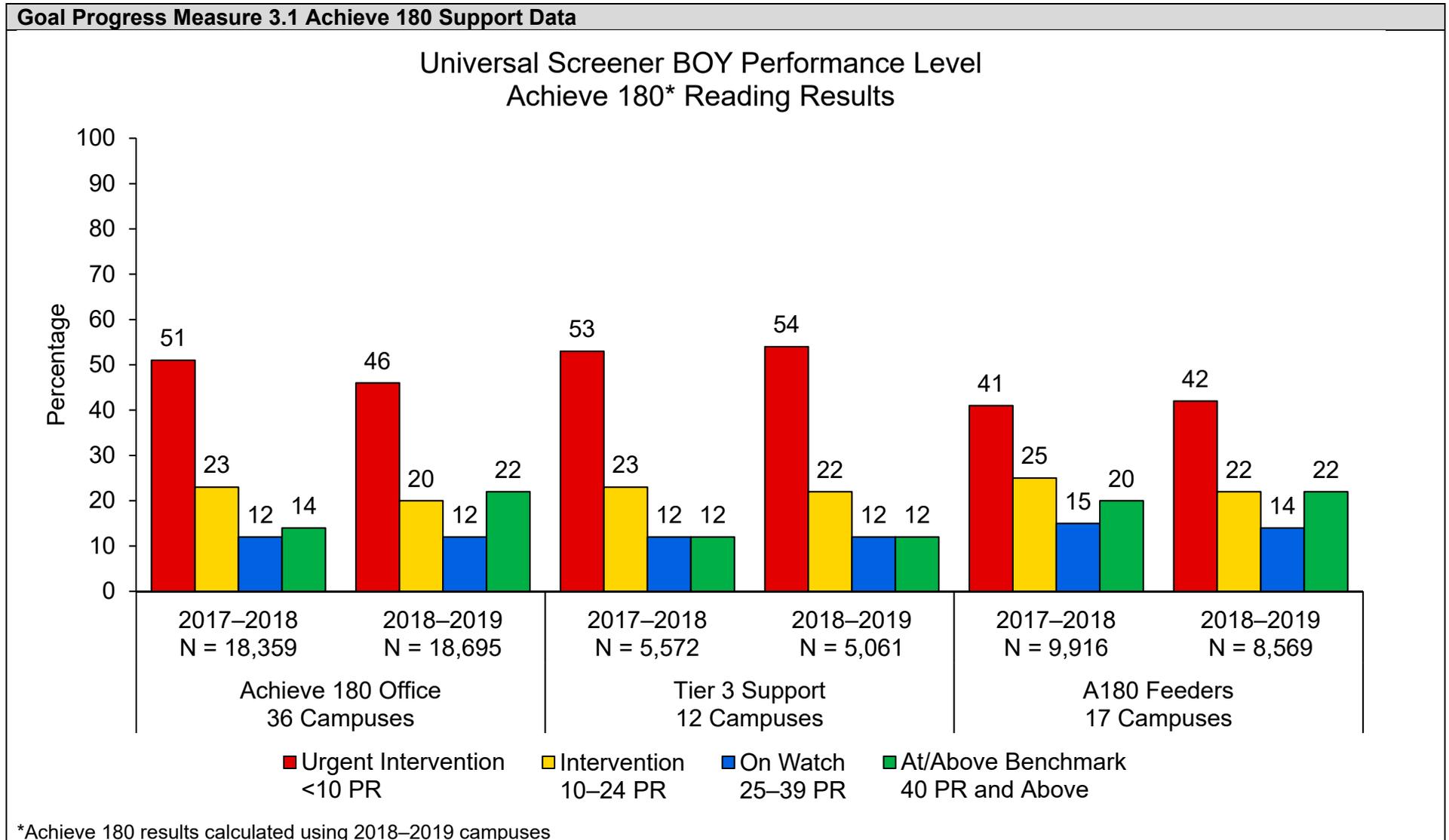
Appendix J: Goal Progress Measure 3.1 Support Data



Appendix J: Goal Progress Measure 3.1 Support Data (Cont.)

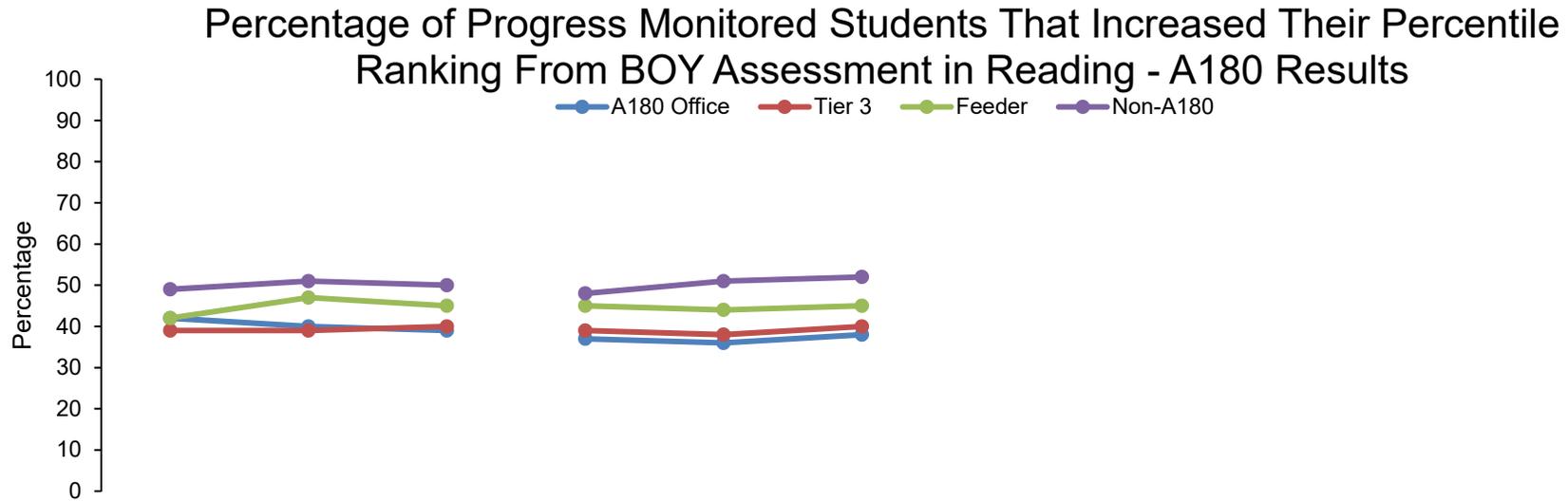


Appendix J: Goal Progress Measure 3.1 Support Data (Cont.)



Appendix J: Goal Progress Measure 3.1 Support Data (Cont.)

Goal Progress Measure 3.1 Achieve 180 Support Data (Cont.)

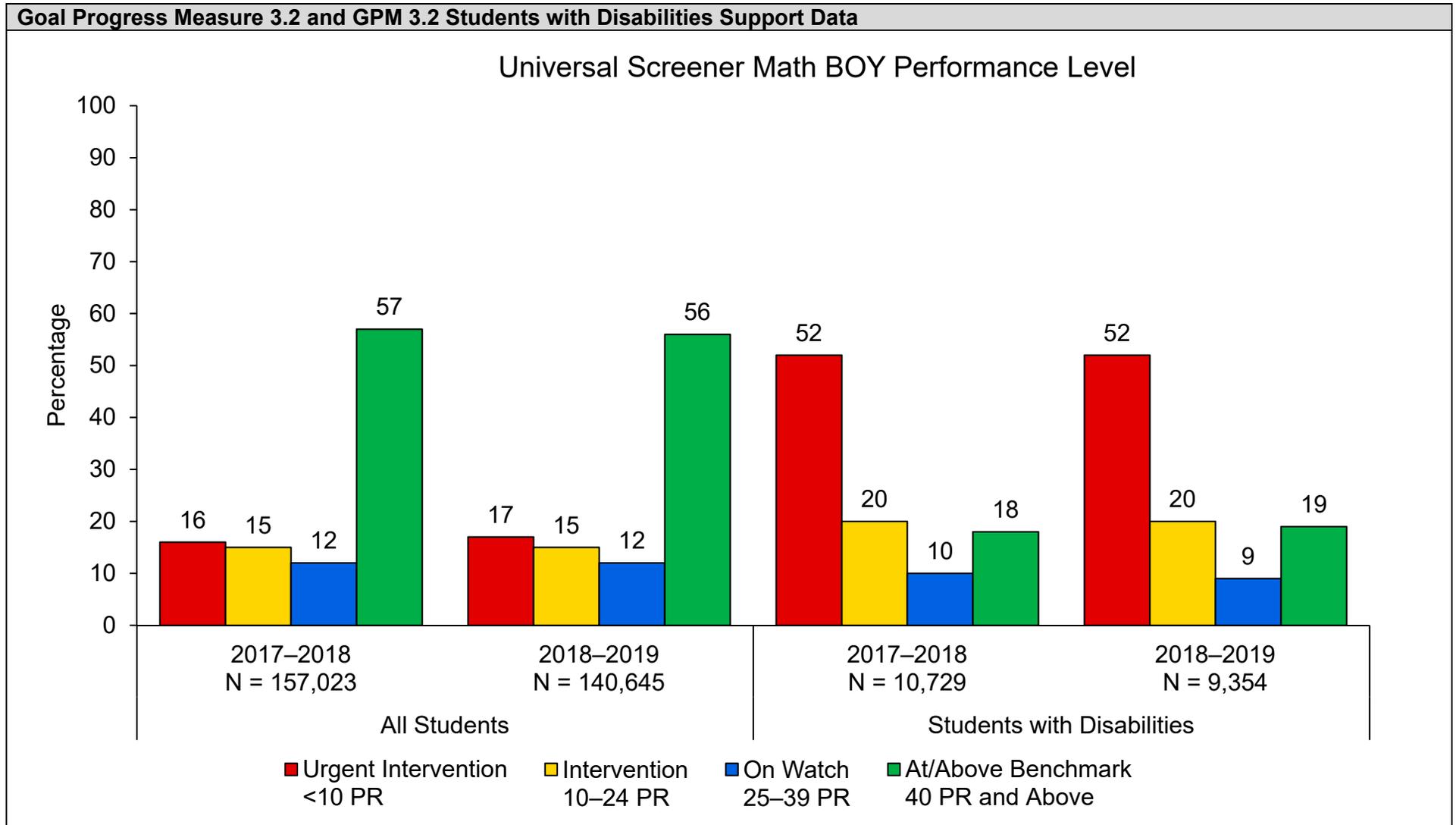


	2017–2018			2018–2019			2019–2020			2020–2021		
	Formal Progress Monitoring	MOY Monitoring	EOY Monitoring	Formal Progress Monitoring	MOY Monitoring	EOY Monitoring	Formal Progress Monitoring	MOY Monitoring	EOY Monitoring	Formal Progress Monitoring	MOY Monitoring	EOY Monitoring
A180 Office	42	40	39	37	36	38						
Tier 3	39	39	40	39	38	40						
Feeder	42	47	45	45	44	45						
Non-A180	49	51	50	48	51	52						

Number of Progress Monitored Students Tested – Reading – By Achieve 180

	2017–2018			2018–2019			2019–2020			2020–2021		
	Formal Progress Monitoring	MOY Monitoring	EOY Monitoring	Formal Progress Monitoring	MOY Monitoring	EOY Monitoring	Formal Progress Monitoring	MOY Monitoring	EOY Monitoring	Formal Progress Monitoring	MOY Monitoring	EOY Monitoring
A180 Office	7,303	11,328	9,570	9,505	9,750	8,595						
Tier 3	2,469	3,259	2,735	2,863	3,033	2,724						
Feeder	4,448	5,567	4,830	2,589	4,571	4,252						
Non-A180	25,027	32,270	27,792	24,206	42,922	39,934						

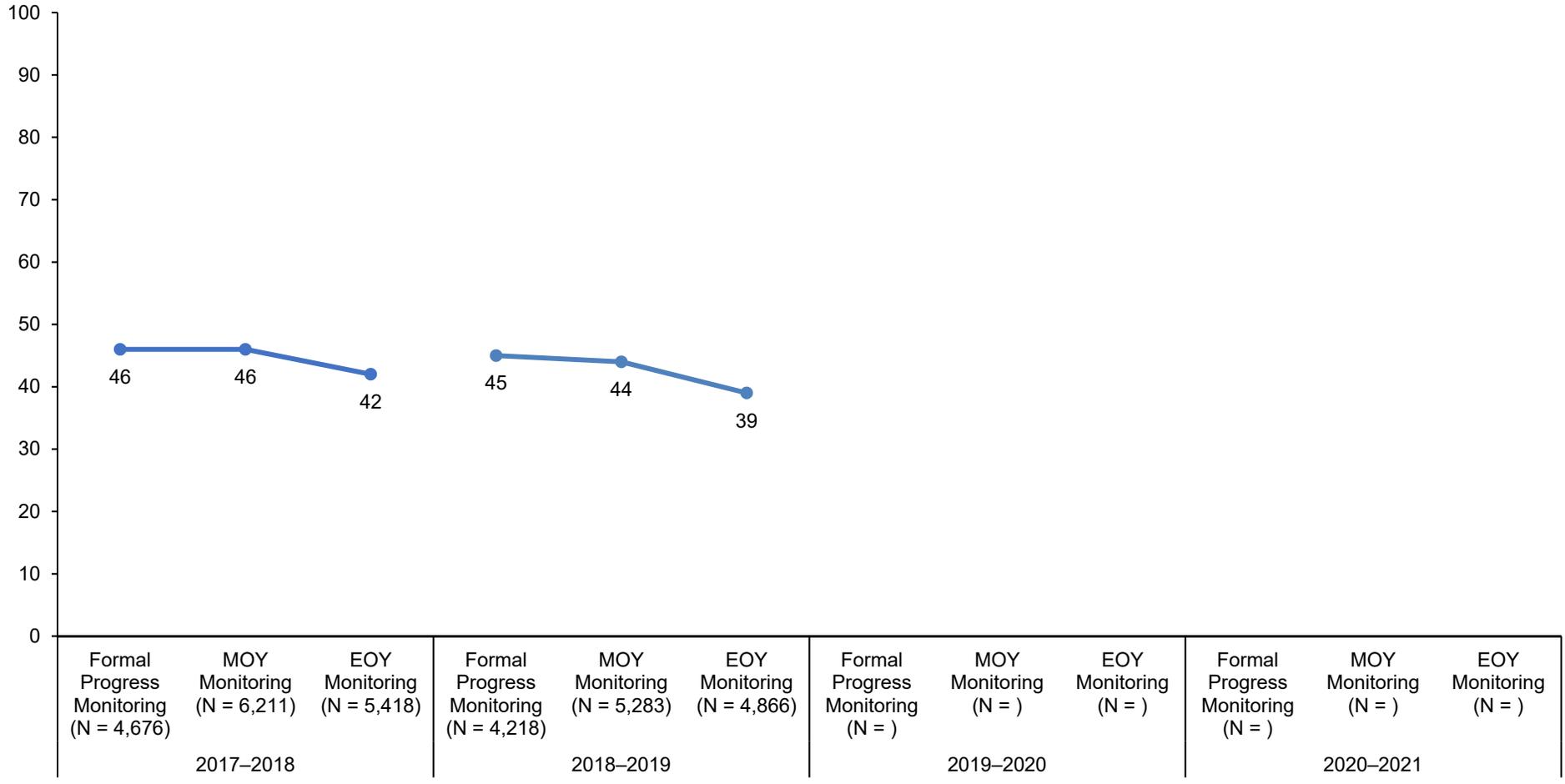
Appendix K: Goal Progress Measure 3.2 Support Data



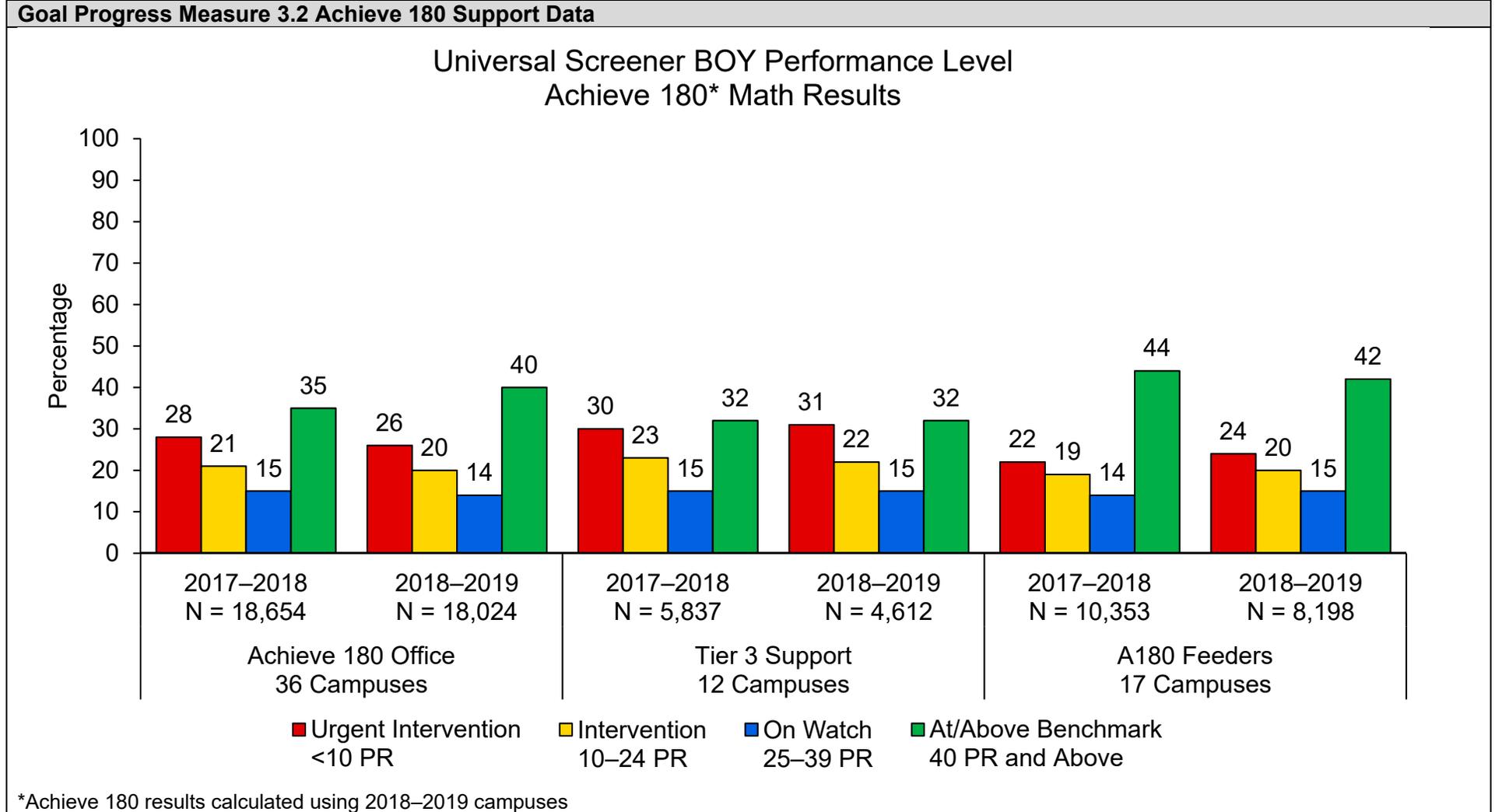
Appendix K: Goal Progress Measure 3.2 Support Data (Cont.)

Goal Progress Measure 3.2 Students with Disabilities Support Data (Cont.)

Percentage of Progress Monitored Students That Increased Their Percentile Ranking From BOY Assessment in Math - Students with Disabilities



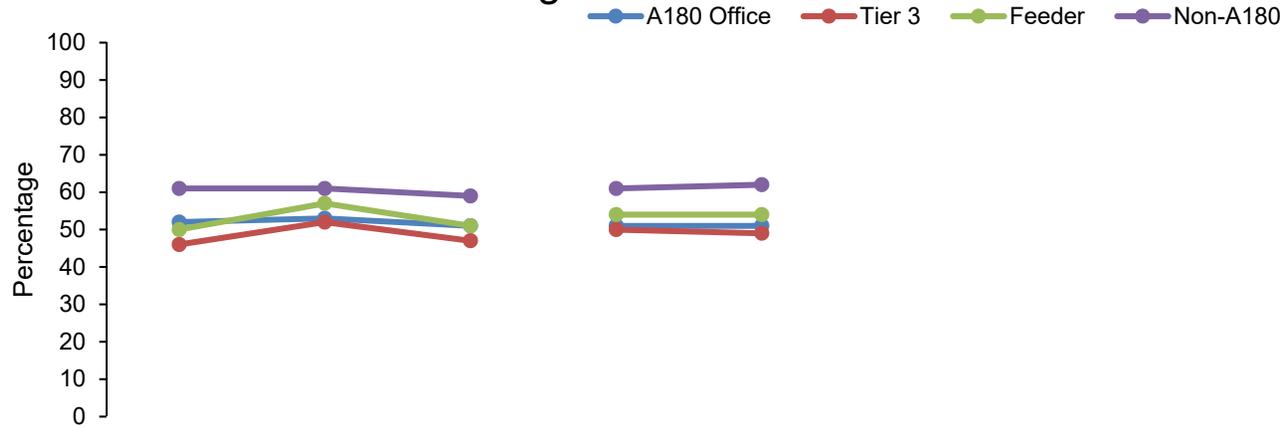
Appendix K: Goal Progress Measure 3.2 Support Data (Cont.)



Appendix K: Goal Progress Measure 3.2 Support Data (Cont.)

Goal Progress Measure 3.2 Achieve 180 Support Data (Cont.)

Percentage of Progress Monitored Students That Increased Their Percentile Ranking From BOY Assessment in Math - A180 Results



	2017–2018			2018–2019			2019–2020			2020–2021		
	Formal Progress Monitoring	MOY Monitoring	EOY Monitoring	Formal Progress Monitoring	MOY Monitoring	EOY Monitoring	Formal Progress Monitoring	MOY Monitoring	EOY Monitoring	Formal Progress Monitoring	MOY Monitoring	EOY Monitoring
A180 Office	52	53	51	51	51	48						
Tier 3	46	52	47	50	49	49						
Feeder	50	57	51	54	54	53						
Non-A180	61	61	59	61	62	61						

Number of Progress Monitored Students Tested – Math – By Achieve 180

	2017–2018			2018–2019			2019–2020			2020–2021		
	Formal Progress Monitoring	MOY Monitoring	EOY Monitoring	Formal Progress Monitoring	MOY Monitoring	EOY Monitoring	Formal Progress Monitoring	MOY Monitoring	EOY Monitoring	Formal Progress Monitoring	MOY Monitoring	EOY Monitoring
A180 Office	7,303	11,328	9,570	9,505	6,373	5,903						
Tier 3	2,469	3,259	2,735	2,863	1,665	1,639						
Feeder	4,448	5,567	4,830	2,589	2,689	2,688						
Non-A180	25,027	32,270	27,792	24,206	27,221	25,435						

Appendix L: Constraint Progress Measure 1.1 Support Data

Constraint Progress Measure 1.1 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.

A timeline of implementation is provided below:

- 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.
- August 2018: A total of 68 schools have posted and 7 are in the process of hiring Wraparound Resource Specialists under the District's Wraparound Services Department including the Kashmere Feeder Pattern school that continue to deliver services through our partnership with Pro Unitas.
- October 2018: A total of 113 schools (40%) have posted and 28 are in the process of hiring a Wraparound Specialist.
- November/December 2018: An additional 28 Wraparound Specialists were processed and hired.
- January/February/March 2019: On-boarding and Professional Development was focused on the varying cohort of specialists hired.
- March 2019: A Full-Service Community Schools Grant Manager and Wraparound Resource Specialist (Community Schools Coordinators) were hired.
- March 2019: All of the ProUnitas specialists working at schools were transitioned into HISD and the implementation of our data-platform data tracking, linking of partners, and professional development modules became the primary focus of our partnership.

Constraint Progress Measure 1.1 Support Data (Cont.)

- April 2019: Additional staff from ProUnitas transitioned to assist us with our district-wide implementation of Purple and our partnership included a dedicated *Purple Director of Client Success* and 2 *Managers of Client Success*.
- May 2019: A total of 115 schools (41%) are currently being served by a fully trained Wraparound Resource Specialists.

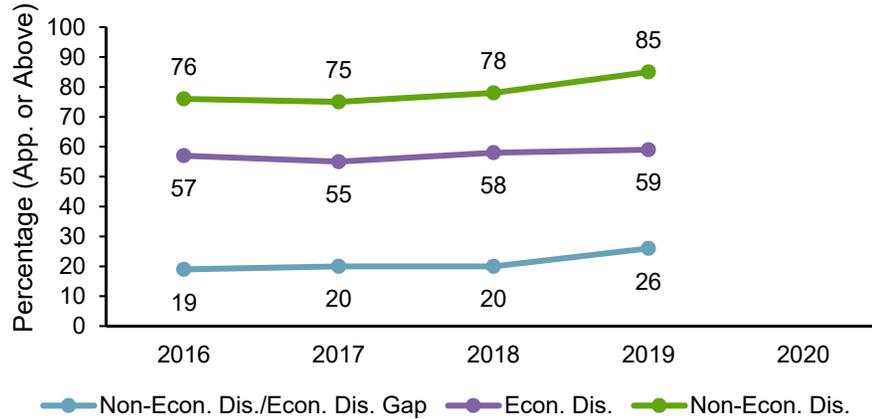
Appendix L: Constraint Progress Measure 1.1 Support Data (Cont.)

Constraint Progress Measure 1.1 Support Data (Continued)			
Campuses Receiving Wraparound Services			
Attucks MS	Fonville MS	Lockhart ES	Robinson ES
Austin HS	Forest Brook MS	Long Acad	Rodriguez ES
Belfort ECC	Franklin ES	Looscan ES	Ross ES
Benavidez ES	Furr HS	Mading ES	Rucker ES
Blackshear ES	Gallegos ES	Madison HS	Sanchez ES
Bonham ES	Garcia ES	Marshall ES	Scarborough ES
Braeburn ES	Gregory-Lincoln PK-8	Marshall MS	Sharpstown HS
Briscoe ES	Grissom ES	Martinez C ES	Shearn ES
Bruce ES	Harris RP ES	McGowen ES	Sherman ES
Burnet ES	Henry MS	Milby HS	Smith ES
Burrus ES	High School Ahead Acad MS	Mistral ECC	Sterling HS
Chavez HS	Highland Heights ES	Mitchell ES	Stevens ES
Codwell ES	Hilliard ES	MLK ECC	Sugar Grove MS
Community Services	Hobby ES	Montgomery ES	Thomas MS
Cook ES	Holland MS	Navarro MS	Wainwright ES
Crespo ES	Houston MSTC HS	Neff ECC	Walnut Bend ES
Cullen MS	Janowski ES	Neff ES	Washington HS
Cunningham ES	Jefferson ES	North Forest HS	Wesley ES
Deady MS	Kashmere Gardens ES	Northside HS	Westbury HS
Dogan ES	Kashmere HS	Ortiz MS	Wheatley HS
Durkee ES	Kelso ES	Paige ES	White E Elementary
Edison MS	Kennedy ES	Petersen ES	Whittier ES
Eliot ES	Ketelsen ES	Pilgrim Academy	Williams MS
Emerson ES	Key MS	Piney Point ES	Wisdom HS
Farias ECC	Las Americas MS	Pleasantville ES	Woodson K-8
Fleming MS	Laurenzo ECC	Port Houston ES	Worthing HS
Foerster ES	Lawson MS	Pugh ES	Yates HS
Fondren ES	Lewis ES	Reagan Ed Ctr PK-8	Young ES
Fondren MS	Liberty HS	Revere MS	

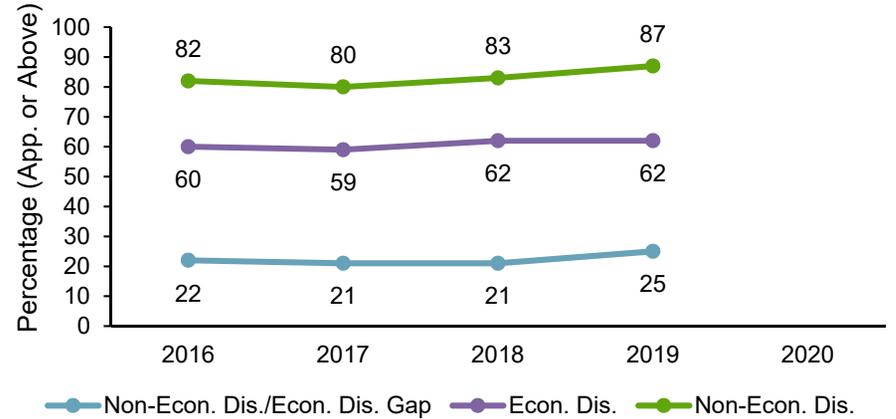
Appendix M: Constraint Progress Measure 3.1 Support Data

Constraint Progress Measure 3.1 Support Data

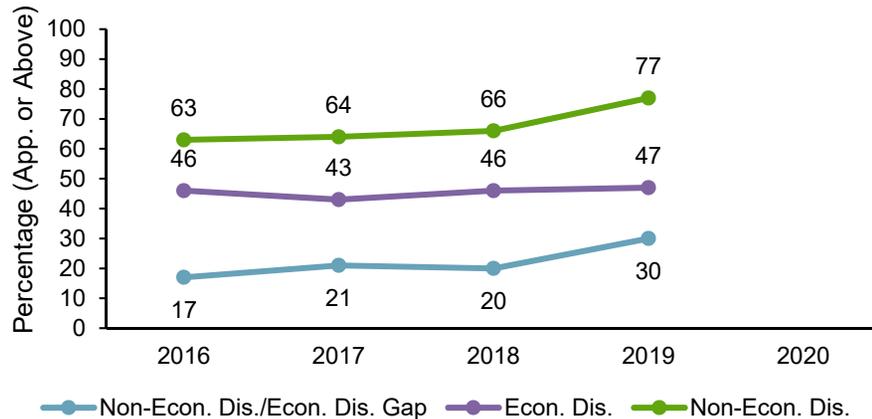
STAAR Reading, EI, and EII– All Students
Non-Econ. Dis./Econ. Dis. Performance Gap



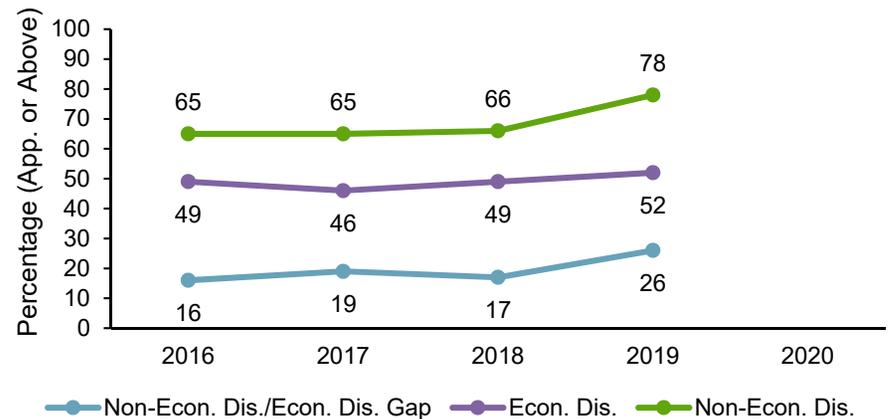
STAAR Reading 3–8 – All Students
Non-Econ. Dis./Econ. Dis. Performance Gap



STAAR English I EOC – All Students
Non-Econ. Dis./Econ. Dis. Performance Gap



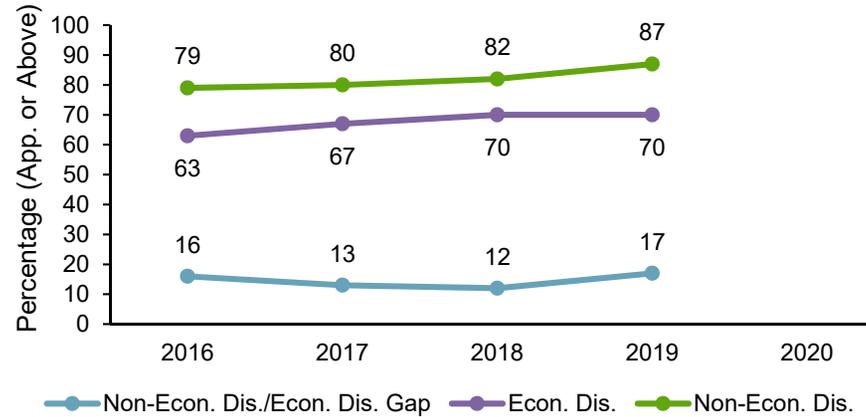
STAAR English II EOC – All Students
Non-Econ. Dis./Econ. Dis. Performance Gap



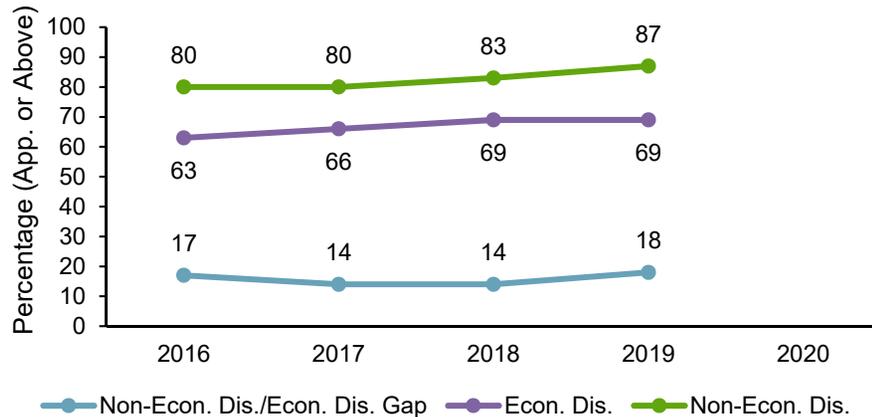
Appendix M: Constraint Progress Measure 3.1 Support Data (Cont.)

Constraint Progress Measure 3.1 Support Data (Cont.)

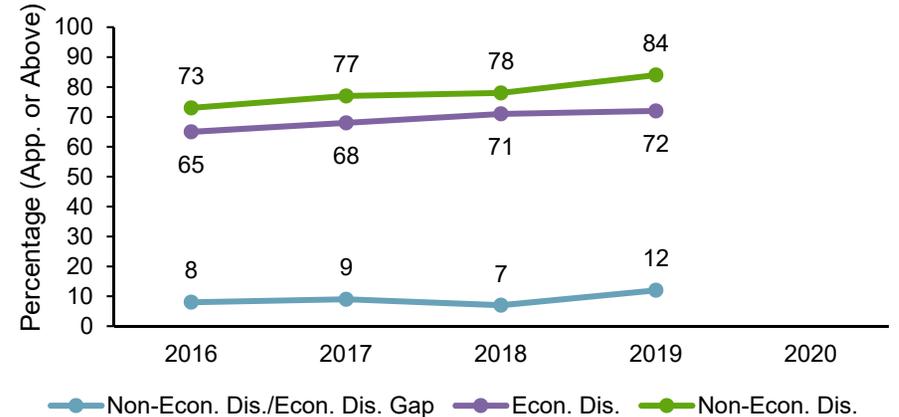
STAAR Math 3–8 and Alg. I – All Students
Non-Econ. Dis./Econ. Dis. Performance Gap



STAAR Math 3–8 – All Students
Non-Econ. Dis./Econ. Dis. Performance Gap



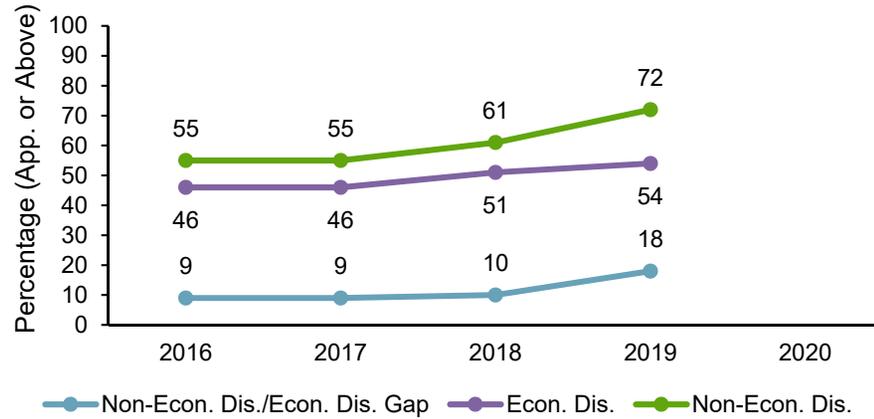
STAAR Algebra I EOC – All Students
Non-Econ. Dis./Econ. Dis. Performance Gap



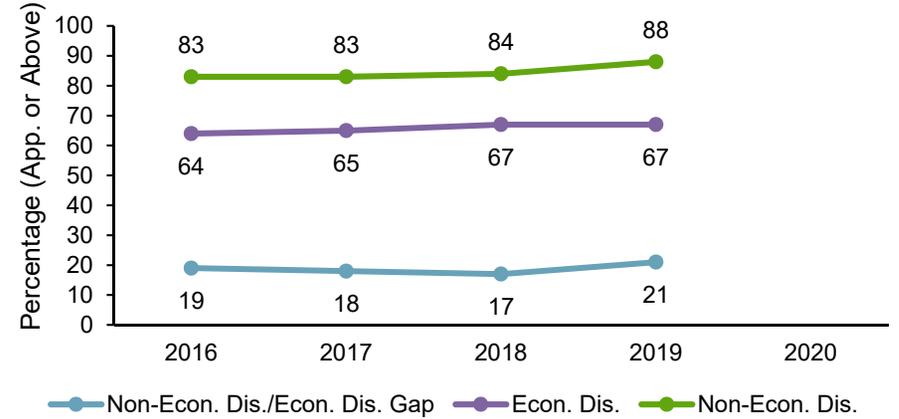
Appendix M: Constraint Progress Measure 3.1 Support Data (Cont.)

Constraint Progress Measure 3.1 Support Data – Achieve 180

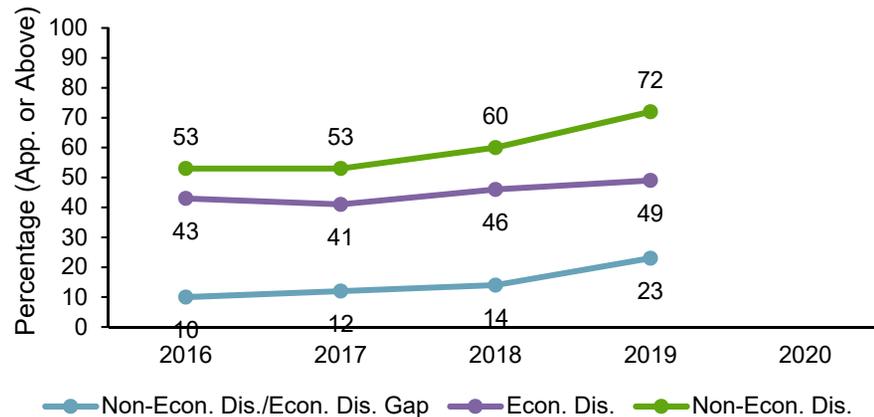
STAAR Reading and Math – A180 Program
Non-Econ. Dis./Econ. Dis. Performance Gap



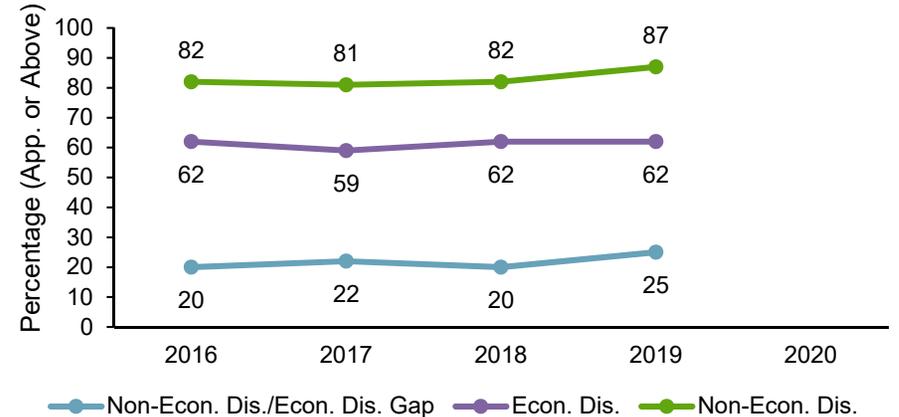
STAAR Reading and Math – Non-A180
Non-Econ. Dis./Econ. Dis. Performance Gap



STAAR Reading, EI, and EII– A180 Program
Non-Econ. Dis./Econ. Dis. Performance Gap



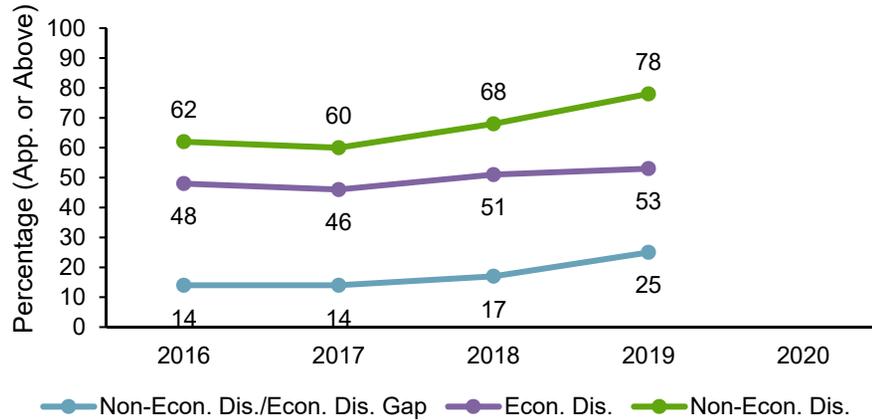
STAAR Reading, EI, and EII– Non-A180
Non-Econ. Dis./Econ. Dis. Performance Gap



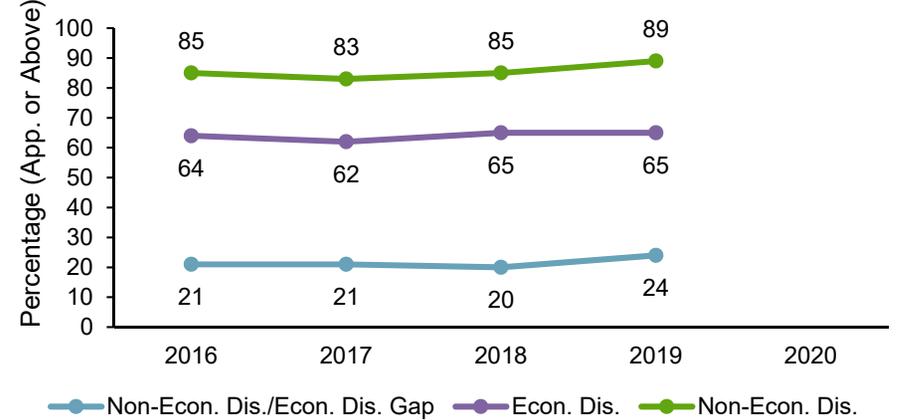
Appendix M: Constraint Progress Measure 3.1 Support Data (Cont.)

Constraint Progress Measure 3.1 Support Data – Achieve 180 (Cont.)

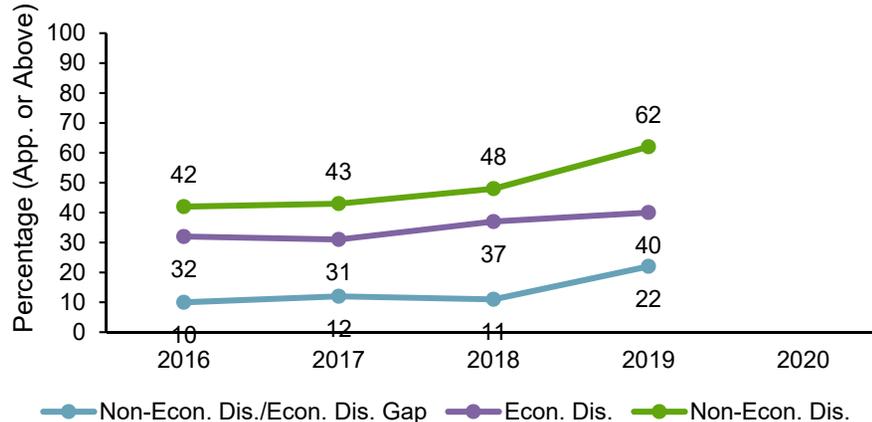
STAAR Reading 3–8 – A180 Program
Non-Econ. Dis./Econ. Dis. Performance Gap



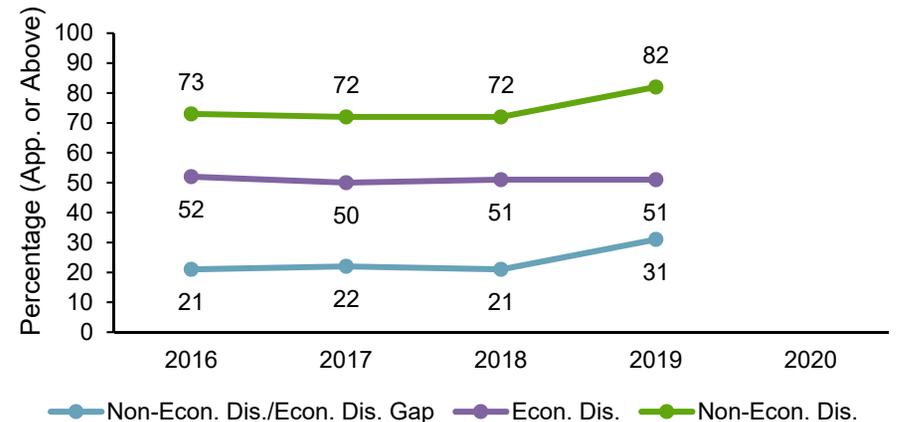
STAAR Reading 3–8 – Non-A180 Program
Non-Econ. Dis./Econ. Dis. Performance Gap



STAAR English I – A180 Program
Non-Econ. Dis./Econ. Dis. Performance Gap



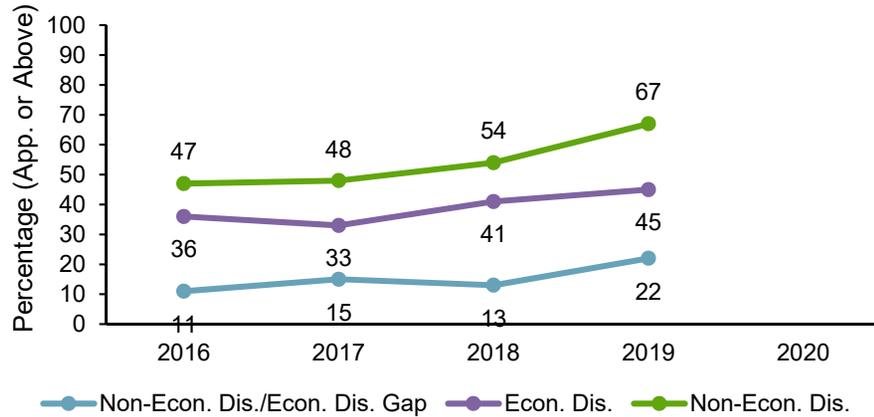
STAAR English I – Non-A180 Program
Non-Econ. Dis./Econ. Dis. Performance Gap



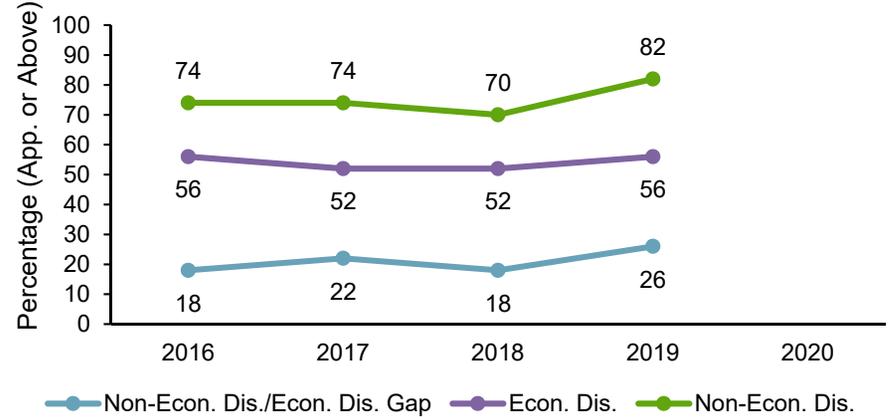
Appendix M: Constraint Progress Measure 3.1 Support Data (Cont.)

Constraint Progress Measure 3.1 Support Data – Achieve 180 (Cont.)

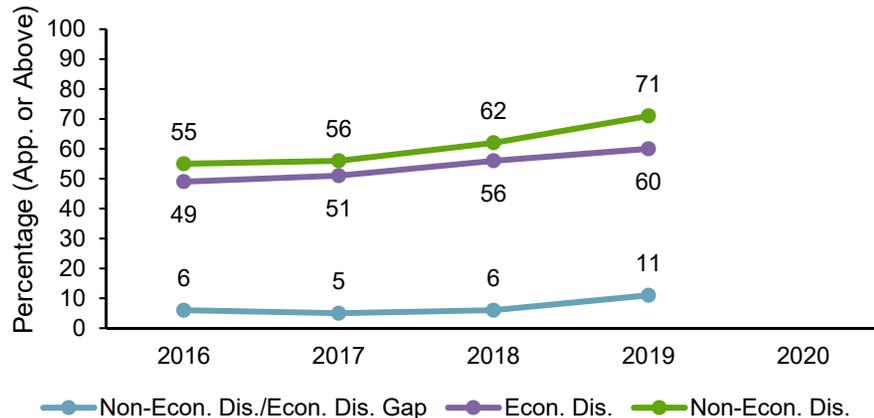
STAAR English II– A180 Program
Non-Econ. Dis./Econ. Dis. Performance Gap



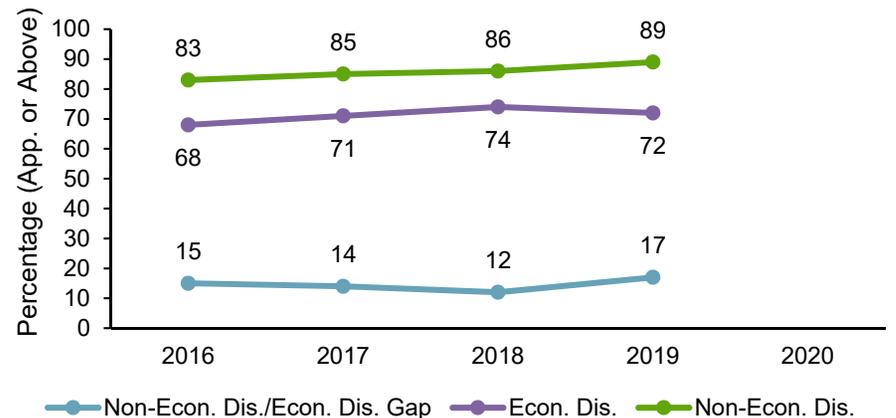
STAAR English II – Non-A180 Program
Non-Econ. Dis./Econ. Dis. Performance Gap



STAAR Math 3–8 and Alg. I – A180 Program
Non-Econ. Dis./Econ. Dis. Performance Gap



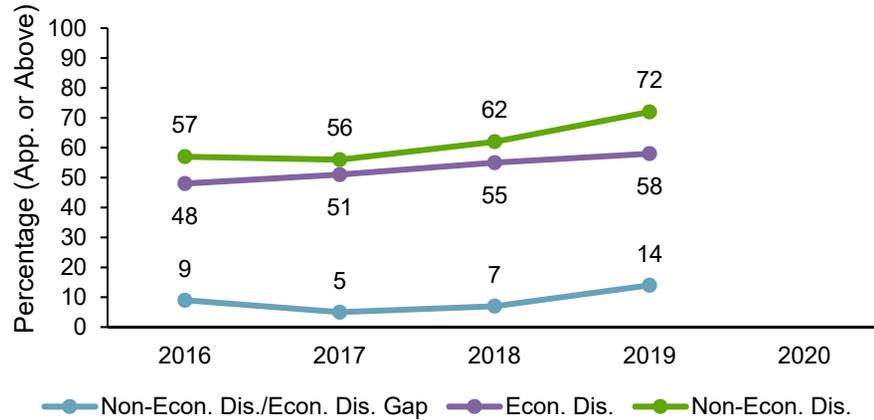
STAAR Math 3–8 and Alg. I – Non-A180
Non-Econ. Dis./Econ. Dis. Performance Gap



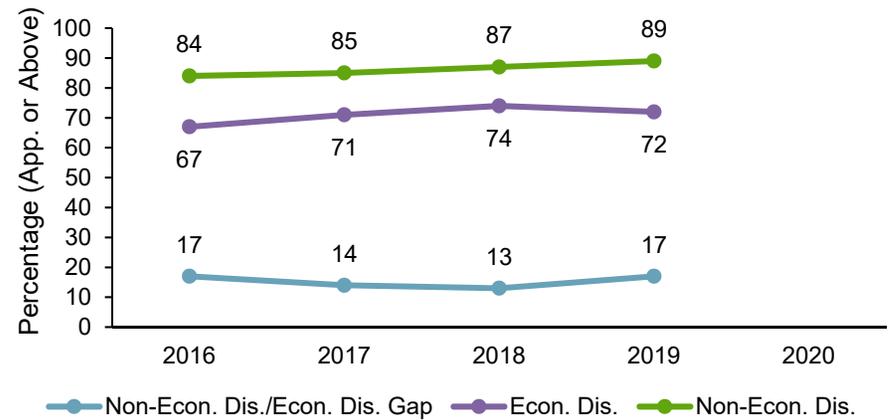
Appendix M: Constraint Progress Measure 3.1 Support Data (Cont.)

Constraint Progress Measure 3.1 Support Data – Achieve 180 (Cont.)

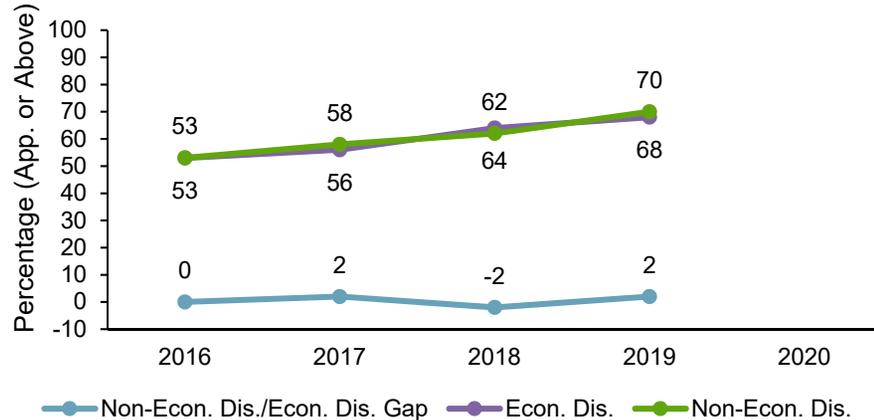
STAAR Math 3–8 – A180 Program
Non-Econ. Dis./Econ. Dis. Performance Gap



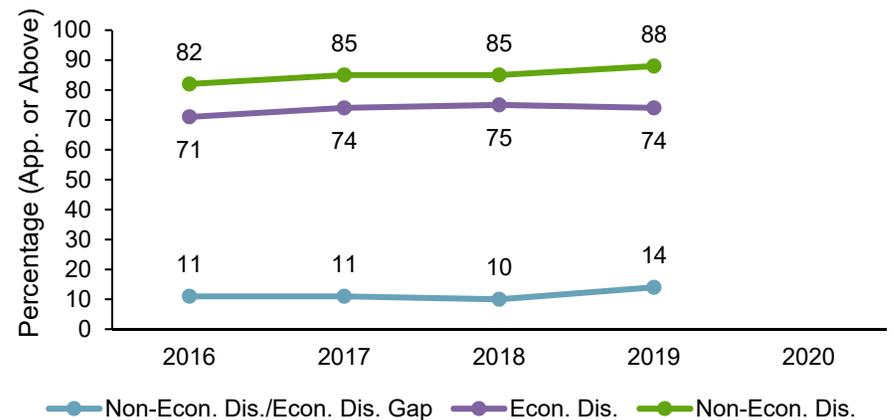
STAAR Math 3–8 – Non-A180 Program
Non-Econ. Dis./Econ. Dis. Performance Gap



STAAR Algebra I – A180 Program
Non-Econ. Dis./Econ. Dis. Performance Gap



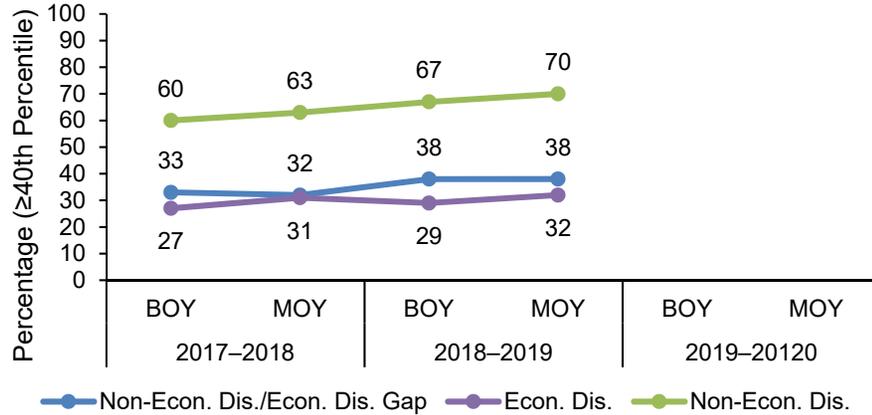
STAAR Algebra I – Non-A180 Program
Non-Econ. Dis./Econ. Dis. Performance Gap



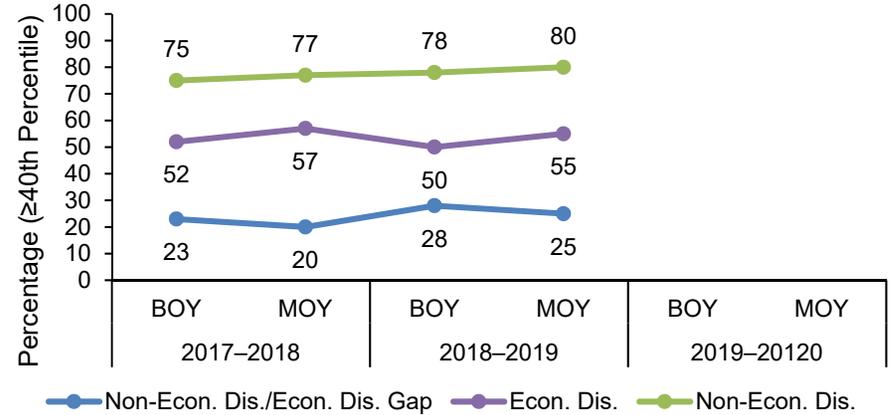
Appendix M: Constraint Progress Measure 3.1 Support Data (Cont.)

Constraint Progress Measure 3.1 Support Data – Universal Screener

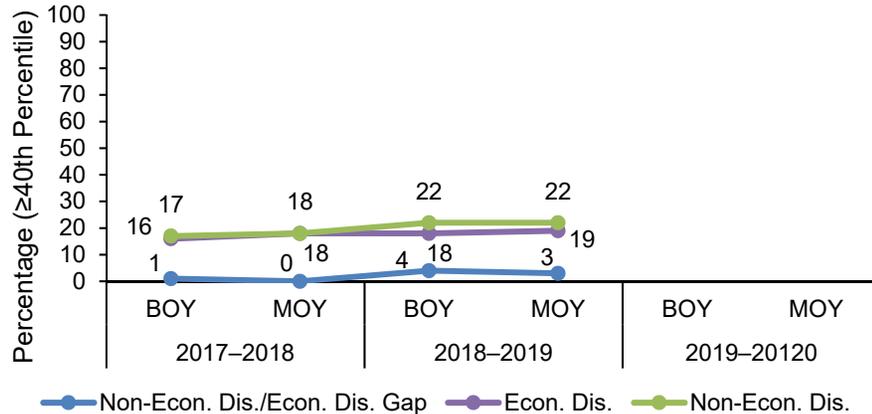
Ren360 Reading – All Students
Non-Econ. Dis./Econ. Dis. Performance Gap



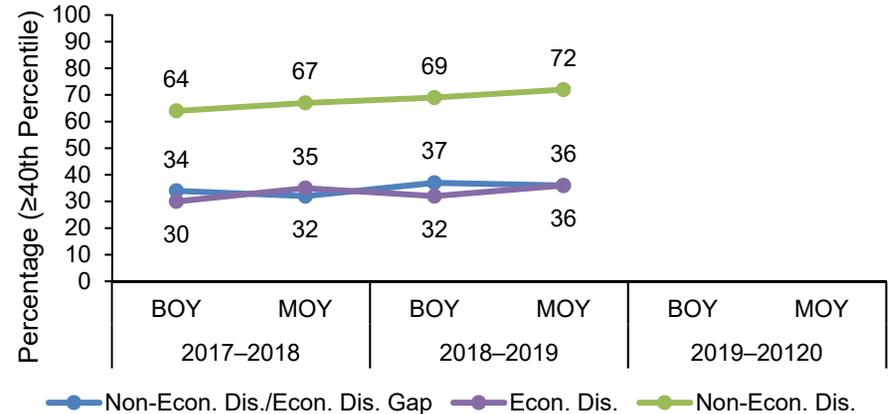
Ren360 Math – All Students
Non-Econ. Dis./Econ. Dis. Performance Gap



Ren360 Reading – A180 Program (w/out TCAH)
Non-Econ. Dis./Econ. Dis. Performance Gap



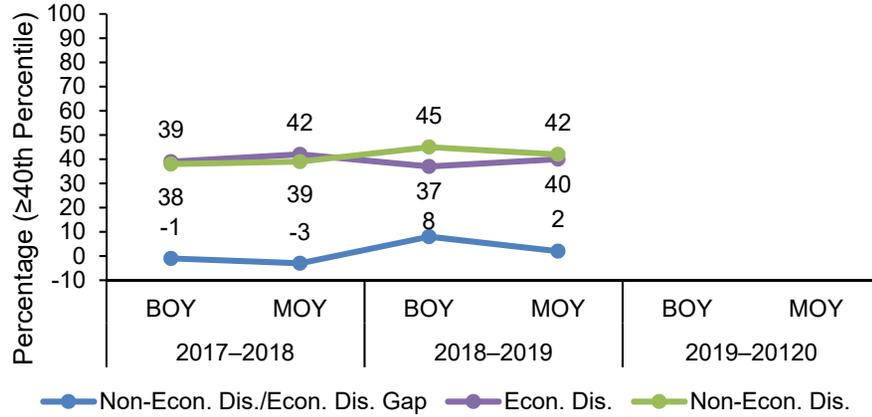
Ren360 Reading – Non-A180 Program
Non-Econ. Dis./Econ. Dis. Performance Gap



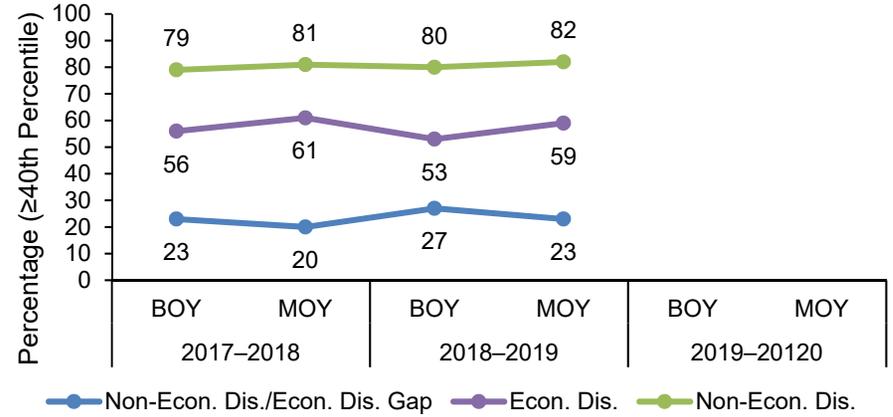
Appendix M: Constraint Progress Measure 3.1 Support Data (Cont.)

Constraint Progress Measure 3.1 Support Data – Universal Screener (Cont.)

Ren360 Math – A180 Program (w/out TCAH)
Non-Econ. Dis./Econ. Dis. Performance Gap



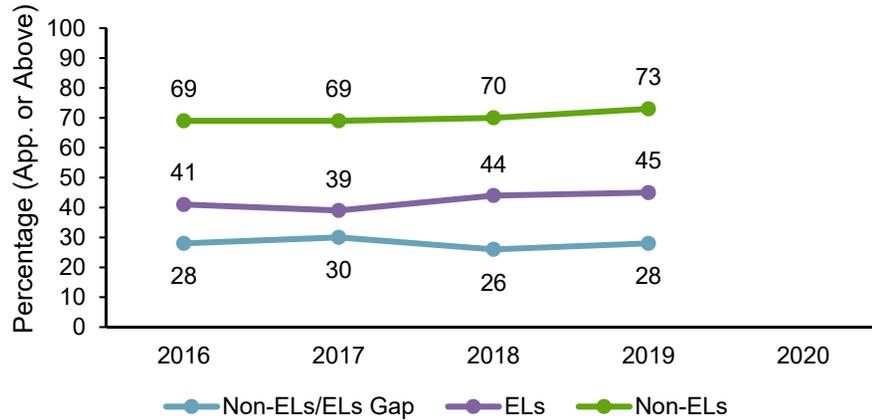
Ren360 Math – Non-A180 Program
Non-Econ. Dis./Econ. Dis. Performance Gap



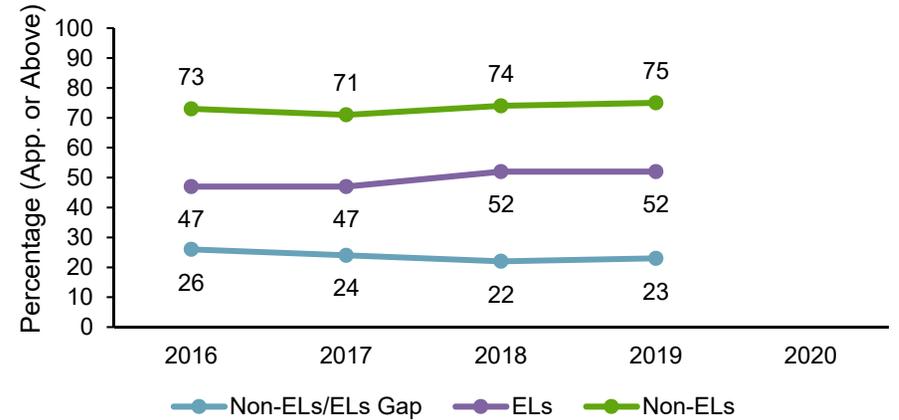
Appendix N: Constraint Progress Measure 3.2 Support Data

Constraint Progress Measure 3.2 Support Data (Cont.)

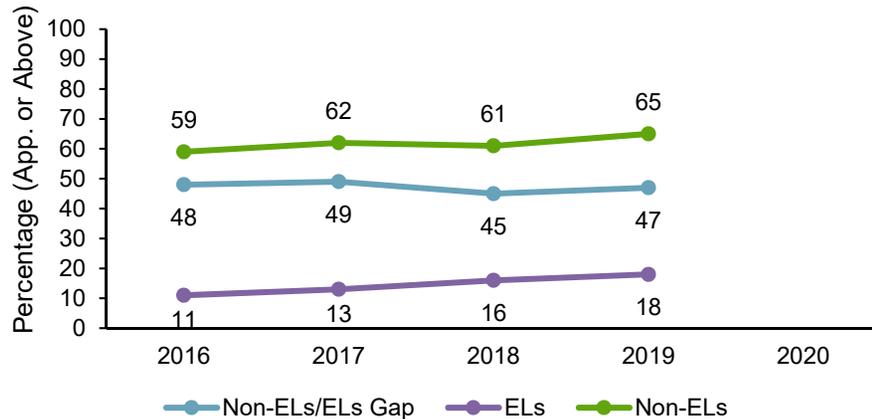
Reading 3–8, EI, and EII – All Students
Non-ELs/ELs Performance Gap



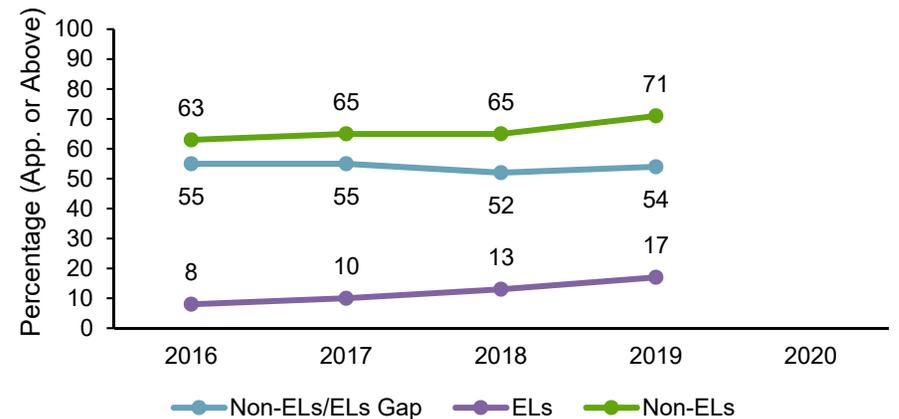
STAAR Reading 3–8 – All Students
Non-ELs/ELs Performance Gap



STAAR English I EOC – All Students
Non-ELs/ELs Performance Gap



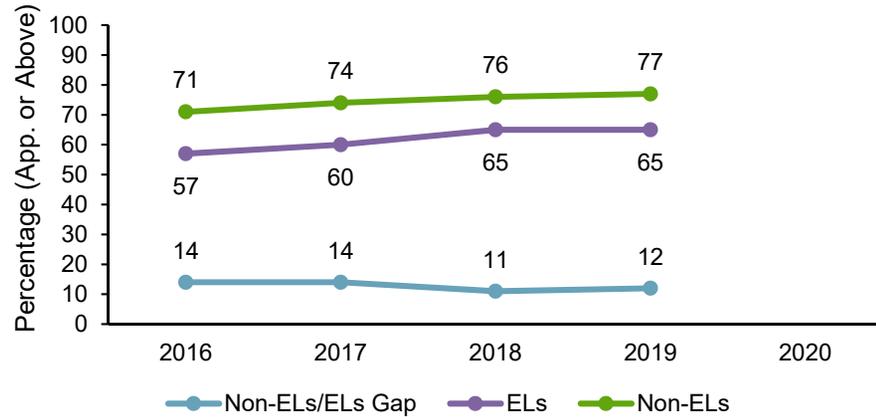
STAAR English II EOC – All Students
Non-ELs/ELs Performance Gap



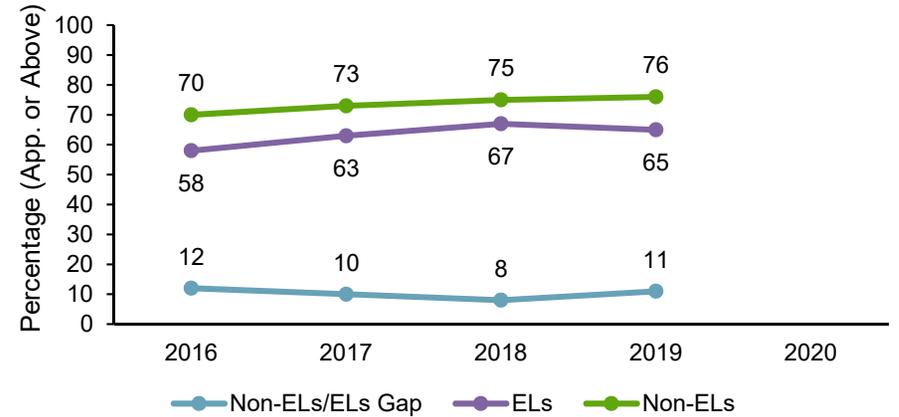
Appendix N: Constraint Progress Measure 3.2 Support Data (Cont.)

Constraint Progress Measure 3.2 Support Data (Cont.)

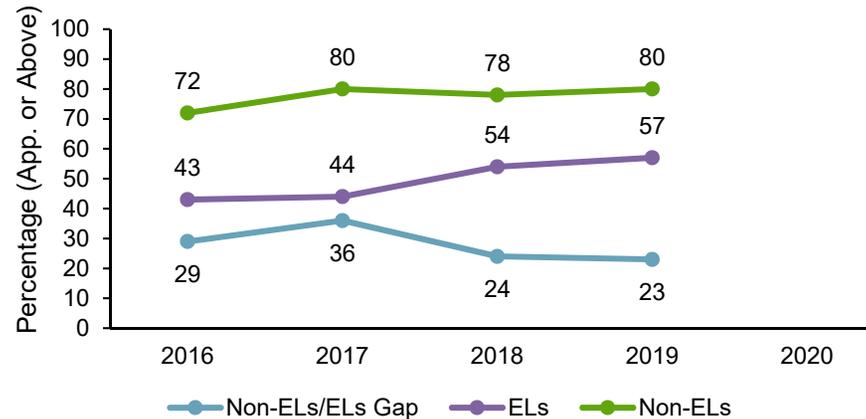
STAAR Math 3–8 and Alg. I – All Students
Non-ELs/ELs Performance Gap



STAAR Math 3–8 – All Students
Non-ELs/ELs Performance Gap



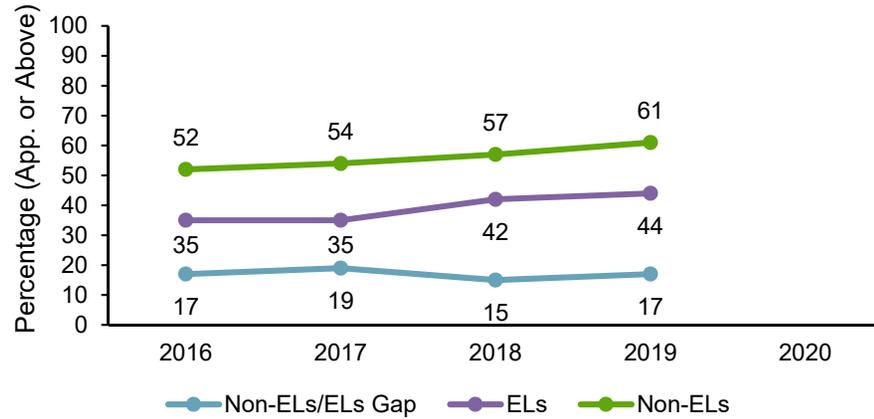
STAAR Algebra I EOC – All Students
Non-ELs/ELs Performance Gap



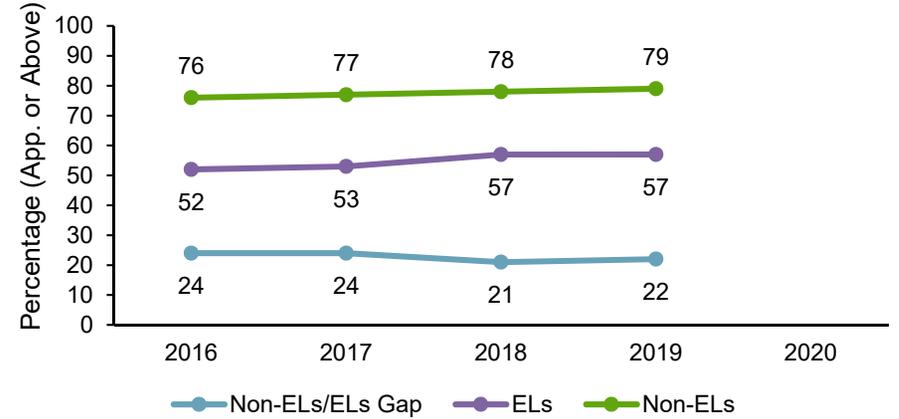
Appendix N: Constraint Progress Measure 3.2 Support Data (Cont.)

Constraint Progress Measure 3.2 Support Data – Achieve 180

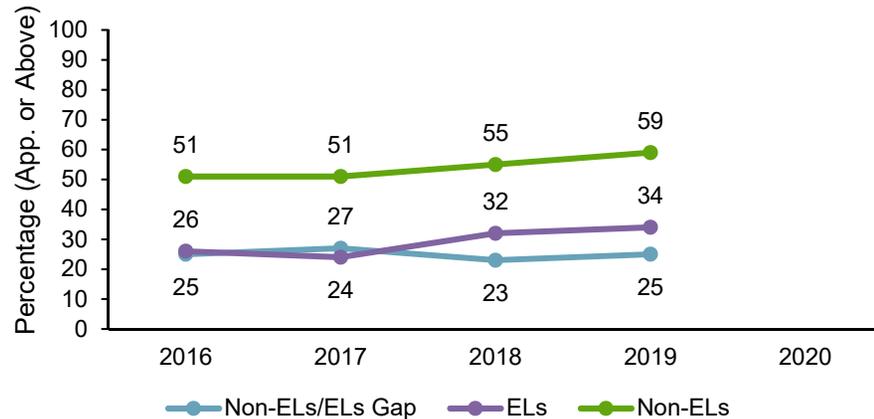
STAAR Reading and Math – A180 Program
Non-ELs/ELs Performance Gap



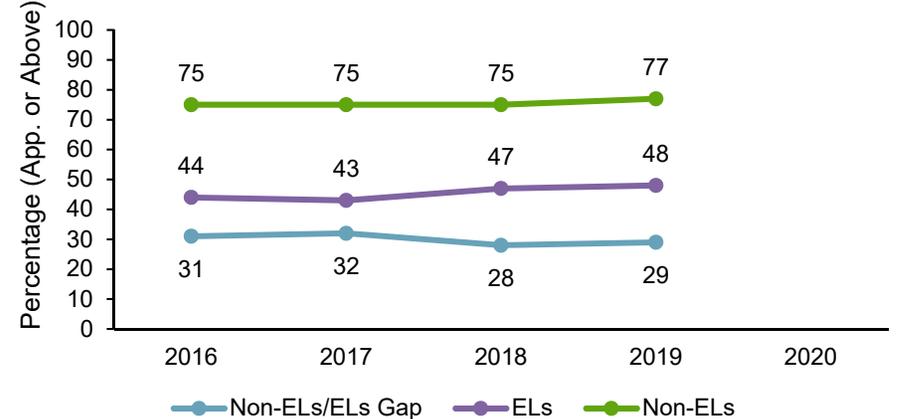
STAAR Reading and Math – Non-A180
Non-ELs/ELs Performance Gap



Reading 3–8, EI, and EII – A180 Program
Non-ELs/ELs Performance Gap



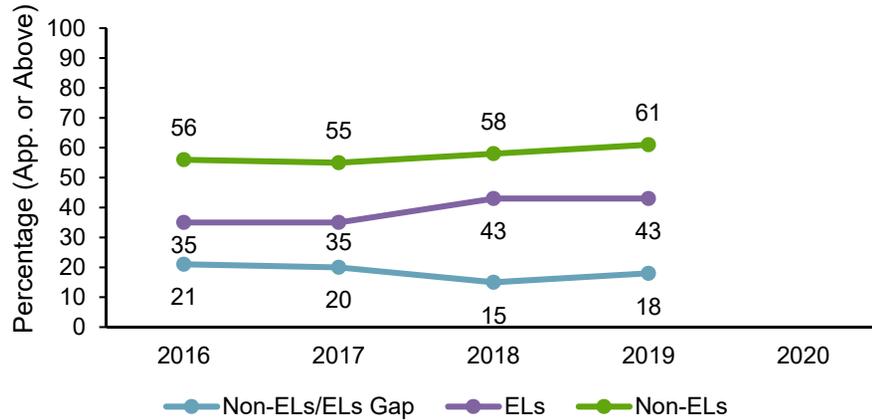
Reading 3–8, EI, and EII – Non-A180
Non-ELs/ELs Performance Gap



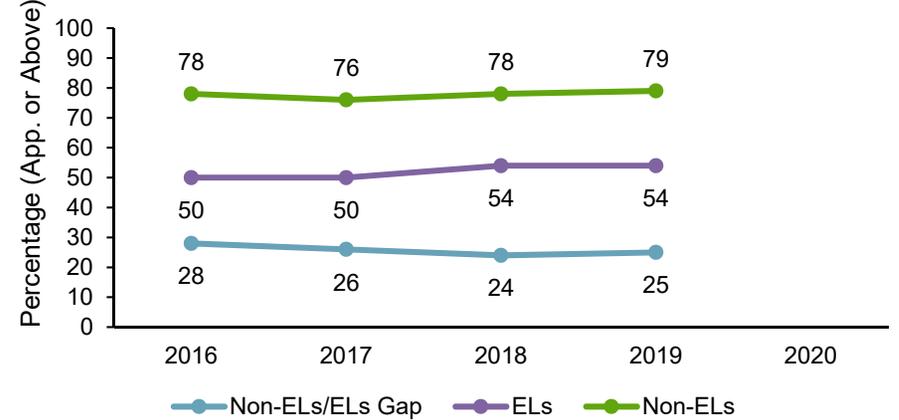
Appendix N: Constraint Progress Measure 3.2 Support Data (Cont.)

Constraint Progress Measure 3.2 Support Data – Achieve 180 (Cont.)

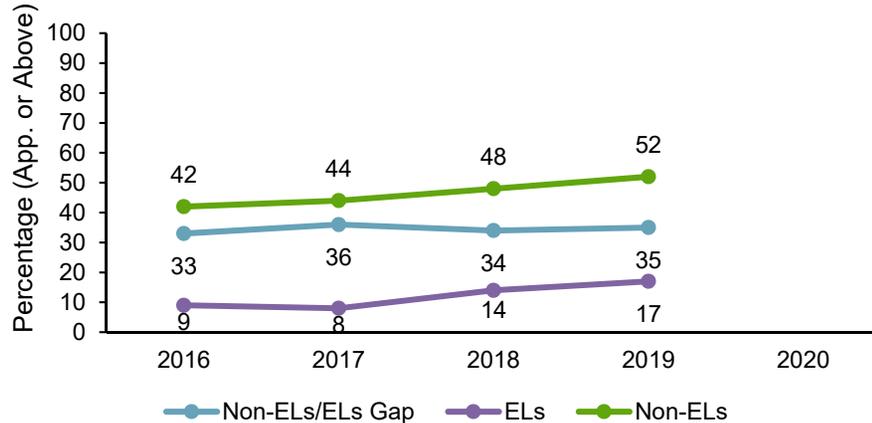
STAAR Reading 3–8 – A180 Program
Non-ELs/ELs Performance Gap



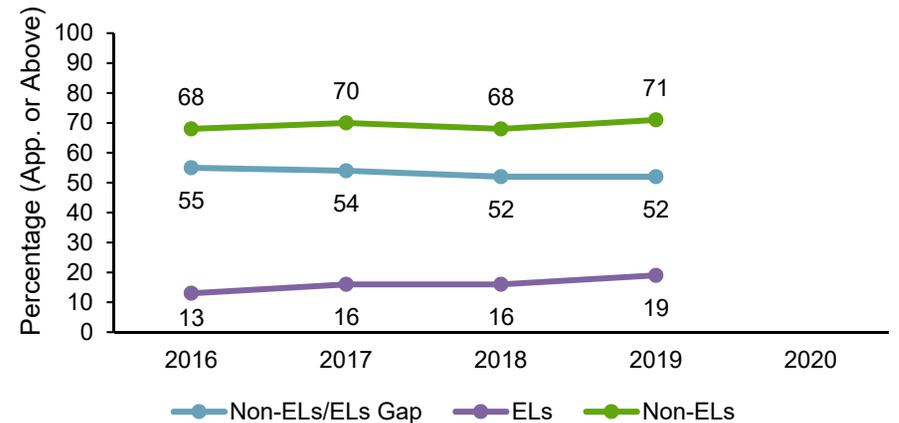
STAAR Reading 3–8 – Non-A180 Program
Non-ELs/ELs Performance Gap



STAAR English I – A180 Program
Non-ELs/ELs Performance Gap



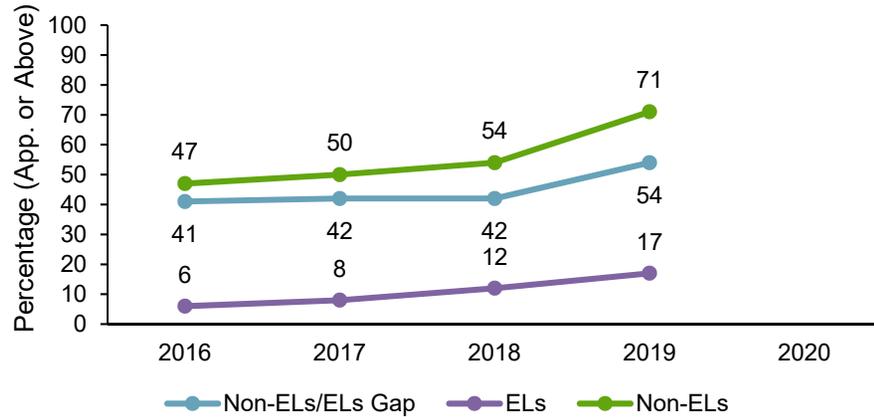
STAAR English I – Non-A180 Program
Non-ELs/ELs Performance Gap



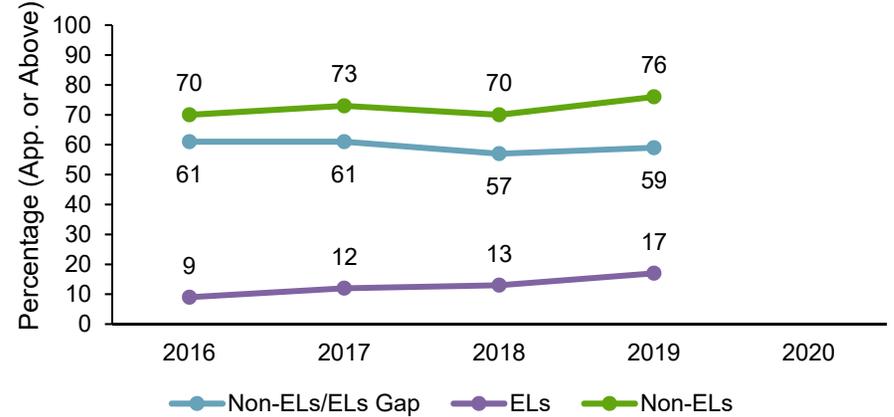
Appendix N: Constraint Progress Measure 3.2 Support Data (Cont.)

Constraint Progress Measure 3.2 Support Data – Achieve 180 (Cont.)

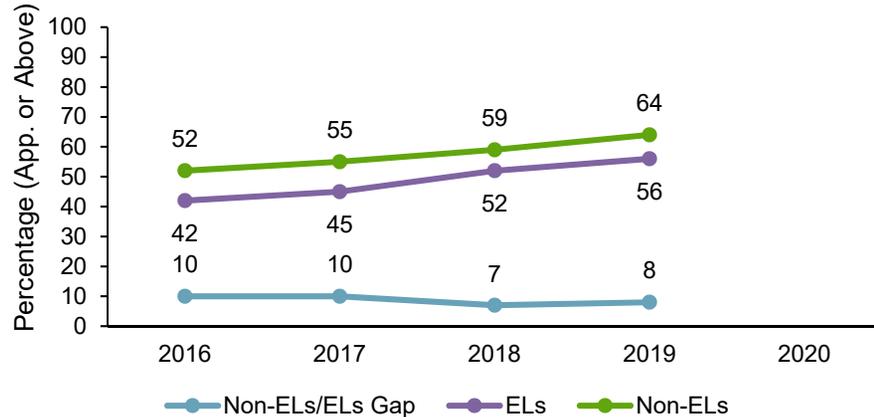
STAAR English II – A180 Program
Non-ELs/ELs Performance Gap



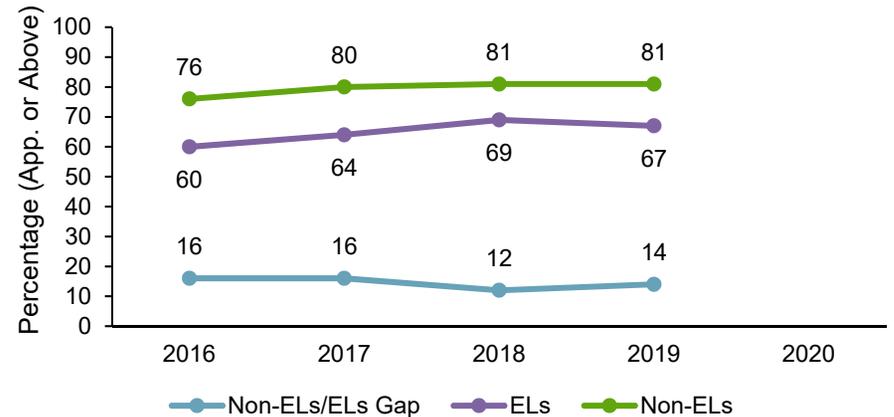
STAAR English II – Non-A180 Program
Non-ELs/ELs Performance Gap



STAAR Math 3–8 and Alg. I – A180 Program
Non-ELs/ELs Performance Gap



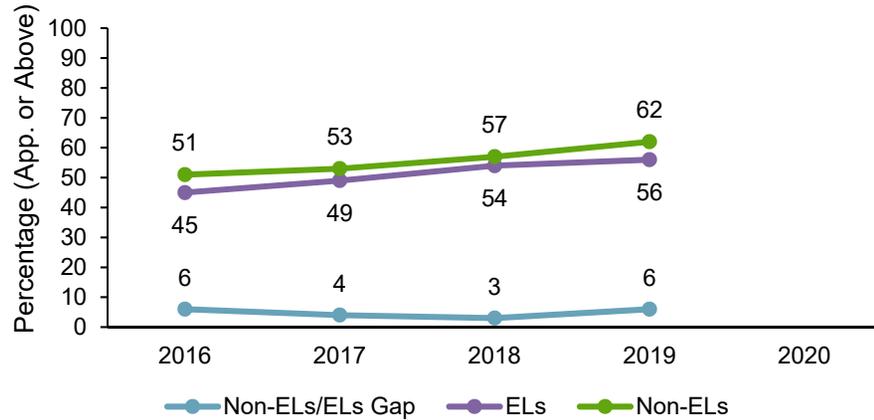
STAAR Math 3–8 and Alg. I – Non-A180
Non-ELs/ELs Performance Gap



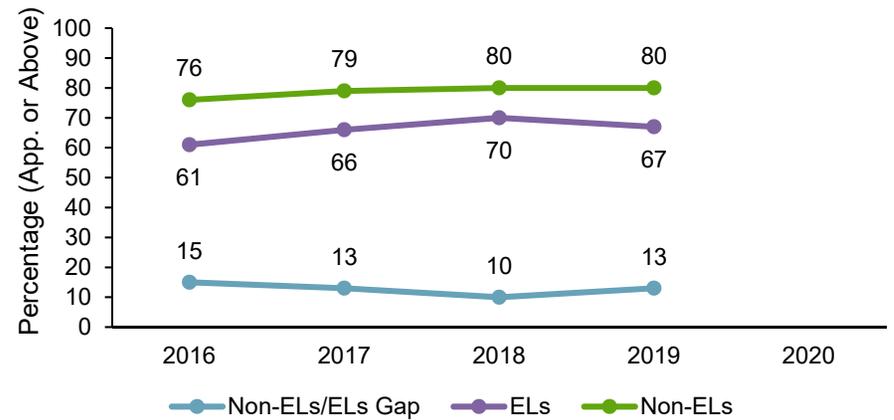
Appendix N: Constraint Progress Measure 3.2 Support Data (Cont.)

Constraint Progress Measure 3.2 Support Data – Achieve 180 (Cont.)

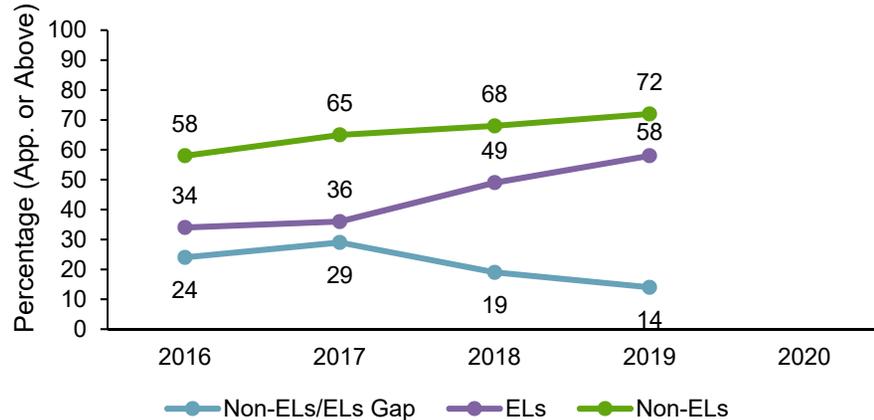
STAAR Math 3–8 – A180 Program
Non-ELs/ELs Performance Gap



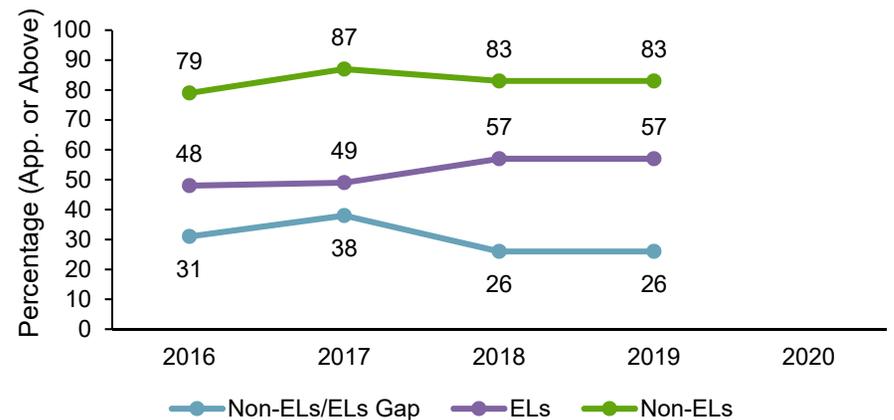
STAAR Math 3–8 – Non-A180 Program
Non-ELs/ELs Performance Gap



STAAR Algebra I – A180 Program
Non-ELs/ELs Performance Gap



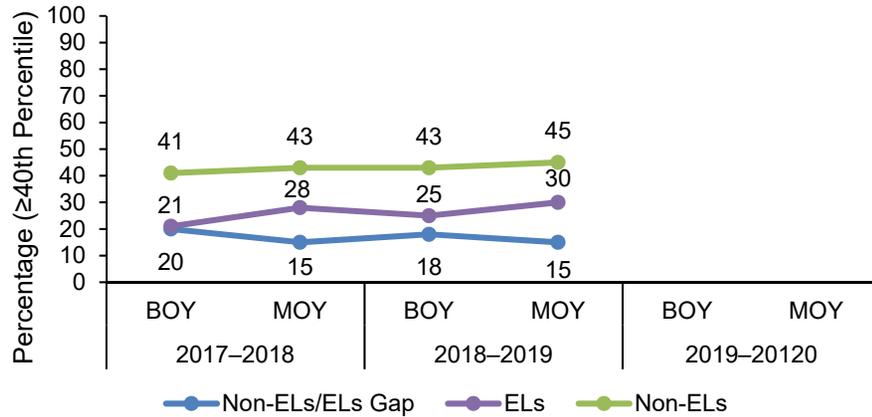
STAAR Algebra I – Non-A180 Program
Non-ELs/ELs Performance Gap



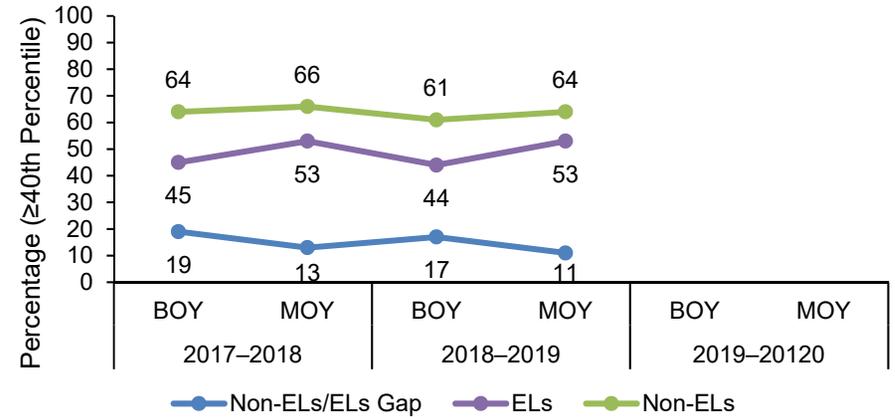
Appendix N: Constraint Progress Measure 3.2 Support Data (Cont.)

Constraint Progress Measure 3.2 Support Data – Universal Screener

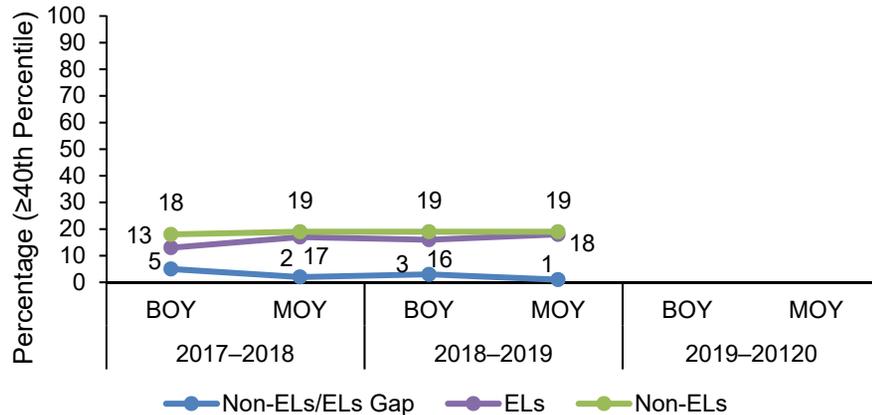
Ren360 Reading – All Students
Non-ELs/ELs Performance Gap



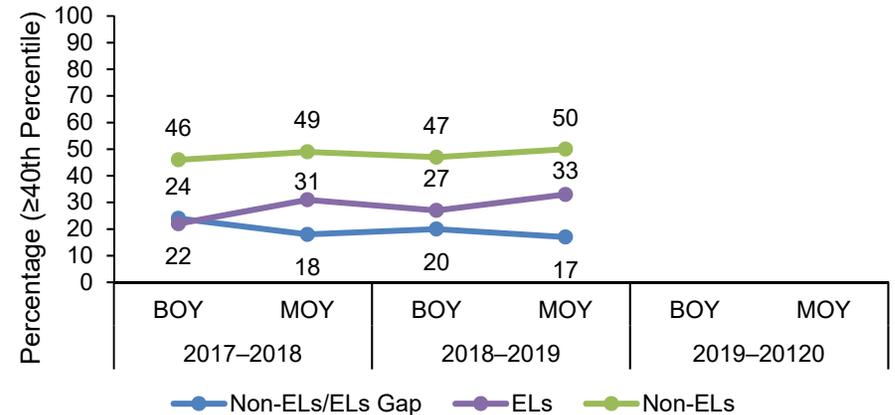
Ren360 Math – All Students
Non-ELs/ELs Performance Gap



Ren360 Reading – A180 Program (w/out TCAH)
Non-ELs/ELs Performance Gap



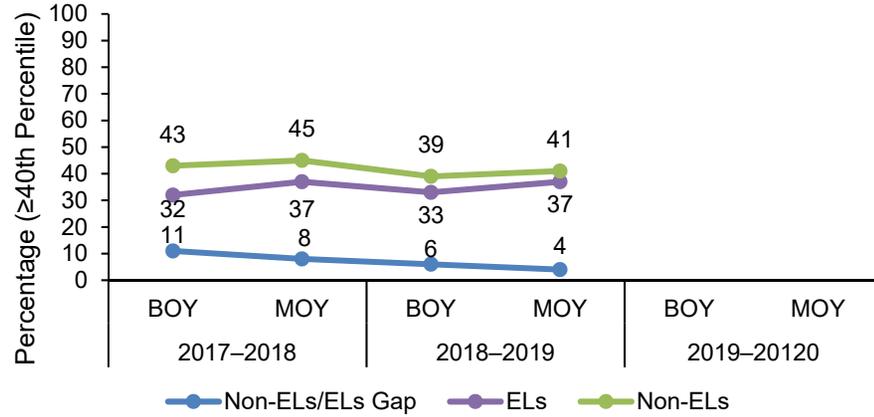
Ren360 Reading – Non-A180 Program
Non-ELs/ELs Performance Gap



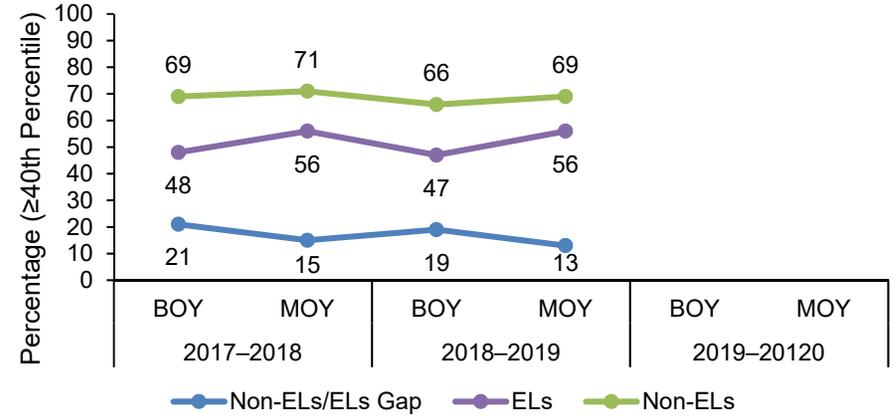
Appendix N: Constraint Progress Measure 3.2 Support Data (Cont.)

Constraint Progress Measure 3.2 Support Data – Universal Screener (Cont.)

Ren360 Math – A180 Program (w/out TCAH)
Non-ELs/ELs Performance Gap



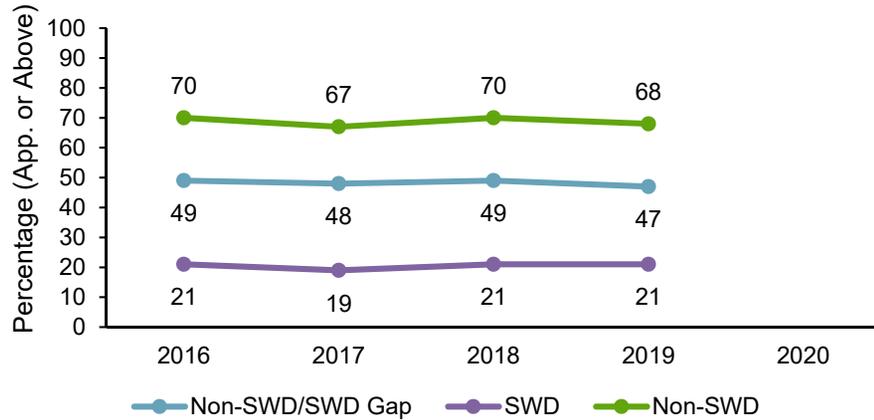
Ren360 Math – Non-A180 Program
Non-ELs/ELs Performance Gap



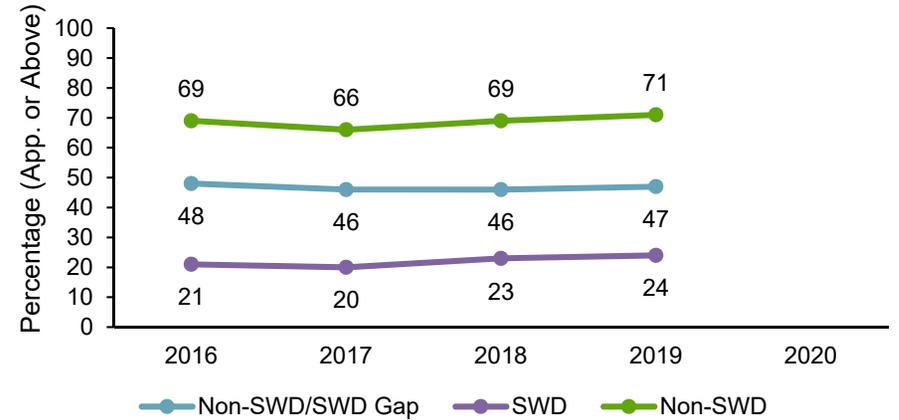
Appendix O: Constraint Progress Measure 3.3 Support Data

Constraint Progress Measure 3.3 Support Data (Cont.)

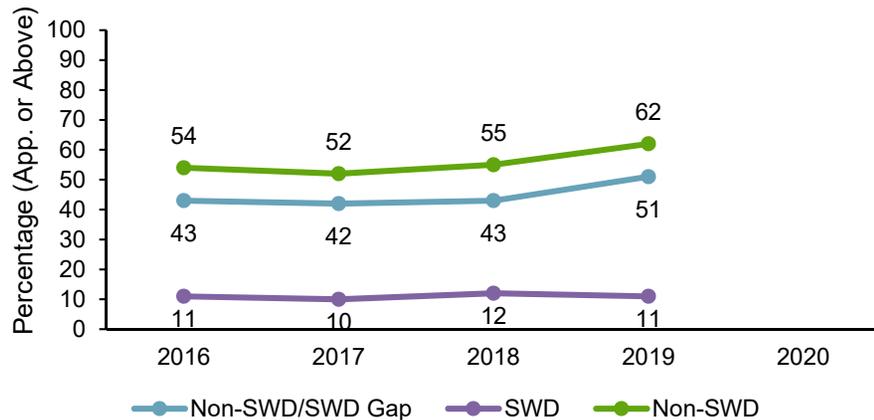
Reading 3–8, EI, and EII – All Students
Non-SWD/SWD Performance Gap



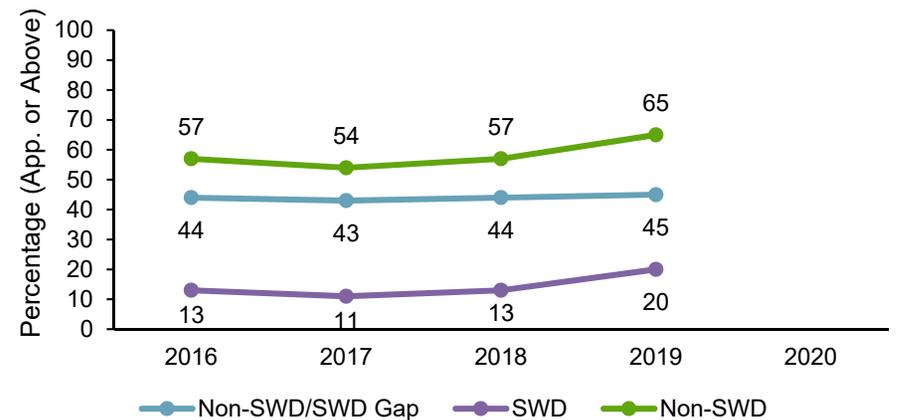
STAAR Reading 3–8 – All Students
Non-SWD/SWD Performance Gap



STAAR English I EOC – All Students
Non-SWD/SWD Performance Gap



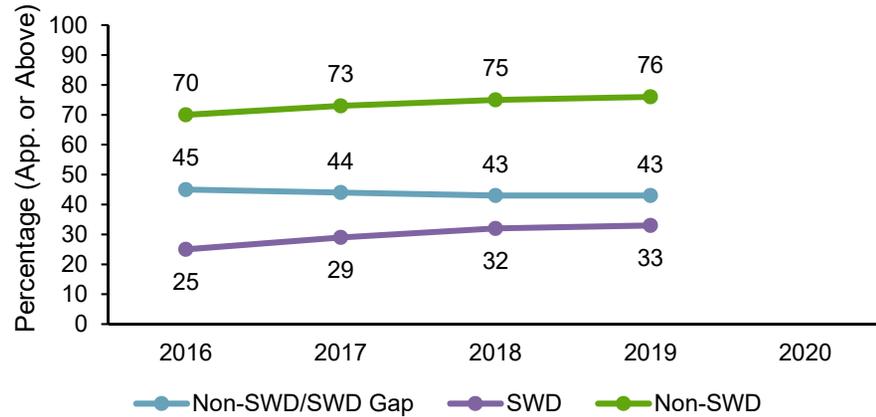
STAAR English II EOC – All Students
Non-SWD/SWD Performance Gap



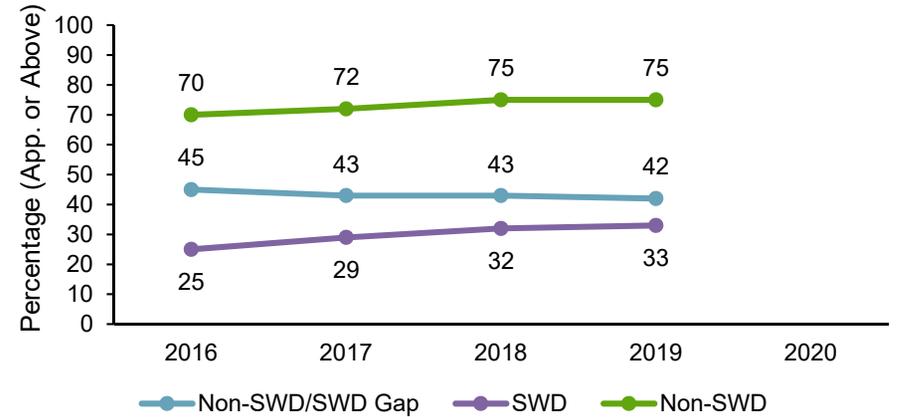
Appendix O: Constraint Progress Measure 3.3 Support Data (Cont.)

Constraint Progress Measure 3.3 Support Data (Cont.)

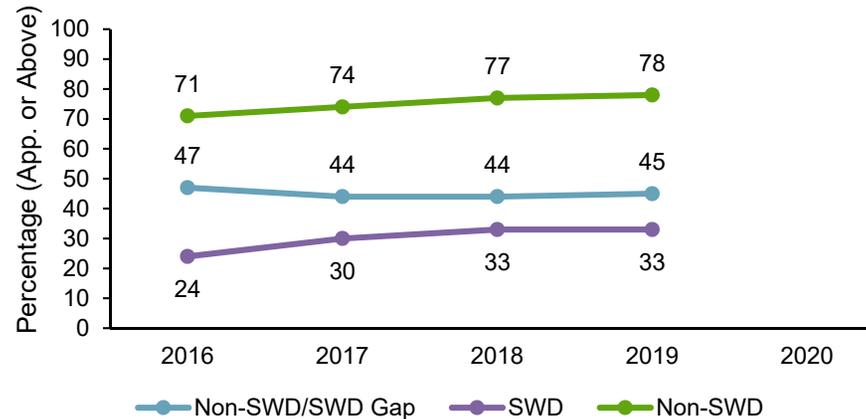
STAAR Math 3–8 and Alg. I – All Students
Non-SWD/SWD Performance Gap



STAAR Math 3–8 – All Students
Non-SWD/SWD Performance Gap



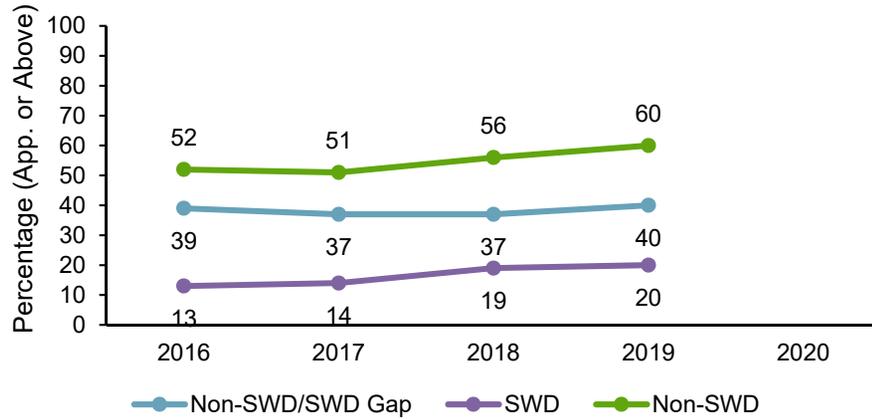
STAAR Algebra I EOC – All Students
Non-SWD/SWD Performance Gap



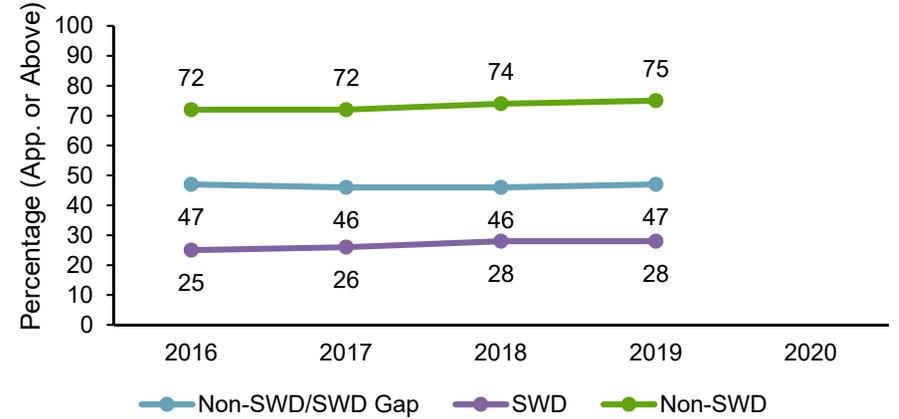
Appendix O: Constraint Progress Measure 3.3 Support Data (Cont.)

Constraint Progress Measure 3.3 Support Data – Achieve 180

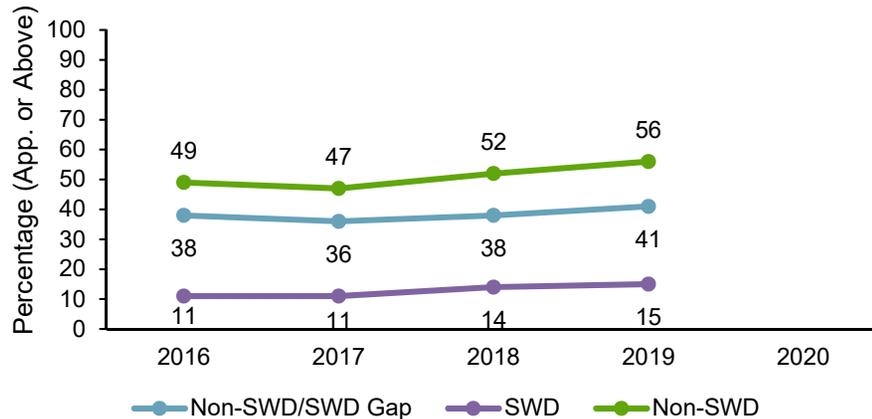
STAAR Reading and Math – A180 Program
Non-SWD/SWD Performance Gap



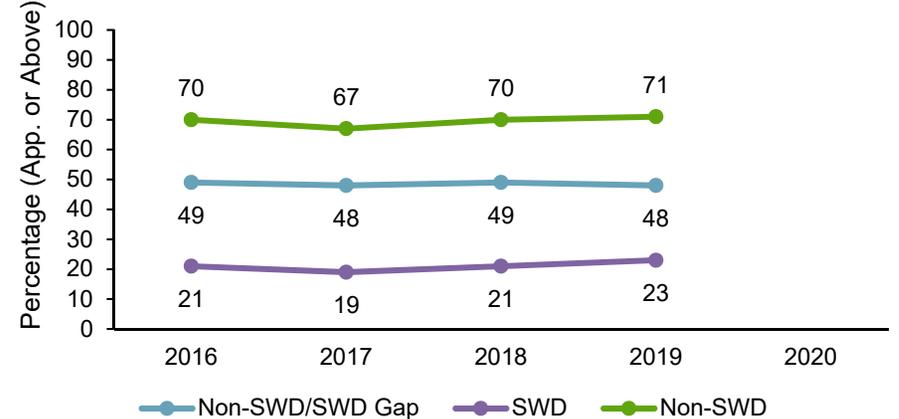
STAAR Reading and Math – Non-A180
Non-SWD/SWD Performance Gap



Reading 3–8, EI, and EII – A180 Program
Non-SWD/SWD Performance Gap



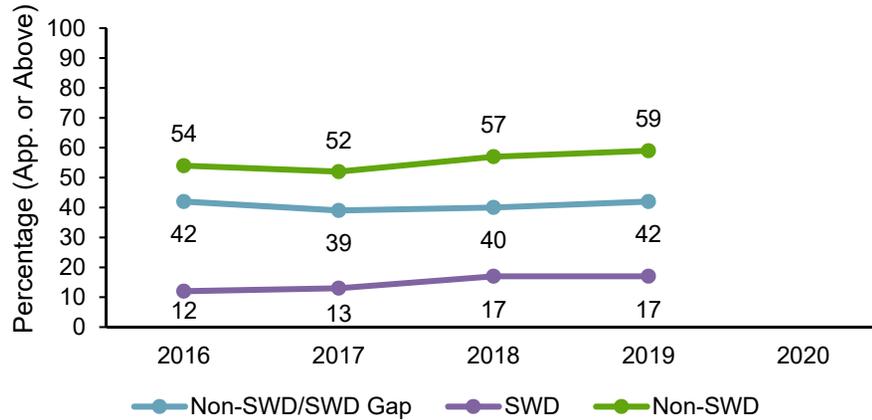
Reading 3–8, EI, and EII – Non-A180
Non-SWD/SWD Performance Gap



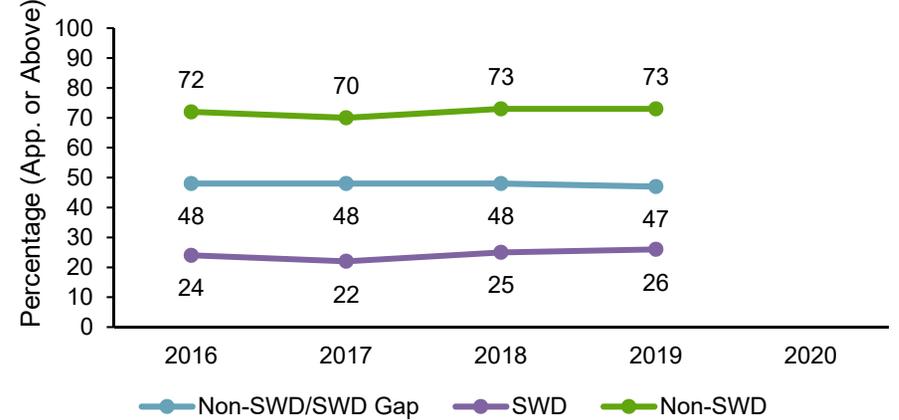
Appendix O: Constraint Progress Measure 3.3 Support Data (Cont.)

Constraint Progress Measure 3.3 Support Data – Achieve 180 (Cont.)

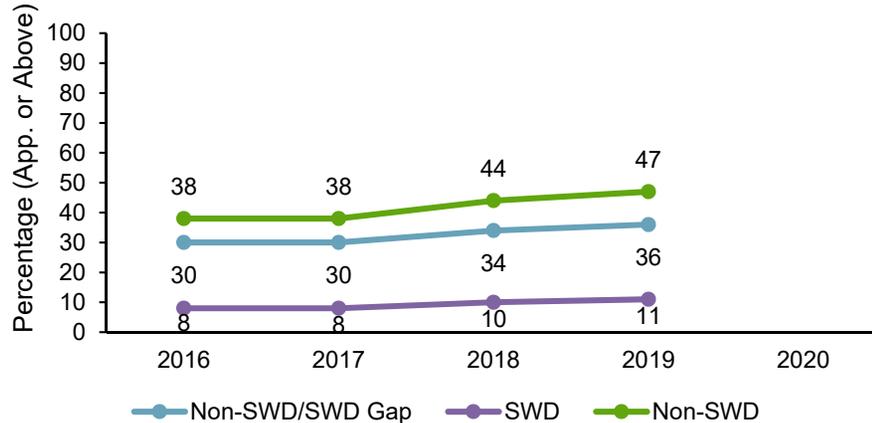
STAAR Reading 3–8 – A180 Program
Non-SWD/SWD Performance Gap



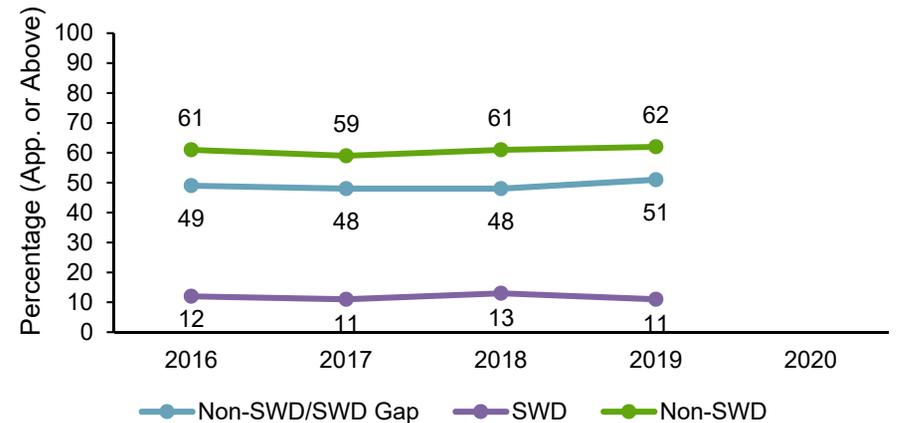
STAAR Reading 3–8 – Non-A180 Program
Non-SWD/SWD Performance Gap



STAAR English I – A180 Program
Non-SWD/SWD Performance Gap



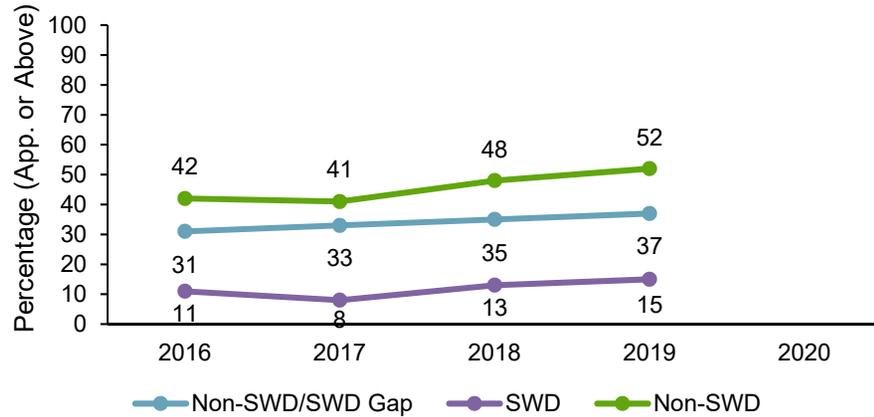
STAAR English I – Non-A180 Program
Non-SWD/SWD Performance Gap



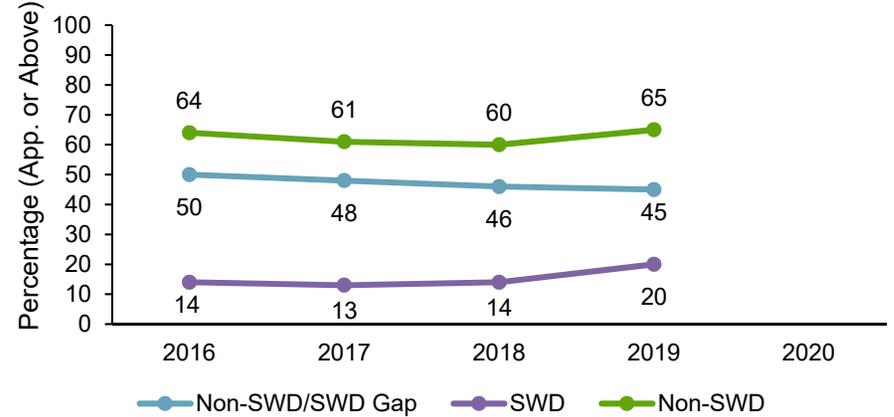
Appendix O: Constraint Progress Measure 3.3 Support Data (Cont.)

Constraint Progress Measure 3.3 Support Data – Achieve 180 (Cont.)

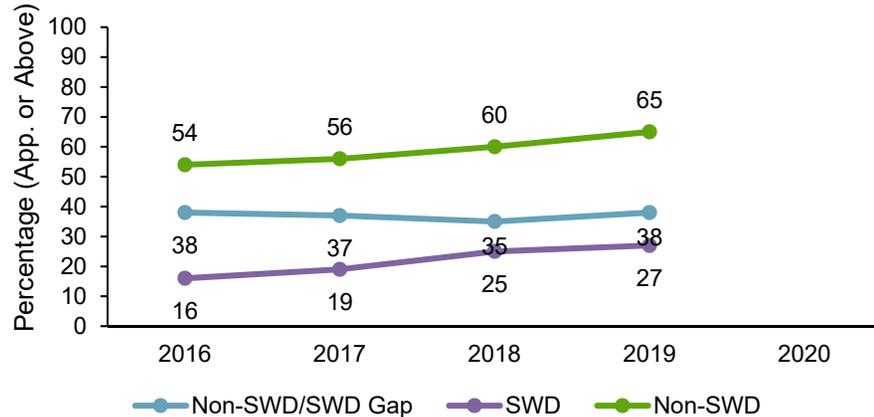
STAAR English II – A180 Program
Non-SWD/SWD Performance Gap



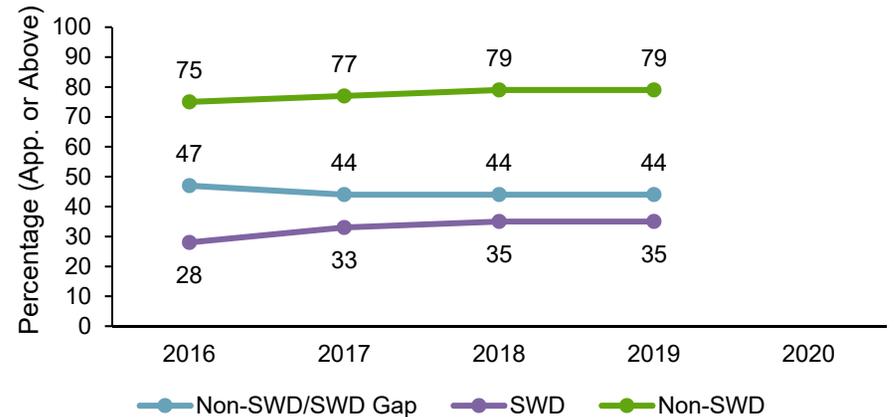
STAAR English II – Non-A180 Program
Non-SWD/SWD Performance Gap



STAAR Math 3–8 and Alg. I – A180 Program
Non-SWD/SWD Performance Gap



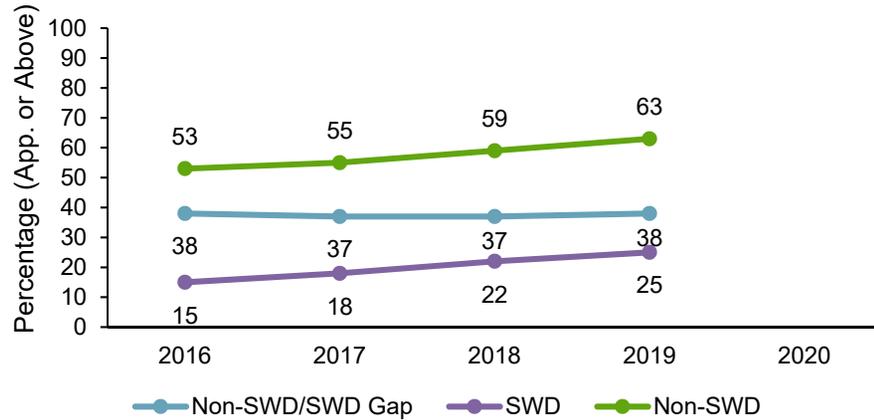
STAAR Math 3–8 and Alg. I – Non-A180
Non-SWD/SWD Performance Gap



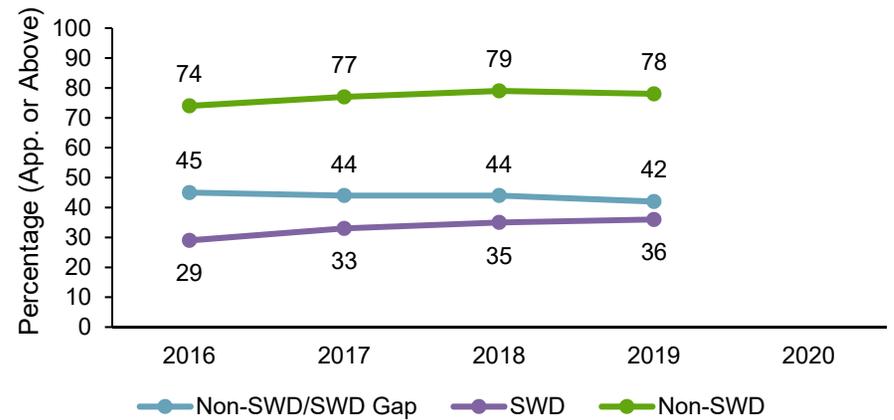
Appendix O: Constraint Progress Measure 3.3 Support Data (Cont.)

Constraint Progress Measure 3.3 Support Data – Achieve 180 (Cont.)

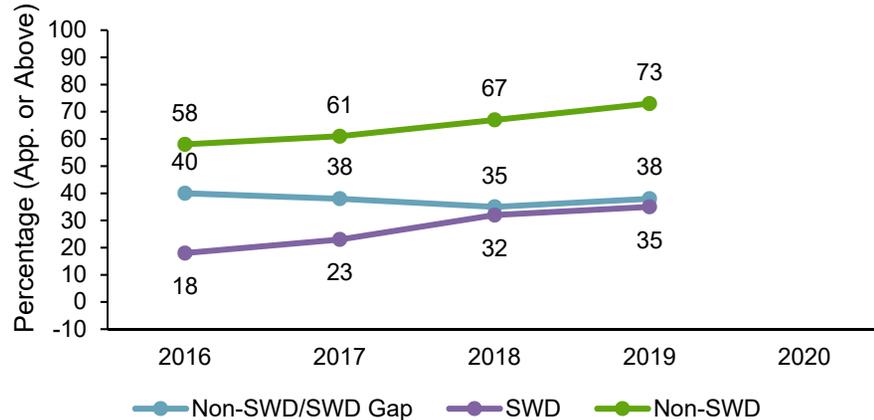
STAAR Math 3–8 – A180 Program
Non-SWD/SWD Performance Gap



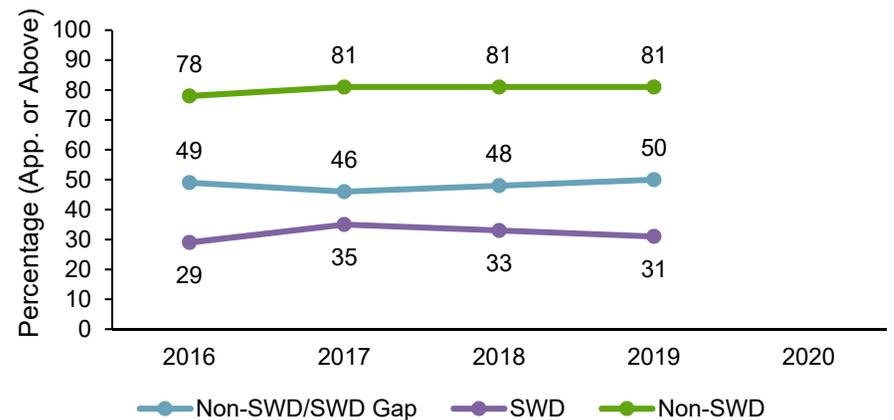
STAAR Math 3–8 – Non-A180 Program
Non-SWD/SWD Performance Gap



STAAR Algebra I – A180 Program
Non-SWD/SWD Performance Gap



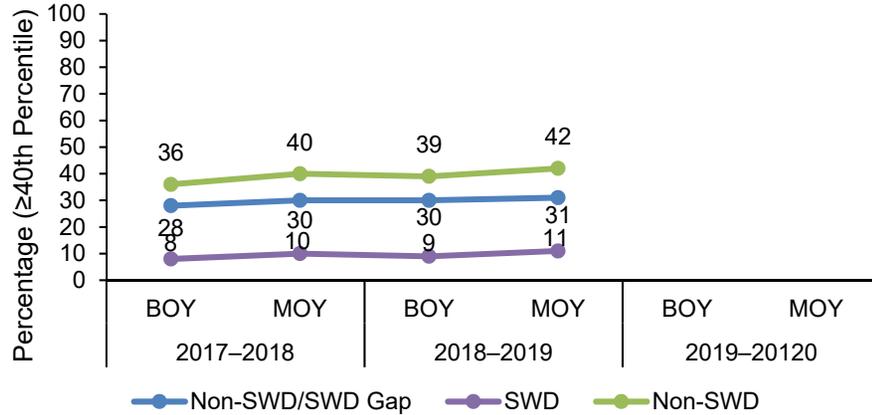
STAAR Algebra I – Non-A180 Program
Non-SWD/SWD Performance Gap



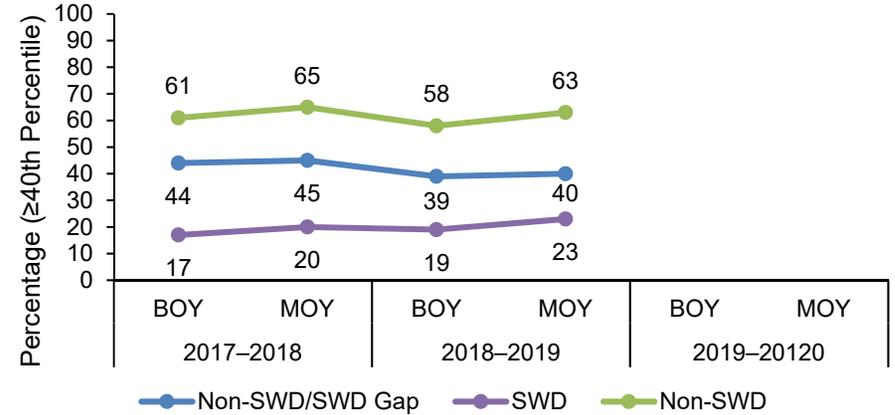
Appendix O: Constraint Progress Measure 3.3 Support Data (Cont.)

Constraint Progress Measure 3.3 Support Data – Universal Screener

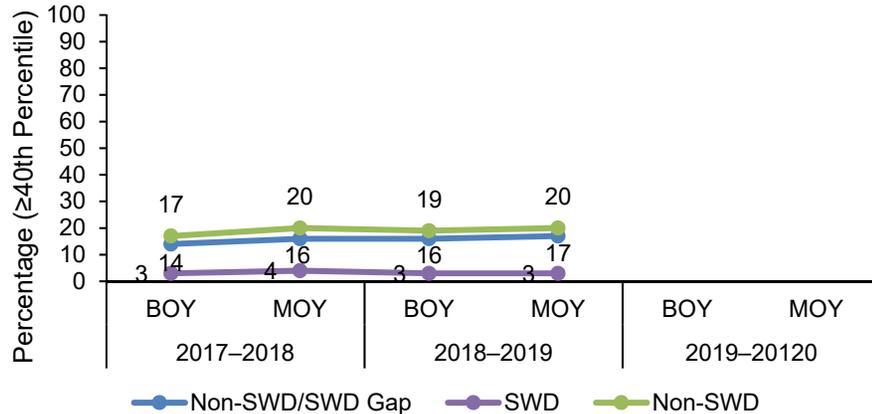
Ren360 Reading – All Students
Non-SWD/SWD Performance Gap



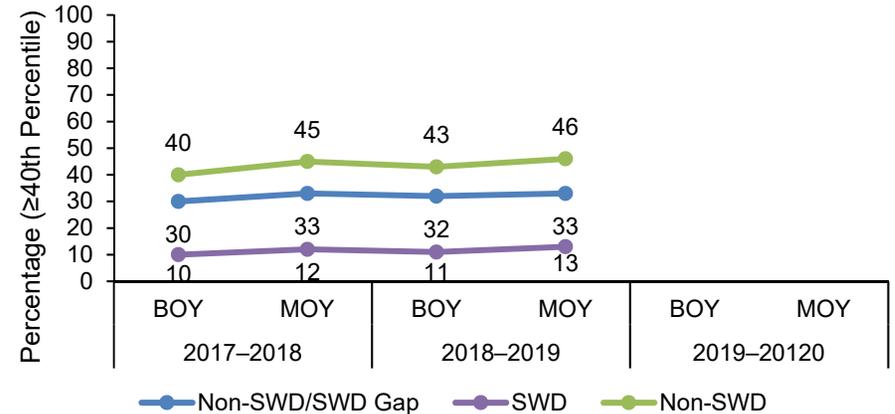
Ren360 Math – All Students
Non-SWD/SWD Performance Gap



Ren360 Reading – A180 Program (w/out TCAH)
Non-SWD/SWD Performance Gap



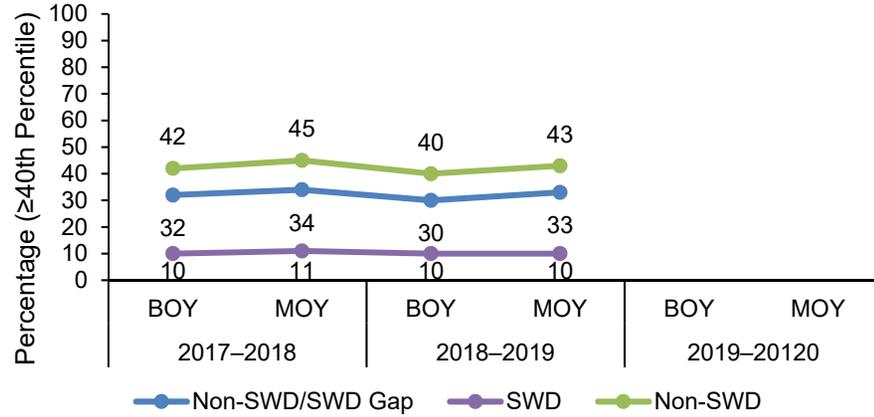
Ren360 Reading – Non-A180 Program
Non-SWD/SWD Performance Gap



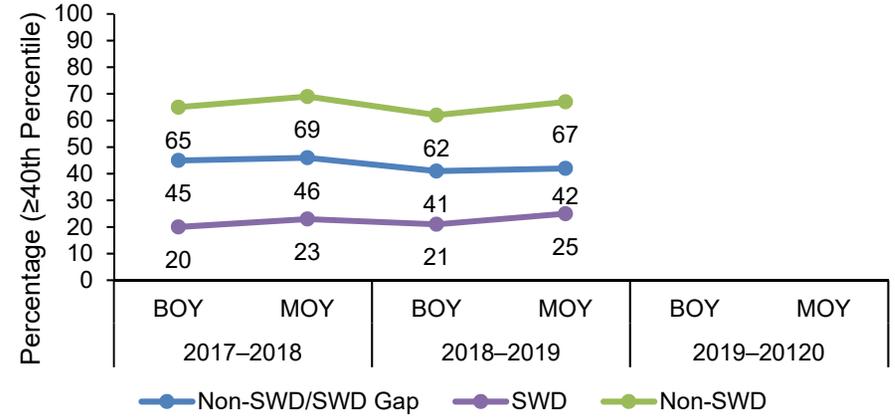
Appendix O: Constraint Progress Measure 3.3 Support Data (Cont.)

Constraint Progress Measure 3.3 Support Data – Universal Screener (Cont.)

Ren360 Math – A180 Program (w/out TCAH)
Non-SWD/SWD Performance Gap



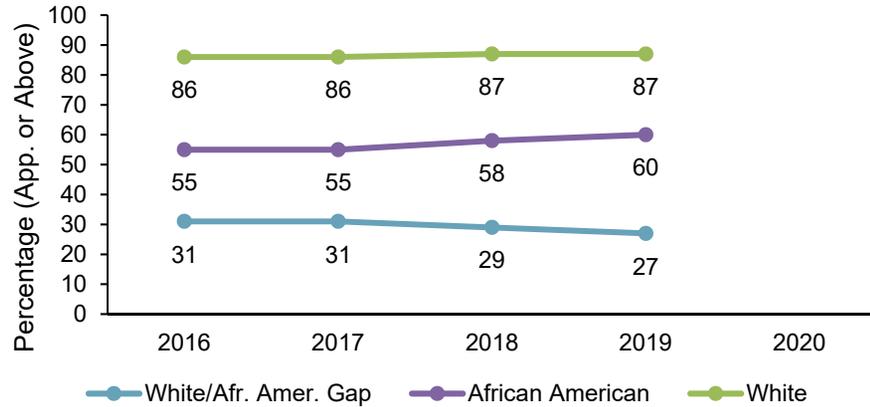
Ren360 Math – Non-A180 Program
Non-SWD/SWD Performance Gap



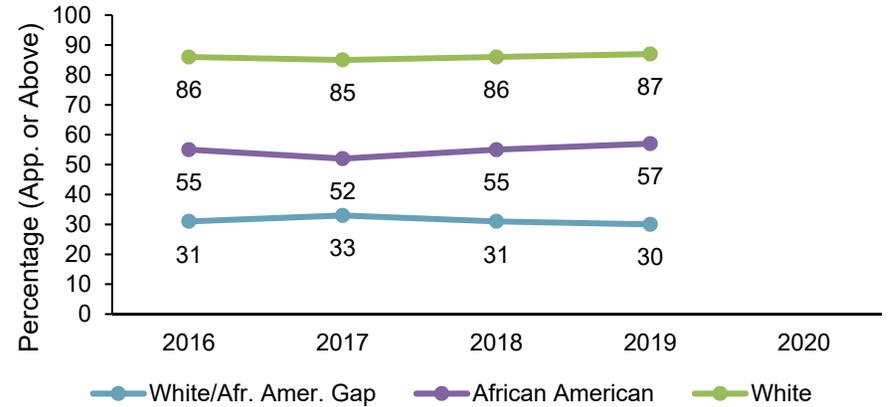
Appendix P: Constraint 3 White/African American Support Data

Constraint Progress Measure White/African American Support Data

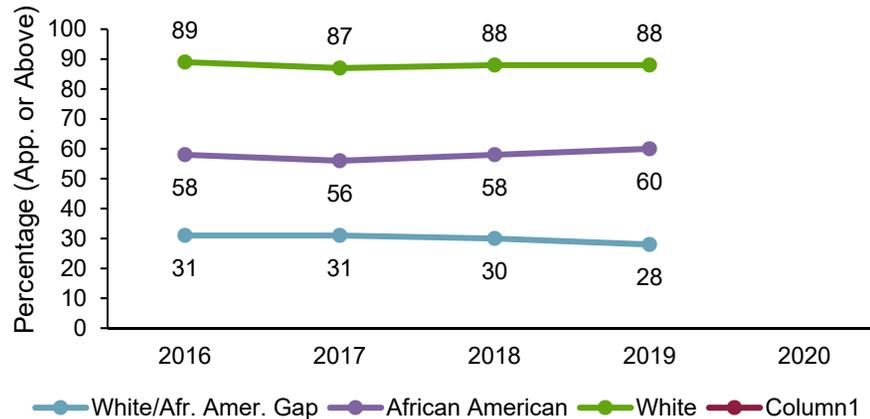
STAAR Reading and Math – All Students
White/African American Performance Gap



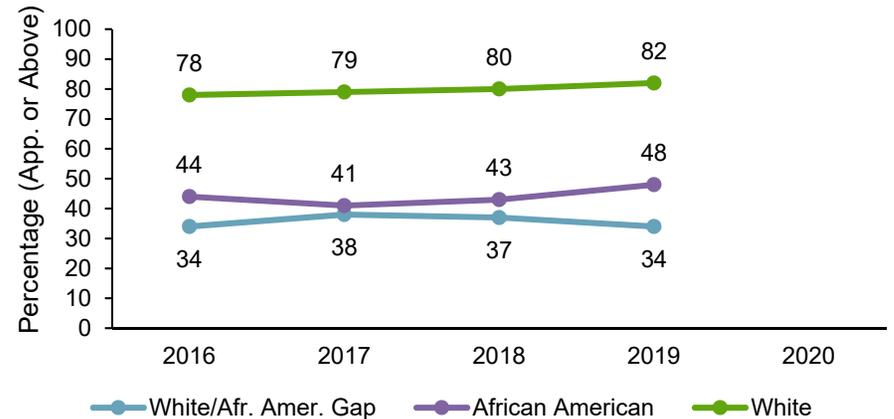
STAAR Reading, EI, and EII – All Students
White/African American Performance Gap



STAAR Reading 3–8 – All Students
White/African American Performance Gap



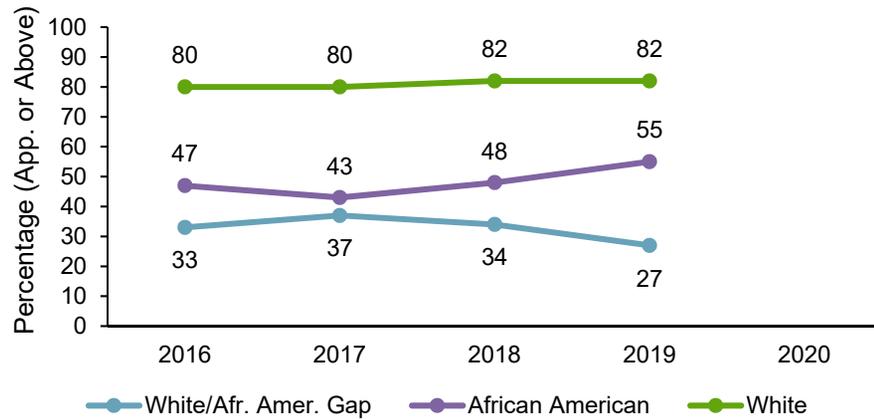
STAAR English I EOC – All Students
White/African American Performance Gap



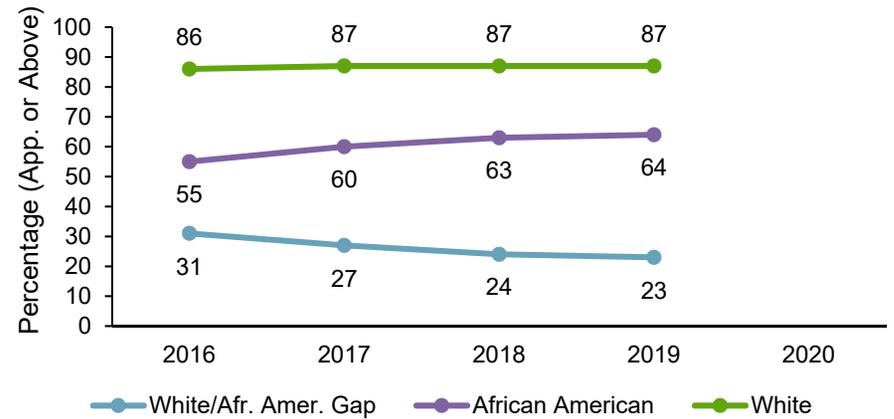
Appendix P: Constraint 3 White/African American Support Data (Cont.)

Constraint Progress Measure White/African American Support Data (Cont.)

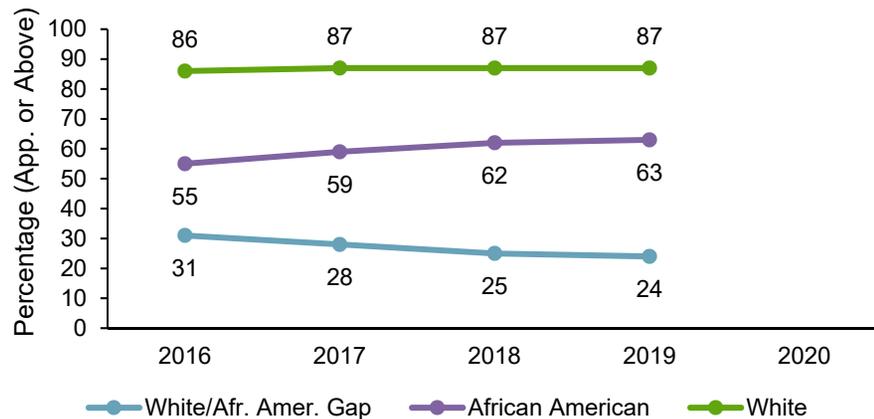
STAAR English II EOC – All Students
White/African American Performance Gap



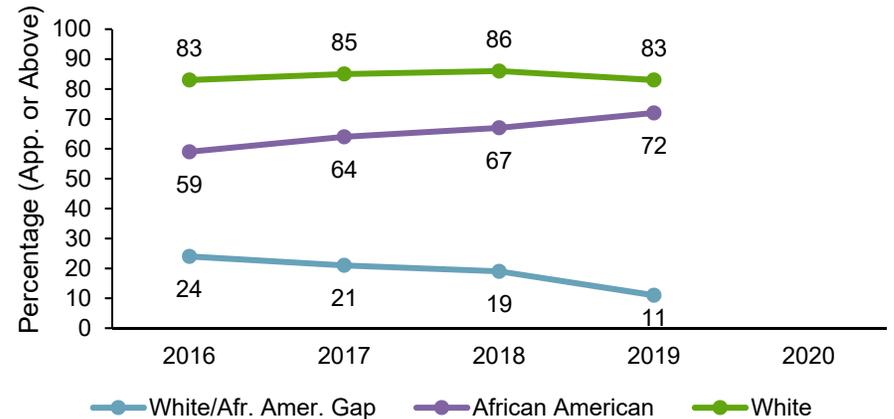
STAAR Math 3–8 and Alg. I – All Students
White/African American Performance Gap



STAAR Math 3–8 – All Students
White/African American Performance Gap



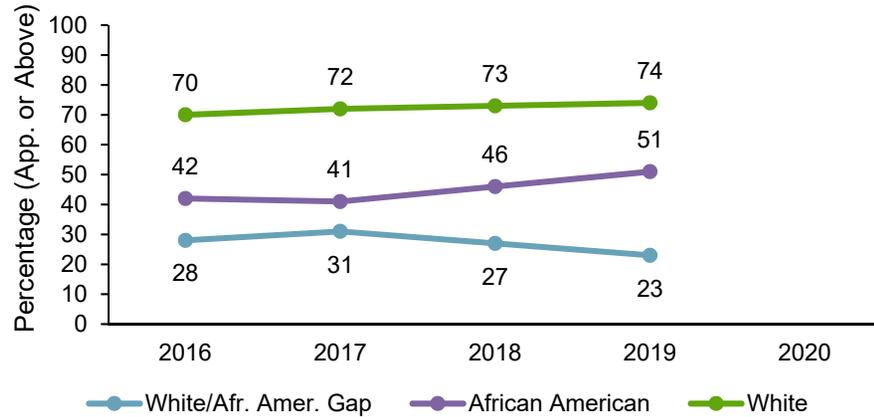
STAAR Algebra I EOC – All Students
White/African American Performance Gap



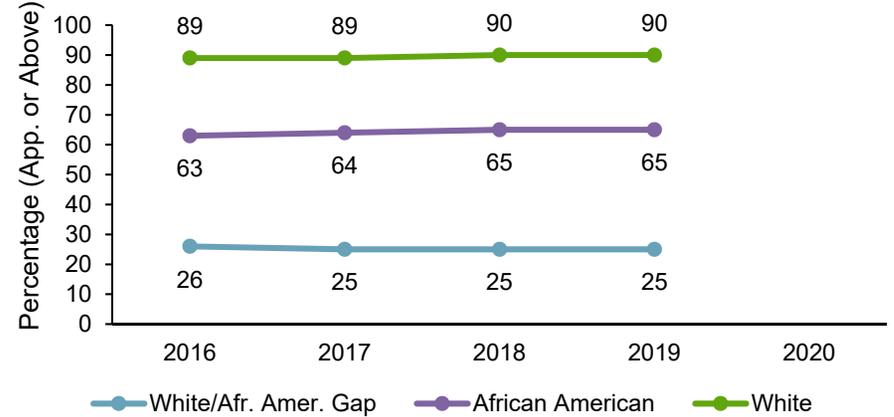
Appendix P: Constraint 3 White/African American Support Data (Cont.)

Constraint Progress Measure White/African American Support Data – Achieve 180

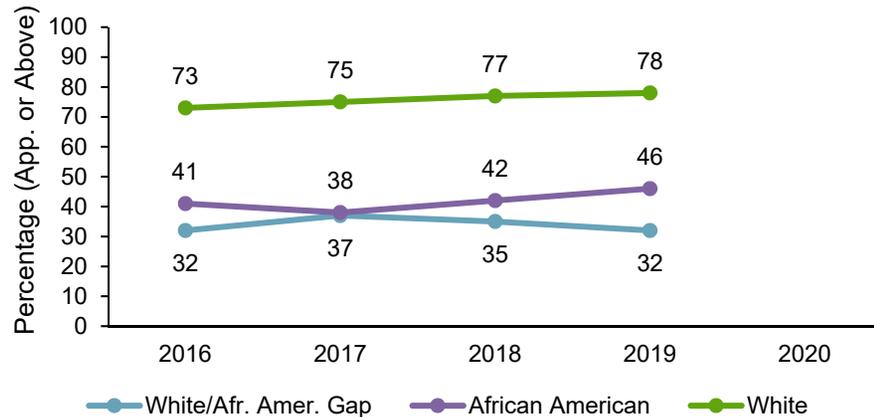
STAAR Reading and Math – A180 Program
White/African American Performance Gap



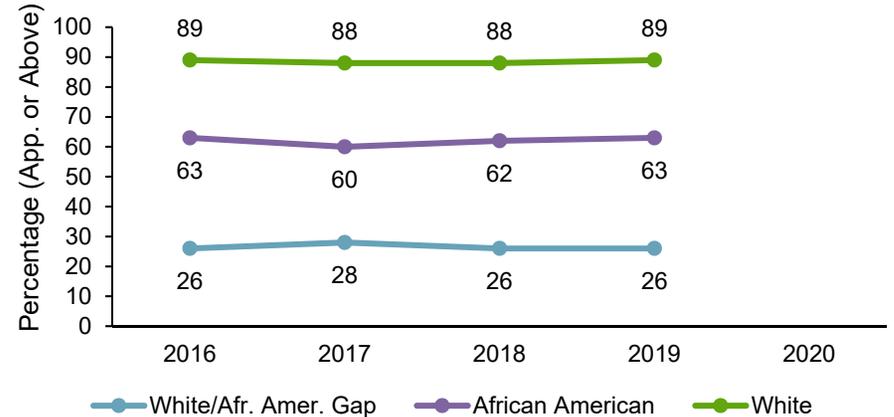
STAAR Reading and Math – Non-A180
White/African American Performance Gap



STAAR Reading, EI, and EII – A180
White/African American Performance Gap



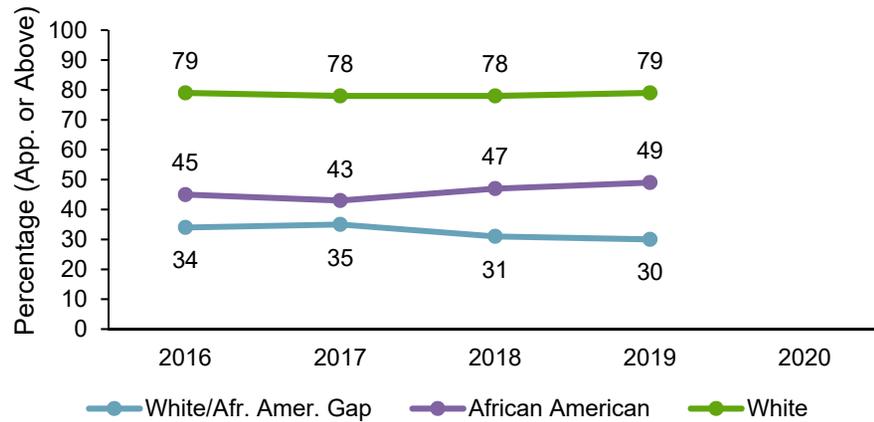
STAAR Reading, EI, and EII – Non-A180
White/African American Performance Gap



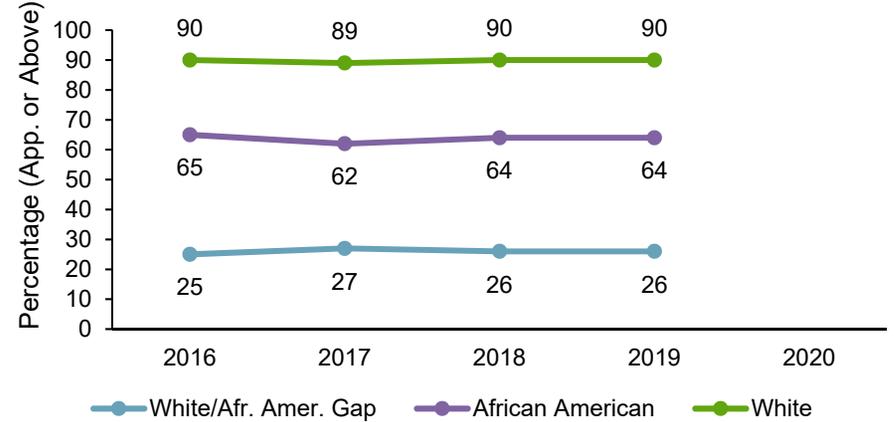
Appendix P: Constraint 3 White/African American Support Data (Cont.)

Constraint Progress Measure White/African American Support Data – Achieve 180 (Cont.)

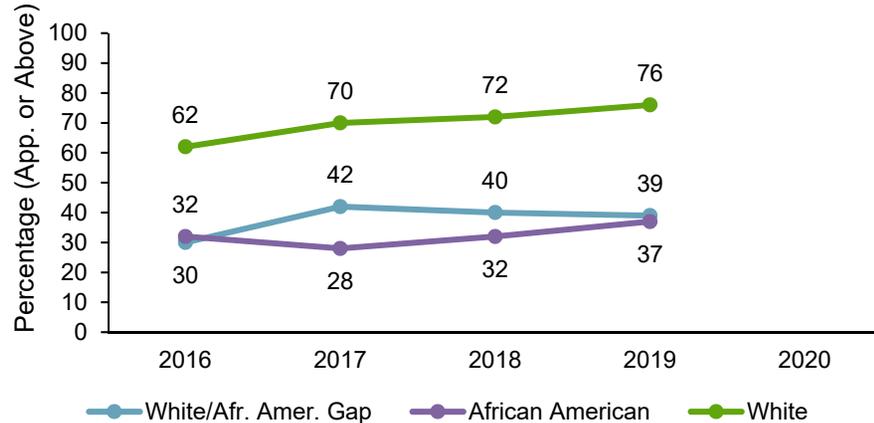
STAAR Reading 3–8 – A180 Program
White/African American Performance Gap



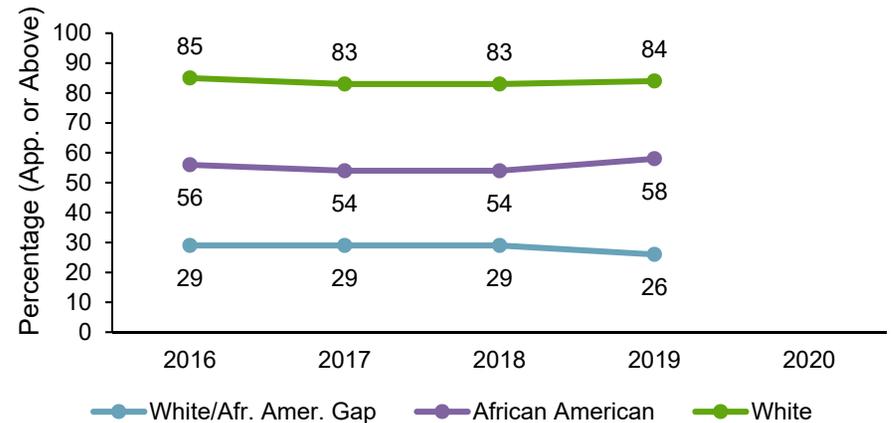
STAAR Reading 3–8 – Non-A180 Program
White/African American Performance Gap



STAAR English I – A180 Program
White/African American Performance Gap



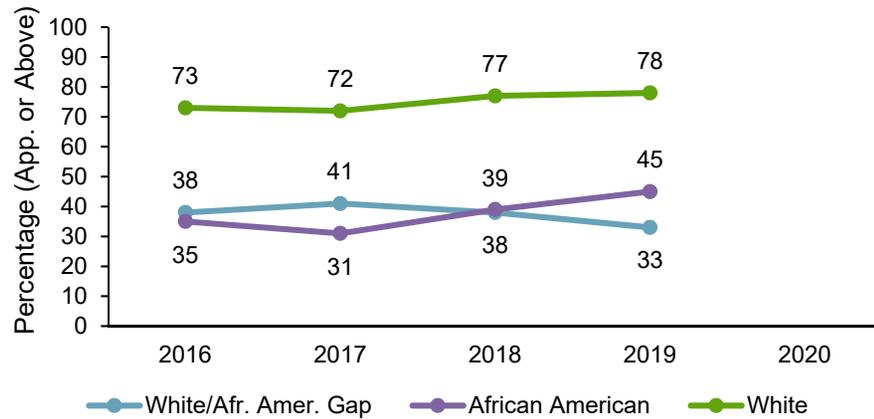
STAAR English I – Non-A180 Program
White/African American Performance Gap



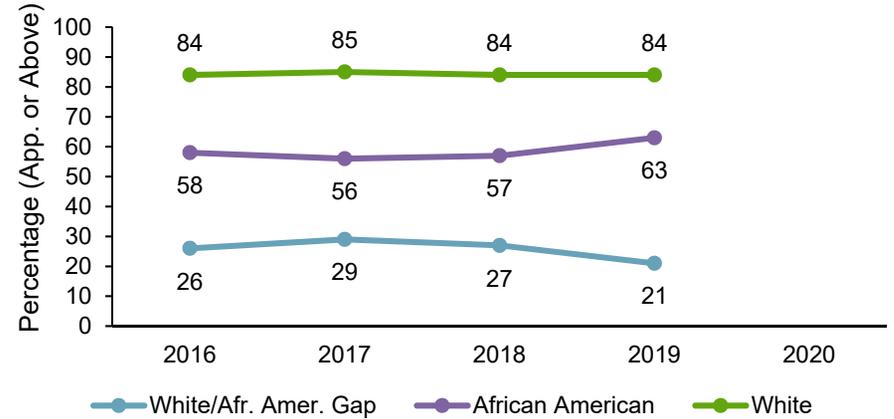
Appendix P: Constraint 3 White/African American Support Data (Cont.)

Constraint Progress Measure White/African American Support Data – Achieve 180 (Cont.)

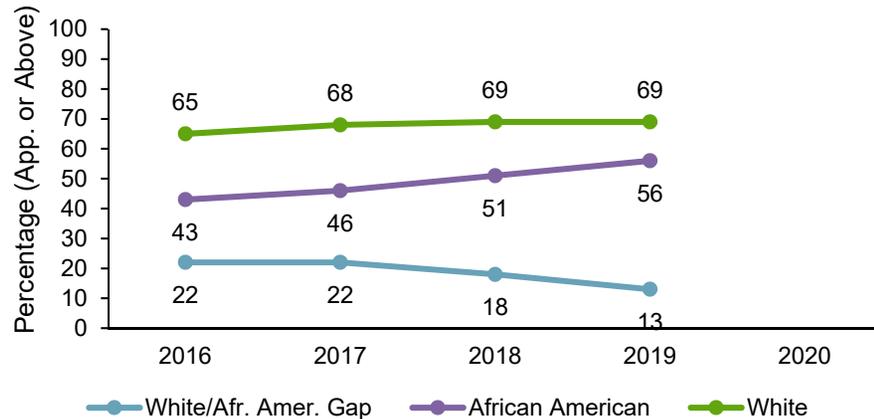
STAAR English II – A180 Program
White/African American Performance Gap



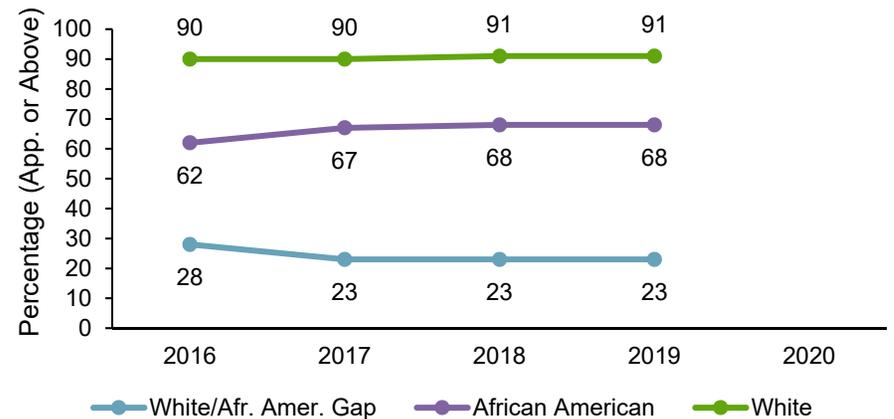
STAAR English II – Non-A180 Program
White/African American Performance Gap



STAAR Math 3–8 and Alg. I – A180 Program
White/African American Performance Gap



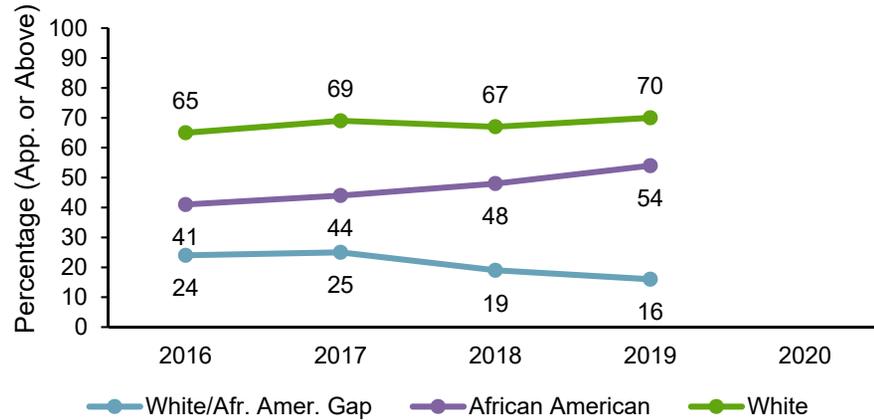
STAAR Math 3–8 and Alg. I – Non-A180
White/African American Performance Gap



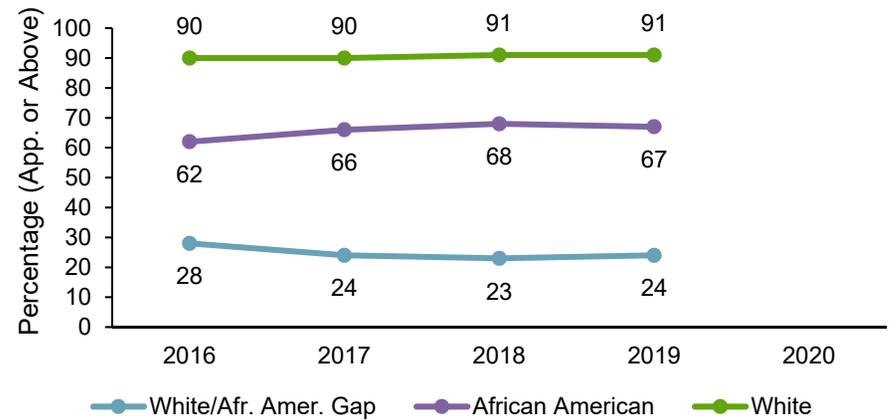
Appendix P: Constraint 3 White/African American Support Data (Cont.)

Constraint Progress Measure White/African American Support Data – Achieve 180 (Cont.)

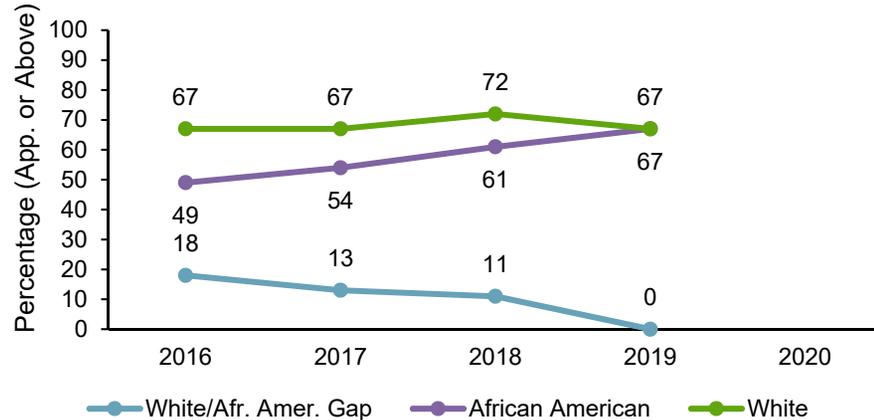
STAAR Math 3–8 – A180 Program
White/African American Performance Gap



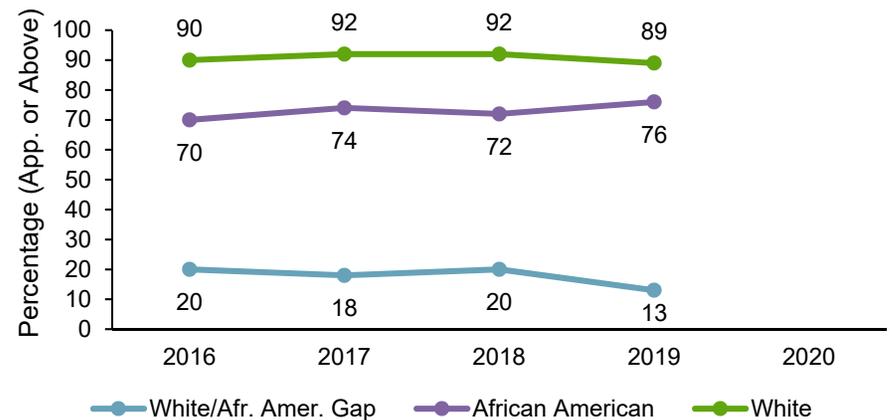
STAAR Math 3–8 – Non-A180 Program
White/African American Performance Gap



STAAR Algebra I – A180 Program
White/African American Performance Gap



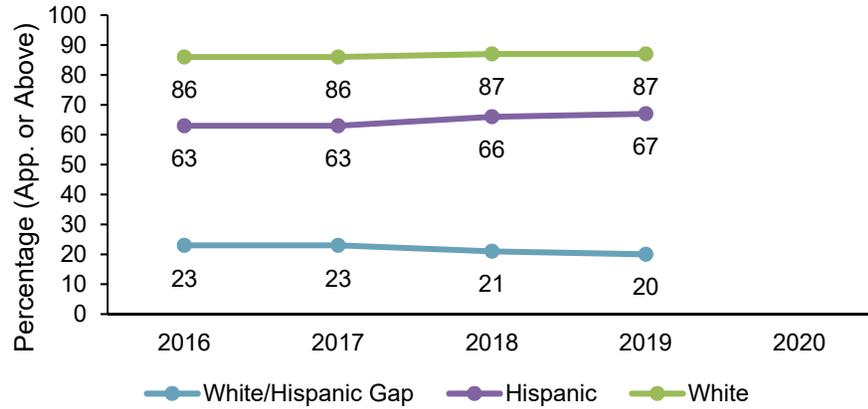
STAAR Algebra I – Non-A180 Program
White/African American Performance Gap



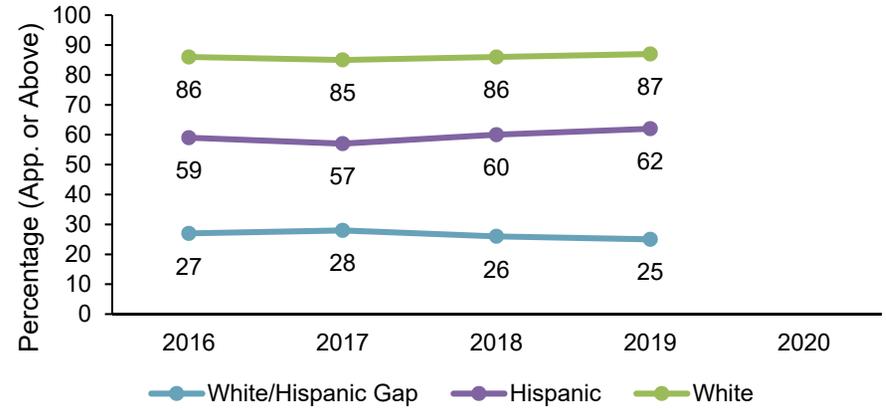
Appendix Q: Constraint 3 White/Hispanic Support Data

Constraint Progress Measure White/Hispanic Support Data

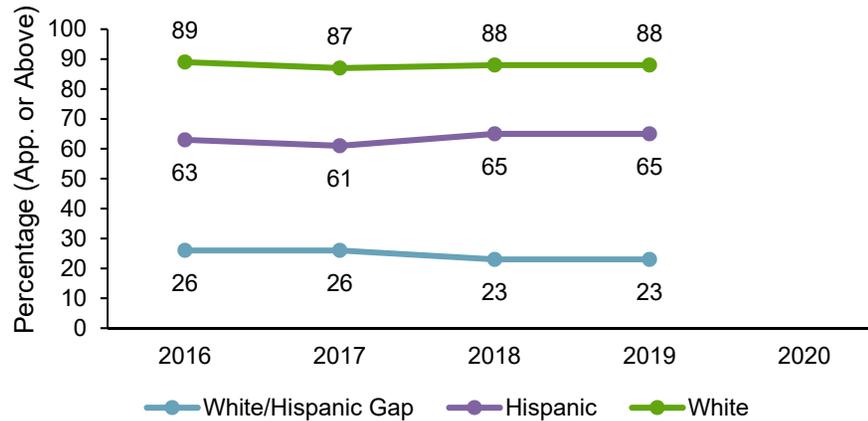
STAAR Reading and Math – All Students
White/Hispanic Performance Gap



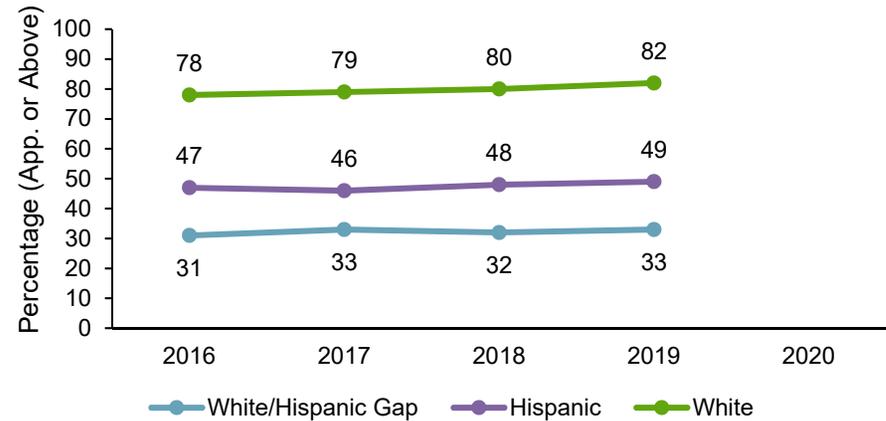
STAAR Reading, EI, and EII – All Students
White/Hispanic Performance Gap



STAAR Reading 3–8 – All Students
White/Hispanic Performance Gap



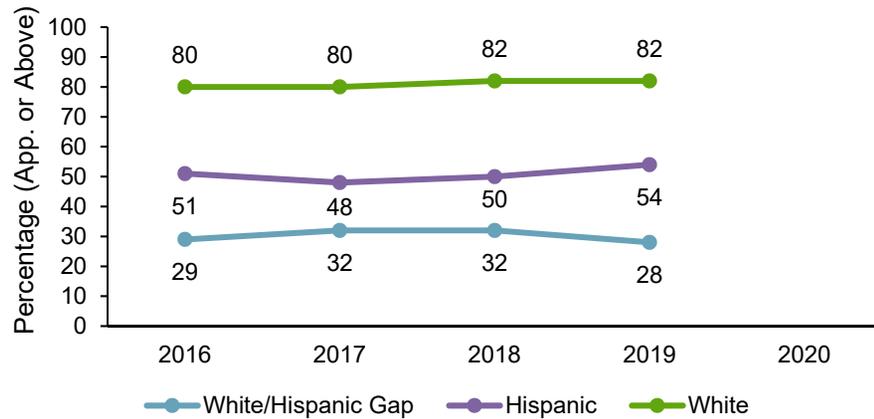
STAAR English I EOC – All Students
White/Hispanic Performance Gap



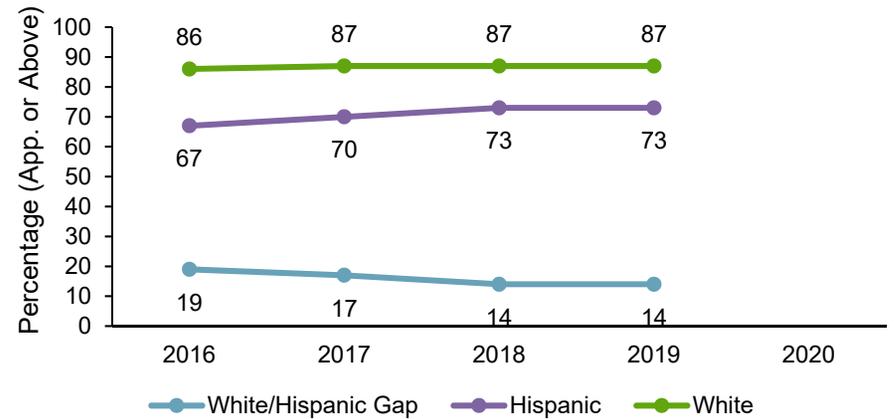
Appendix Q: Constraint 3 White/Hispanic Support Data (Cont.)

Constraint Progress Measure White/Hispanic Support Data (Cont.)

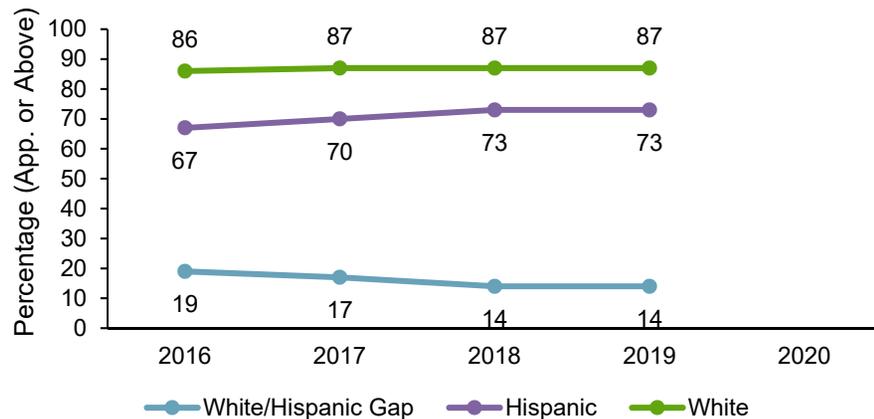
STAAR English II EOC – All Students
White/Hispanic Performance Gap



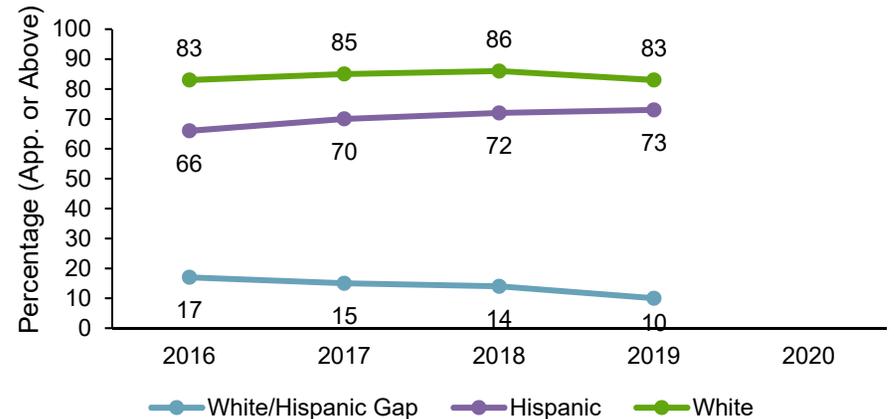
STAAR Math 3–8 and Alg. I – All Students
White/Hispanic Performance Gap



STAAR Math 3–8 – All Students
White/Hispanic Performance Gap



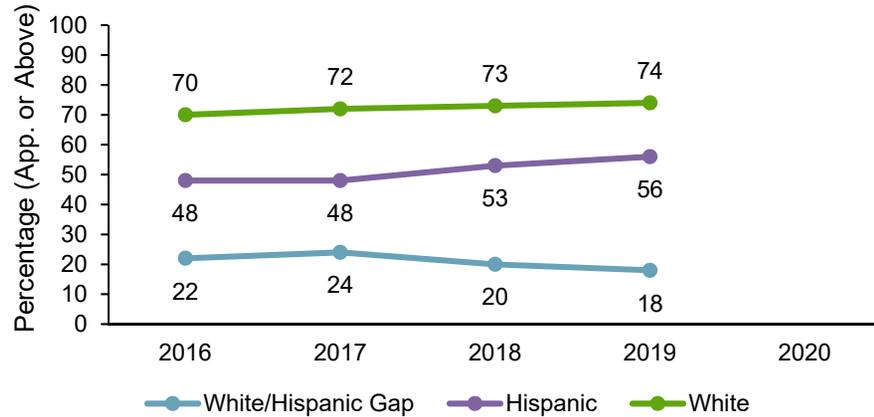
STAAR Algebra I EOC – All Students
White/Hispanic Performance Gap



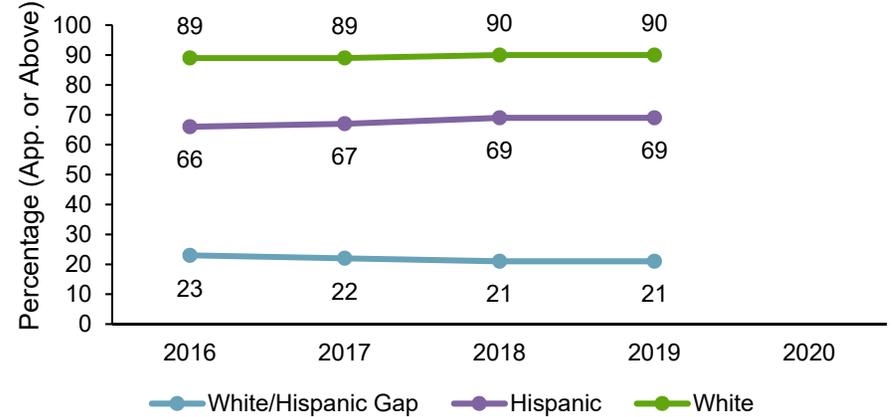
Appendix Q: Constraint 3 White/Hispanic Support Data (Cont.)

Constraint Progress Measure White/Hispanic Support Data – Achieve 180

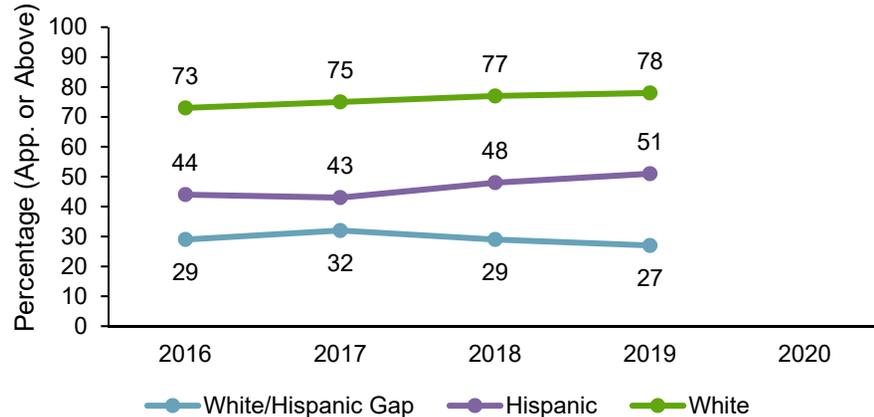
STAAR Reading and Math – A180 Program
White/Hispanic Performance Gap



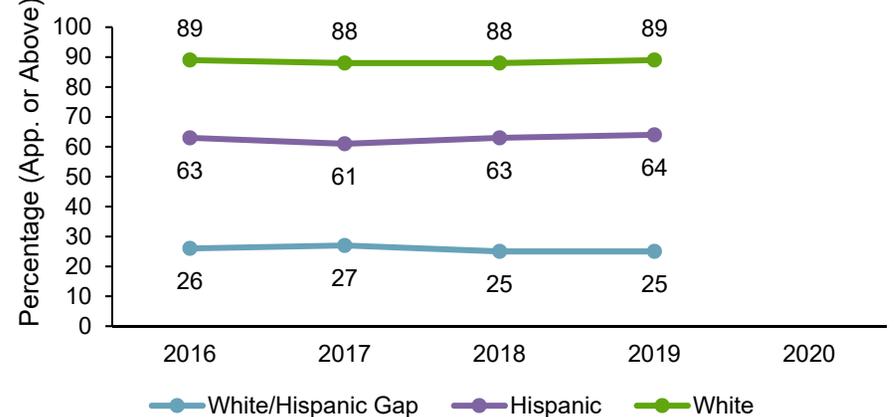
STAAR Reading and Math – Non-A180
White/Hispanic Performance Gap



STAAR Reading 3–8, EI, and EII – A180
White/Hispanic Performance Gap



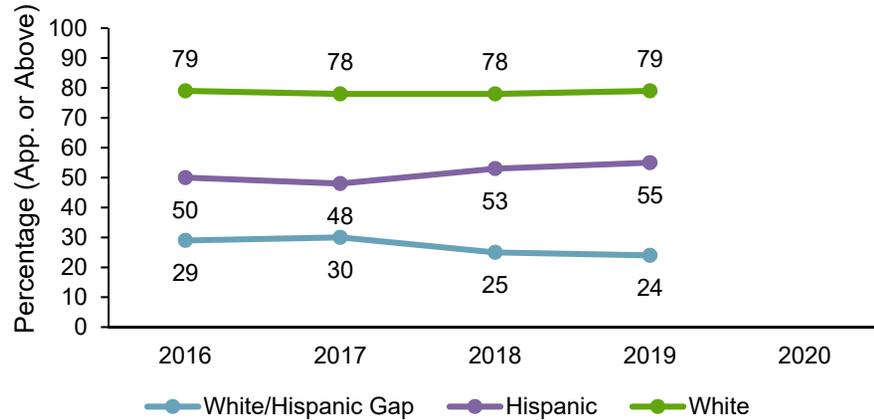
Reading 3–8, EI, and EII – Non-A180
White/Hispanic Performance Gap



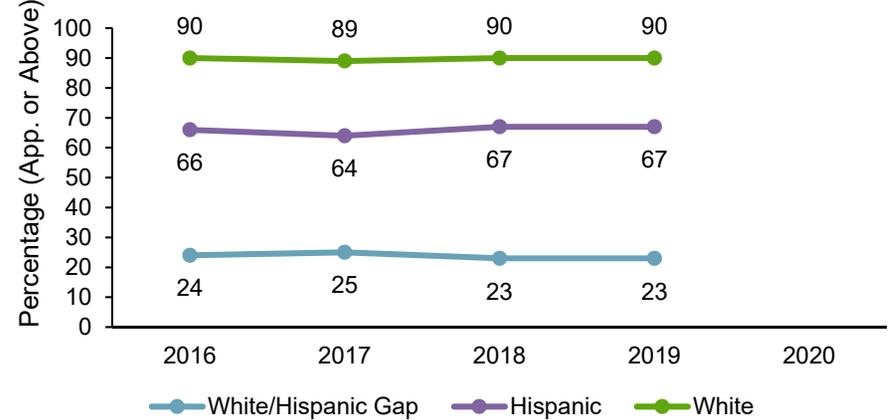
Appendix Q: Constraint 3 White/Hispanic Support Data (Cont.)

Constraint Progress Measure White/Hispanic Support Data – Achieve 180 (Cont.)

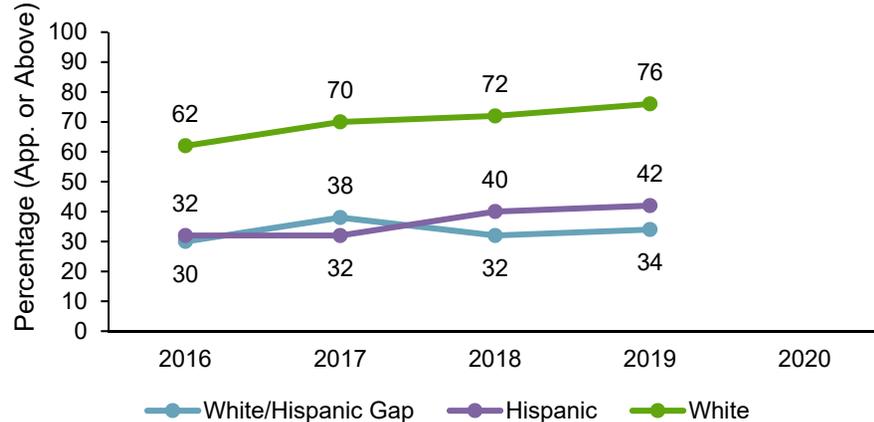
STAAR Reading 3–8 – A180 Program
White/Hispanic Performance Gap



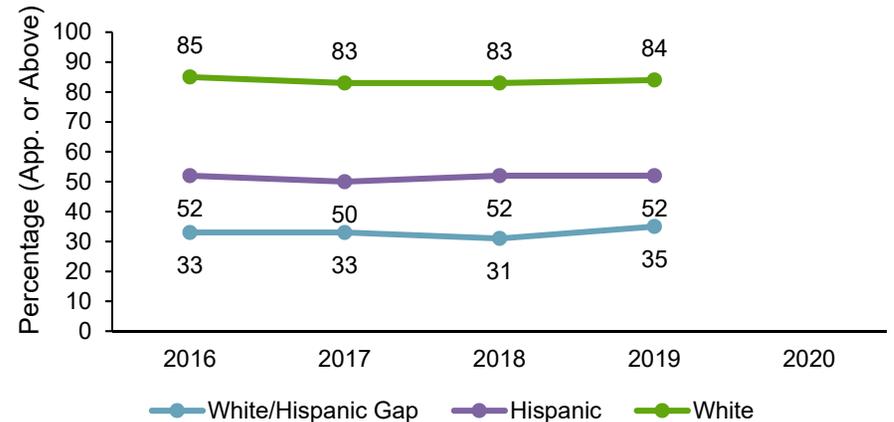
STAAR Reading 3–8 – Non-A180 Program
White/Hispanic Performance Gap



STAAR English I – A180 Program
White/Hispanic Performance Gap



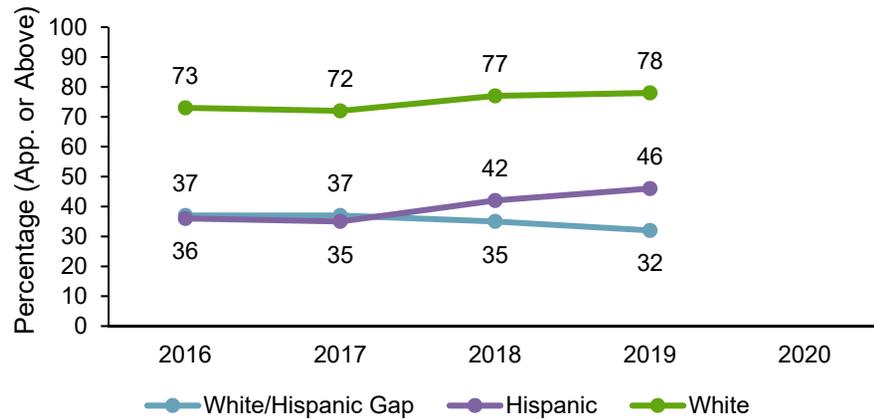
STAAR English I – Non-A180 Program
White/Hispanic Performance Gap



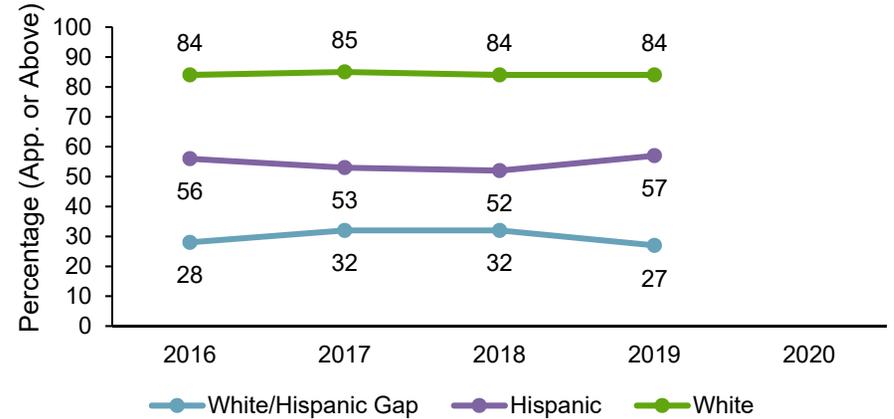
Appendix Q: Constraint 3 White/Hispanic Support Data (Cont.)

Constraint Progress Measure White/Hispanic Support Data – Achieve 180 (Cont.)

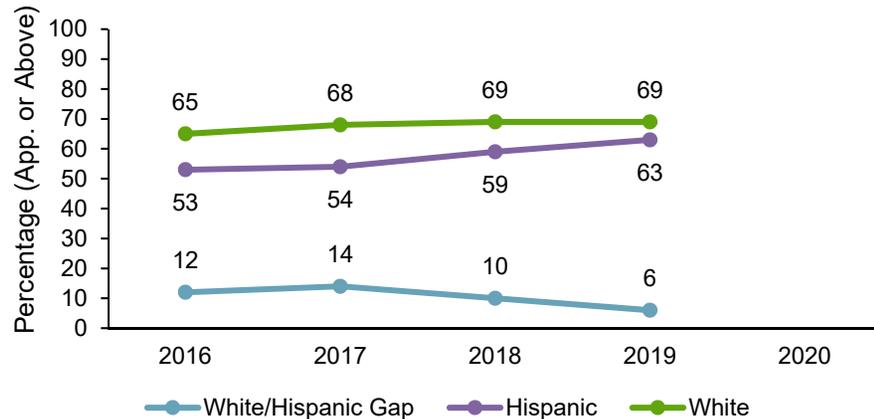
STAAR English II– A180 Program
White/Hispanic Performance Gap



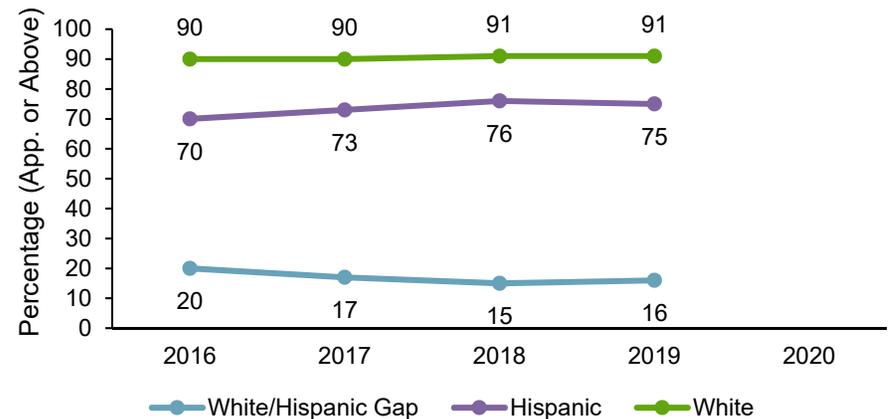
STAAR English II – Non-A180 Program
White/Hispanic Performance Gap



STAAR Math 3–8 and Alg. I – A180 Program
White/Hispanic Performance Gap



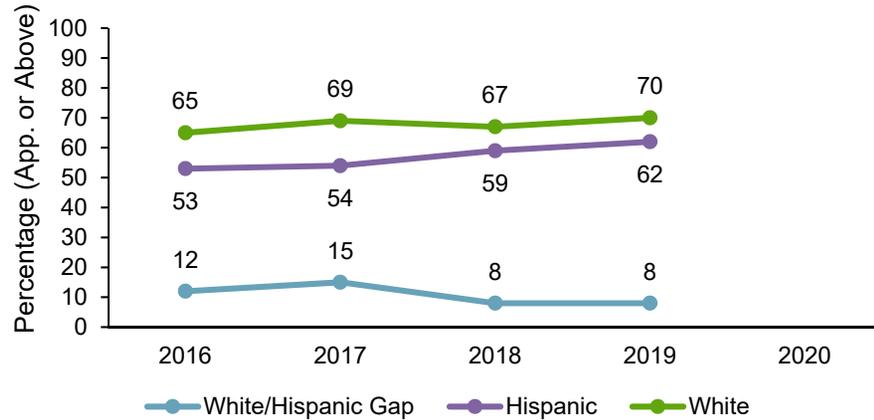
STAAR Math 3–8 and Alg. I – Non-A180
White/Hispanic Performance Gap



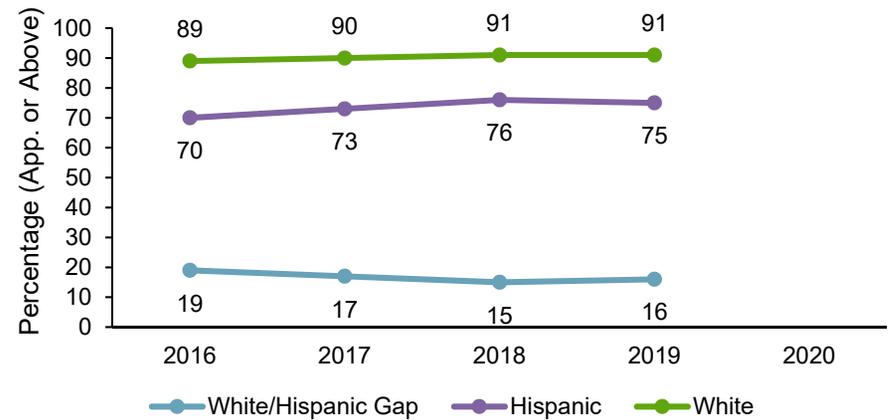
Appendix Q: Constraint 3 White/Hispanic Support Data (Cont.)

Constraint Progress Measure White/Hispanic Support Data – Achieve 180 (Cont.)

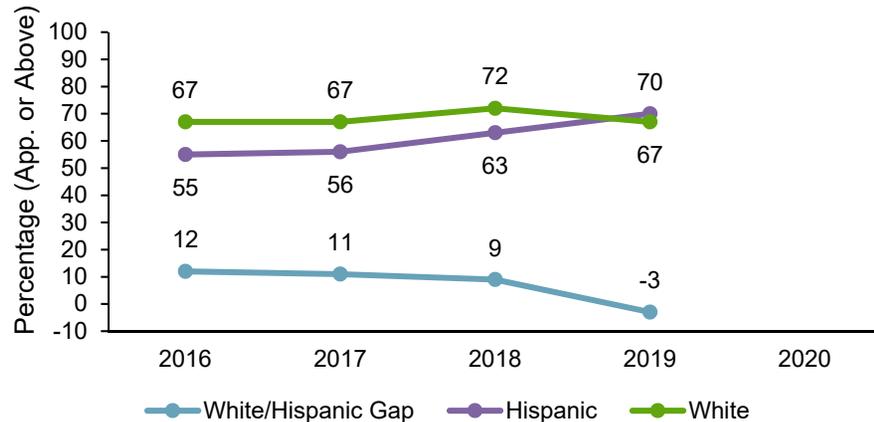
STAAR Math 3–8 – A180 Program
White/Hispanic Performance Gap



STAAR Math 3–8 – Non-A180 Program
White/Hispanic Performance Gap



STAAR Algebra I – A180 Program
White/Hispanic Performance Gap



STAAR Algebra I – Non-A180 Program
White/Hispanic Performance Gap

