

MEMORANDUM

October 2, 2020

TO: Board Members

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

SUBJECT: **2019–2020 BOARD GOALS AND CONSTRAINTS REPORT**

CONTACT: Allison Matney, (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 four 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 three constraints. In April, the HISD Board of Education suspended monitoring of these goals and constraints and adopted three Emergency Constraints during the COVID-19 health emergency.

This report, when possible, evaluates each goal and constraint with their respective progress measures for the 2019–2020 school year. The superintendent's response is provided for each goal and constraint to describe district initiatives and strategies during the 2019–2020 school year and potential changes moving forward.

Key findings include:

No goals were evaluated due to the COVID-19 health emergency.

- **Goal 1:** 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 percent to 46 percent between spring 2017 and spring 2020.
- **Goal 2:** 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.
- **Goal 3:** 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.
- **Goal 4:** The reading and math performance gap between historically underserved and non-historically underserved student groups, as measured by the average of the percentage-

point gaps at the Meets Grade Level Standard on STAAR between 1) economically and non-economically disadvantaged student groups, 2) African-American and White student groups, 3) Hispanic and White student groups, 4) English Learners (ELs) and non-English Learners (non-ELs), and 5) students receiving special education services and students not receiving special education services, shall annually show a one-percentage point decrease from an average of 30.3 percentage points in spring 2018 to an average of 27.3 percentage points in spring 2021. Monitoring of student performance for all groups listed above along with the specified gaps will be provided to the board. All student groups should make progress; therefore, if this average gap decreases but the percentage of students at the Meets Grade Level Standard on STAAR for any of the student groups listed in this goal declines, then this goal shall be considered not met.

The district successfully operated within all the constraints during the 2019–2020 school year.

- **Constraint 1:** The superintendent operated with a community school and feeder pattern framework, including a definition, processes, and goals.
 - Every Community, Every School has expanded to 140 campuses (50 percent) during the 2019–2020 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 superintendent did not require teachers to administer more than two district-created assessments per semester.
 - The district administered the District Level Assessment (DLA) during the fall semester and the released STAAR assessment during the spring semester, thus operating within the constraint of no more than two district-required, district-created assessments per semester.
- **Constraint 3:** The superintendent did not allow struggling schools to operate without highly qualified leaders and teachers in core subjects.
 - At the beginning of the year, 80 percent of struggling campuses had campus administrators rated as effective or above based on the prior school year which exceeded the target of 71 percent, and the average number of teaching vacancies at struggling schools remained below 1.0. However, the percentage of first year teachers at struggling schools did not decrease by two percentage points from the prior school year.

The district successfully operated within three out of the four emergency constraints during the Spring 2020 COVID-19 health emergency.

- **Emergency Constraint 1:** The district operated while addressing the social and emotional needs of students.
 - There were 15,358 participants in the Social and Emotional Learning and counseling support webinars.
 - There were 18,910 remote assistance services connected through Wraparound Services.
 - There were 206,161 academic, social, and emotional counseling contacts.
- **Emergency Constraint 2:** The district did not operate while addressing the health and safety needs of all students.

- There were 52,519 remote nurse wellness checks.
- Due to the surge in COVID-19 in the Houston area the superintendent did not meet the goal for food distribution. Food distribution was reduced from 42 to 5 sites between July 2nd and 20th to protect the health and safety of students and staff. Before the change, the district was on track to meet the final goal of 6,654,550 meals distributed but fell short with 6,247,618 meals.
- **Emergency Constraint 3:** The district operated while engaging all students in learning.
 - For four weeks, student engagement through the Clever Portal was higher than the 43 percent target.
 - There were 41,414 non-digital resources distributed during the last two printing cycles.
 - The district did not meet the target of 85 percent of special education students documented as receiving remote services.
- **Emergency Constraint 4:** The district operated while protecting the health and safety of employees.
 - There were 67 COVID-19 communications distributed to district employees.
 - A very small number of employees directed to work on site while the district was closed were not documented as having been provided the proper personal protective equipment (PPE), but the final percentage for this constraint rounded to 100 percent.

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

Allison Matney

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Attachments

cc: Superintendent's Direct Report
Area Superintendents



RESEARCH

Educational Program Report

BOARD GOALS AND CONSTRAINTS REPORT
2019–2020



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Houston Independent School District

Hattie Mae White Educational Support Center
4400 West 18th Street Houston, Texas 77092-8501

www.HoustonISD.org

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2019–2020 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.

The Texas Education Agency (TEA) put forth guidance to school boards during the COVID-19 health emergency. This guidance included adopting emergency priorities in the form of emergency constraints under Lone Star Governance (LSG) to best monitor the district's response to the global pandemic. In accordance with TEA recommendations, the board voted on April 27, 2020 to suspend the normal LSG monitoring calendar and adopted the emergency monitoring calendar.

This report summarizes the results of the Houston Independent School District's goal, constraint, and emergency constraint performance for the 2019–2020 school year.

Highlights

No goals were evaluated due to the COVID-19 health emergency.

- **Goal 1:** 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.
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Meets Grade Level Standard on STAAR for any of the student groups listed in this goal declines, then this goal shall be considered not met.

The district successfully operated within all the constraints during the 2019–2020 school year.

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Introduction

The Board of Education’s mission is to equitably educate the whole child so that every student graduates with the tools to reach their full potential (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 Board of Education developed four 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 three constraints. During the spring of the 2019–2020 school year, in alignment with Texas Education Agency (TEA) recommendations, the HISD Board of Education adopted four emergency constraints while suspending the LSG monitoring calendar in favor of monitoring the district’s response to the global pandemic.

This report evaluates each goal, constraint, and emergency constraint with their respective progress measures for the 2019–2020 school year. The superintendent’s response is provided for each goal, constraint, and emergency constraint to describe the district’s strategies throughout the school year and 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 the 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. Since then the school board's vision and beliefs have remained consistent, but in fall 2019 one constraint was reworked and became a goal. Thus, there are now four goals and three constraints. Throughout the 2019–2020 school year, the current goals and constraints were monitored through the goal and constraint progress measures (GPMs and CPMs) at monthly board meetings.

Goals:

- **Goal 1:** 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.
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Constraints:

- **Constraint 1:** The superintendent shall not permit the district to operate without a community school and feeder pattern framework, including a definition, processes, and goals.
- **Constraint 2:** The superintendent shall not require teachers to administer more than two district-created assessments per semester.
- **Constraint 3:** The superintendent shall not allow struggling schools to operate without highly qualified leaders and teachers in core subjects.

COVID-19 Emergency Constraints

During the Spring 2020 semester, the novel corona virus caused school districts to close across the state of Texas. The TEA provided several guidance documents to assist districts with operational questions and concerns. One of these documents addressed the School Board’s roll in assisting and monitoring the school district throughout the emergency school closures. TEA guidance recommended the adoption of emergency priorities and suspension of LSG goal and constraint monitoring (TEA, 2020). The guidance also recommended evaluating the district’s performance on these emergency priorities alongside the LSG goals and constraints for the superintendent’s evaluation.

Still operating under the LSG framework, the HISD Board of Education adopted four emergency constraints to address their emergency priorities.

Emergency Constraints:

- **Emergency Constraint 1:** The superintendent will not operate without addressing the social and emotional needs of all students.
- **Emergency Constraint 2:** The superintendent will not operate without addressing the health and safety needs of all students.
- **Emergency Constraint 3:** The superintendent will not operate without engaging all students in learning.
- **Emergency Constraint 4:** The superintendent will not operate without protecting the health and safety of employees.

A summary of the district’s performance on these goals, constraints, and emergency constraints, along with the superintendent’s response when appropriate, are presented on the following pages. **Appendix A** (page 63) provides a one-page summary of the goals, goal progress measures, and constraint progress measures with their respective target, performance, and evaluation. **Appendix B** (page 64) provides a one-page summary of the emergency constraints and an overall evaluation of district performance on the goals, constraints, and emergency constraints. Appendices **C–Y** (pages 65–191) provide additional goal, constraint, and emergency constraint support data as provided to the Board of Education throughout the year.

Statement of Equity for Student Outcomes¹

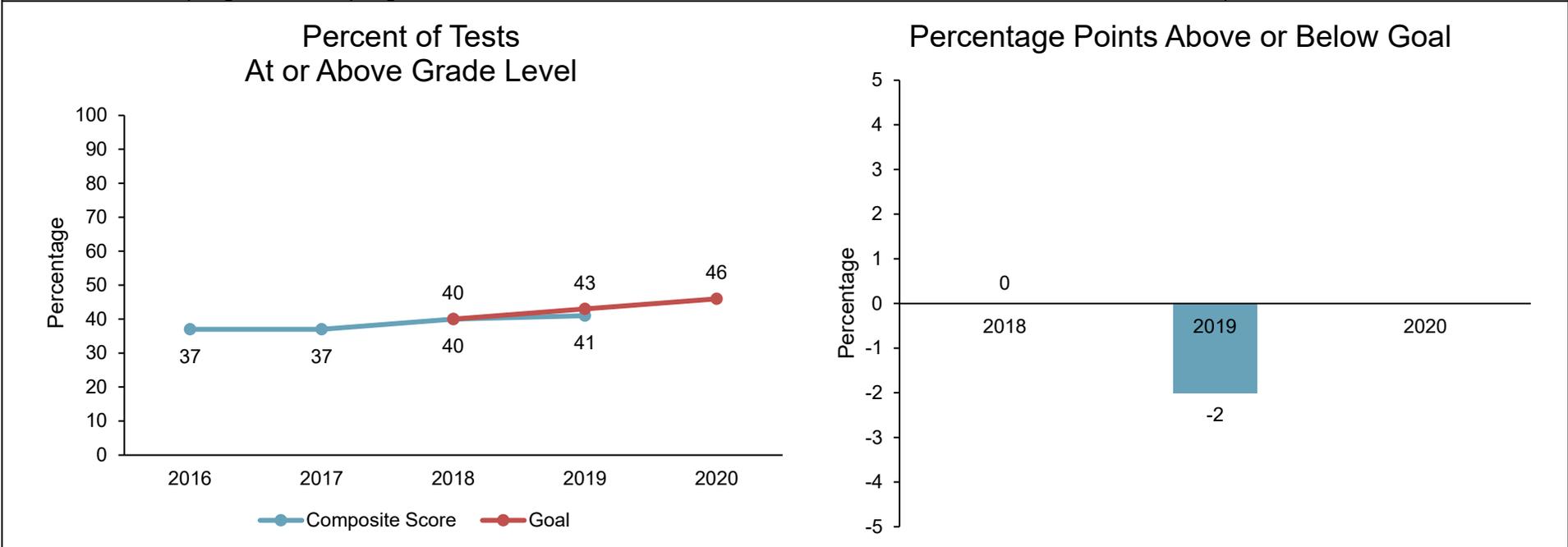
In alignment with the Board of Education’s mission to equitably educate the whole child, student outcomes are reviewed by district leadership with the following statements in mind:

- 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 – August 2019	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.	Not Evaluated COVID-19



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 C** (pages 65–75) 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.

Goal 1 Superintendent's Response

Elementary Curriculum

In order to address the needs of our students and help to increase student outcomes, the elementary English Language Arts team emphasized practices that have a high impact on learning by emphasizing three key components – High quality first instruction, small group instruction, and ongoing professional development. In addition, the Literacy by 3 “Reboot” trainings focused on how to effectively utilize both direct and guided instructional time to teach phonemic awareness, phonics, and vocabulary development.

- Guided Reading:
 - The teachers focused on selecting appropriate texts and instructional strategies to match students’ zone of proximal development.
 - Used text complexity characteristics to select a text and an instructional focus.
 - Planned a guided reading lesson that included word work.
 - Developed a 15-day launch plan for guided reading.
- Professional Development:
 - Included TDS, Tier 2 Leaders, and all campus support personnel.
 - Follow up teacher support from TDS.
 - Differentiated and small group instruction.

Secondary Curriculum and Development

The office of Secondary Curriculum and Development restructured the HISD Secondary Literacy Initiatives, Literacy in the Middle/Literacy Empowered. The Literacy for Life Initiative focused on the following areas:

- **Disciplinary Literacy**
To incorporate intentional literacy opportunities as a tool for content-learning daily.
- **Differentiation for All Learners**
To ensure meaningful access and mastery of grade-level curriculum for all students.
- **Literacy and Technology**
To expand students’ literacy through digital opportunities for reading, writing, and discourse.

Disciplinary Literacy. The goal was to authentically expand disciplinary literacy across our curriculum to be discipline-specific and to incorporate intentional literacy as a tool for content-learning daily. By this, we mean that students are using reading, writing, and discourse to communicate and learn in the ways that experts in the disciplines do. The use of literacy strategies that are uniquely matched to the discipline of study and included in the district curriculum will enhance and maximize content-knowledge learning.

Differentiation for All Learners. Through use of the district curriculum, teachers were empowered to scaffold and support all students, including ELs and students with literacy skills below grade-level, to ensure content mastery and meaningful engagement with the curriculum. Secondary Curriculum and Development embarked on this work through the inclusion of Literacy Routines within all Master Courses.

Literacy and Technology. The final component is utilizing technology as a tool. Technology affords students and teachers increased and varied opportunities for discourse, reading, and the authentic exhibition of their work. Additionally, by using digital portfolios, students will gather their written work and reflect upon their learning and growth in a tangible way.

Goal 1 Superintendent's Response (Continued)**Office of Special Education Services (OSES)**

- OSES worked cross-functionally with Interventions, Dyslexia, Multilingual, and Elementary and Secondary Curriculum to ensure high-quality and data-driven instructional planning and delivery.
- Program Specialists worked with campuses to ensure SWDs were accessing all available campus-based interventions & supports in addition to services outlined in students' IEPs.
- OSES Teacher Development Specialists (TDSs) supported teachers to improve instructional delivery of content area curriculum through ongoing professional development, real-time instructional coaching, modeling, and consultation.

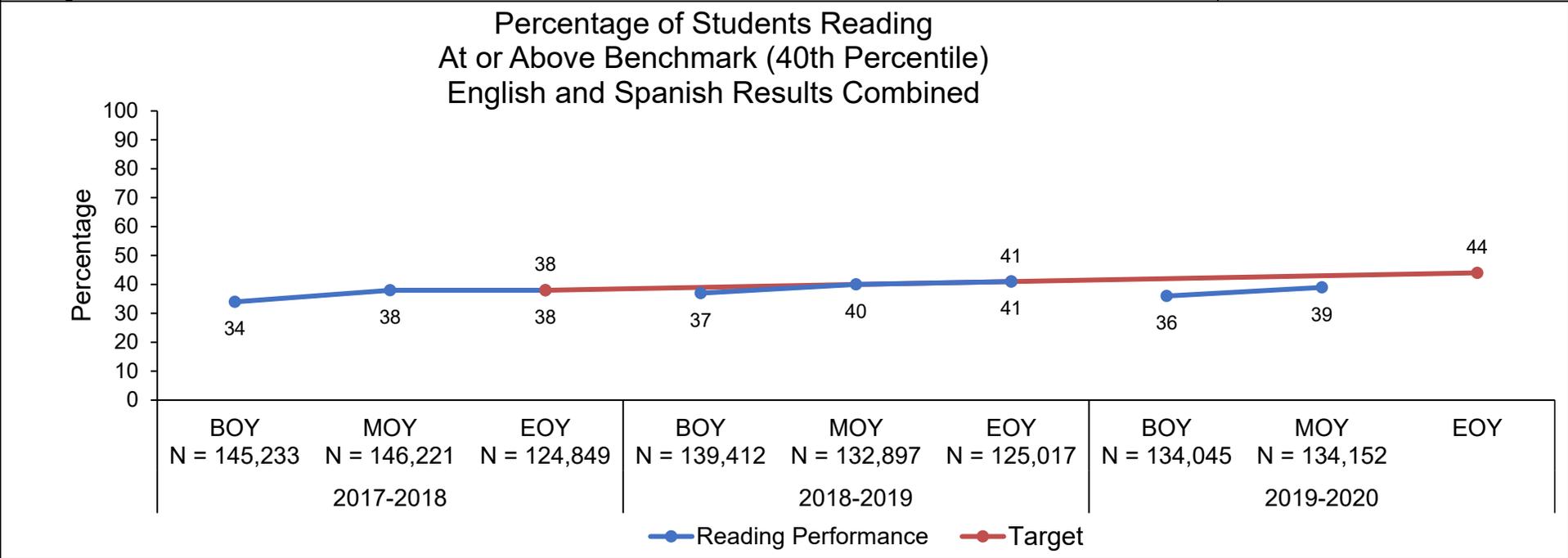
Multilingual Department (ML)

- Senior Managers, Managers and programs specialists worked closely with campuses to effectively analyze Renaissance data to ensure students were being assessed in their dominant language at the elementary level and to support the needs of teachers as it relates to sheltering instruction for speakers of other languages in PK-12 ESL classrooms.
- The ML team provided supplemental sheltered instruction training and essential leveled courses for bilingual/ESL teachers and school and district administrators.
- To address the needs of ELs participating in Bilingual classes at the elementary level, Multilingual partnered with Seidlitz to bring training for teaching in the native language.
- The ML team collaborated with Curriculum to provide supplemental support to bilingual teachers.

Interventions Office

- The Interventions Office continued their partnership with Student Assessment to provide campuses with data-based tools designed to assist campuses with reviewing multiple data points for students to determine tiered support as well as the most appropriate resources to be used for intervention based on various data.
- The Interventions Office worked with campuses on reviewing multi-point data to effectively group students to target deficit skills and create small group instruction designed to maximize student results.
- The Interventions Office offered campus support around assigning students to their appropriate designated supports and coached campuses around maximizing the use of designated supports.

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.	Not Evaluated COVID-19



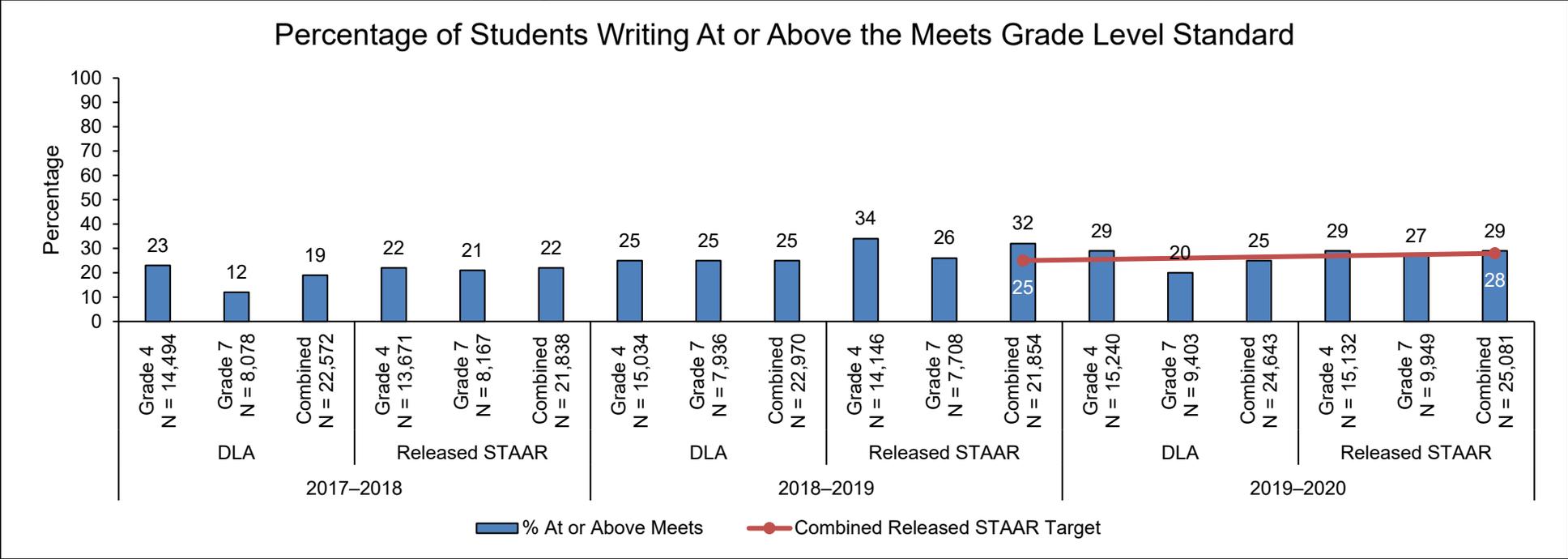
Data Source

- 2017–2018, 2018–2019, and 2019–2020 Renaissance 360 student data files.
- For students testing in both English and Spanish, the language with the higher result is used.

Support Data

- **Appendix D** (pages 76–81) 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
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.	Met Goal



Data Source

- Fall benchmark results based on the District Level Assessment (DLA) for both grades 4 and 7 (administered between December 9th and 13th). 2019–2020 data retrieved on 1/15/2020. 2017–2018 and 2018–2019 data retrieved on 2/7/2019. 2019–2020 data retrieved on 1/15/2020.
- Spring benchmark results based on the Released STAAR for both grades 4 and 7 (administered between February 24th and 28th). 2017–18 data retrieved on 3/7/2018 – 2018–2019 data retrieved on 3/22/2019. 2019–2020 data retrieved on 3/5/2020.

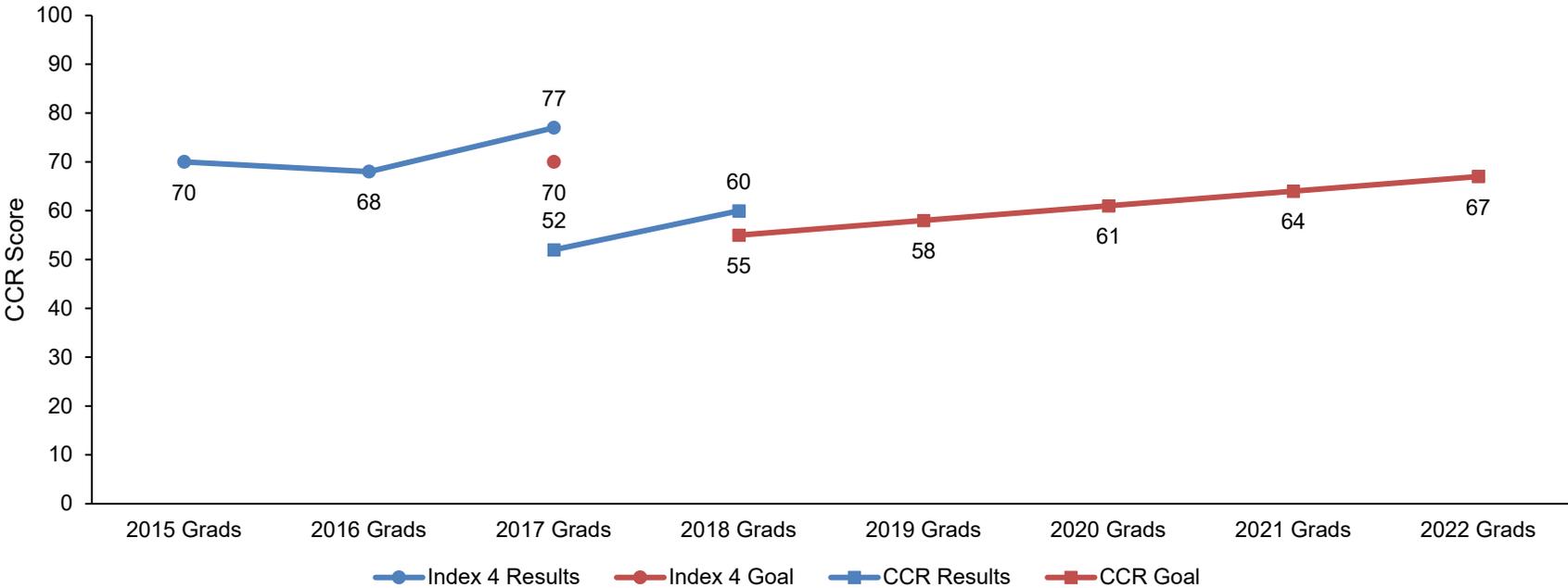
Support Data

- Appendix E** (pages 82–87) 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 – September 2019	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.	Not Evaluated COVID-19

Graduates Meeting Global Graduate Standards



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.
- **Appendix F** (page 88) provides support data including results for students receiving special education services and results disaggregated by the Achieve 180 program.

Goal 2 Superintendent's Response

The **Career Readiness Department** worked with high school campuses to expand Career & Technical Education (CTE) opportunities by adding career pathways and refining the current pathways to meet new state standards. These changes ensured that each career pathway is aligned with industry standards. By having students complete a Personal Graduation Plan (PGP), we increased the number of students enrolling in and completing CTE courses/pathways. The department is continuing to expand efforts to market and advise students on Career and Technical Education program options across the district. The Career Readiness Department increased professional development opportunities to CTE teachers to ensure that they have the instructional skill sets to meet the needs of our students. Additionally, the department expanded business partnerships, similar to Marek Brothers Construction, that provide practical experiences that lead to workforce opportunities upon graduation.

During the 2019–2020 school year, the Career Readiness Department expanded the role of CTE Advisors and focused on assisting campuses with academic advising. This effort increased data quality at each school for PGP purposes and increased the number of students who earn certifications and/or matriculate to post-secondary institutions. The CTE Advisors provided guidance and career information to students seeking entrance into the workforce directly after high school. The department established a group of CTE instructional coaches who worked directly with instructors to provide pedagogical training to new and veteran CTE instructors. A series of professional development sessions were produced, and instructors are grouped into a cohort to offer opportunities for cross-collaboration, and mentorship. The department identified cluster leaders to assist in the facilitation of some professional development. HISD provided professional development to increase rigor in lesson planning and developed high-level cross-disciplinary project-based learning capstones throughout the academic year. Furthermore, we continued to leverage our partnerships to help provide continuing education and resources to our instructors such as ABC/CEMF, our local NCCER accrediting agency, and Certiport who offers free certification exam materials, professional development, and vouchers for our CTE teachers. By leveraging our Advisory Council of over 100 current and active members, all teachers have access to mentorship programs and instructional strategies relevant to their work. These leaders within our Advisory Council assist in providing curriculum support as well as work-based learning opportunities for students and teachers alike. This partnership has provided work-based learning, curriculum literature, and supported credentialing through NCCER to help students enter the workforce at an advantage.

CTE courses and industry-aligned certifications have taken a central role with state accountability standards. As a result, classroom rigor and student performance expectations have become just as important as core academic courses. The focus on career readiness 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)** supported programming aimed at earning college credit. The department supported campuses with analyzing CCMR data to develop strategies related to postsecondary programming. Department members met with principals and school leadership to develop campus-specific plans to further improve access, growth, eligibility, performance, and completion of AP, IB, Dual Credit, and Dual Enrollment courses/exams, which will result in more students earning college credit and meeting CCMR indicators. The breakdown of these programs is as follows:

- Advanced Placement is offered at every HISD high school;
- The International Baccalaureate program is offered at 46 campuses across elementary, middle, and high school levels; including candidate schools in trial implementation;
- Dual credit is offered across 35 high schools; and
- Dual Enrollment is offered at nine high schools.

For a full list of campus and program offerings, visit www.houstonisd.org/IPP.

Goal 2 Superintendent’s Response (Continued)

The IPP Department implemented multiple strategies to support teachers, including:

- Professional development (internal and external);
- District Exam Preparation Saturday Academies for AP and IB;
- Early Release Teacher PLCs;
- Early Release Coordinator PLCs (IB and Dual Credit);
- National Mathematics and Sciences Initiative (NMSI) Training;
- NMSI’s Laying the Foundation (LTF);
- AP Summer Institute (APSI);
- Workshops for Pre-Advanced Coursework; and
- Instructional Materials for AP, IB, Dual Credit, and Dual Enrollment.

In addition, the IPP Department implemented multiple strategies to support students, including:

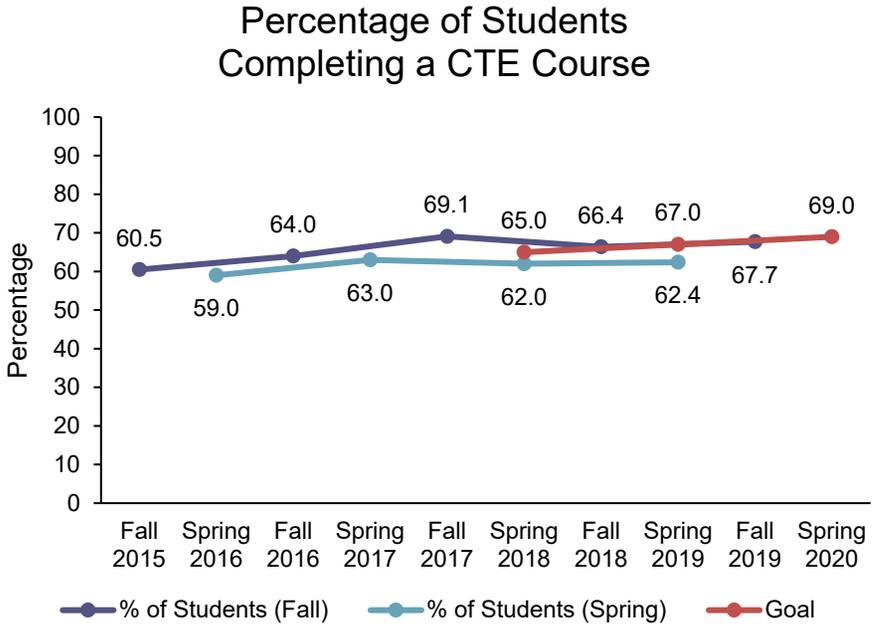
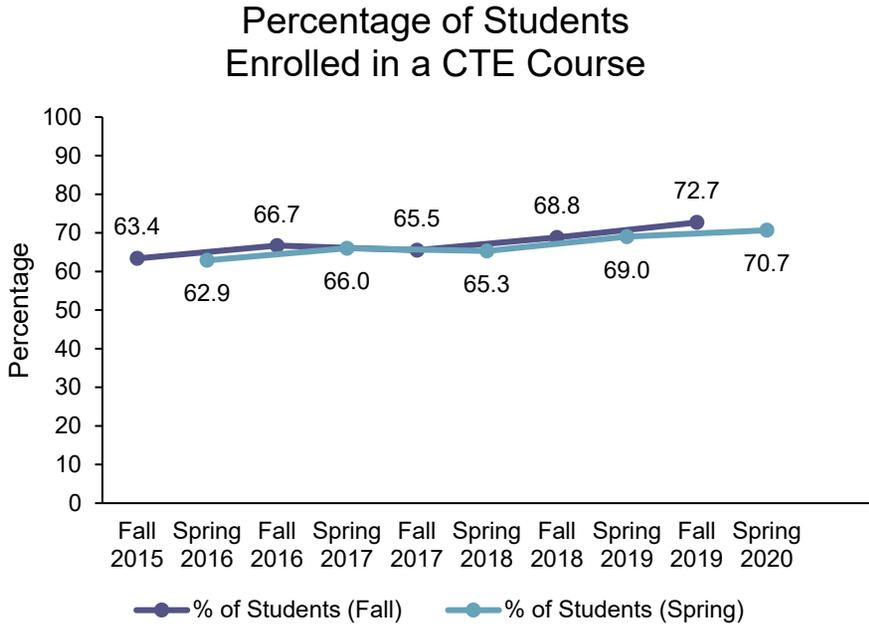
- District Exam Preparation Saturday Academies for AP and IB;
- National Mathematics and Sciences Initiative (NMSI) Super Saturday Exam Preparation;
- Instructional Materials for AP, IB, Dual Credit, and Dual Enrollment;
- AP and Official SAT Practice Ambassador Program;
- Dual Credit Advising Sessions;
- Khan Academy for AP courses and Official SAT Practice; and
- OpenStax (Rice University) Online Tutor System for AP Biology and Physics. OpenStax will be expanded to AP U.S. History in 2020-2021.

These strategies increased accessibility, eligibility, and ultimately successful completion of college-level coursework.

The district is partnering with Khan Academy and is currently piloting the “Khan District Dashboard,” which monitors student usage and progress in Official SAT Practice and Khan Academy Advanced Placement courses. This provides teachers with an enhanced level of reporting and oversight, allowing them to not only provide targeted intervention for student content mastery, but also progress toward meeting college readiness benchmarks for reading, mathematics, and writing. Our goal is to expand the Khan District Dashboard initiative in 2020-2021 to more HISD high schools.

Notably, in March 2020, due to the COVID-19 outbreak, schools were closed and all AP, IB, Dual Credit, and Dual Enrollment classes were converted to an online format. The district supported staff and students remotely during school closures and coordinated with community college partners to minimize barriers to students earning college credit.

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>Not Evaluated COVID-19</p>



Data Source

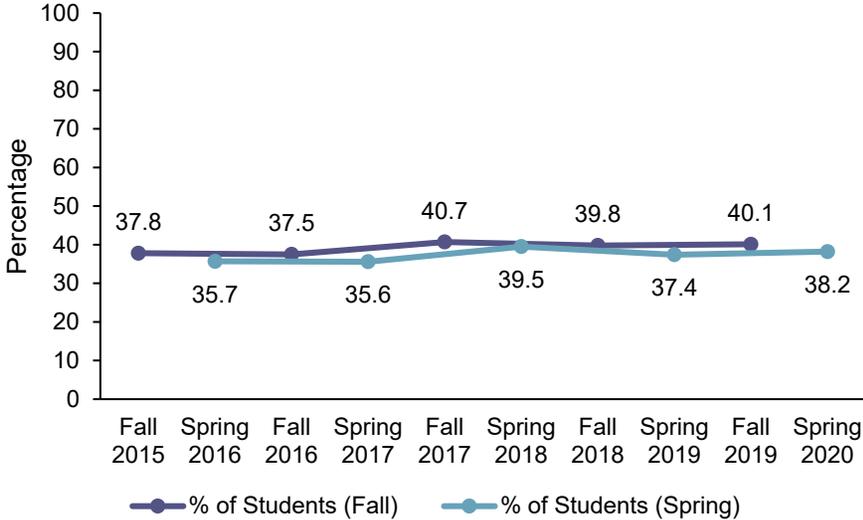
- IBM Cognos Data Warehouse reporting tool – Chancery Ad Hoc package
- The percentage of students enrolled in a CTE course is based on the total number of students enrolled in the district during the semester, while the percentage of students completing a CTE course is based on students who received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

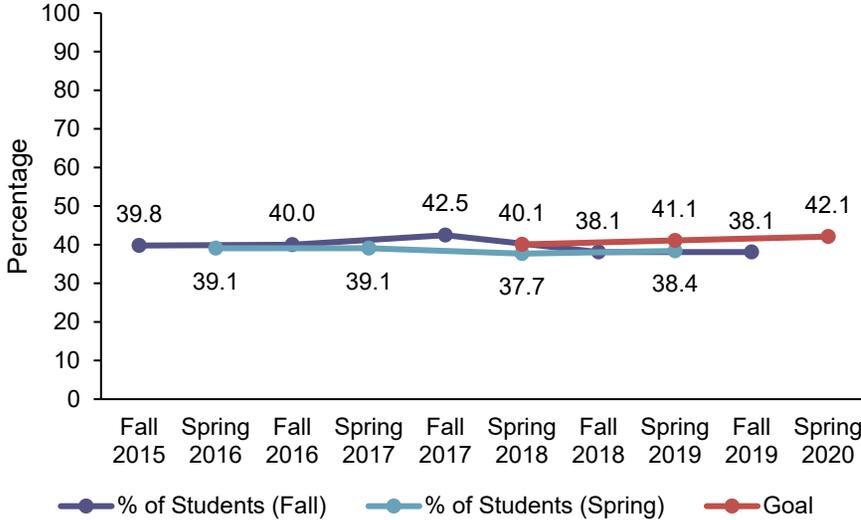
- **Appendix G** (pages 89–90) provides support data including results for students receiving special education services and results disaggregated by the Achieve 180 program.

Goal Progress Measure 2.2	Evaluation
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.	Not Evaluated COVID-19

Percentage of Students Enrolled in an AP or IB Course



Percentage of Students Completing an AP or IB Course



Data Source

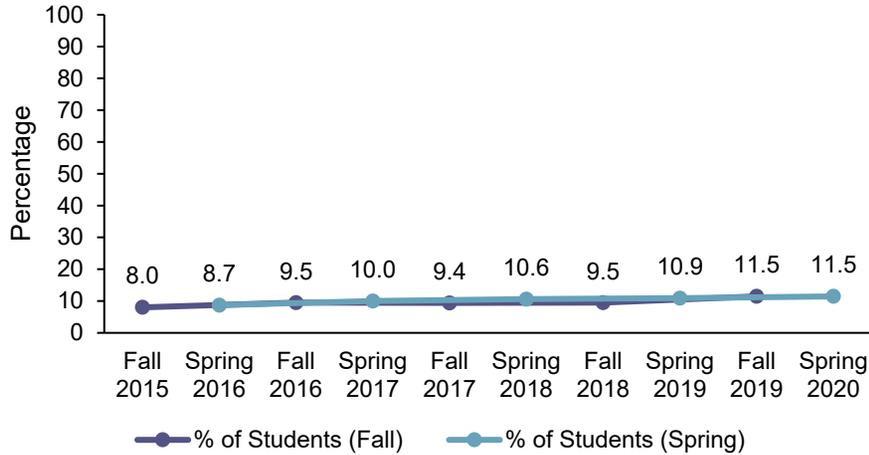
- IBM Cognos Data Warehouse reporting tool – Chancery Ad Hoc package
- The percentage of students enrolled in an AP or IB course is based on the total number of students enrolled in the district during the semester, while the percentage of students completing an AP or IB course is based on students who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

Support Data

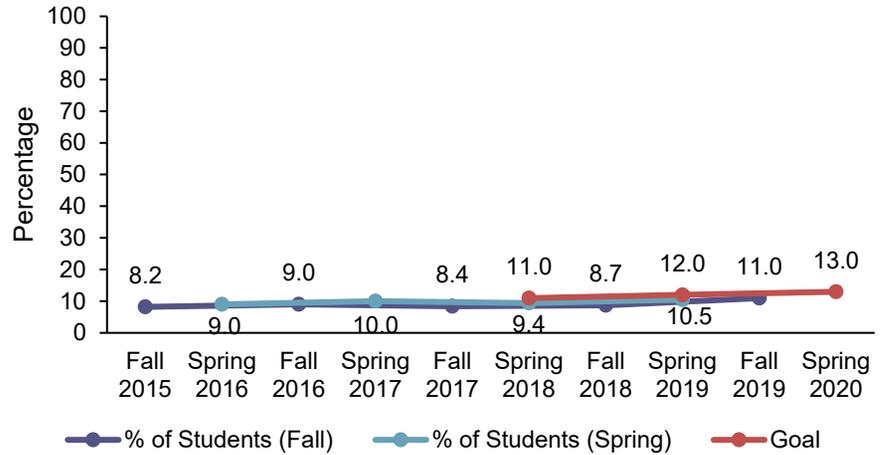
- **Appendix H** (pages 91–92) provides support data including results for students receiving special education services and results disaggregated by the Achieve 180 program.

Goal Progress Measure 2.3 – February 2020	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.	Not Evaluated COVID-19

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 I** (pages 93–94) provides support data including results for students receiving special education services and results disaggregated by the Achieve 180 program.

**Goal 3, March 2020
Academic Growth**

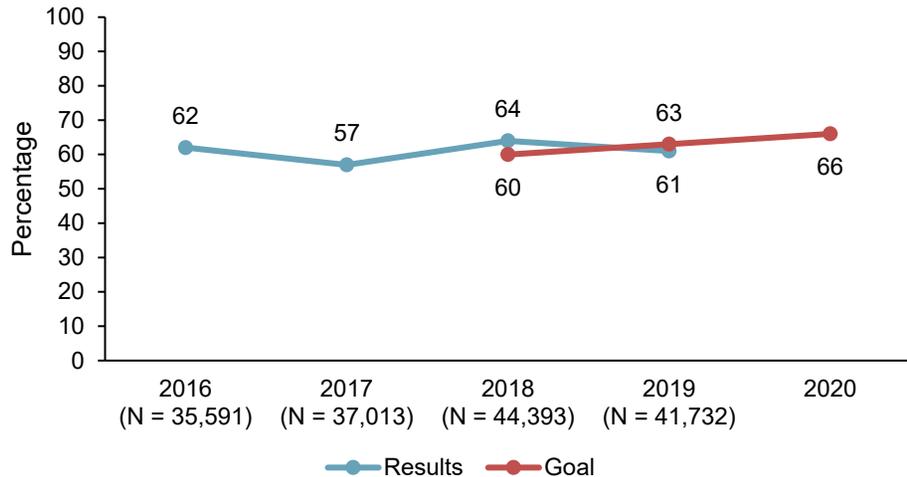
Goal 3 – August 2019

Evaluation

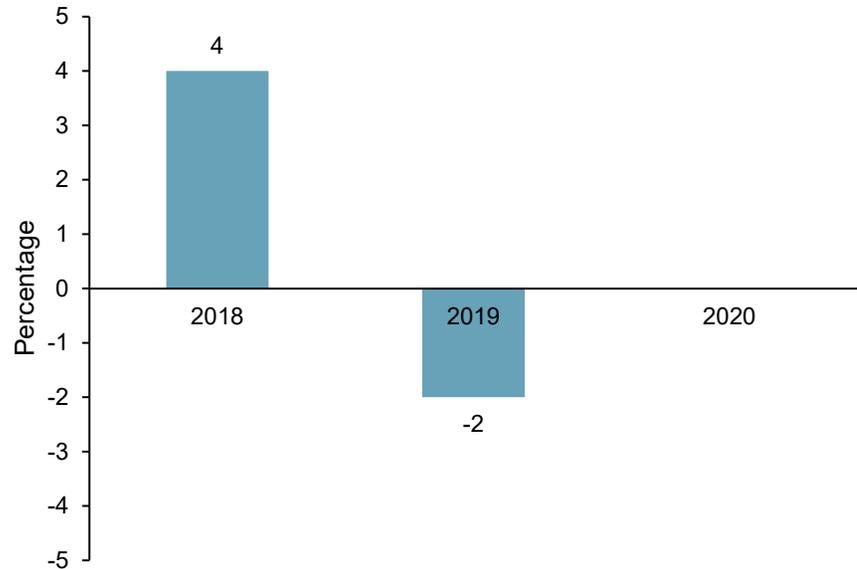
Among students who exhibit below satisfactory performance on state assessments, the percentage who demonstrate at least one year of academic growth, as measured by the STAAR Progress Measure, shall increase three percentage points annually in reading and in math from 57 percent in spring 2017 to 66 percent in spring 2020.

Not Evaluated
COVID-19

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 J** (pages 95–99) provides support data including results disaggregated by subject, results for students receiving special education services, and results disaggregated by the Achieve 180 program.

Goal 3 Superintendent’s Response**Office of Interventions**

- Principals and second tier leaders received a refresher training on the Intervention Assistance Team (IAT) process in December.
- Interventions department staff worked closely with campus based IAT Liaisons to ensure that quality progress monitoring is occurring for all Intervention and Urgent Intervention students to ensure that they are progressing throughout the year.
- The Interventions department developed targeted training around using Renaissance results to develop small group instruction and individualized student learning pathways.
- The Interventions department provided targeted training for elementary reading intervention teachers around embedded support for decoding, fluency, and phonemic awareness.
- The Interventions department worked with the campus administration team to ensure the IAT process is taking place to adequately refer students in need of additional support or testing.
- The Interventions department continued to work with the academic cross functional team to assist with the adequate use of designated support and how to document the need of support through the IAT process.

Elementary Curriculum

- In order to address the needs of our students and help to increase student outcomes, the elementary English Language Arts team continued to emphasize practices that have a high impact on learning by emphasizing three key components – High quality first instruction, small group instruction, and ongoing professional development.
- High Quality First Instruction: The teachers will focus on providing rigorous instruction. Instructional strategies that are planned, delivered, and address the individual needs of students. Teacher Development specialists will continue to provide support and feedback with side by side coaching, lesson planning, and “At Bats”.
- Small group instruction: The teachers will be able to work more closely with individual students; evaluate student’s areas of strengths and areas of growth; focus on specific learning objectives; check for understanding; and ability to reteach or “preteach” an objective.
- Ongoing Professional Development: Elementary Curriculum and Development department will continue to provide timely and ongoing professional development to teachers and Tier 2 leaders using current data to create topics on targeted objectives.

Secondary Curriculum

- In order to address the needs of our students and help to increase student outcomes, the secondary English Language Arts (ELA) team continued to emphasize practices that have a high impact on learning and that engage students in metacognitive activities. Such practices included incorporating more classroom discussions, use of scaffolds throughout the lesson, timely feedback, close strategies, and direct instruction.
- Secondary Teacher Development Specialists continued to work directly with ELA and Math teachers to assist them with integrating content, intervention, differentiation, and high yield strategies during instruction through modeling, co-teaching, and planning.
- Training for Department Chairs and tier 2 leaders included a focus to prioritize solving equations and geometry measurements through vertical data tracking over time (years). For instance, campuses were encouraged to examine the success levels for solving equations at the 6th, 7th, 8th, and algebra 1 levels. Similarly, the geometry measurement strand that includes area, surface area, and volume. These specific weaknesses were listed as potential areas of needed growth of the BOY content on the screener. Additionally, we specifically targeted lessons over these target areas (solving equations and geometry measurements).
- The curriculum documents provided additional guidance for teachers within the unit lesson plans.

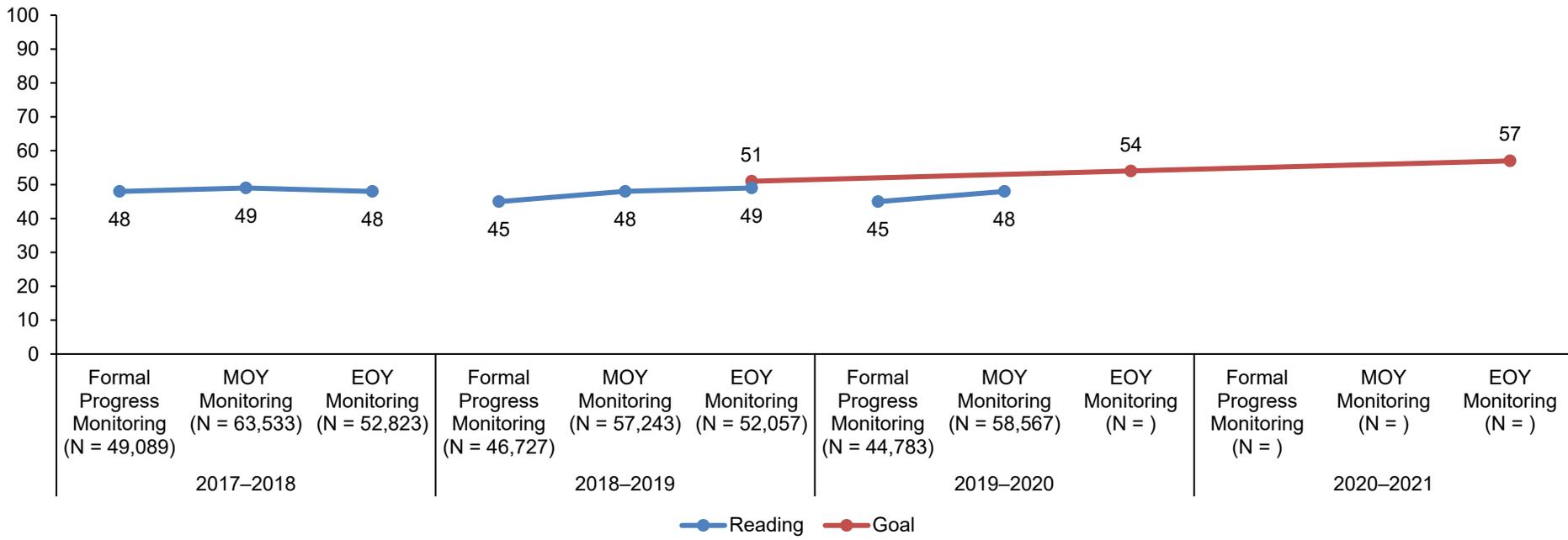
Goal 3 Superintendent's Response (Continued)**Office of Special Education Services (OSES):**

- OSES Program Specialists worked with campuses to ensure students with disabilities (SWDs) are accessing all available campus-based interventions and supports in addition to services outlined in the IEP.
- OSES Teacher Development Specialists (TDSs) were available to improve instructional capacity for special education teachers through professional development, modeling, real-time coaching, and consultation.
- Incorporated supplemental materials to support students in reading and math.
- Worked with campus leadership teams to integrate special education teachers into data-driven discussions to unpack student expectations and target skill building alongside campus leaders and general education teachers while accessing all available data models:
 - Authentic student work samples;
 - Progress monitoring;
 - Renaissance 360; and
 - Formative assessment.

Goal Progress Measure 3.1 – March 2020	Evaluation
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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.	Not Evaluated COVID-19
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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

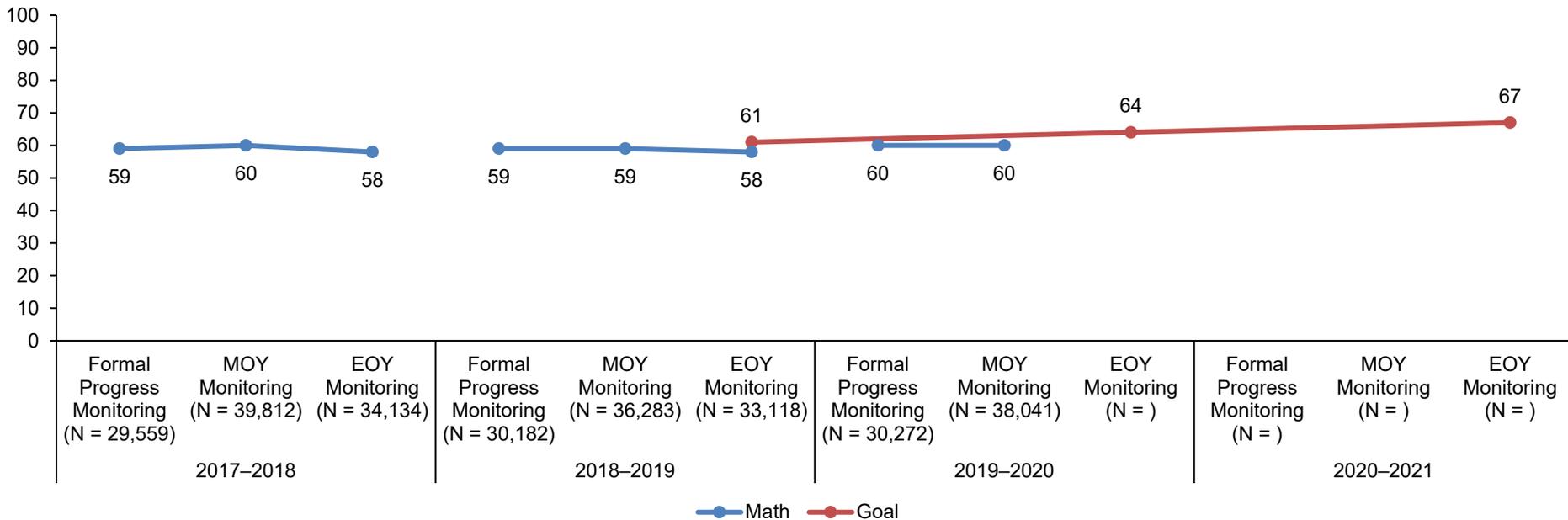
- **Appendix K** (pages 100–105) provides support data including BOY results that were used to determine progress monitored students, results for students receiving special education services, and results disaggregated by the Achieve 180 program.

Goal Progress Measure 3.2 – March 2020	Evaluation
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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.

Not Evaluated
COVID-19

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

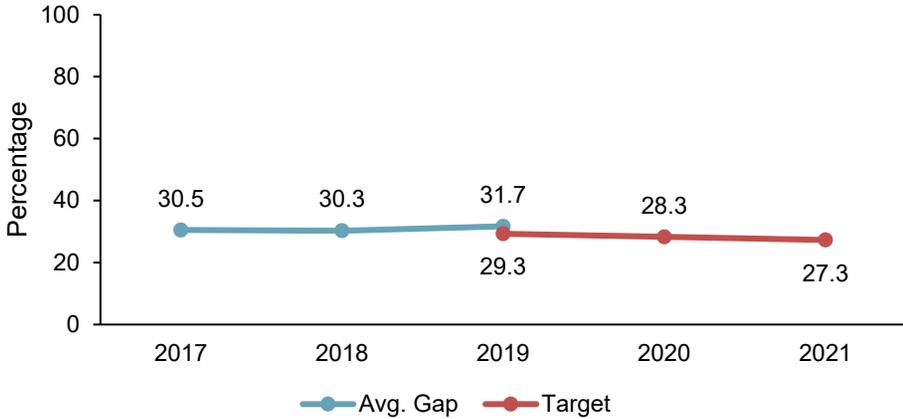
- **Appendix L** (pages 106–111) provides support data including BOY results that were used to determine progress monitored students, results for students receiving special education services, and results disaggregated by the Achieve 180 program.

**Goal 4, April 2020
Performance Gaps**

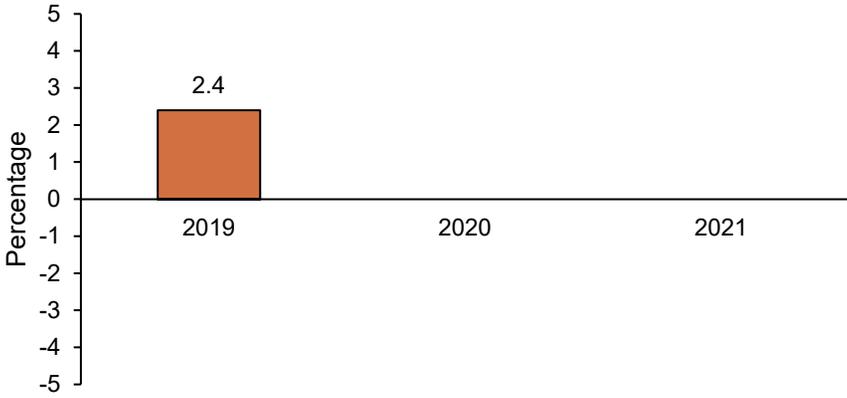
Goal 4 – December 2019	Evaluation		
<p>The reading and math performance gap between historically underserved and non-historically underserved student groups, as measured by the average of the percentage-point gaps at the Meets Grade Level Standard on STAAR between 1) economically and non-economically disadvantaged student groups, 2) African-American and White student groups, 3) Hispanic and White student groups, 4) English Learners (ELs) and non-English Learners (non-ELs), and 5) students receiving special education services and students not receiving special education services, shall annually show a one-percentage point decrease from an average of 30.3 percentage points in spring 2018 to an average of 27.3 percentage points in spring 2021. Monitoring of student performance for all groups listed above along with the specified gaps will be provided to the board. All student groups should make progress; therefore, if this average gap decreases but the percentage of students at the Meets Grade Level Standard on STAAR for any of the student groups listed in this goal declines, then this goal shall be considered not met.</p>	<p>Not Evaluated COVID-19</p>		

Year	2019	2020	2021
All Groups Made Progress	✓	N/A	

**Historically Underserved Performance Gap
Avg. STAAR Reading and Math
At or Above Meets Grade Level Standard**



Percentage Points Above or Below Target



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, II, and Alg. I Assessments; Excludes STAAR Alt. 2; English and Spanish results combined.
Support Data
<ul style="list-style-type: none"> Appendix M (pages 112–124) provides support data including results for students receiving special education services, results disaggregated by the Achieve 180 program, and results for 2018–2019 F Rated Campuses

Superintendent's Response**Elementary and Secondary Curriculum & Development Department:**

- Worked with the Multilingual Department to provide ongoing sheltered instruction professional development to support English Learners;
- Embedded use of instructional supports in curriculum for special groups;
- Provided intervention support through TDS, focusing on small group and differentiated instruction; and
- Provided Tier 2 Leader trainings in all content areas to help support all campuses.

Secondary Reading Intervention teachers received training August 2018–October 2018 to implement Read to Achieve, a targeted intervention program designed to address literacy and comprehension skills for students enrolled in Strategic Reading and Writing (SRW) courses.

Multilingual (ML) Department:

Senior managers, managers, and program specialists worked closely with campuses to effectively analyze the Texas English Language Proficiency Assessment System (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 provided support to campus leadership teams to ensure students are scheduled with certified personnel. The ML team supported those teachers as well as any teachers on bilingual exceptions or ESL waivers to ensure that English Learners (ELs) had the support they needed to be successful. Lastly, ML personnel worked with Language Proficiency Assessment Committee (LPAC) administrators to make strategic testing decisions for state testing, including language of assessment and designated supports. The team provided sheltered instruction training and essential leveled courses for bilingual/ESL teachers and school and district administrators.

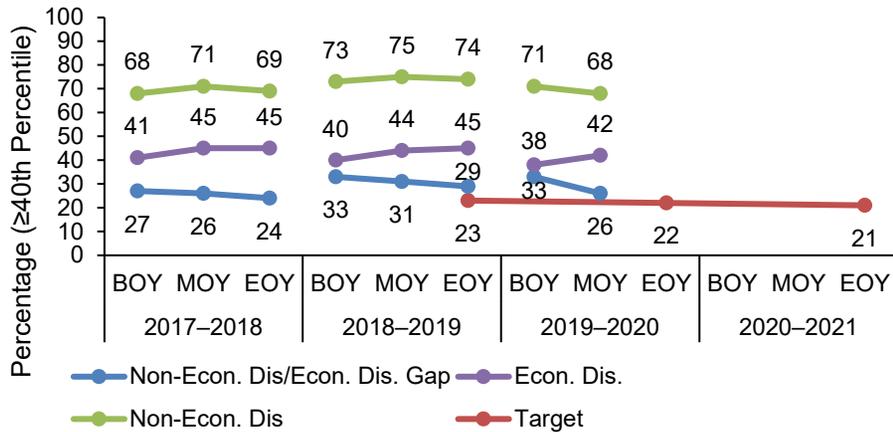
The Office of Special Education Services (OSES):

In a commitment to sustained progressive and incremental growth for the percentage of Students with Disabilities (SWDs) achieving at the Meets Grade Level Standard on STAAR, OSES helped minimize the performance gap by:

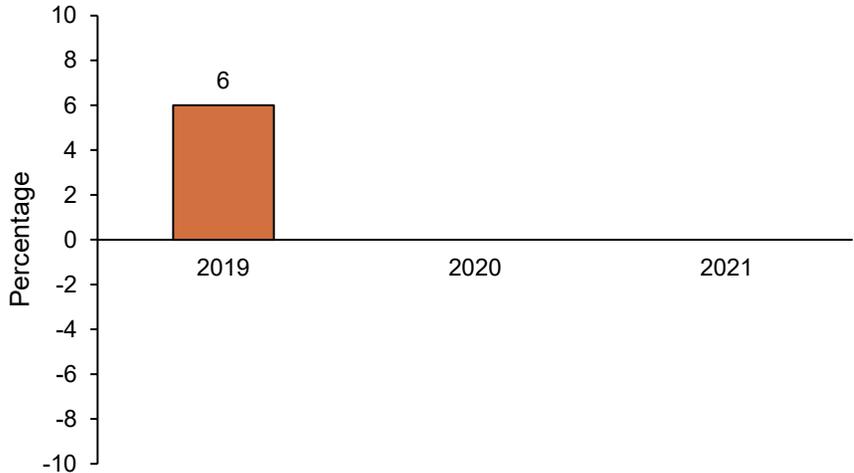
- Increasing access to the general curriculum for the betterment of SWDs through ongoing professional development and data-driven increased instructional focus; and
- Continuing to provide Specially Designed Instruction (SDI) and Universal Design for Learning (UDL) training to special education and general education teachers to support SWDs in the general education curriculum.

Goal Progress Measure 4.1 – April 2020	Evaluation
End of year data collected on the District-wide screener shall annually show a one-percentage point decrease in the gap between economically and non-economically disadvantaged students performing at or above benchmark (40th percentile) from 24% to 21% between spring 2018 and spring 2021. 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.	Not Evaluated COVID-19

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

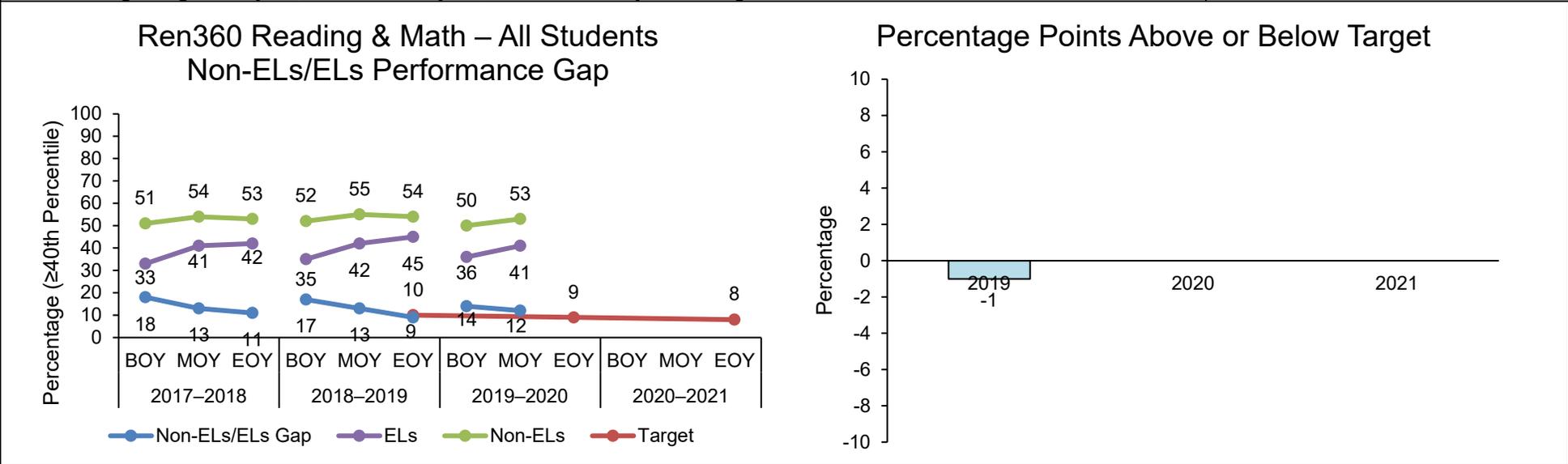


Percentage Points Above or Below Target



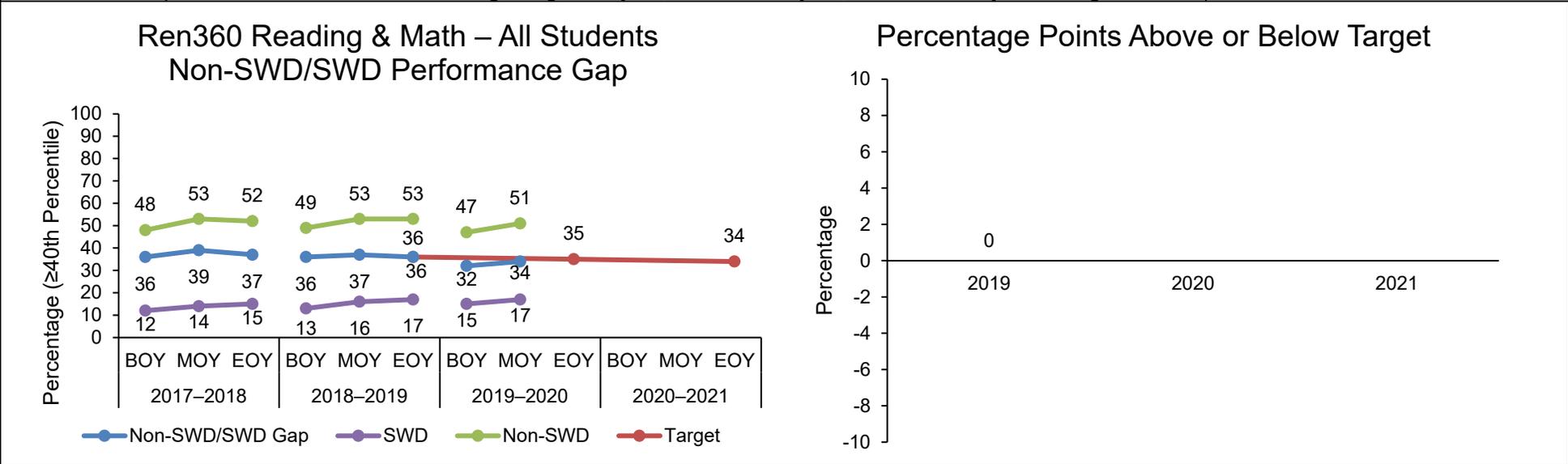
Data Source
<ul style="list-style-type: none"> Renaissance 360 student data files, various years; Chancery SIS Demographics, various years – 2019 BOY updated with 11/7/2019 file. For students testing in both English and Spanish, the language with the higher result is used.
Support Data
<ul style="list-style-type: none"> Appendix N (pages 125–139) provides support data including results for students receiving special education services, results disaggregated by the Achieve 180 program, and results for 2018–2019 F Rated Campuses

Goal Progress Measure 4.2 – April 2020	Evaluation
End of year data collected on the District-wide screener shall annually show a one-percentage point decrease in the gap between English Learners (ELs) and Non-English Learners (Non-ELs) performing at or above benchmark (40th percentile) from 11% to 8% between spring 2018 and spring 2021. 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.	Not Evaluated COVID-19



Data Source
<ul style="list-style-type: none"> • Renaissance 360 student data files, various years. • 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 O (pages 140–154) provides support data including results for students receiving special education services, results disaggregated by the Achieve 180 program, and results for 2018–2019 F Rated Campuses

Goal Progress Measure 4.3 – April 2020	Evaluation
End of year data collected on the District-wide screener shall annually show a one-percentage point decrease in the gap between students receiving special education services and students not receiving special education services performing at or above benchmark (40th percentile) from 37% to 34% between spring 2018 and spring 2021. 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.	Not Evaluated COVID-19



Data Source

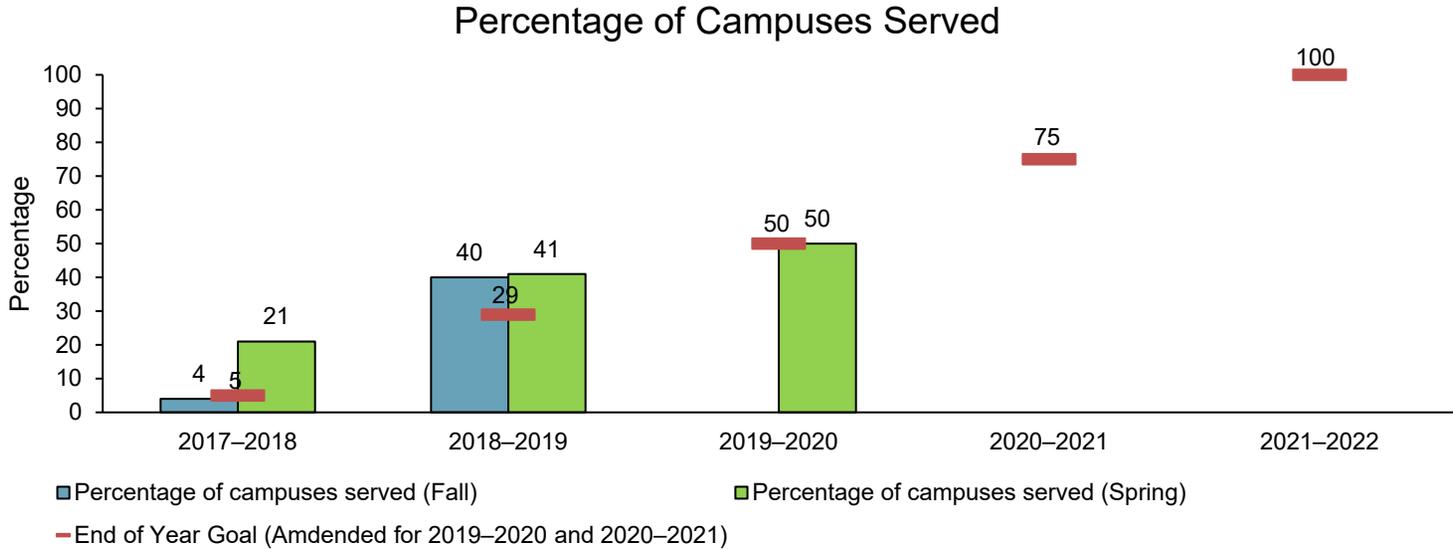
- Renaissance 360 student data files, various years.
- For students testing in both English and Spanish, the language with the higher result is used.

Support Data

- **Appendix P** (pages 155–169) provides support data including results for students receiving special education services, results disaggregated by the Achieve 180 program, and results for 2018–2019 F Rated Campuses

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	<p>The onset of the COVID-19 pandemic has highlighted the tremendous value of Wraparound Resource Specialists and the roles they play in supporting the non-academic needs of our students and families. The unprecedented transition to remote learning and massive shifts in the local employment landscape, created an unprecedented demand for services to meet basic needs.</p> <p>In response to the pandemic, we expanded Wraparound Services to all 280 campuses by pairing specialists with a second campus, so that all families could be served. This upcoming year, the program will expand from having a specialist at 140 campuses, to having specialists at 210 campuses</p> <p>Wraparound Service Specialists will continue to build partnerships between their campuses and resources that are available within their local communities. Specialists will continue to work collaboratively with school leadership, counselors, nurses, and teachers to ensure that families are properly connected to resources that will enhance their child's overall academic success. Wraparound specialists will also play an important role in supporting the recovery of students back to their campuses, especially those who may not have fully engaged during the spring semester; often times lack of engagement is tied to lack of access to more basic needs, which Wraparound Specialists are uniquely positioned to support.</p>

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.	Met Goal



Data Source

- Wraparound Services Assignments Lists; various years

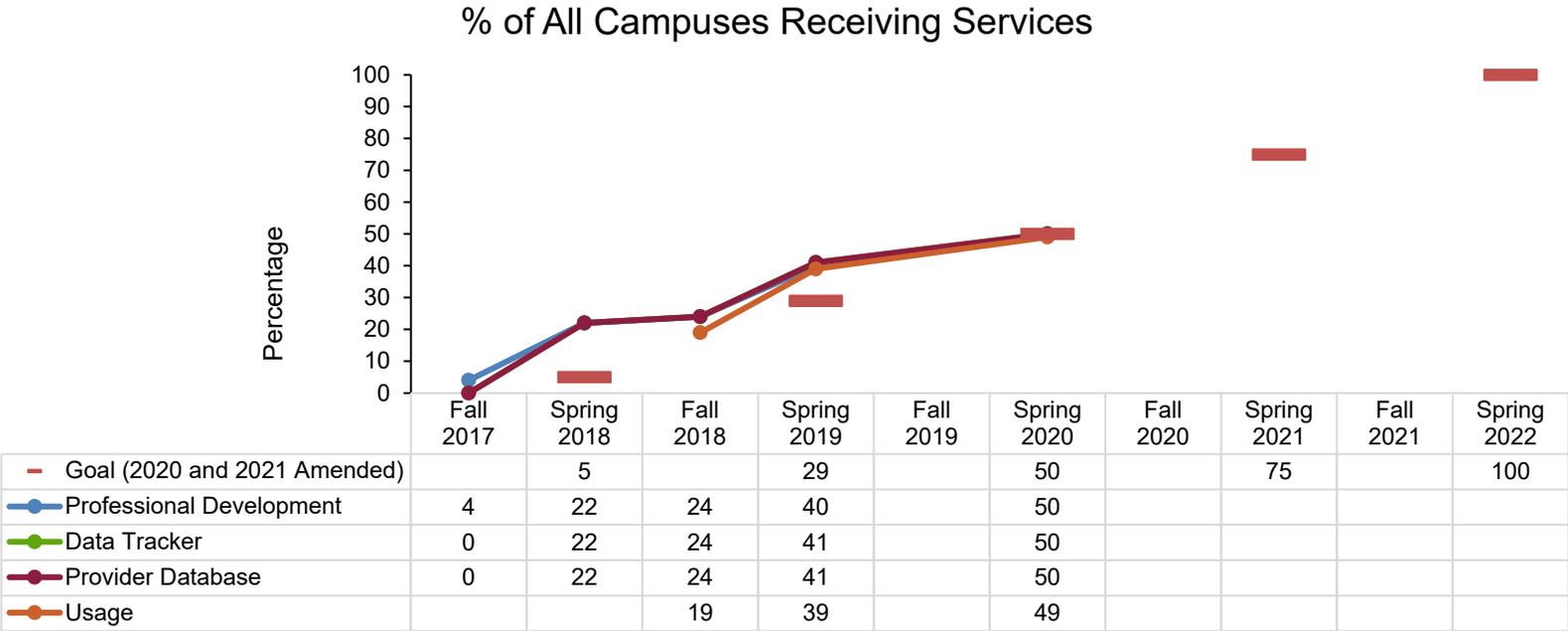
Support Data

- A total of 140 schools (50%) are currently being served by a fully trained Wraparound Resource Specialist.
- In alignment with the LSG calendar, Constraint 1 results were only presented in the spring of 2020.
- **Appendix Q** (pages 170–1712) 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
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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.

Met Goal



Data Source

- Wraparound Services Assignments, Hired and Trained, and Weekly Average Lists; various years

Support Data

- 140 schools have hired their Wraparound Specialist.
- Professional development trainings have been developed and delivered to 140 (50% of the district) Wraparound Resource Specialists
- An Informational data tracking system has been developed.
- A Data Tracking and Provider Database have been developed. Currently, 140 (50% of the district) campuses have access to these tools.
- 138 (49% 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

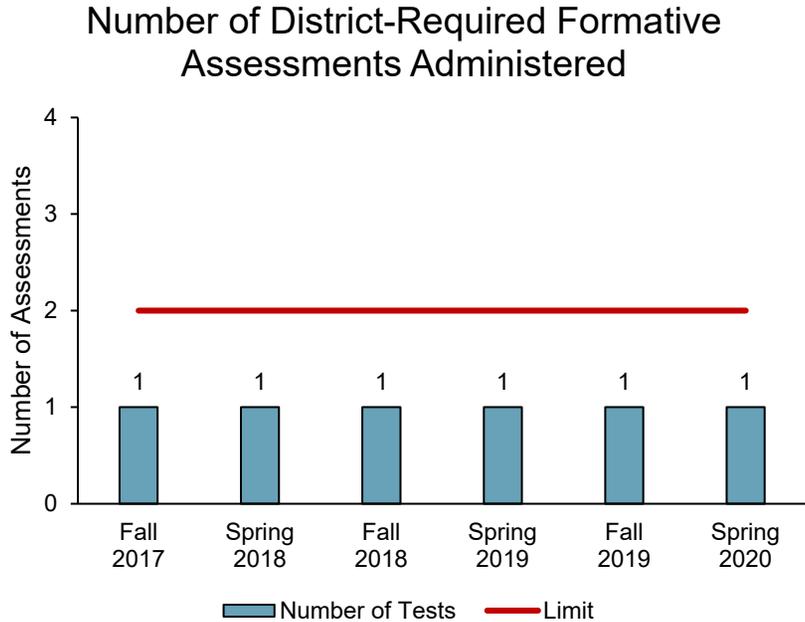
Constraint 2

The superintendent shall not require teachers to administer more than two district-created assessments per semester.

Superintendent's Response

- 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 2019–2020 formative assessment plan.
- The Fall assessment was 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. 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.

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.	Exceeded Goal



Data Source
<ul style="list-style-type: none"> 2019–2020 HISD Critical Dates Testing Calendar
Support Data
<ul style="list-style-type: none"> The Fall assessment was the District-Level Assessment. The Spring assessment was the STAAR Released Test.

**Constraint 3
Struggling Schools**

Constraint 3

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

The Schools Office, Academics, and Human Resources collaborated to actively recruit highly effective, proven leaders and teachers from within the district. Recruitment/Retention incentives were offered for TSL grant schools (Teacher School Leader) and Achieve 180 schools.

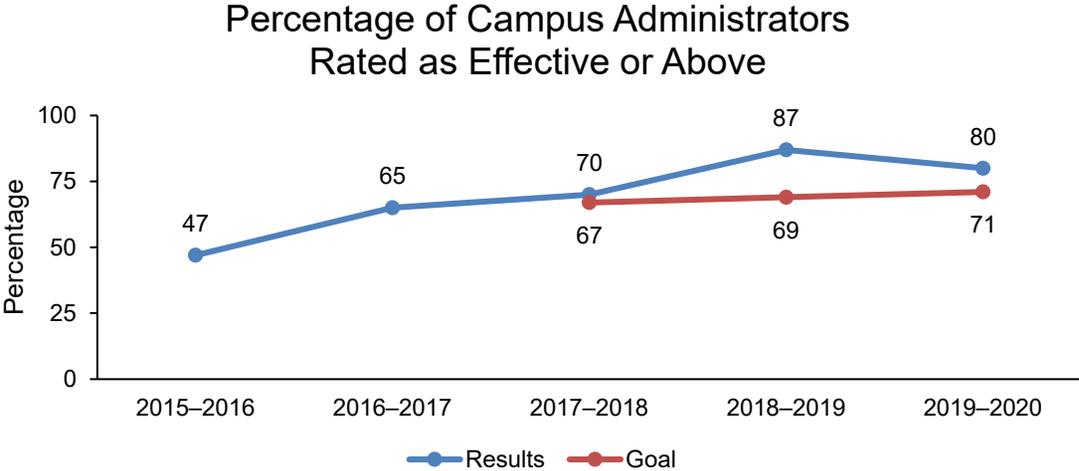
Constraint Progress Measure 3.1

- A rigorous screening process, including acceptance into the principal pipeline once a skills demonstration is completed and passed, is in place to ensure the best candidates are considered for principal positions. Candidates’ background and experience, as well as a standardized vetting process by Area Superintendents and School Support Officers, is considered when determining who is selected to interview for the position. These high achieving Assistant Principals and Deans also have the chance to take part in our Principal Candidate Development Opportunity (PCDO) designed to prepare candidates to become urban school principals.
- Monthly principal meetings with the Superintendent have been redesigned to include a separate day/session focused solely on supporting and growing our Tier Two campus leaders.

Constraint Progress Measure 3.2

- A Teacher Development Specialist (TDS) was given to new teachers who demonstrated a need for additional assistance beyond the campus instructional support.
- A concerted teacher recruitment effort not only focuses on recent college graduates, but on experienced teachers willing to relocate to Houston ISD was put into place. Job fairs at universities had an emphasis on attracting experienced teachers within the area.

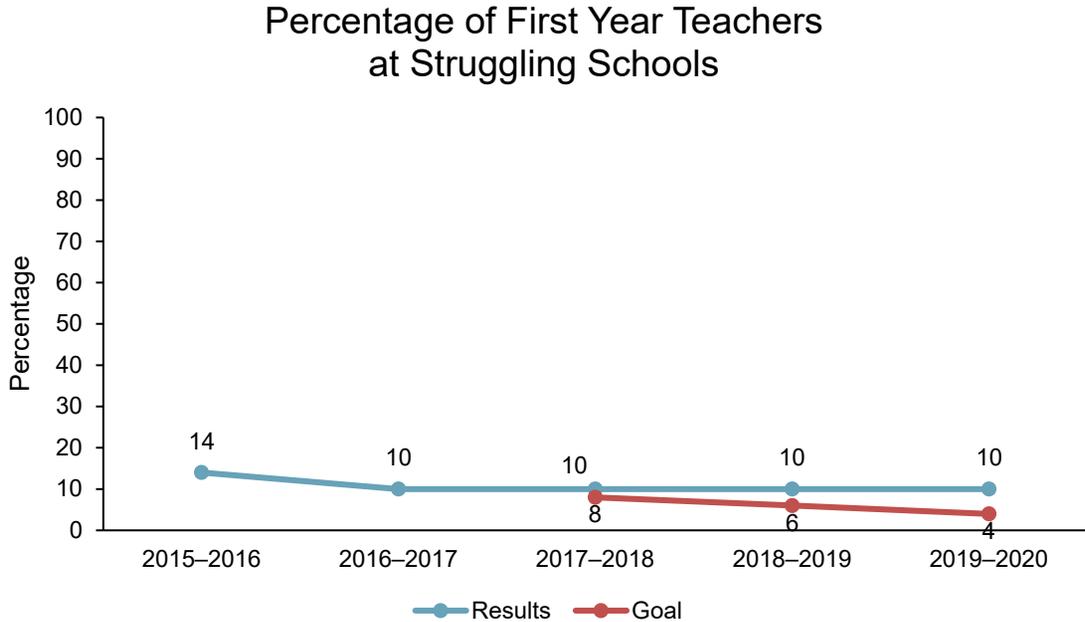
Constraint Progress Measure 3.1	Evaluation
The percentage of campus administrators at struggling schools rated as effective or above shall increase by two percentage points annually from 65 percent in 2017 to 73 percent by 2020.	Exceeded Goal



Data Source
<ul style="list-style-type: none"> • School Leader Appraisal Scorecards; Late October/Early November Campus Information List. • Current year principals must have received a school leader appraisal rating in the prior year to be included.

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. • Ninety-four campuses were designated a struggling school for the 2019–2020 school year. • Nine principals without a rating were excluded from the 2019–2020 denominator.

Constraint Progress Measure 3.2	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



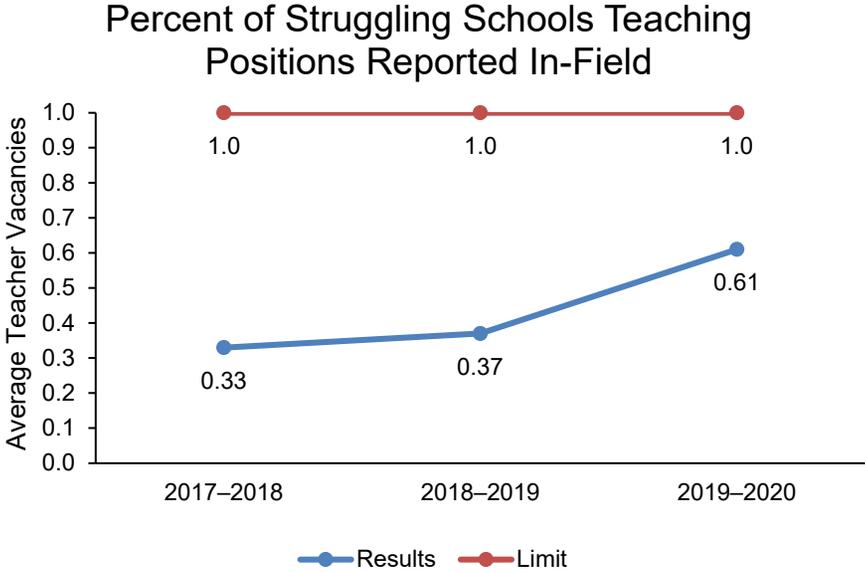
Data Source

- HRIS Employee Roster File

Support Data

- Eighty-five campuses were designated a struggling school for the 2016–2017 school year. Results for the 2015–2016, 2016–2017, and 2017–2018 schools will be based on these campuses.
- Eighty-six campuses were designated a struggling school for the 2018–2019 school year and 94 for the 2019–2020 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.
- In 2019–2020, out of the 3,799 teachers assigned to the 94 struggling schools, 10 percent (n = 385) were new teachers.

Constraint Progress Measure 3.3	Evaluation
The average number of teaching vacancies per struggling school at the end of October each year will remain below 1.0 from October 2017 through October 2020.	Exceeded Goal



Data Source

- HRIS Employee Roster File

Support Data

- October 30, 2017: 26 teacher vacancies at 78 non-charter struggling schools (0.33 per campus)
- November 1, 2018: 31 teacher vacancies at 83 non-charter struggling schools (0.37 per campus)
- November 1, 2019: 55 teacher vacancies at 90 non-charter struggling schools (0.61 per campus)

Emergency Constraint 1

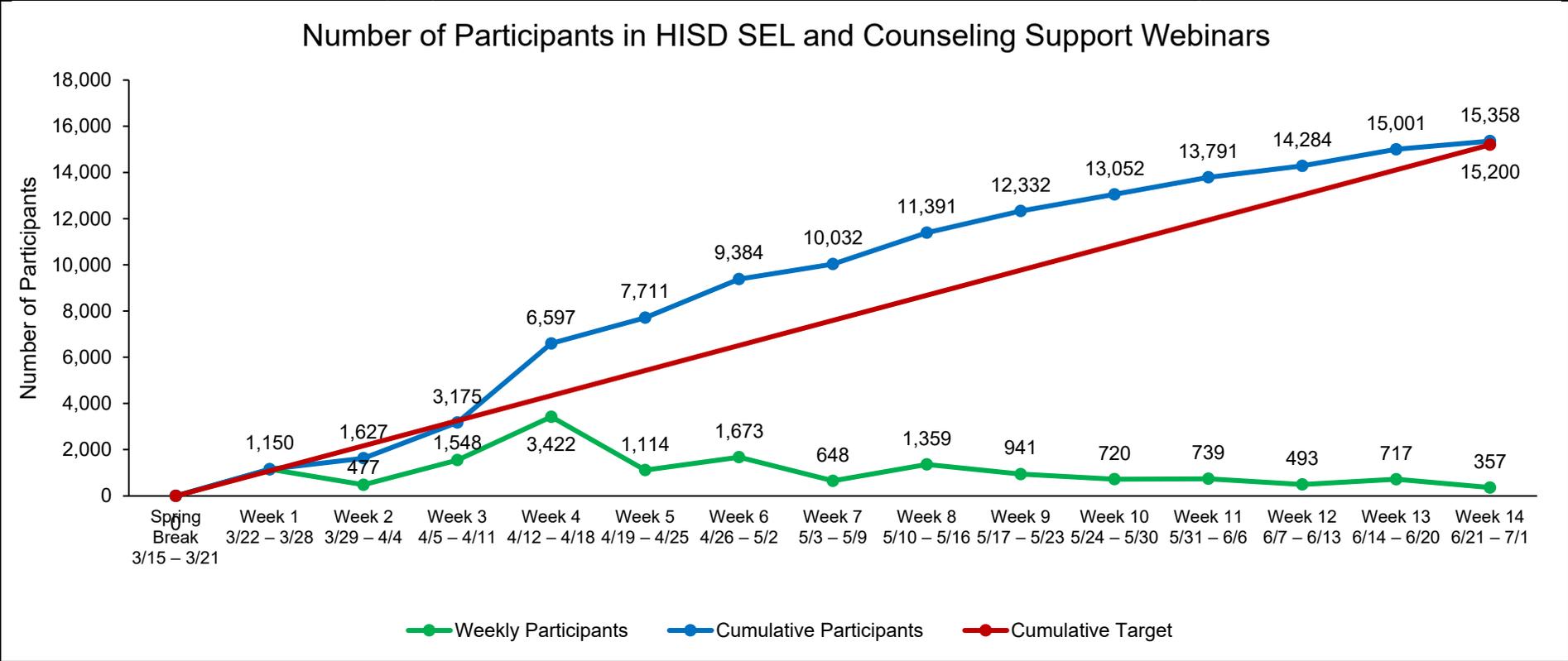
Emergency Constraint 1

The superintendent will not operate without addressing the social and emotional needs of all students.

Emergency Constraint 1 Summary

Emergency Constraint 1 Summary				
ECPM	Description	Final Value	Target	Evaluation
1.1	SEL Counseling and Support Webinars	15,358 Participants	15,200	Met Goal
1.2	Wraparound Services	18,910 Services	15,000	Exceeded Goal
1.3	Counseling Checks	206,161 Checks	175,000	Exceeded Goal

Emergency Constraint Progress Measure 1.1	Evaluation
The number of participants in HISD Social and Emotional Learning (SEL) and counseling support webinars will increase from 0 on March 20, 2020, to 15,200 by July 1, 2020.	Met Goal



Data Source

- Webinar participants live and recorded.

Support Data

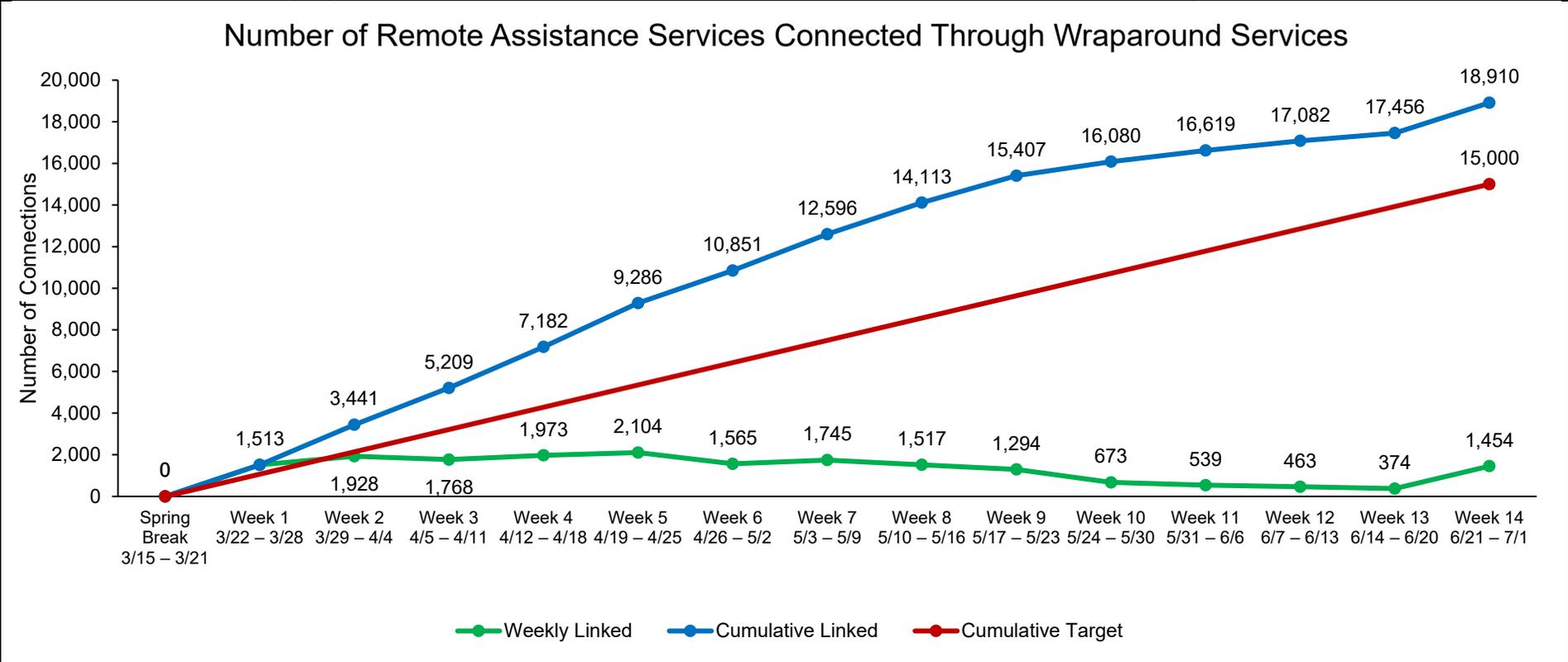
- **Appendix R** (pages 172–173) provides support data regarding ECPM 1.1.

ECPM 1.1 Superintendent's Response

During the COVID-19 pandemic, the Social Emotional and Learning (SEL) Department has been committed to improving the emotional wellness of our students and families. Our department has developed and implemented initiatives to ensure students' health, safety, and well-being by continuing to serve our families with additional resources and SEL services. The SEL team has been dedicated to increasing awareness and resources for students, parents, and teachers around mental health, trauma informed practices, mindfulness, and resources to improve outcomes for our students.

- At the start of the COVID-19 closing, the SEL team quickly worked to address the impending crisis by quickly moving as many services to digital and remote platforms as possible. This included Weekly SEL Webinars and services focused on dealing with anxiety, coping, stress, and trauma for HISD Students, Families, and Staff. As the semester continued, our Communications department provided services in helping to spread the word around the trainings and webinars through various platforms, including social media.
- This fall, we will provide monthly mental health webinars and partner in Parent University to provide students, parents, and teachers with online training for anxiety, self-awareness, self-regulation, de-escalation, conflict resolution, mental health first aid and restorative practices for families. Parents and caregivers will receive resources to support their own emotional well-being so that they are better able to help their children manage their emotions and build resiliency.
- In addition, we will implement online SEL curriculum for students and parents designed to foster communication, connection, and community. Additionally, it teaches coping skills, self-awareness, self-regulation, problem solving, and decision making for use both in and outside the classroom.
- The Mental Health Hotline will provide parental consultation and will be leveraged to provide on-demand counseling services and support for students and families.

Emergency Constraint Progress Measure 1.2	Evaluation
The number of remote assistance services connected each week through Wraparound Services will increase from 0 on March 20, 2020, to 15,000 by July 1, 2020.	Exceeded Goal



Data Source

- Student Assistance Forms (SAFs) Submitted Report from ProUnitas

Support Data

- **Appendix S** (pages 174–176) provides support data regarding ECPM 1.2.
- Only includes SAFs opened and closed between March 22, 2020 until July 1, 2020.

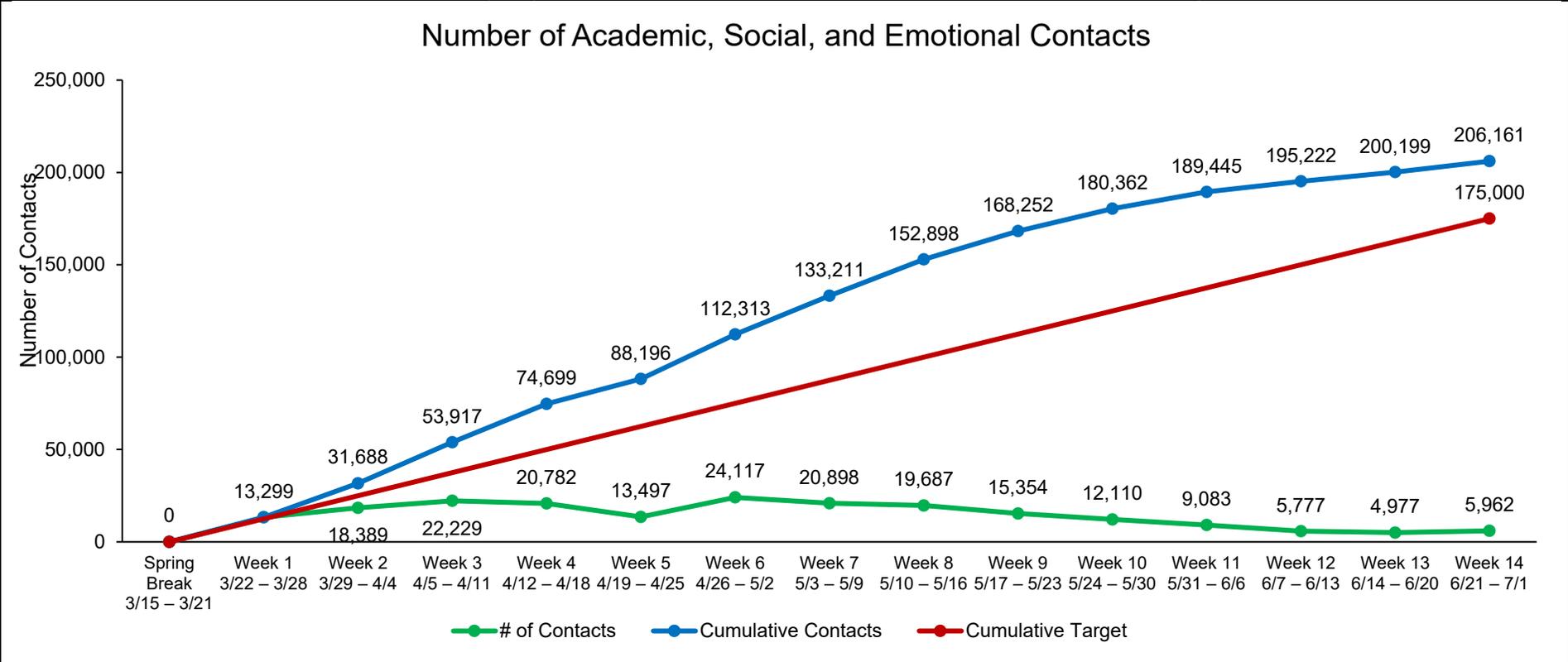
ECPM 1.2 Superintendent’s Response

The onset of the COVID-19 pandemic has highlighted the tremendous value of Wraparound Resource Specialists and the roles they play in supporting the non-academic needs of our students and families. The unprecedented transition to remote learning and massive shifts in the local employment landscape, created an unprecedented demand for services to meet basic needs. This continuous growth in SAF referrals represents the growth in need, especially considering the context of working within a remote environment.

In response to the pandemic, we expanded Wraparound Services to all 280 campuses by pairing specialists with a second campus, so that all families could be served. This upcoming year, the program will expand from having a specialist at 140 campuses, to having specialists at 210 campuses. Independent of how we return to school, Wraparound Services will be in alignment with district re-opening plans that will accommodate physical, virtual, and hybrid options; and the program will continue to offer Wraparound Supports to all district schools, independent of whether the campus has a full-time Wraparound Specialist assigned.

Wraparound Services sees itself as vital to the district’s Instructional Continuity plan. Wraparound Service Specialists will continue to build partnerships between their campuses and resources that are available within their local communities. Specialists will continue to work collaboratively with school leadership, counselors, nurses, and teachers to ensure that families are properly connected to resources that will enhance their child’s overall academic success. Wraparound specialists will also play an important role in supporting the recovery of students back to their campuses, especially those who may not have fully engaged during the spring semester; often times lack of engagement is tied to lack of access to more basic needs, which Wraparound Specialists are uniquely positioned to support.

Emergency Constraint Progress Measure 1.3	Evaluation
The number of centrally documented remote academic, social, and emotional contacts with students and families will increase from 0 on March 20, 2020, to 175,000 by July 1, 2020.	Exceeded Goal



Data Source

- Counseling Department

Support Data

- **Appendix T** (page 177) provides support data regarding ECPM 1.3.
- Campuses reported counseling contacts made to families regarding academic, social, and emotional needs to the Counseling Department.

ECPM 1.3 Superintendent's Response

During the COVID 19 pandemic, the Department of Counseling and Compliance has been committed to training campus-based personnel on conducting wellness check-ins for students and their families around academic and social and emotional needs. This included providing virtual plans for campus staff to use in virtual meetings with students/families when they had questions or concerns around academics and/or social and emotional needs.

Campus counseling supports are provided by the campus counselor, a counselor designee, or the campus dean/AP. A student needing SEL assistance at a campus without a counselor or social worker is referred to the Academic and Career Counseling team or the SEL team. Contacts included, but are not limited to, ClassDoJo, YouTube, emails with a response from parents and/or students, Google Voice, phone calls, texts, and Microsoft Teams.

Why did we see this result?

- The counselors/counselors designees have been providing these services to their campuses all year. The change to providing these services virtually was not the norm, but the counselors/counselor designees made the necessary adjustments to support their students, community, and campus families.

What changes will be made in the fall?

- The Academic and Career Counseling Department (ACC) attended virtual trainings throughout this summer in preparation to provide training and support to the campus-based counselor/counselor designees. Job Alike professional development will focus on Virtual Counseling: Academic and Social & Emotional Support. Throughout the year each professional development opportunity will have a component that focuses on providing virtual counseling.
- The ACC Department has teamed up with the SIS team to ensure the new SIS system has a place on the counseling dashboard to easily document the services the counselor/counselor designee will be providing for the students on campus.

Emergency Constraint 2

Emergency Constraint 2

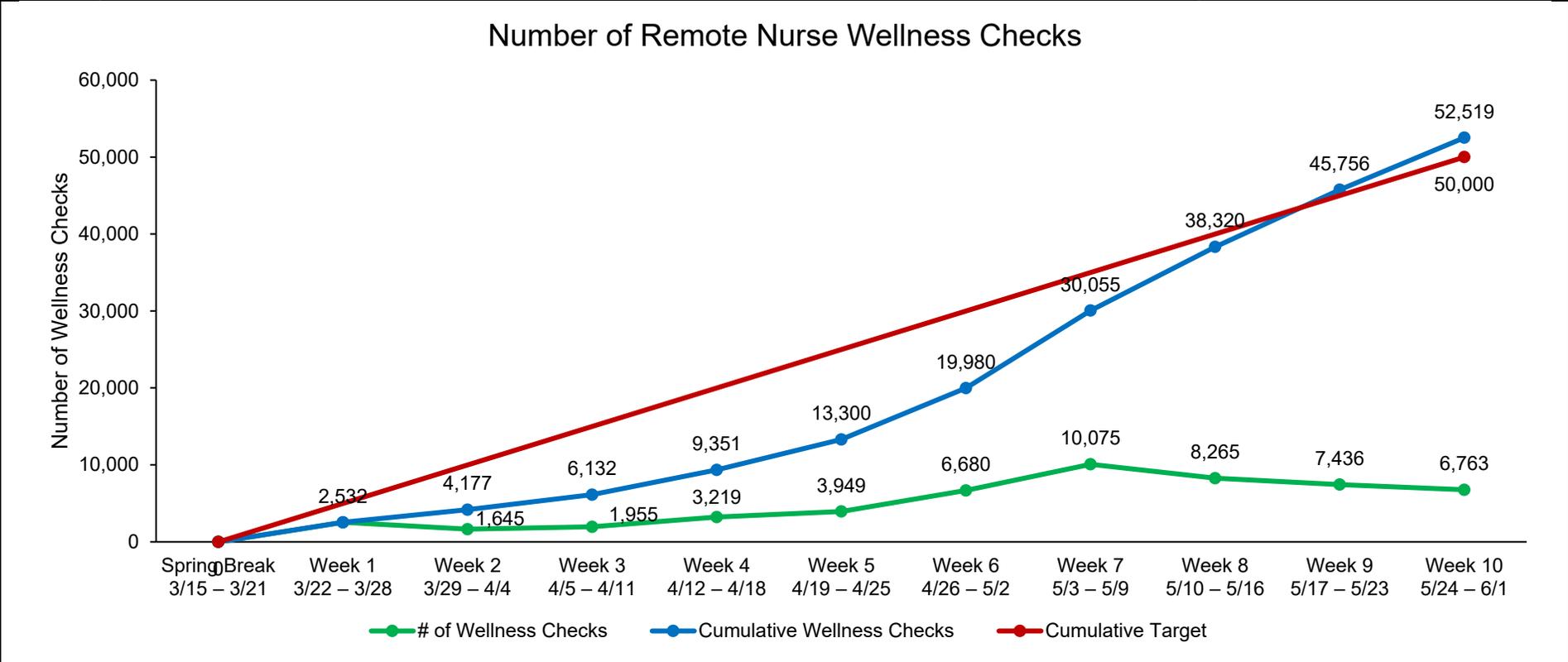
The superintendent will not operate without addressing the health and safety needs of all students.

Emergency Constraint 2 Summary

Emergency Constraint 2 Summary				
ECPM	Description	Final Value	Target	Evaluation
2.1	Remote Nurse Wellness Checks	52,519 Checks	50,000	Met Goal
2.2	Food Distribution	6,247,618 Meals	6,654,550	Did Not Meet*

*Due to the surge in COVID-19 in the Houston area, food distribution was reduced from 42 to 5 sites between July 2nd and 20th to protect the health and safety of students and staff. Before the change, the district was on track to meet the final goal of 6,654,550 meals.

Emergency Constraint Progress Measure 2.1	Evaluation
The number of remote nurse wellness checks with students and families will increase from 0 on March 20, 2020, to 50,000 by June 1, 2020.	Met Goal

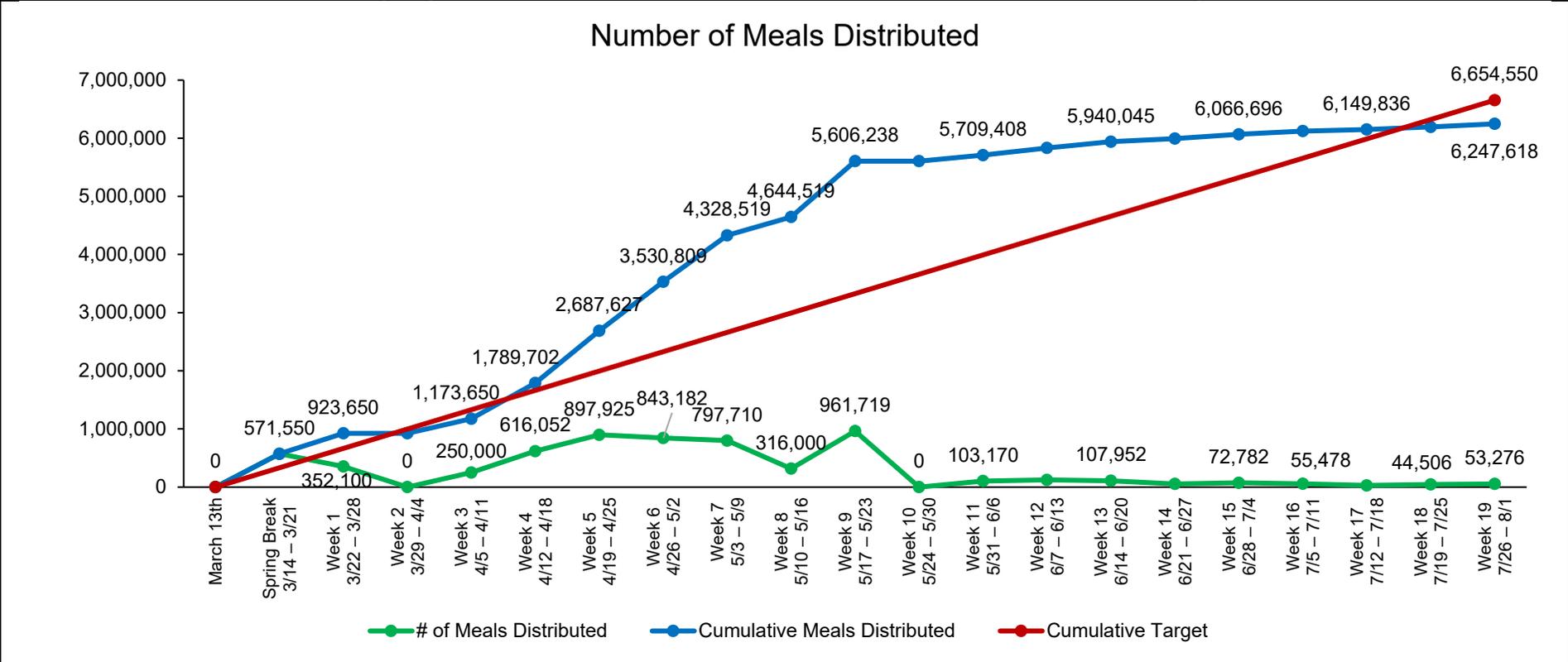


Data Source
• Chancery SIS

ECPM 2.1 Superintendent’s Response

- During the closure of schools, nurses conducted wellness checks on students weekly. Initially nurses checked only on students with documented chronic illnesses and students receiving medications. Nurses started having an increase in the number of Covid-19 positive students and their families. Some of the nurses started making wellness calls to all their students. There were 25,488 students documented with medical alerts and chronic health conditions in HISD. Our targeted goal was 50,000 by June 1, 2020 to reach students at least twice during the closure of schools.
- This fall, while working remotely, nurses will continue wellness checks on students with chronic illnesses and medications. With the increase in the number of Covid-19 positive cases in Houston, nurses will be busier monitoring for Covid-19 positive individuals, doing contact tracing and providing support for students and parents.
- During the reopening of schools all schools must select a Wellness Team. Nurses will take part in the reopening plan of their schools by leading the wellness team to screen students and staff upon entry. They will check for Covid-19 symptoms during the day when students and staff return to the campus. PPE will be provided for all campuses. Nurses will provide resources for students and their families for physical and mental healthcare during the Coronavirus pandemic and the opening of school.

Emergency Constraint Progress Measure 2.2	Evaluation
The number of meals distributed through the Houston Food Bank and district collaboration will increase from 0 meals on March 13, 2020, to 6,654,550 meals by August 1, 2020.	Did Not Meet*



Data Source

- March 13th through Week 9 – HISD Nutrition for weekday distribution; Houston Food Bank for NRG distribution.
- Week 10 through Week 19 – HISD Nutrition Services Compliance and Accountability

Support Data

- **Appendix U** (pages 178–180) provides support data regarding ECPM 2.2.
- *Due to the surge in COVID-19 in the Houston area, food distribution was reduced from 42 to 5 sites between July 2nd and 20th to protect the health and safety of students and staff. Before the change, the district was on track to meet the final goal of 6,654,550 meals distributed.

ECPM 2.2 Superintendent’s Response

- HISD temporarily closed most Curbside Summer Meals sites from July 3rd until July 20th due to guidance from public health officials and rising numbers of COVID-19 cases throughout the city. Five strategically located sites continued to offer Curbside Summer Meals and the Houston Food Bank’s Coronavirus Food Assistance Program throughout the closure. In addition, from July 20th – August 31st, only 12 distribution sites provided curbside meals, seven of which were in partnership with the Houston Food Bank.

Emergency Constraint 3

Emergency Constraint 3

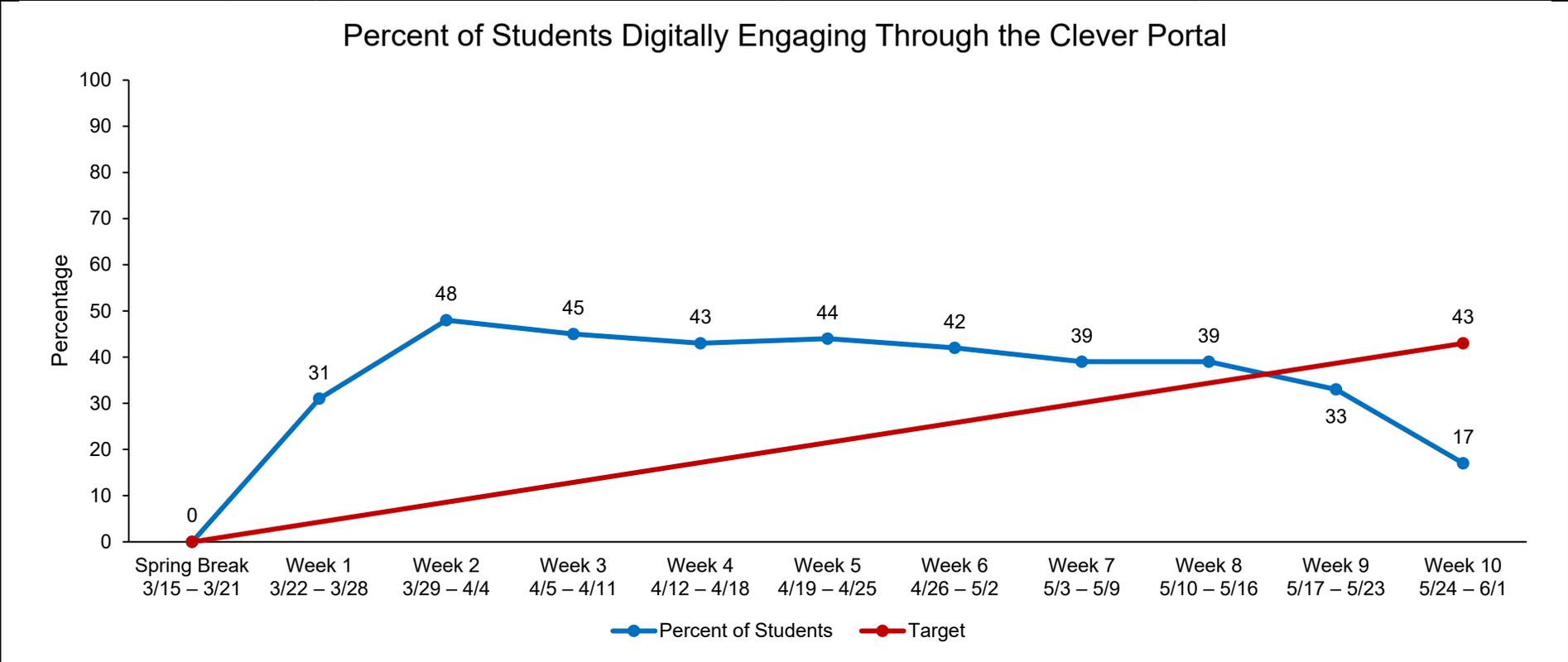
The superintendent will not operate without engaging all students in learning.

Emergency Constraint 3 Summary

Emergency Constraint 3 Summary				
ECPM	Description	Final Value	Target	Evaluation
3.1	Digital Engagement – Clever Portal	48% of Students	43%	Met Goal*
3.2	Printed Packets Distributed	41,414 Packets	40,644	Exceeded Goal
3.3	Documented SWD Services	69% of SWDs	85%	Did Not Meet

*Between the weeks of March 29th and April 25th, the district was above the goal of 43%.

Emergency Constraint Progress Measure 3.1	Evaluation
The percentage of students digitally engaging with HISD@H.O.M.E. through the Clever Portal at least once during the week will increase 43 percentage points from 0% on March 20, 2020, to 43% by June 1, 2020.	Met Goal*



Data Source

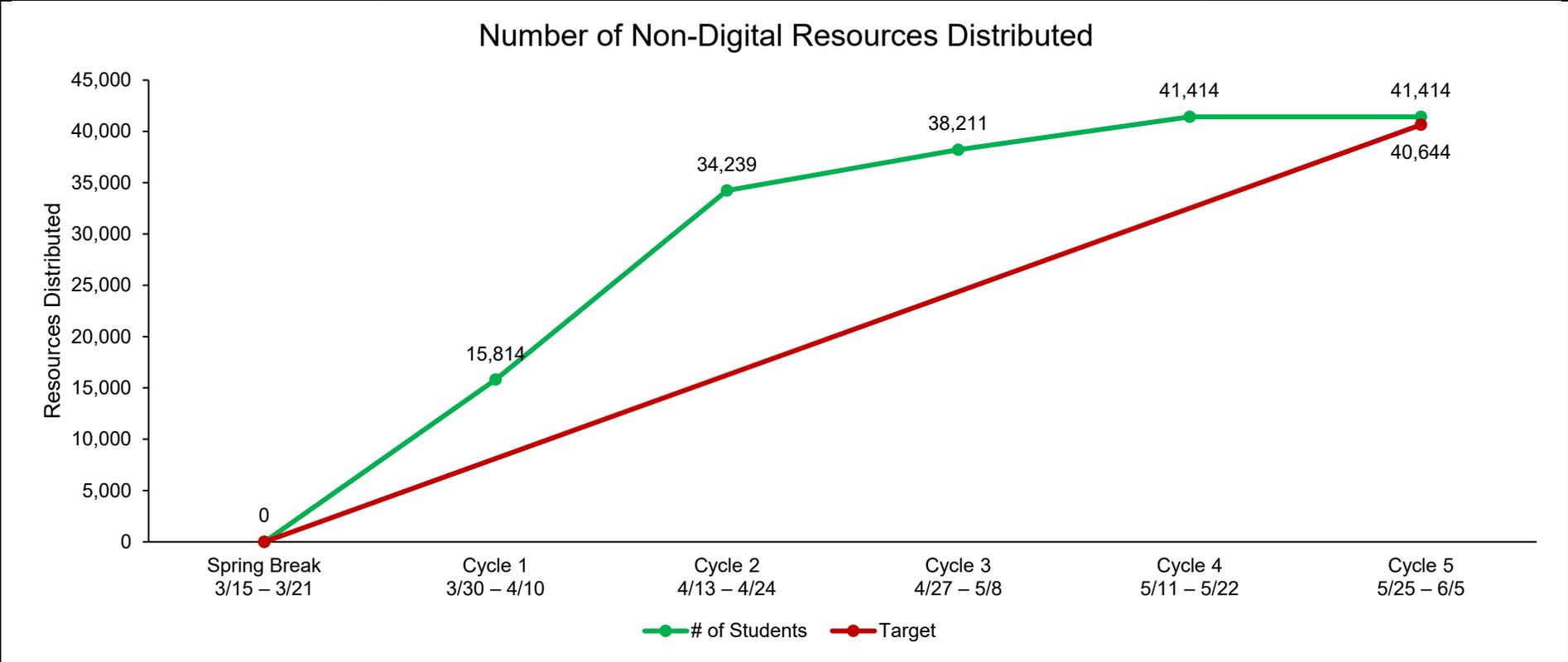
- Clever data files

Support Data

- **Appendix V** (pages 181–183) provides support data regarding ECPM 3.1.
- *Between the weeks of March 29th and April 25th, the district was above the goal of 43%.

ECPM 3.1 Superintendent’s Response
<p>Participation increased when students were under the assumption that grades would be counted for the semester. When the revised grading policy was announced, there was a significant decrease in student participation. During the 2020–2021 school year, all grades will be counted for all subjects. Students will also be held accountable for attendance daily. The Instruction Continuity Plan clarifies the roles of administrators, teachers, students, and families relative to the implementation of remote instruction, as well as content delivery options. The plan also provides clear expectations regarding the amount of time students will need to devote to schooling each day and throughout the week. Professional development opportunities and standardized digital platforms will be available for all stakeholders. The key goal of the plan is to keep instruction at the forefront for all students.</p>

Emergency Constraint Progress Measure 3.2	Evaluation
The number of students receiving non-digital resources distributed for student HISD@H.O.M.E. learning will increase from 0 on March 20, 2020 to 40,644 by June 1, 2020.	Exceeded Goal



Data Source

- Academic Directors

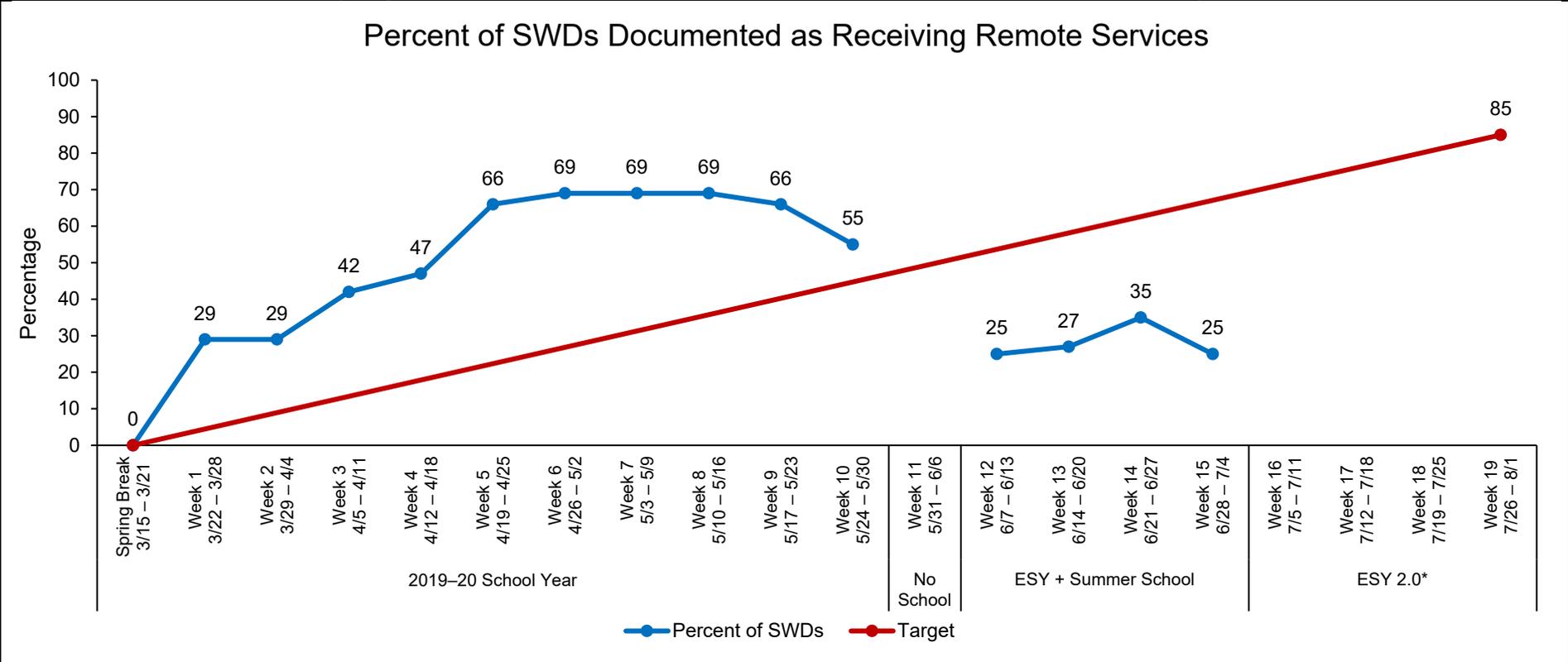
Support Data

- Appendix W (page 184) provides support data regarding ECPM 3.2.

ECPM 3.2 Superintendent’s Response

- The district met the goal set around providing non-digital resources to students with limited to no technology access or functional technology resources in the home.
- The COVID-19 pandemic has increased the awareness of students’ access to technology and internet services, as families and students are grappling with issues related to academics, general wellbeing, and financial challenges.

Emergency Constraint Progress Measure 3.3	Evaluation
The percentage of special education students receiving remote services at least once weekly will increase from 0% the week of March 23, 2020 to 85% by August 1, 2020.	Did Not Meet



Notes

- Office of Special Education Services Support Log
- TCAH Special Education Services Support Log
- EasyIEP

Support Data

- *ESY 2.0 is for students needing additional time for recoupment as outlined by an ARD committee in their IEP. Due to the very small number of students in this group, it was inappropriate to track towards ECPM 3.3. Therefore, the progress measure tracking ended with the conclusion of summer school and ESY on July 2.

ECPM 3.3 Superintendent's Response

Summer School and Extended School Year (ESY) Services: June vs July

- During summer 2020, learning for students with disabilities was offered in two ways: 1) traditional **Summer School** (non-ESY ARDed) for students with disabilities who access the general education curriculum and who were identified in the fifth quantile. All students who were identified in the fifth quantile were offered traditional Summer School to address potential deficits and/or regression due to COVID-19. Traditional Summer School was a district-wide intervention for non-ESY ARDed students who receive direct core content instruction within the general education setting and 2) **Extended School Year (ESY) Services** for students with disabilities who have ESY goals and objectives to address academic regression. Academic goals and objectives addressed in ESY may also include speech and language therapy services. ESY is an ARD-IEP committee decision and upon completion of the ESY timeframe, the ARD-IEP committee may determine that additional ESY time is needed to sufficiently address ESY goals and objectives.

Data Collection Process

- The use of the Constraint-3 Log continued during traditional Summer School and ESY. The intent of the log was to capture teacher-student contact and document services provided to students with disabilities during both Summer School and ESY. The Constraint-3 Log was a three-way collaborative data collection effort between the Office of Special Education Services, the Office of Research and Accountability, and campus leadership. Based on enrollment, student information was prepopulated by campus assignment onto the Constraint-3/Google spreadsheet and access was provided to the Office of Research and Accountability data tracking. Every Monday (started June 8, 2020 - Summer School/ESY launch), these prepopulated Constraint-3 spreadsheets were disseminated to each campus principal and/or teacher who provided the services during Summer School and/or ESY Services. The expectation for teachers was to make contact and capture services rendered to students at least three times per week. Campus principals were expected to monitor the completion of the log weekly. The Constraint-3 Log was closed out each Thursday to pull data for tracking and reporting purposes. This data collection process continued through the end of Summer School and ESY.

Ensuring Special Education Student Learning Moving Forward: Next Steps

- There were many lessons learned during the pandemic in terms of how services were provided to students with disabilities and methods for tracking these services. Lessons Learned include the following, but not limited to:
 - Inclusion/Co-Teacher/Resource Teachers must become a standard Summer School staffing need for students with disabilities who access the general education curriculum.
 - Ensure that the Office of Special Education Services has Summer School preplanning and in-service time with campus principals and general and special education teachers to establish clear expectations for data collection, tracking, and reporting student contact and services.
 - Ensure that related services provided to students are captured in the Easy-IEP system for tracking and reporting purposes.

Emergency Constraint 4

Emergency Constraint 4

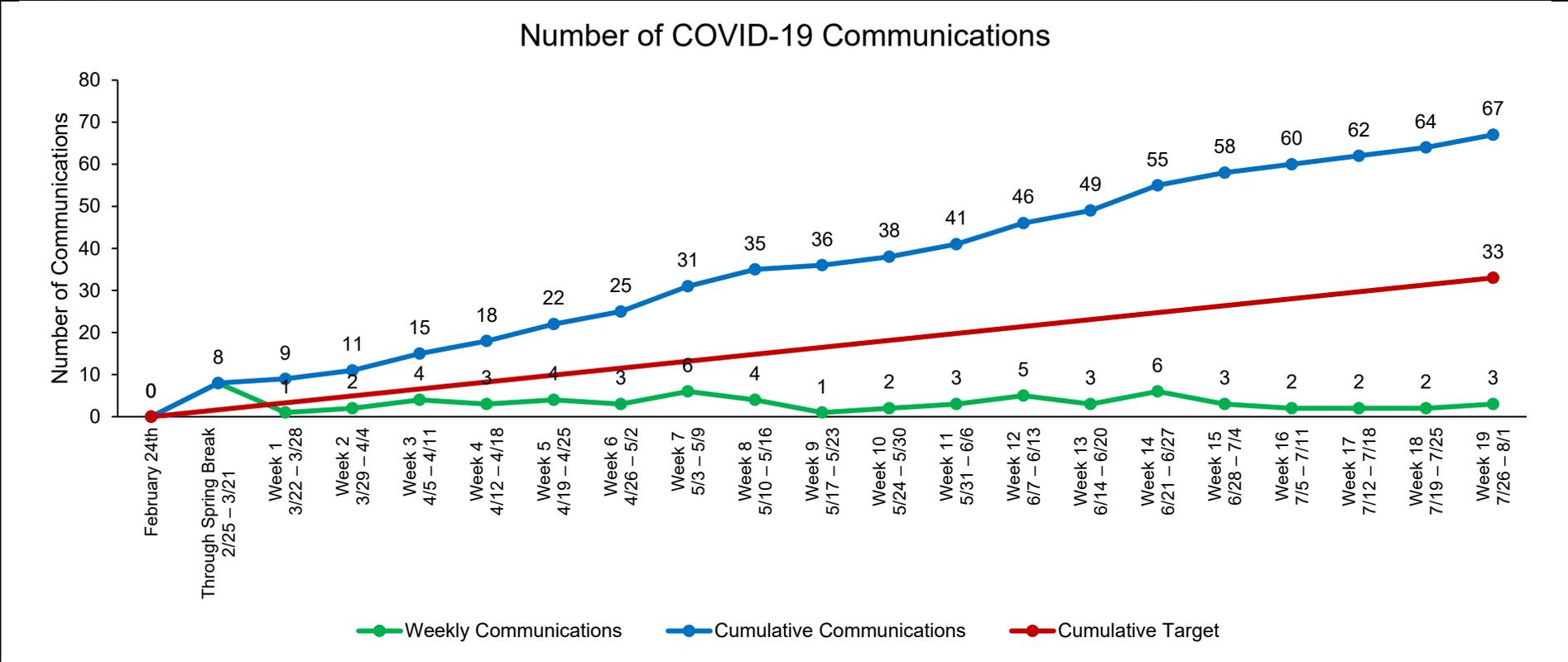
The superintendent will not operate without protecting the health and safety of employees.

Emergency Constraint 4 Summary

Emergency Constraint 4 Summary				
ECPM	Description	Final Value	Target	Evaluation
4.1	COVID-19 Communications	67 Communications	33	Exceeded Goal
4.2	PPE	100%	100%	Met Goal

Note: The Houston ISD COVID-19 PPE Tracker was officially implemented the week of May 11th.

Emergency Constraint Progress Measure 4.1	Evaluation
The number of COVID-19 communications distributed to district employees will increase from 0 on February 24, 2020 to 33 by August 1, 2020.	Exceeded Goal



Data Source

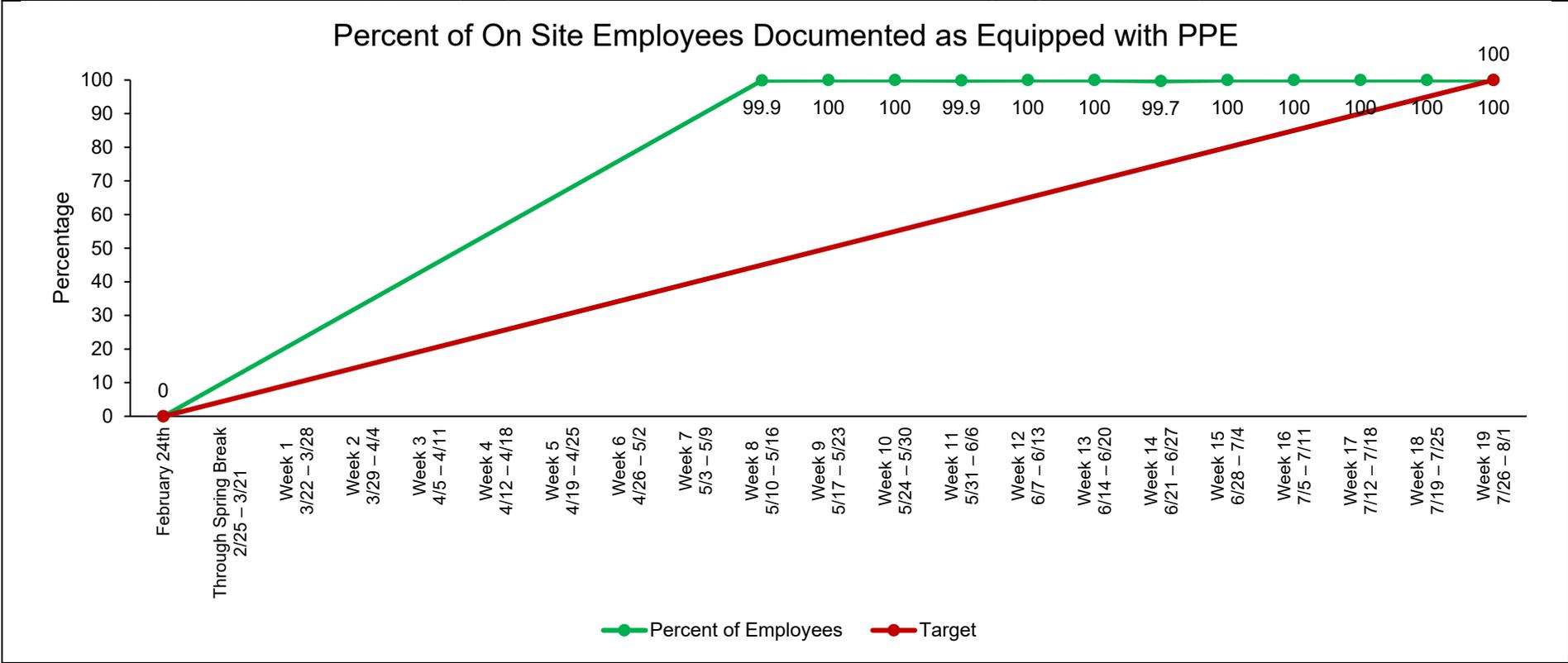
- Houston ISD COVID-19 Communication Tracker

Support Data

- **Appendix X** (pages 185–190) provides support data regarding ECPM 4.1.
- Superintendent Staff Update eBlasts are counted toward the goal.
- Publicly posted Superintendent updates are posted [here](#).

ECPM 4.1 Superintendent’s Response
<p>The HISD Communications Department exceeded Emergency Progress Constraint Measure 4.1 by providing frequent, timely, and thorough updates and communications to district staff. Communications to staff were related to COVID-19, nutrition services and food distribution, facilities closures and management, important updates on virtual learning, 2019-2020 end of school year, high school graduation, and summer school plans, and district re-opening plans for the 2020-2021 school year. A total of 60 communications were distributed under Emergency Progress Constraint Measure 4.1. This figure nearly doubled the target number of communications.</p> <p>Communications measured under the emergency progress constraint were provided to district staff via districtwide email. However, when appropriate, the department also provided communications to staff through social media platforms, recorded phone callouts, SMS text messages, the HISD Weekly Wrap and Superintendent’s Spotlight, and the HISD News Blog. The Communications Department also shared important updates to media partners via district press releases.</p> <p>The HISD Communications Department will continue to communicate to staff important district updates related to COVID-19, virtual learning and the 2020-2021 school year, and plans outlined in the district’s instructional continuity and reopening plans.</p>

Emergency Constraint Progress Measure 4.2	Evaluation
The percent of employees who are directed to work on site while the district is closed but instructing students who are equipped with personal protective equipment (PPE) will increase from 0% March 13, 2020 to 100% by August 1, 2020.	Met Goal



Notes

- Microsoft Forms – “Houston ISD COVID-19 PPE Tracker”

Support Data

- **Appendix Y** (page 191) provides support data regarding ECPM 4.2.
- Houston ISD COVID-19 PPE Tracker implemented the week of May 10th.

ECPM 4.2 Superintendent’s Response

- We are currently on track with distributing personal protective equipment (PPE) to all employees who are required to work on site at a campus or facility. To limit the exposure to viruses and bacteria, supervisors distributed PPE to staff members. It is critical that we work to protect our staff as much as possible.
- In alignment with the CDC guidelines as well as stated in HISD’s Communicable Disease Plan, in the Fall, all staff and students will receive masks. Custodial staff, nutrition/food services staff, and teachers will receive gloves as well as masks.
- In addition to the PPE distribution, signage will be placed throughout every campus and facility to help communicate the COVID-19 symptoms, how to slow the spread of the virus, the need for social distancing, and the facial covering requirement.

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: 2019–2020 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 (67%) of the respective goal progress measures (GPMs) / constraint progress measures (CPMs) actual results meet or exceed the targets. Overall Superintendent performance is met if at least 75% of the goals and constraints are met. Emergency Constraints, along with the regular goals and constraints capable of being evaluated, were used to evaluate the Superintendent’s Performance. Emergency constraints and overall district performance on all goals, constraints, and emergency constraints are presented on the following page in Appendix B.

Goal	Measure	Score	Target	Evaluation
Goal 1	Reading and Writing Above Grade Level	---	46%	Not Evaluated
GPM 1.1	Universal Screener Reading Performance	---	44%	Not Evaluated
GPM 1.2	Grades 4 and 7 Released STAAR – Writing	29%	28%	Met
Percent of GPMs That Met Target		---	67%	N/A
Goal 1 Not Evaluated				
Goal 2	Global Graduates	---	58	Not Evaluated
GPM 2.1	Spring CTE Course Completion	---	69.0%	Not Evaluated
GPM 2.2	Spring AP/IB Course Completion	---	42.1%	Not Evaluated
GPM 2.3	Spring Dual Credit/Enrollment Course Completion	---	13.0%	Not Evaluated
Percent of GPMs That Met Target		---	67%	N/A
Goal 2 Not Evaluated				
Goal 3	Progress of Prior Year Failers	---	66%	Not Evaluated
GPM 3.1	Reading Intervention Students Meeting Growth	---	54%	Not Evaluated
GPM 3.2	Math Intervention Students Meeting Growth	---	64%	Not Evaluated
Percent of GPMs That Met Target		---	67%	N/A
Goal 3 Not Evaluated				
Goal 4	Perf. Gaps – All Groups Must Increase	---	≤28.3	Not Evaluated
GPM 4.1	STAAR Reading and Math Econ. Dis. Gap	---	≤22	Not Evaluated
GPM 4.2	STAAR Reading and Math ELs Gap	---	≤9	Not Evaluated
GPM 4.3	STAAR Reading and Math SWD Gap	---	≤35	Not Evaluated
Percent of GPMs That Met Target		---	67%	N/A
Goal 4 Not Evaluated				

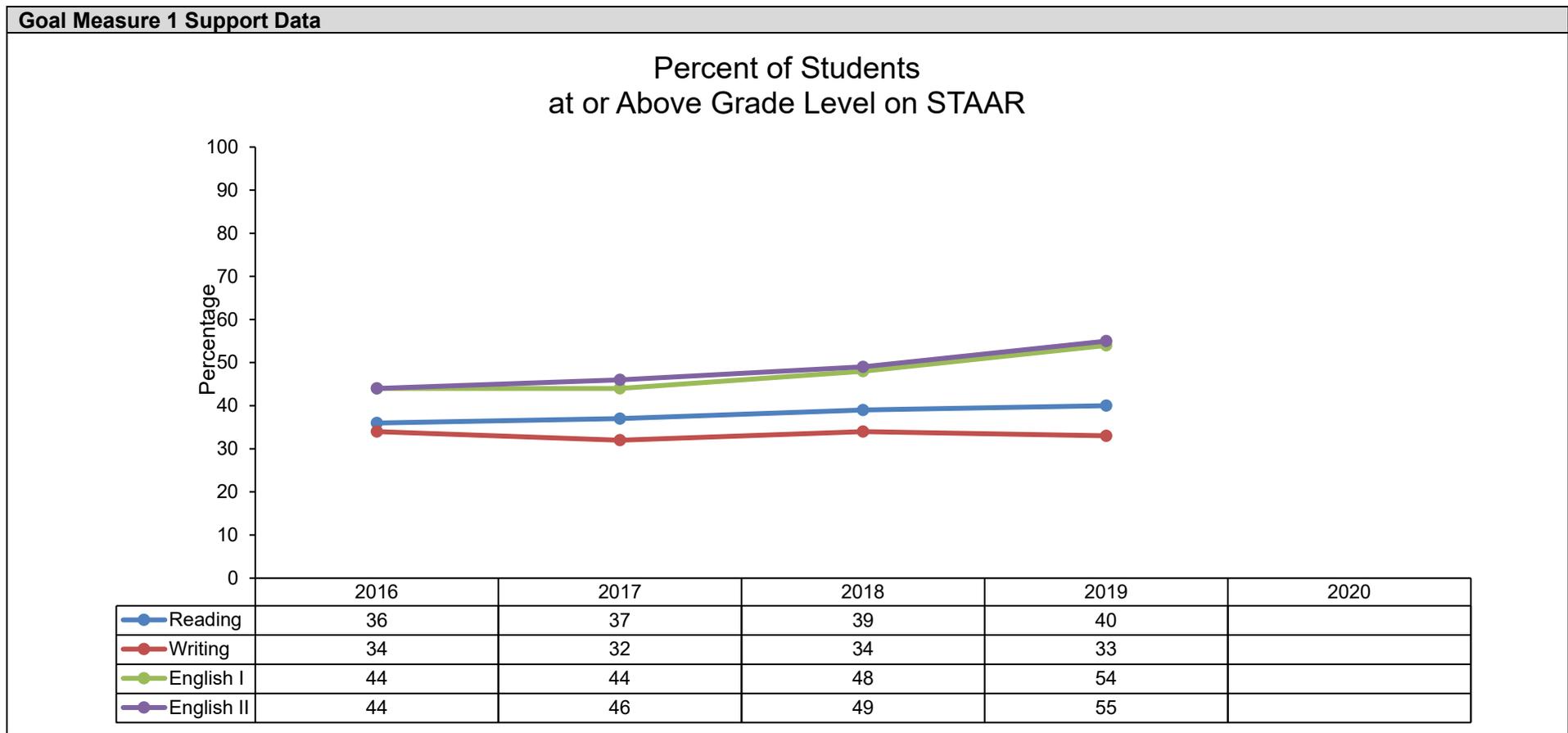
Constraint	Measure	Score	Target	Evaluation
Constraint 1				
CPM 1.1	Every Community, Every School	50%	50%	Met
CPM 1.2	Campuses Receiving Services	50%	50%	Met
Percent of CPMs That Met Target		100%	67%	Met
Constraint 1 Met				
Constraint 2				
CPM 2.1	District-Required Formative Assessments	1	≤2	Exceeded
Constraint 2 Met				
Constraint 3				
CPM 3.1	Campus Admin. Rated Effective	80%	71%	Met
CPM 3.2	1 st Year Teachers at Struggling Schools	10%	≤4%	Not Met
CPM 3.3	Positions Held by Certified Teachers	0.61%	≤1.0%	Met
Percent of CPMs That Met Target		67%	67%	Met
Constraint 3 Met				

Appendix B: 2019–2020 Emergency Constraints Results Summary & Overall District Performance Evaluation

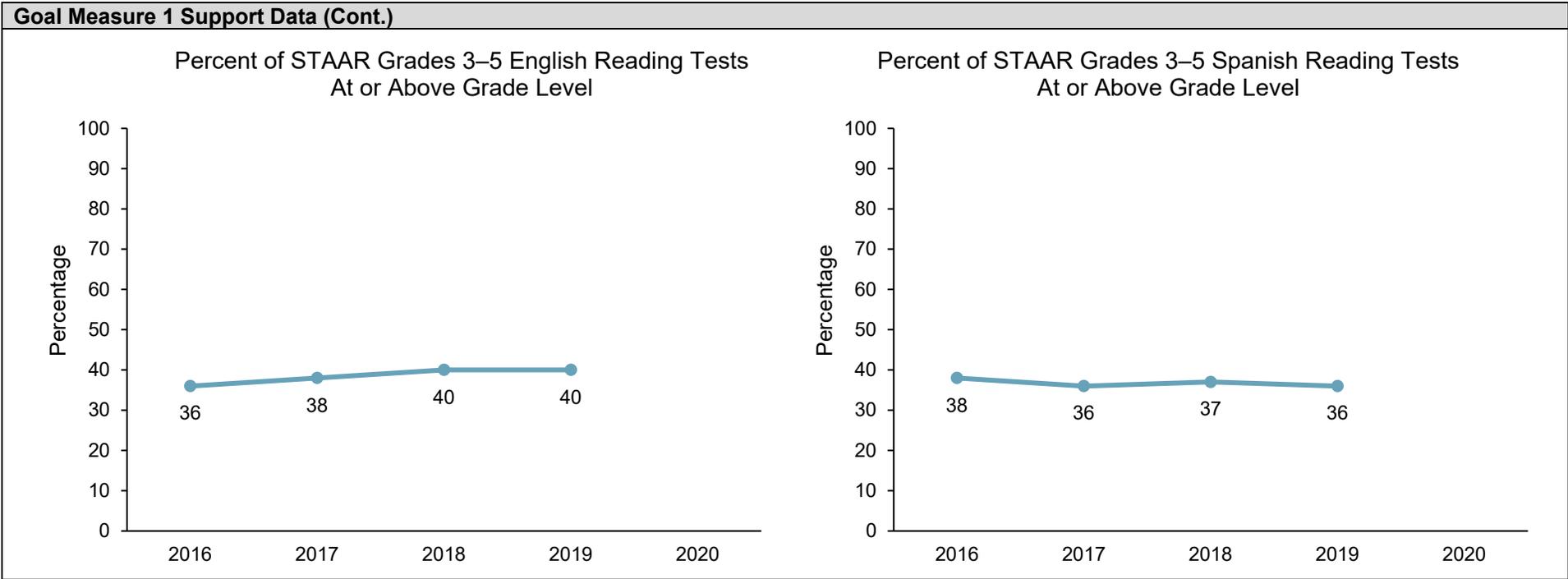
Emergency Constraint	Measure	Final Value	Target	Evaluation
Emergency Constraint 1				
ECPM 1.1	SEL Counseling and Support Webinars	15,358	15,200	Met
ECPM 1.2	Wraparound Services	18,910	15,000	Exceeded
ECPM 1.3	Counseling Checks	206,161	175,000	Exceeded
Percent of ECPMs That Met Target		100%	67%	Met
Emergency Constraint 1 Met				
Emergency Constraint 2				
ECPM 2.1	Remote Nurse Wellness Checks	52,519	50,000	Met
ECPM 2.2	Food Distribution	6,247,618	6,654,550	Not Met
Percent of GPMs That Met Target		50%	67%	Not Met
Emergency Constraint 2 Not Met				
Emergency Constraint 3				
ECPM 3.1	Digital Engagement – Clever Portal	48%	43%	Met
ECPM 3.2	Printed Packets Distributed	41,414	40,644	Exceeded
ECPM 3.3	Documented SWD Services	69%	85%	Not Met
Percent of GPMs That Met Target		67%	67%	Met
Emergency Constraint 3 Met				
Emergency Constraint 4				
ECPM 4.1	COVID-19 Communications	66	26	Exceeded
ECPM 4.2	PPE	100%	100%	Met
Percent of GPMs That Met Target		100%	67%	Met
Emergency Constraint 4 Met				

Overall Performance					
# Not Evaluated	# Evaluated	# That Met Target	% That Met Target	Target	Evaluation
4	7	6	86%	75%	Met

Appendix C: Goal 1 Support Data



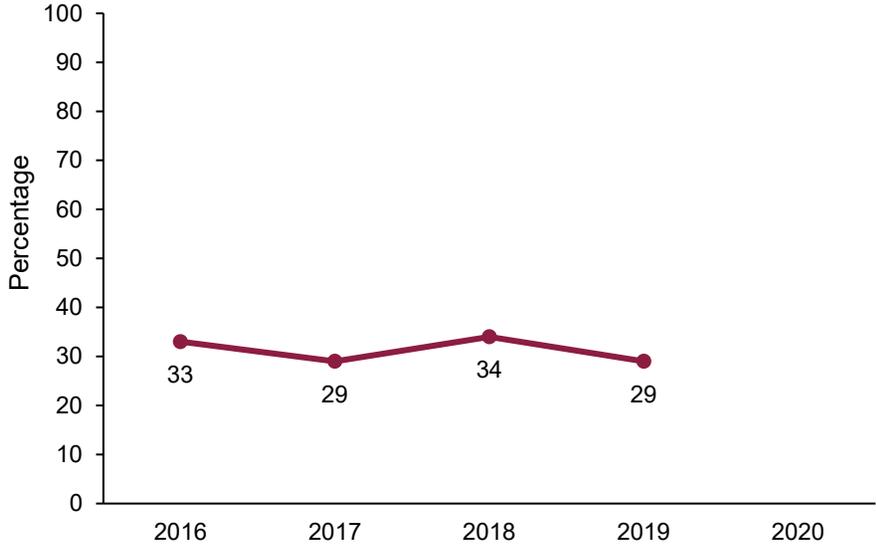
Appendix C: Goal 1 Support Data (Cont.)



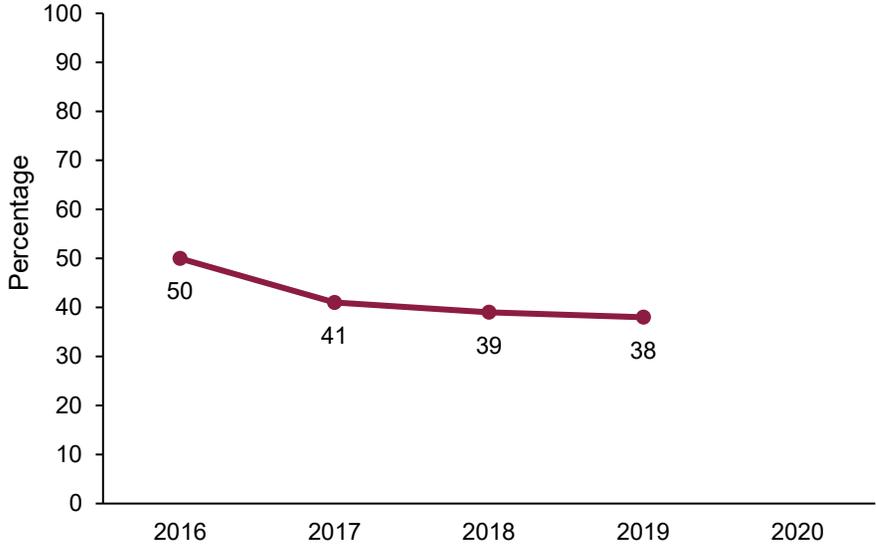
Appendix C: Goal 1 Support Data (Cont.)

Goal Measure 1 Support Data (Cont.)

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



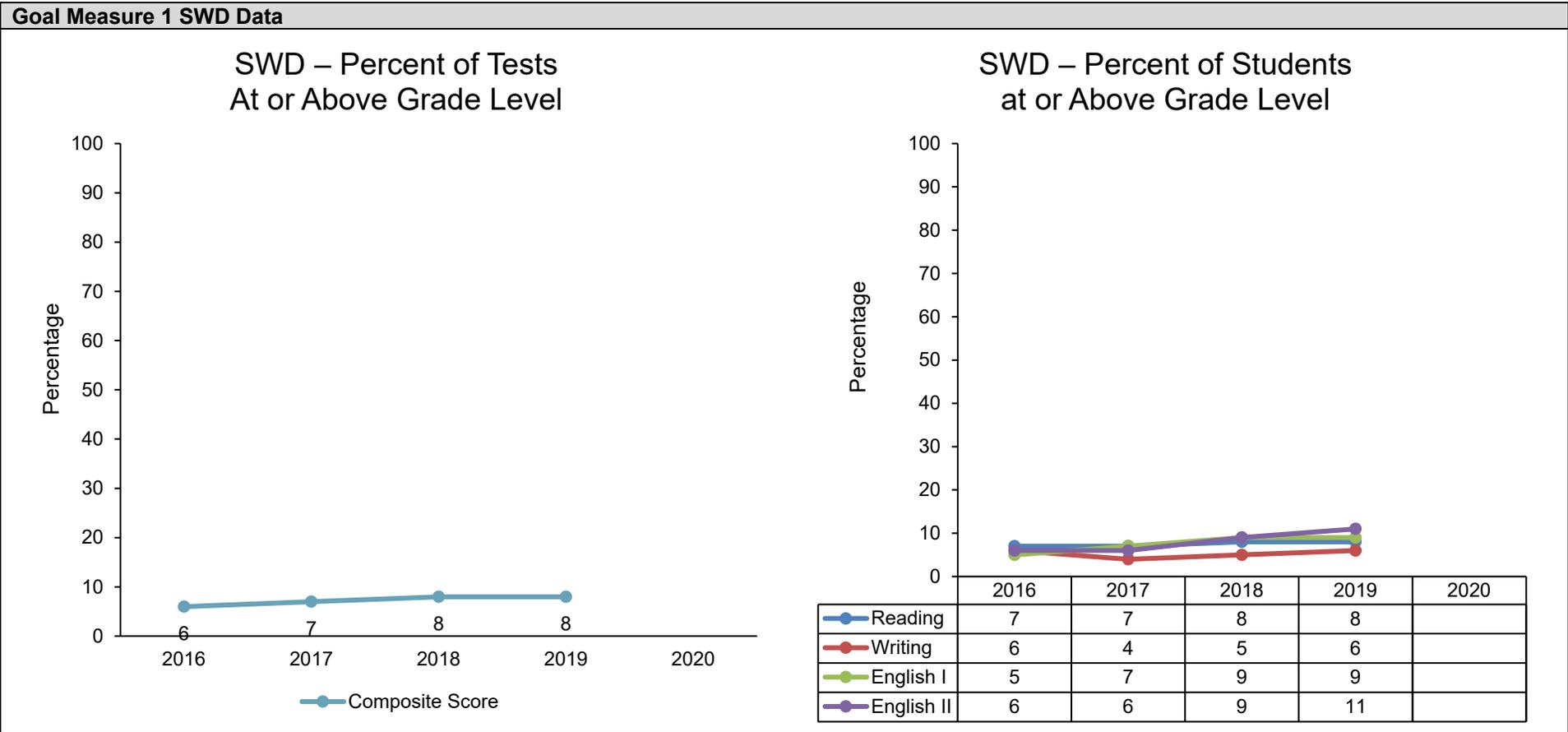
Percent of STAAR Grade 4 Spanish Writing Tests At or Above Grade Level



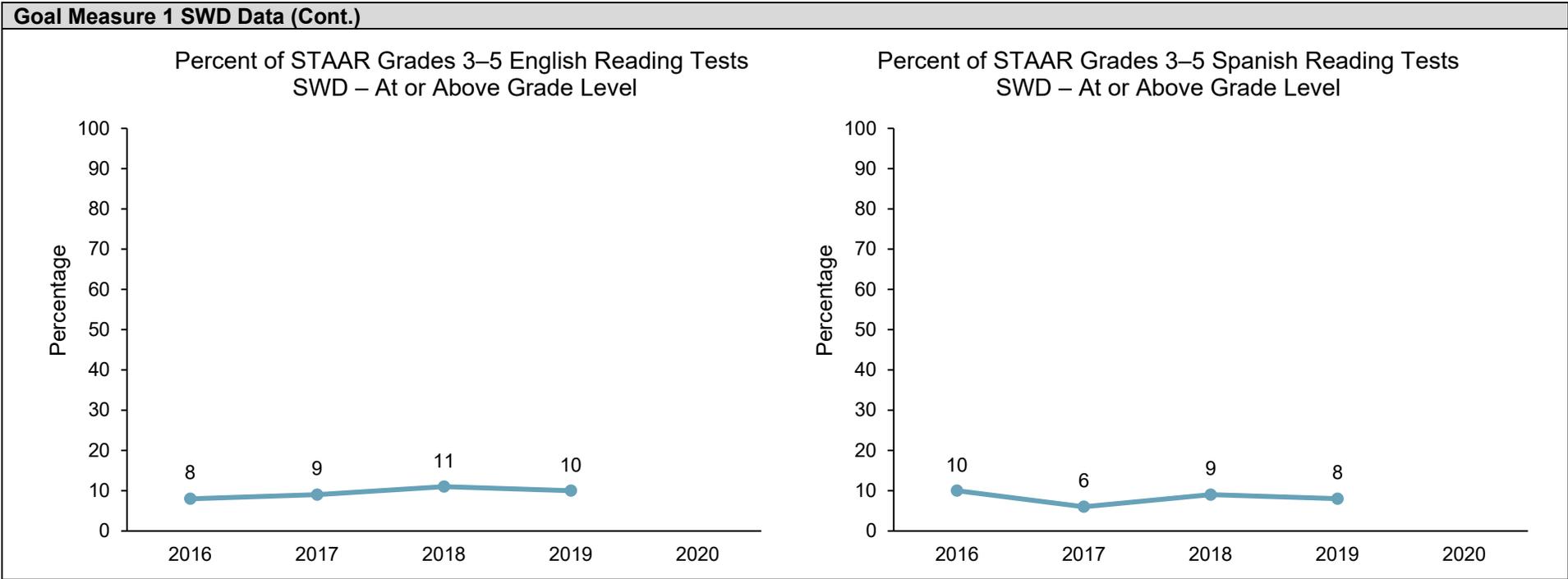
Data Sources

- 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 versions except the STAAR Alt. 2 testers.
- EOC results include first-time testers only.

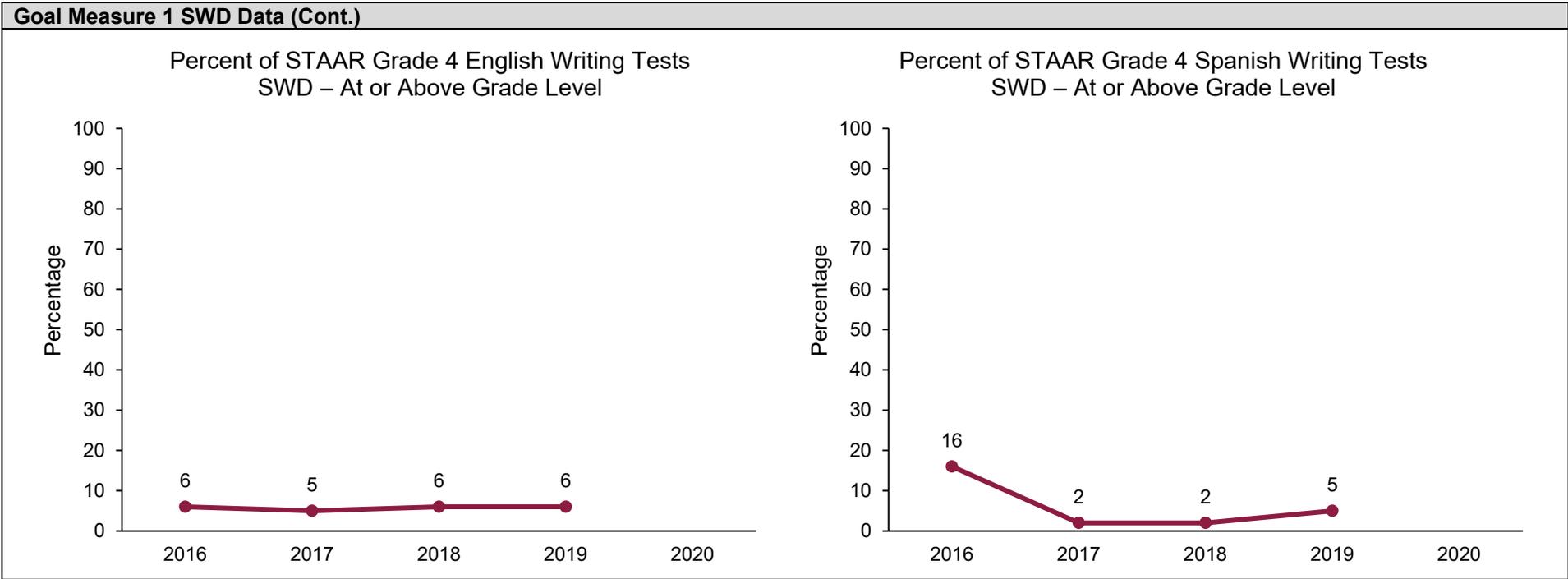
Appendix C: Goal 1 Support Data (Cont.)



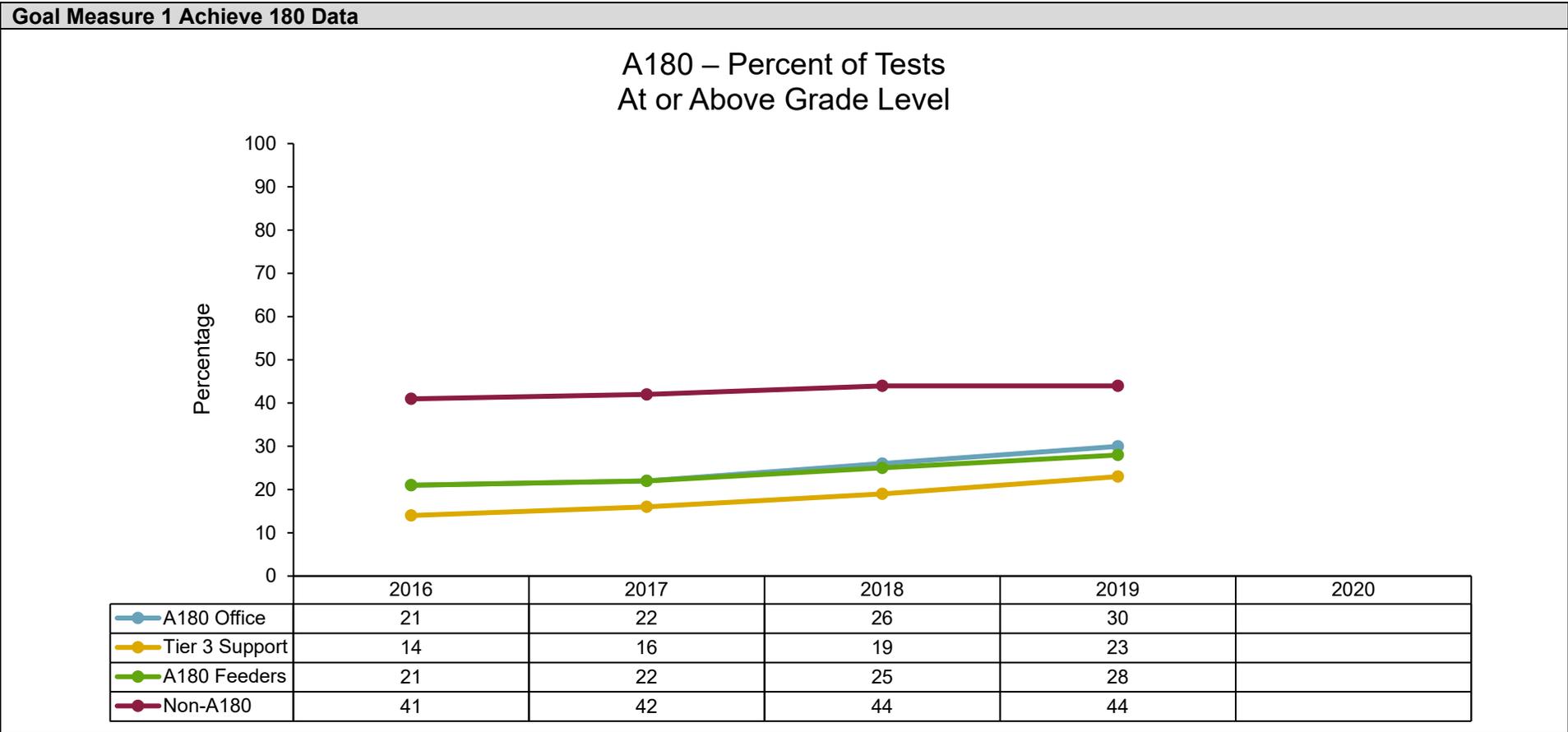
Appendix C: Goal 1 Support Data (Cont.)



Appendix C: Goal 1 Support Data (Cont.)



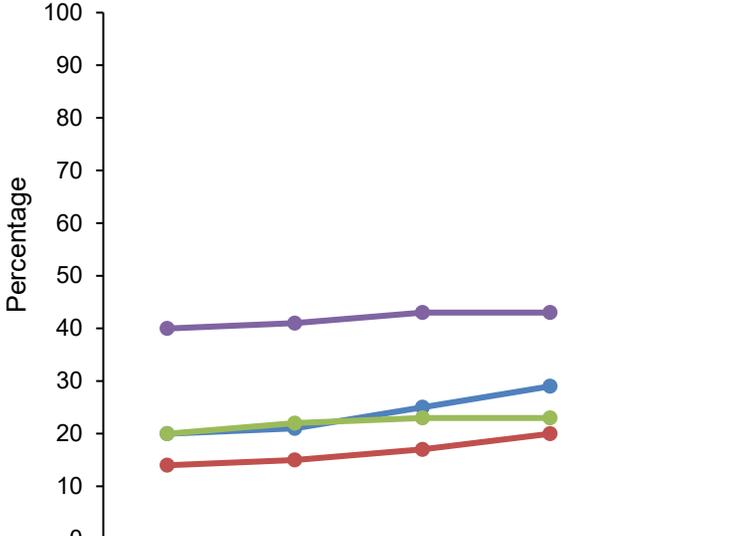
Appendix C: Goal 1 Support Data (Cont.)



Appendix C: Goal 1 Support Data (Cont.)

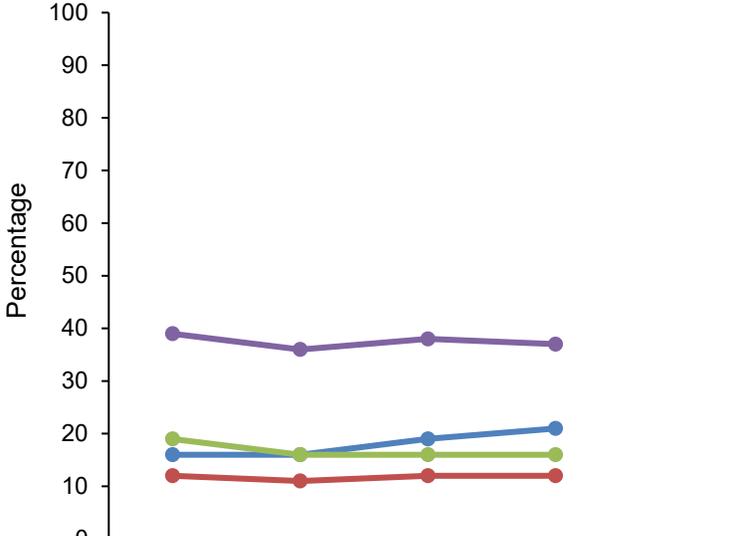
Goal Measure 1 Achieve 180 Data (Cont.)

A180 – Percent of Reading Tests at or Above Grade Level



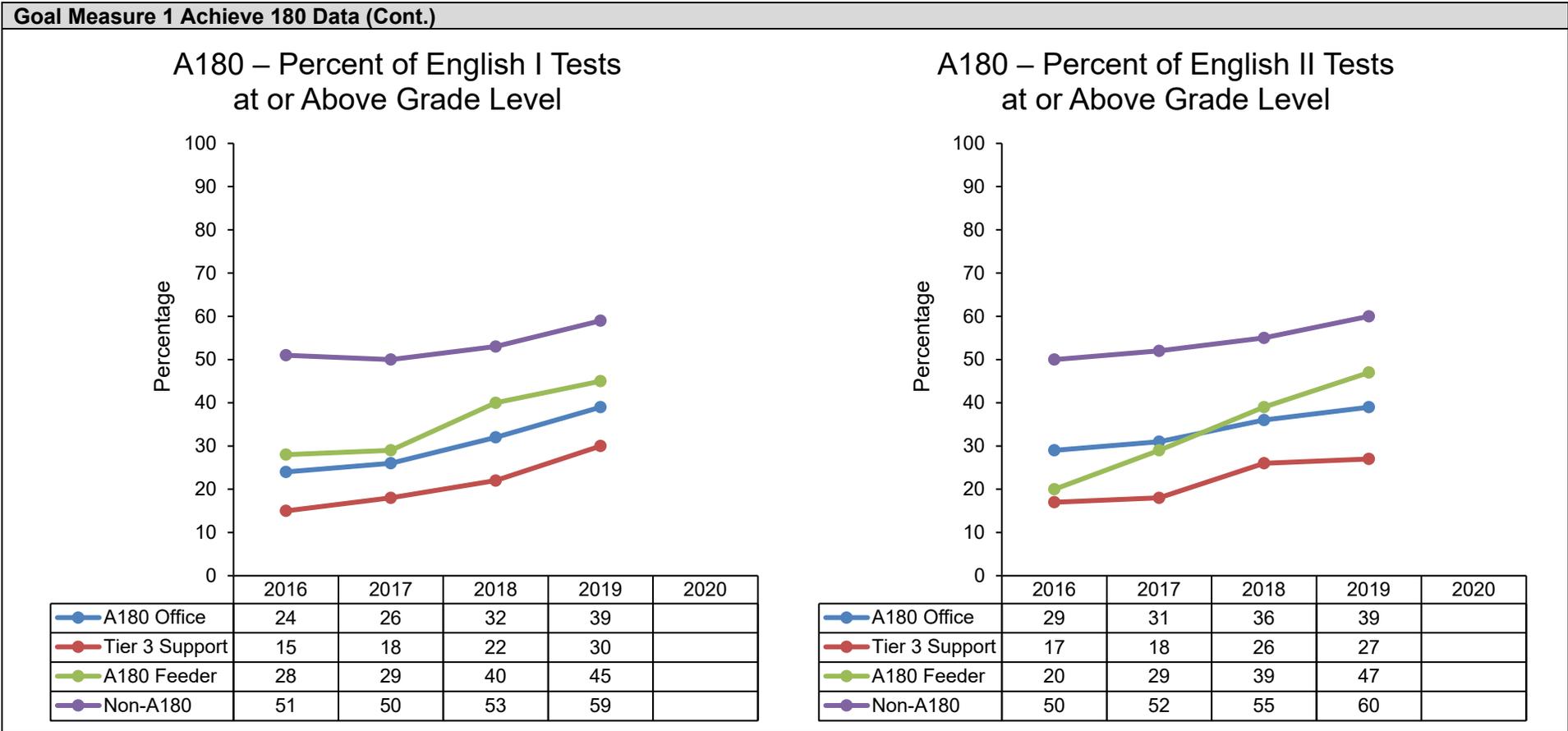
	2016	2017	2018	2019	2020
A180 Office	20	21	25	29	
Tier 3 Support	14	15	17	20	
A180 Feeder	20	22	23	23	
Non-A180	40	41	43	43	

A180 – Percent of Writing Tests at or Above Grade Level

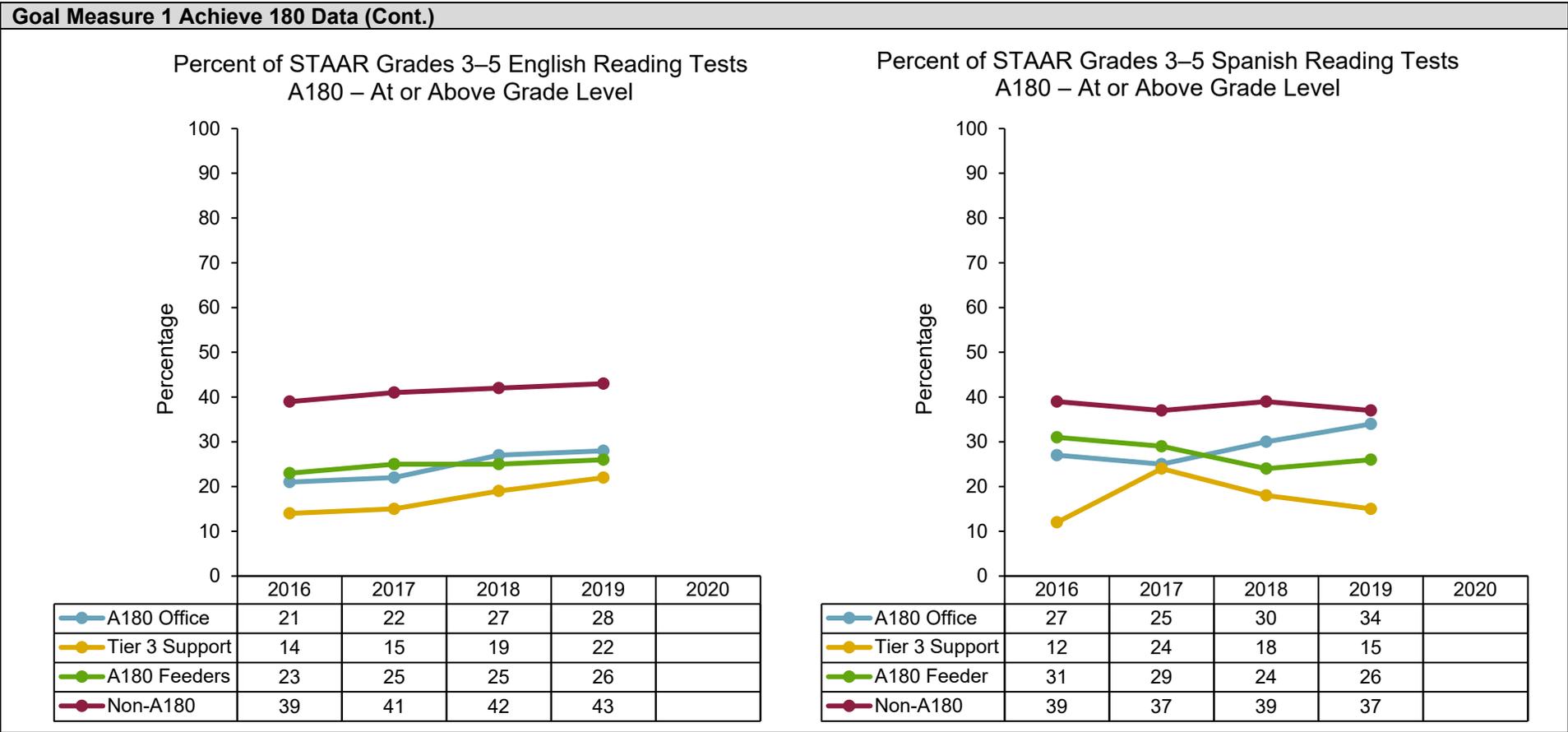


	2016	2017	2018	2019	2020
A180 Office	16	16	19	21	
Tier 3 Support	12	11	12	12	
A180 Feeder	19	16	16	16	
Non-A180	39	36	38	37	

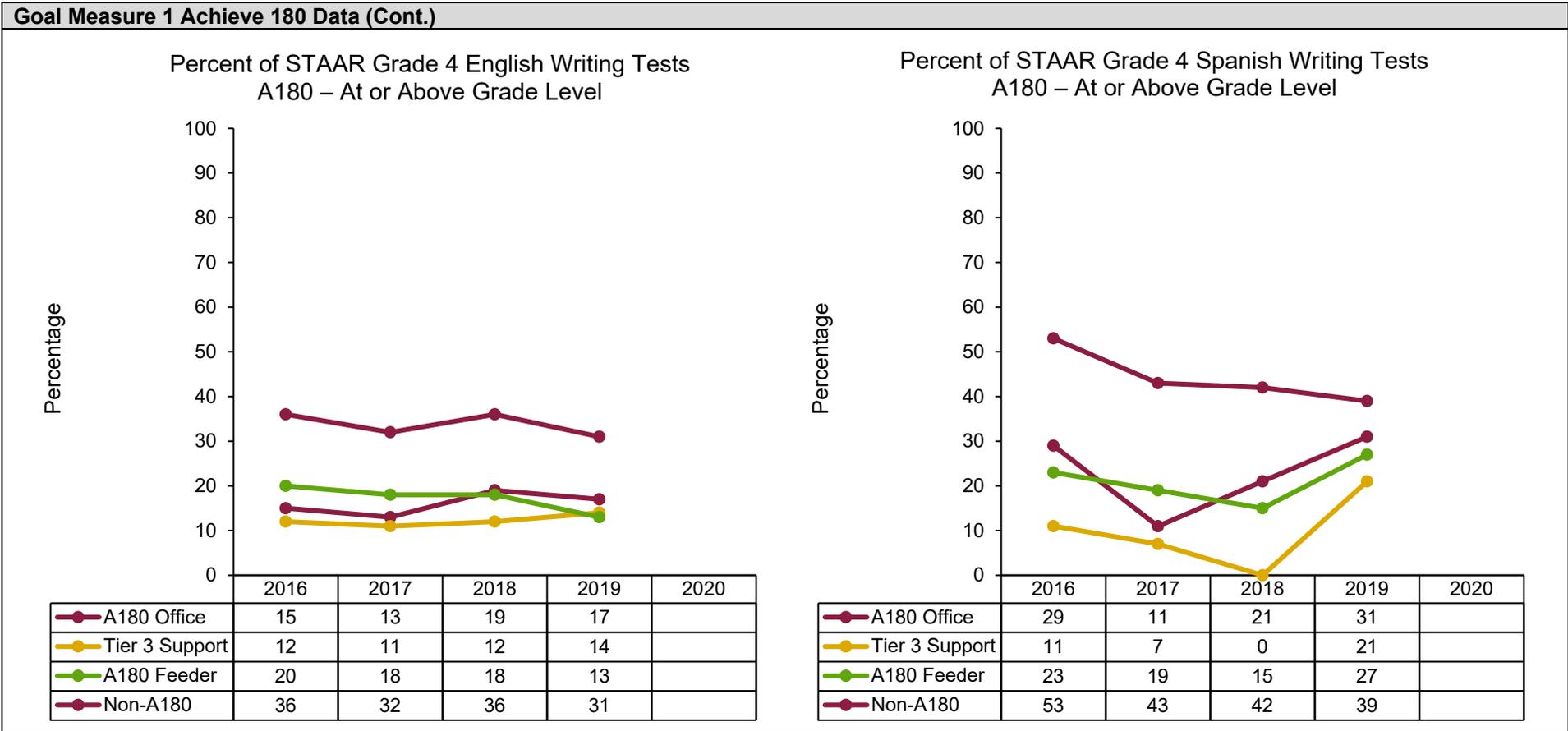
Appendix C: Goal 1 Support Data (Cont.)



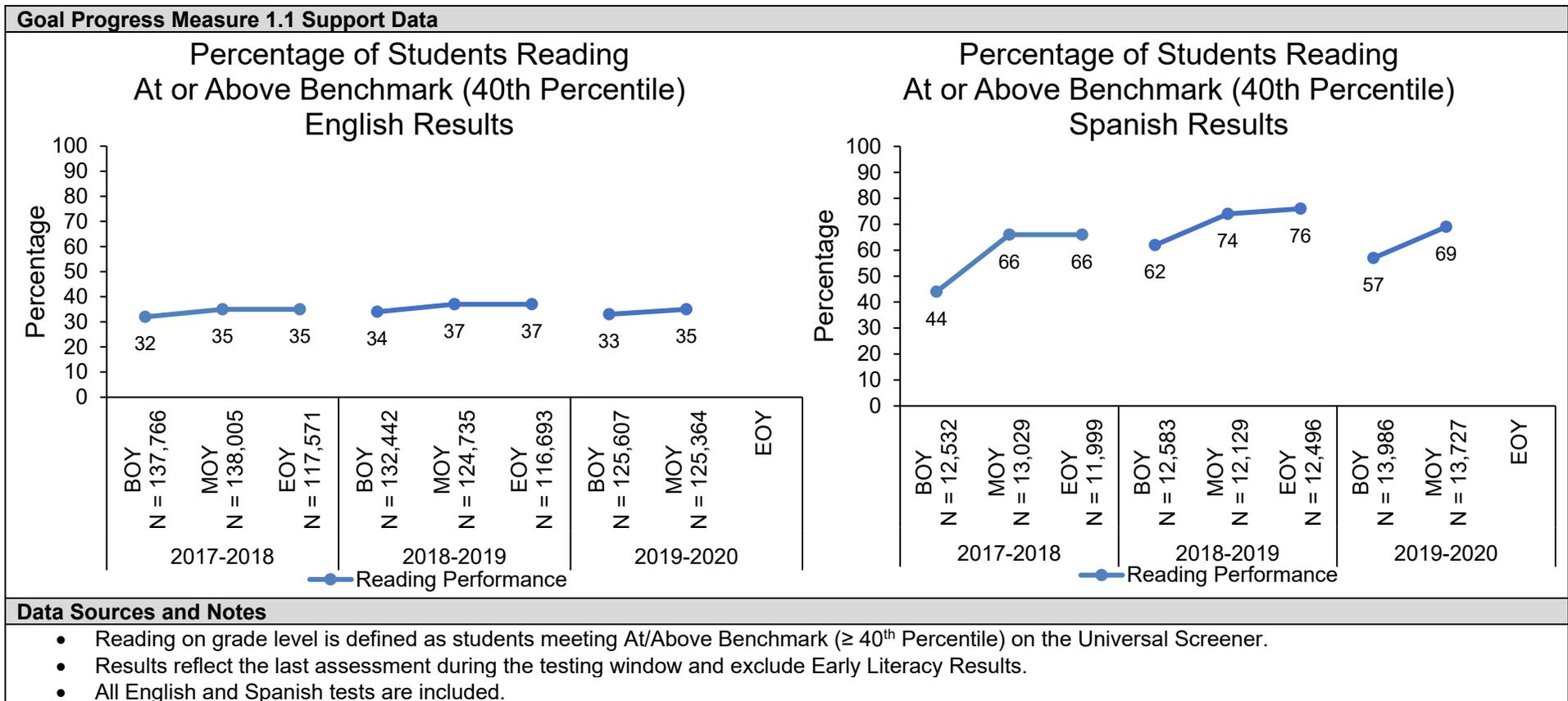
Appendix C: Goal 1 Support Data (Cont.)



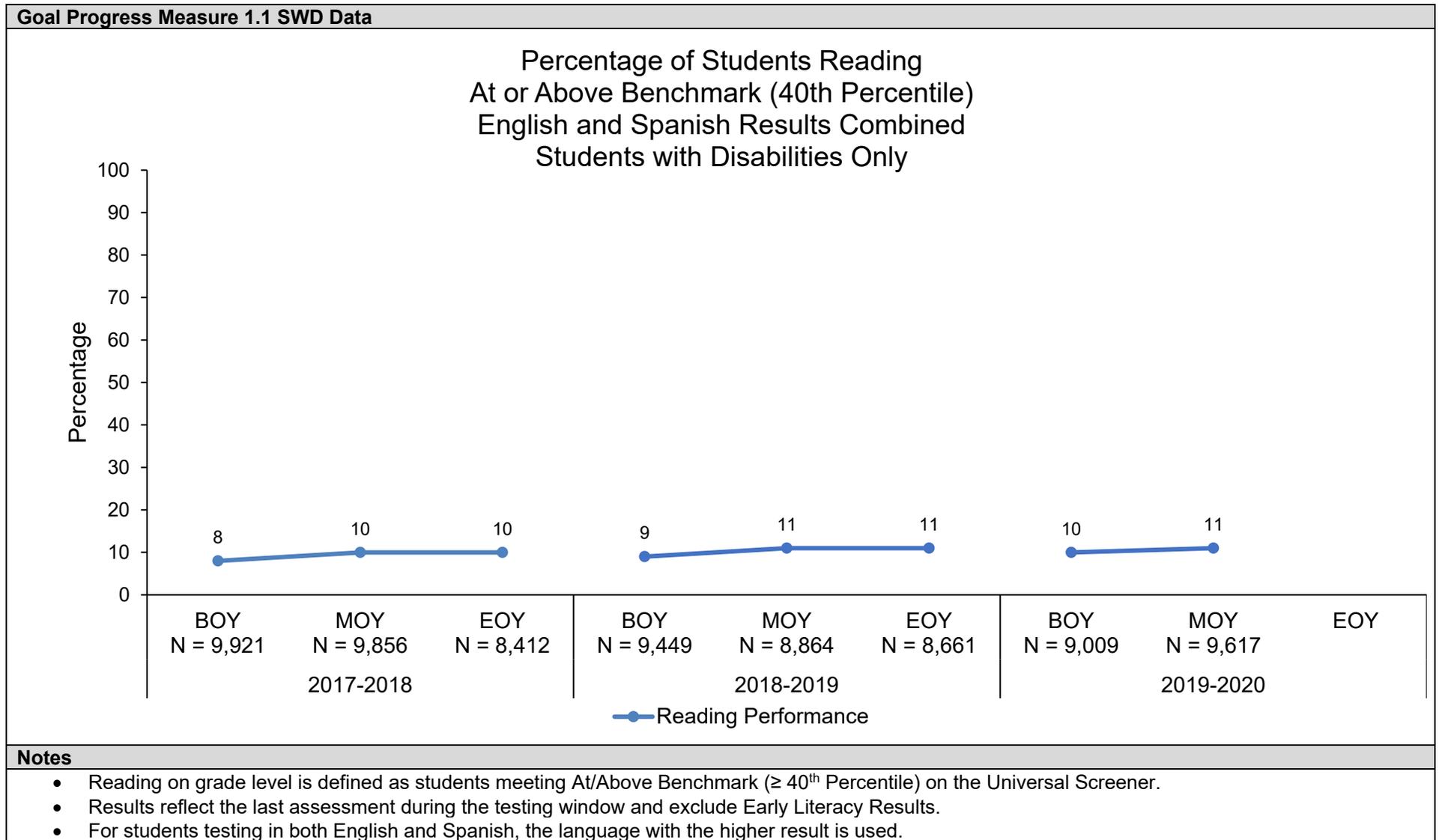
Appendix C: Goal 1 Support Data (Cont.)



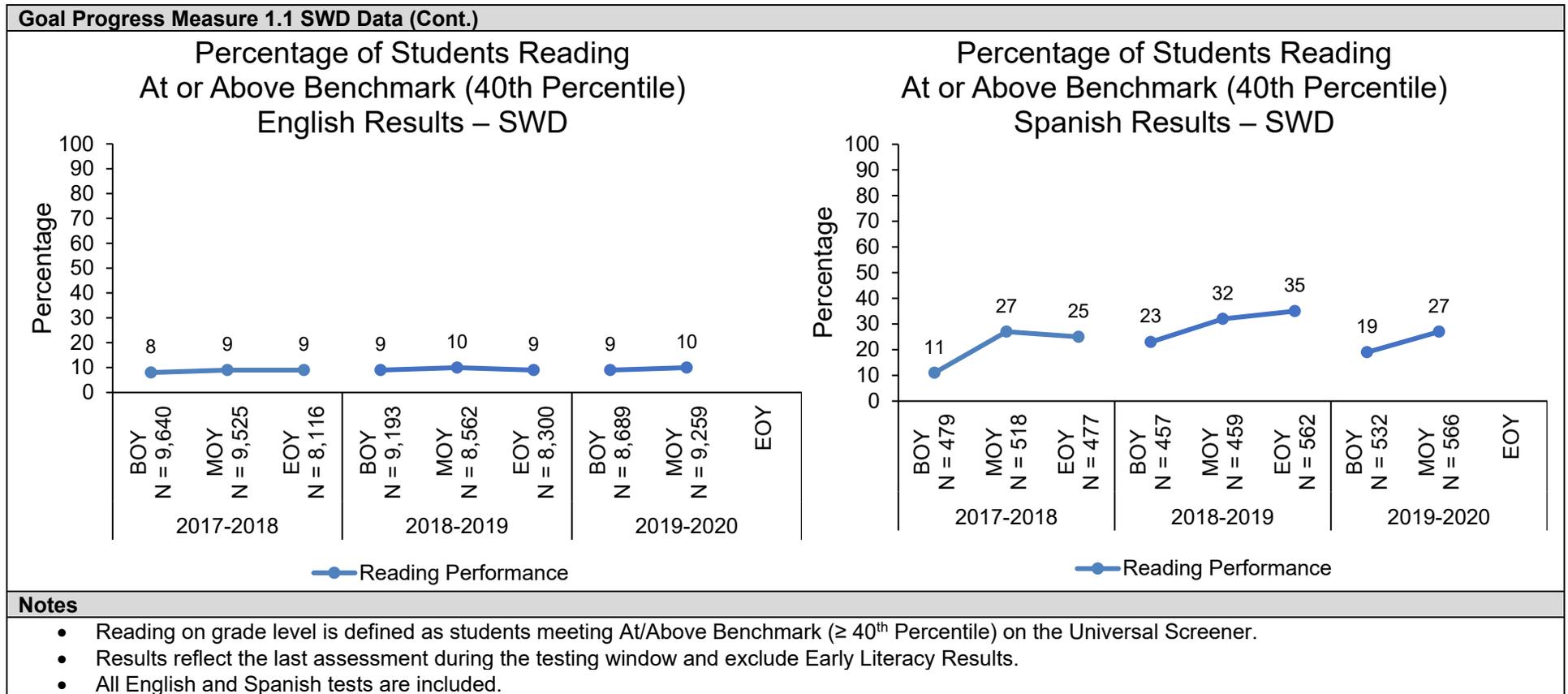
Appendix D: Goal Progress Measure 1.1 Support Data



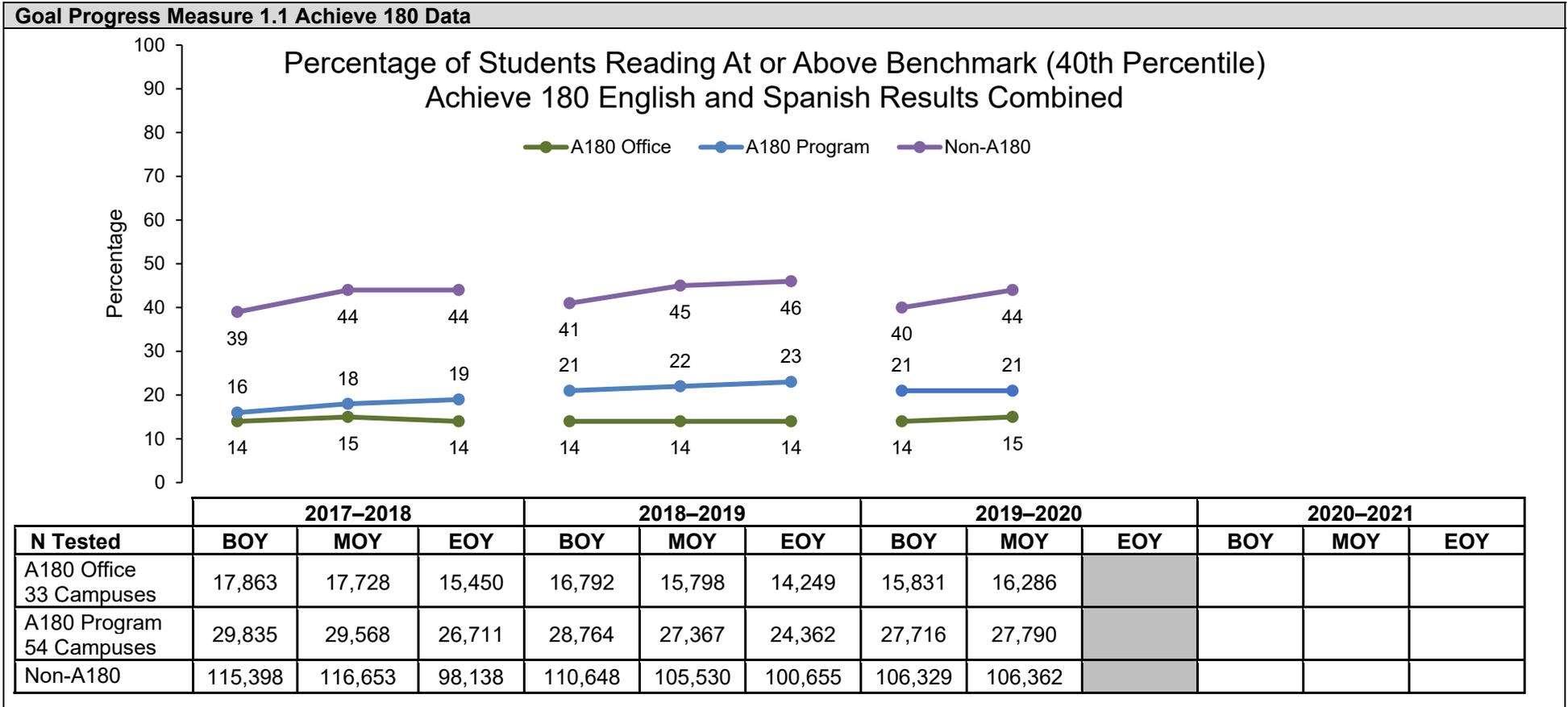
Appendix D: Goal Progress Measure 1.1 Support Data (Cont.)



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



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



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

Goal Progress Measure 1.1 F-Rated Elementary Campus Data									
Percentage of Students Reading At or Above Benchmark (40th Percentile) F-Rated Elementary Campuses, English and Spanish Results Combined									
Campus	2017–2018			2018–2019			2019–2020		
	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
Ashford ES	35% N = 357	34% N = 254	37% N = 296	32% N = 321	39% N = 335	38% N = 324	38% N = 341	46% N = 317	
Isaacs ES	31% N = 229	34% N = 183	35% N = 188	26% N = 175	29% N = 173	34% N = 175	33% N = 148	30% N = 145	
C. Martinez ES	20% N = 263	28% N = 287	19% N = 122	18% N = 240	19% N = 240	23% N = 208	20% N = 240	17% N = 236	
Northline ES	31% N = 357	43% N = 387	54% N = 188	38% N = 326	45% N = 306	45% N = 318	33% N = 338	46% N = 297	
Osborne ES	34% N = 269	40% N = 258	38% N = 262	27% N = 267	38% N = 190	31% N = 207	20% N = 178	33% N = 179	
Robinson ES	27% N = 320	31% N = 311	35% N = 287	32% N = 269	33% N = 263	30% N = 283	26% N = 314	37% N = 309	
Rucker ES	29% N = 313	36% N = 319	40% N = 346	32% N = 281	42% N = 277	39% N = 271	33% N = 243	37% N = 236	
Seguin ES	37% N = 351	46% N = 358	41% N = 362	38% N = 347	40% N = 351	41% N = 360	36% N = 308	37% N = 302	
Smith ES	28% N = 495	35% N = 619	35% N = 628	22% N = 551	35% N = 547	39% N = 556	37% N = 549	44% N = 536	
Whidby ES	29% N = 282	30% N = 352	26% N = 117	23% N = 351	34% N = 285	25% N = 286	29% N = 296	28% N = 286	
Young ES	18% N = 170	22% N = 162	28% N = 221	21% N = 166	26% N = 185	26% N = 200	19% N = 249	23% N = 207	

Support Data

- F-Rated campuses based on accountability ratings for the 2018–2019 school year.
- *<5 students tested

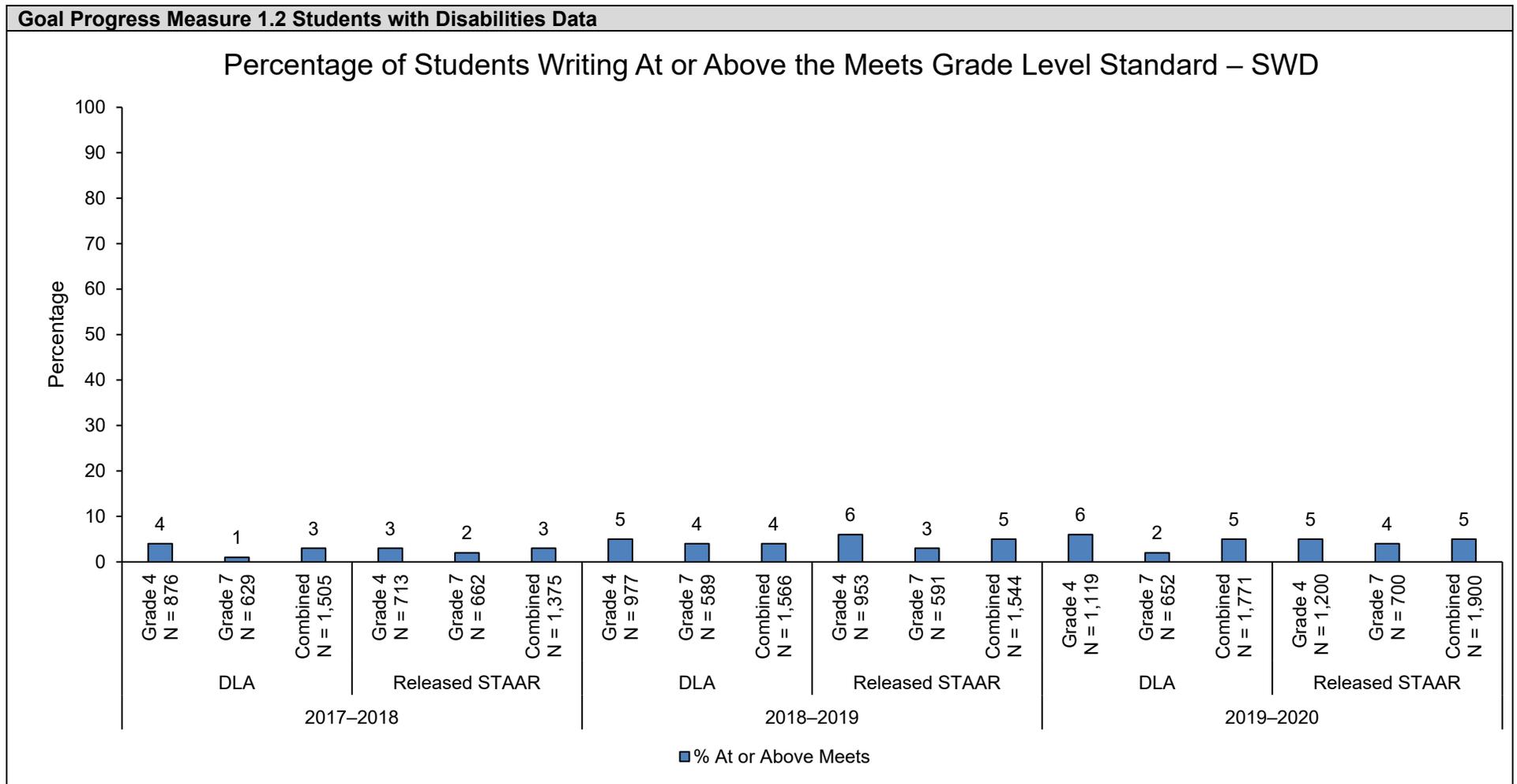
Appendix D: Goal Progress Measure 1.1 Support Data (Cont.)

Goal Progress Measure 1.1 F-Rated Secondary Campus Data									
Percentage of Students Reading At or Above Benchmark (40th Percentile) F-Rated Secondary Campuses, English and Spanish Results Combined									
Campus	2017–2018			2018–2019			2019–2020		
	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
Deady MS	11% N = 655	10% N = 688	7% N = 555	13% N = 585	11% N = 510	8% N = 575	13% N = 663	10% N = 608	
Edison MS	9% N = 638	11% N = 635	11% N = 567	16% N = 634	14% N = 579	15% N = 555	14% N = 646	14% N = 615	
E-STEM Central MS	* N = 0	2% N = 44	* N = 0	6% N = 320	6% N = 315	5% N = 311	4% N = 256	6% N = 259	
Fleming MS	12% N = 491	10% N = 486	7% N = 368	8% N = 477	9% N = 459	9% N = 448	6% N = 406	8% N = 410	
HS Ahead	5% N = 240	4% N = 201	2% N = 165	10% N = 165	5% N = 131	4% N = 103	5% N = 182	3% N = 140	
Key MS	12% N = 582	6% N = 587	9% N = 597	12% N = 611	10% N = 563	10% N = 508	11% N = 573	9% N = 611	
Sugar Grove MS	8% N = 470	9% N = 537	7% N = 637	6% N = 584	5% N = 592	4% N = 651	7% N = 709	14% N = 698	
Thomas MS	10% N = 481	8% N = 342	8% N = 382	9% N = 487	3% N = 518	4% N = 493	7% N = 476	7% N = 303	
Wheatley HS	6% N = 732	12% N = 504	11% N = 400	7% N = 431	7% N = 342	10% N = 257	7% N = 333	8% N = 359	
Williams MS	12% N = 438	8% N = 421	6% N = 451	8% N = 461	8% N = 430	9% N = 432	11% N = 410	8% N = 424	

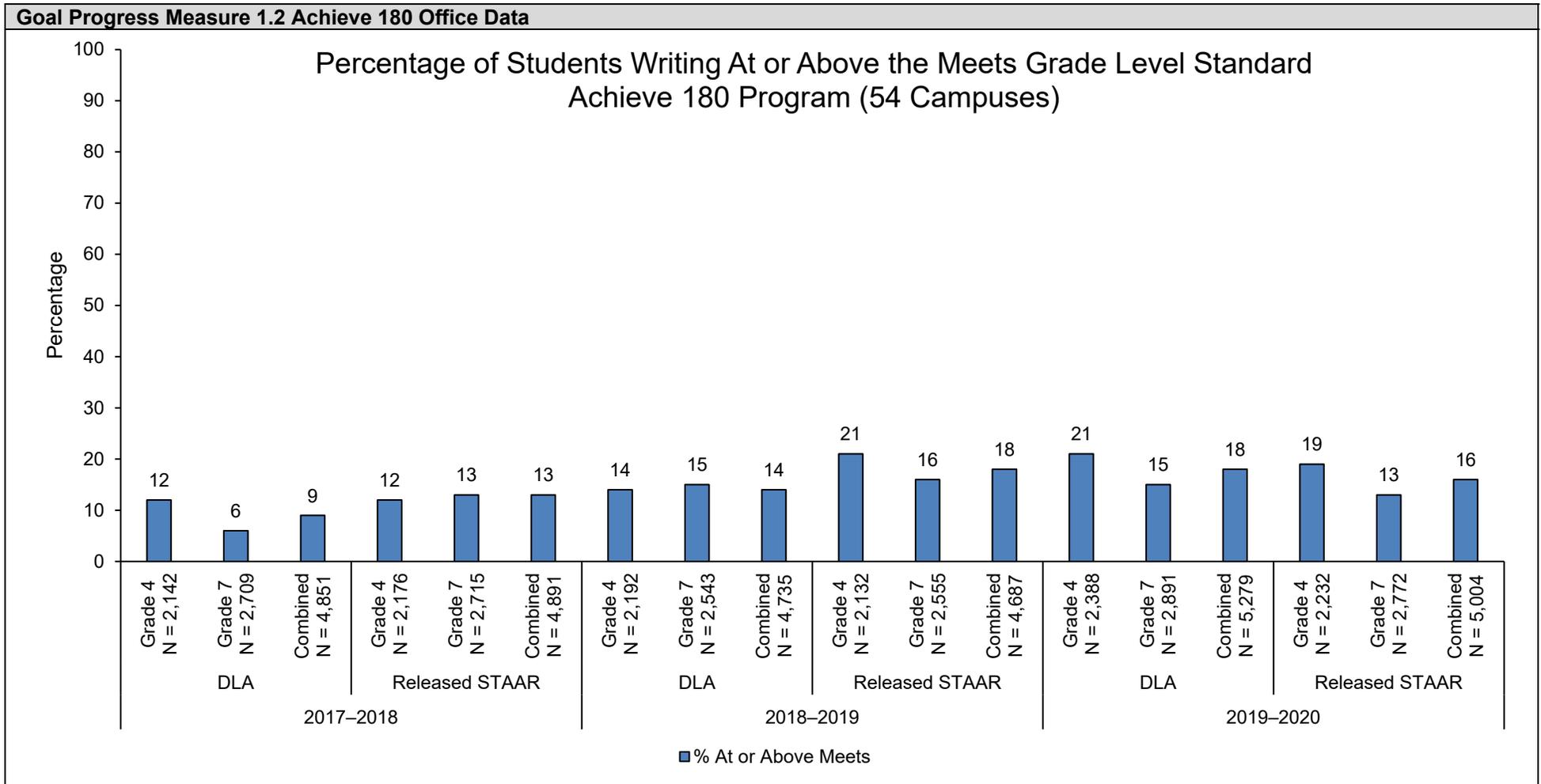
Support Data

- F-Rated campuses based on accountability ratings for the 2018–2019 school year.
- *<5 students tested

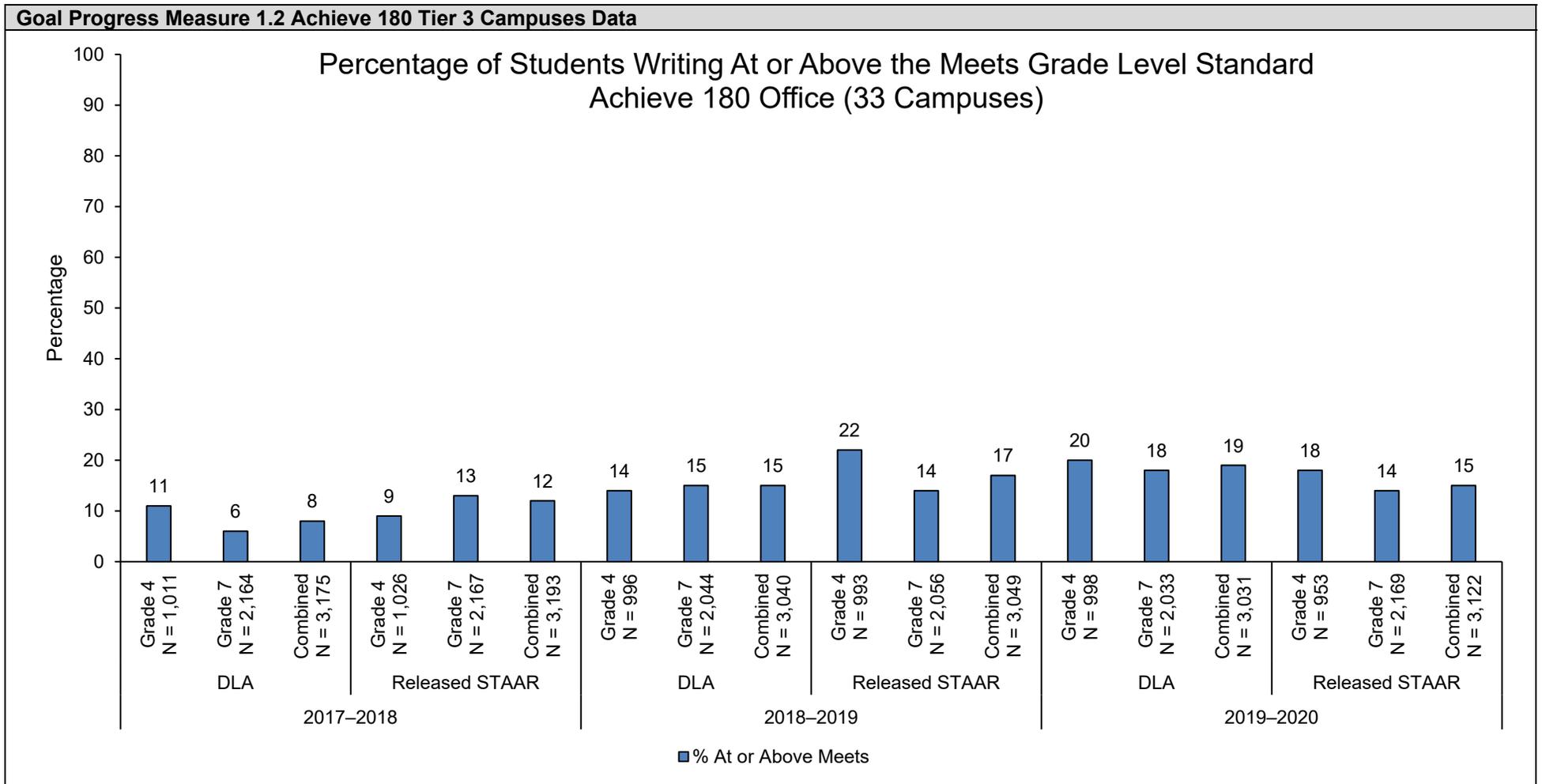
Appendix E: Goal Progress Measure 1.2 Support Data



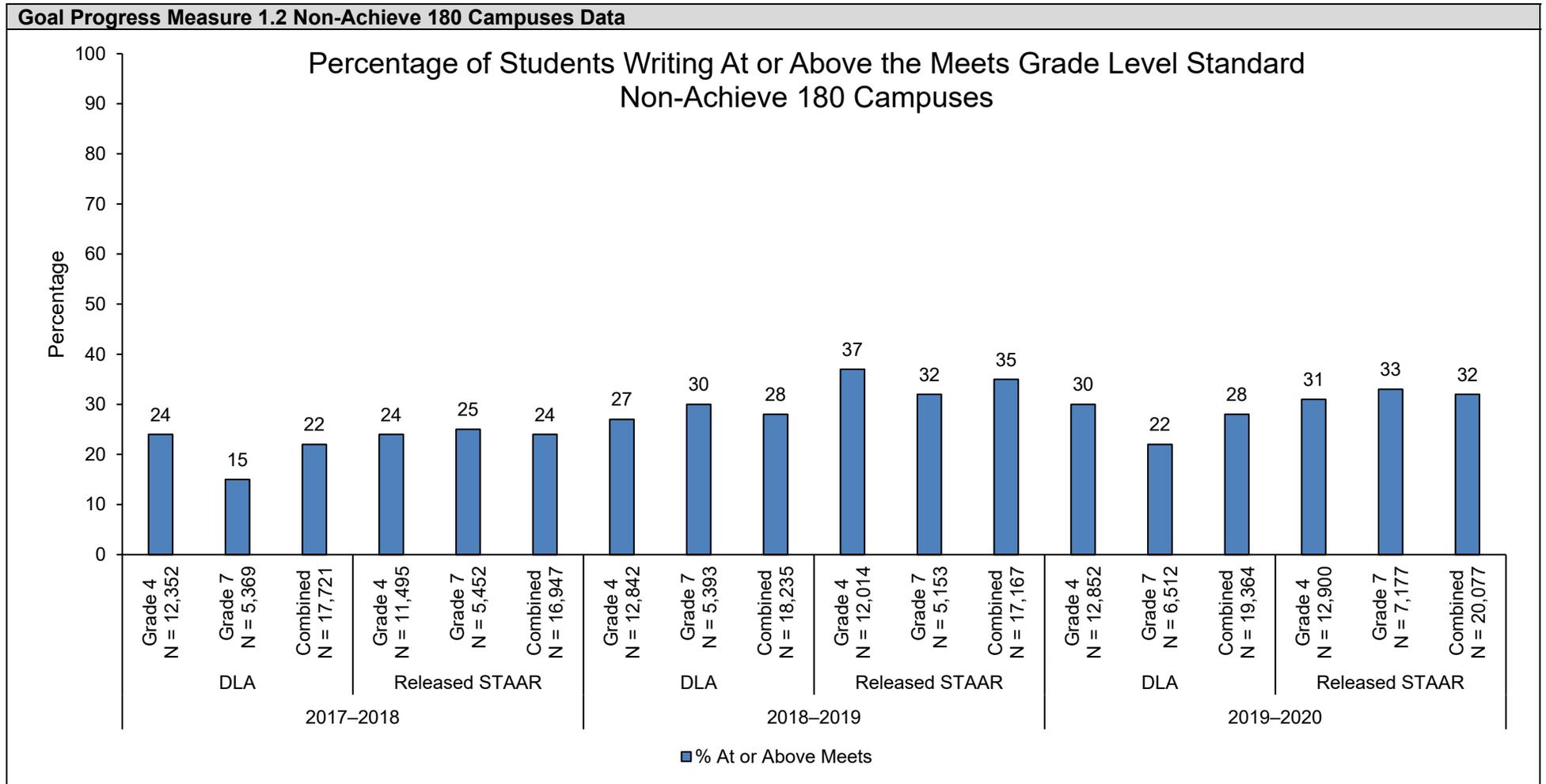
Appendix D: Goal Progress Measure 1.2 Support Data (Cont.)



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.)

Goal Progress Measure 1.2 F-Rated Elementary Campus Data						
Percentage of Students Writing At or Above the Meets Grade Level Standard F-Rated Elementary Campuses, 4th Grade Results						
Campus	2017–2018		2018–2019		2019–2020	
	DLA	Released STAAR	DLA	Released STAAR	DLA	Released STAAR
Ashford ES	15% N = 66	10% N = 67	21% N = 84	27% N = 79	24% N = 66	27% N = 70
Isaacs ES	8% N = 50	15% N = 52	7% N = 41	19% N = 43	5% N = 44	14% N = 35
C. Martinez ES	2% N = 48	2% N = 56	14% N = 59	11% N = 61	13% N = 56	10% N = 59
Northline ES	7% N = 103	11% N = 102	11% N = 62	9% N = 77	12% N = 67	30% N = 67
Osborne ES	53% N = 55	50% N = 40	20% N = 59	27% N = 63	26% N = 47	9% N = 33
Robinson ES	6% N = 79	--- N = 0	9% N = 76	13% N = 79	24% N = 68	9% N = 65
Rucker ES	14% N = 76	24% N = 74	15% N = 80	14% N = 79	11% N = 74	10% N = 63
Seguin ES	15% N = 84	11% N = 84	25% N = 92	23% N = 97	38% N = 80	39% N = 75
Smith ES	22% N = 107	14% N = 105	12% N = 146	14% N = 146	12% N = 129	11% N = 128
Whidby ES	18% N = 89	19% N = 88	35% N = 86	22% N = 86	23% N = 71	19% N = 53
Young ES	14% N = 37	18% N = 34	17% N = 58	12% N = 49	14% N = 51	0% N = 40

Support Data
<ul style="list-style-type: none"> ● F-Rated campuses based on accountability ratings for the 2018–2019 school year. ● *<5 students tested

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

Goal Progress Measure 1.2 F-Rated Middle School Campus Data						
Percentage of Students Writing At or Above the Meets Grade Level Standard F-Rated Middle School Campuses, 7th Grade Results						
Campus	2017–2018		2018–2019		2019–2020	
	DLA	Released STAAR	DLA	Released STAAR	DLA	Released STAAR
Deady MS	5% N = 202	17% N = 236	25% N = 186	13% N = 217	13% N = 179	13% N = 185
Edison MS	7% N = 206	12% N = 205	14% N = 186	23% N = 182	12% N = 217	9% N = 200
E-STEM Central MS	--- N = 0	--- N = 0	--- N = 0	* N = 1	18% N = 92	--- N = 0
Fleming MS	2% N = 179	22% N = 164	3% N = 158	1% N = 142	1% N = 132	8% N = 133
HS Ahead	--- N = 0	8% N = 65	0% N = 6	8% N = 39	* N = 3	--- N = 0
Key MS	3% N = 212	12% N = 215	13% N = 204	9% N = 206	10% N = 220	16% N = 222
Sugar Grove MS	2% N = 202	0% N = 179	6% N = 194	11% N = 192	13% N = 217	11% N = 238
Thomas MS	4% N = 145	4% N = 155	8% N = 182	4% N = 171	4% N = 122	5% N = 166
Williams MS	10% N = 129	18% N = 138	16% N = 135	22% N = 98	19% N = 161	12% N = 142

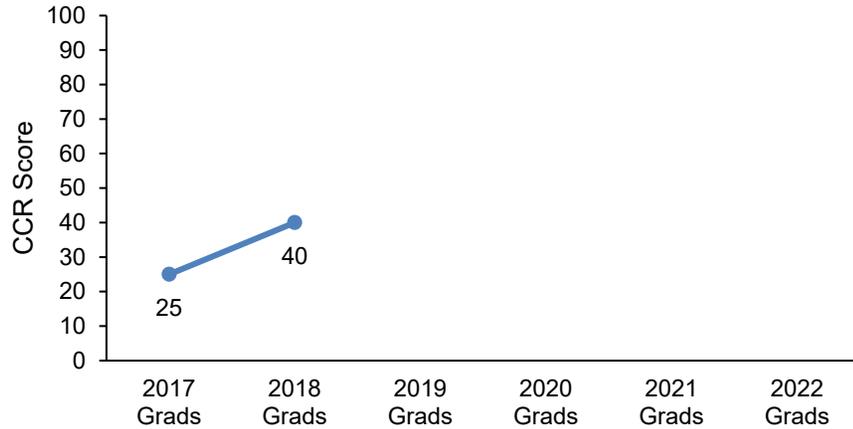
Support Data

- F-Rated campuses based on accountability ratings for the 2018–2019 school year.
- *<5 students tested

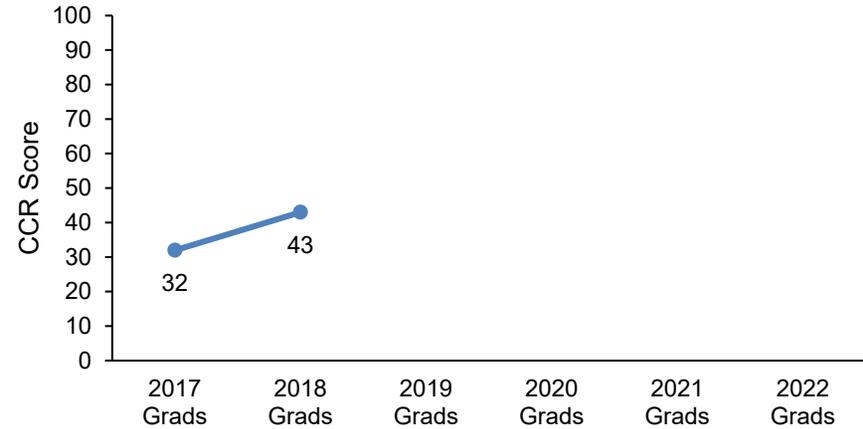
Appendix F: Goal 2 Support Data

Goal 2 Achieve 180 & Students with Disabilities Data

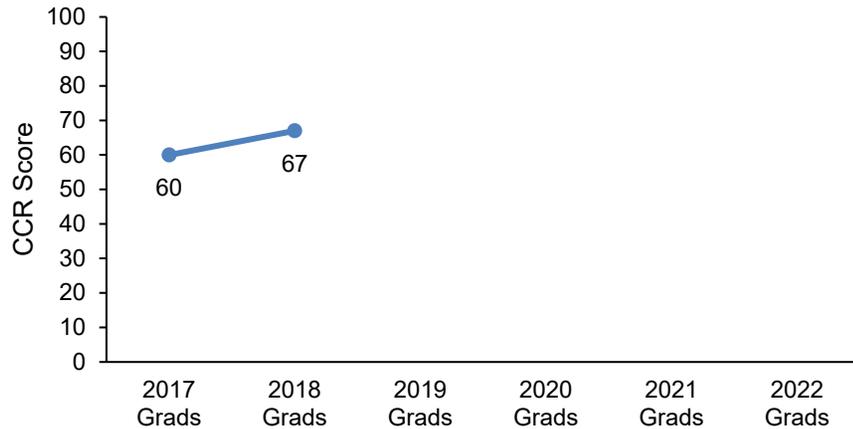
Graduates Meeting Global Graduate Standards – A180 Office (33 Campuses)



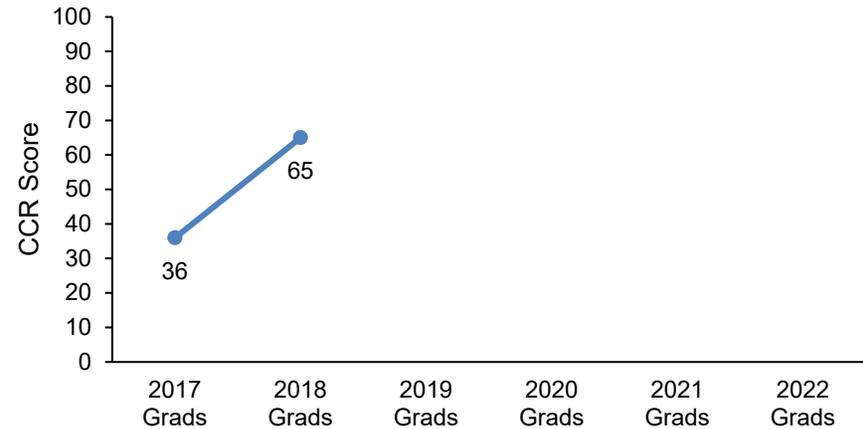
Graduates Meeting Global Graduate Standards – A180 Program (54 Campuses)



Graduates Meeting Global Graduate Standards – Non-A180 Program



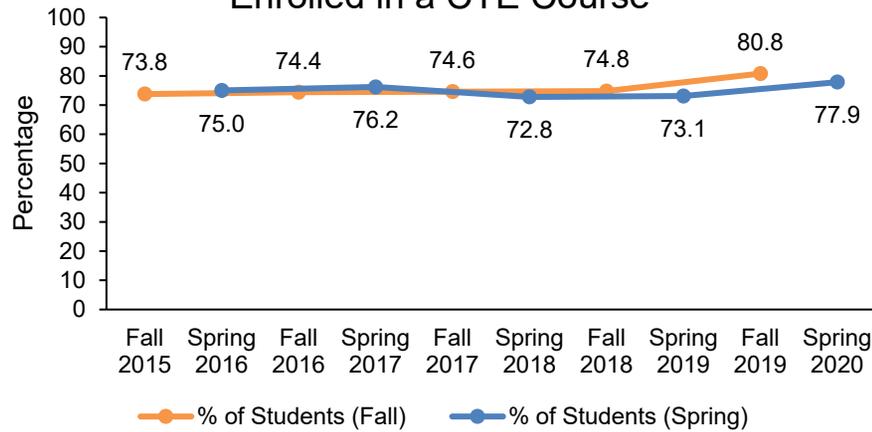
Graduates Meeting Global Graduate Standards – Students with Disabilities



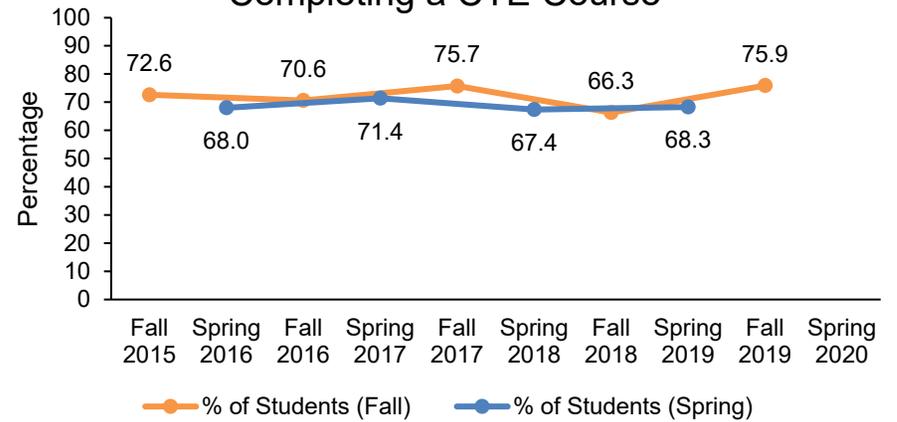
Appendix G: Goal 2.1 Progress Measure Support Data

Goal Progress Measure 2.1 Achieve 180 Data

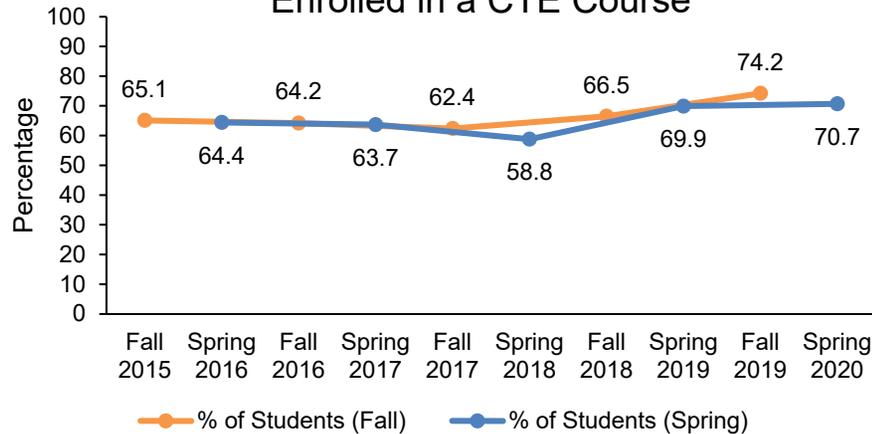
**A180 Office (33 Campuses)
Percentage of Students
Enrolled in a CTE Course**



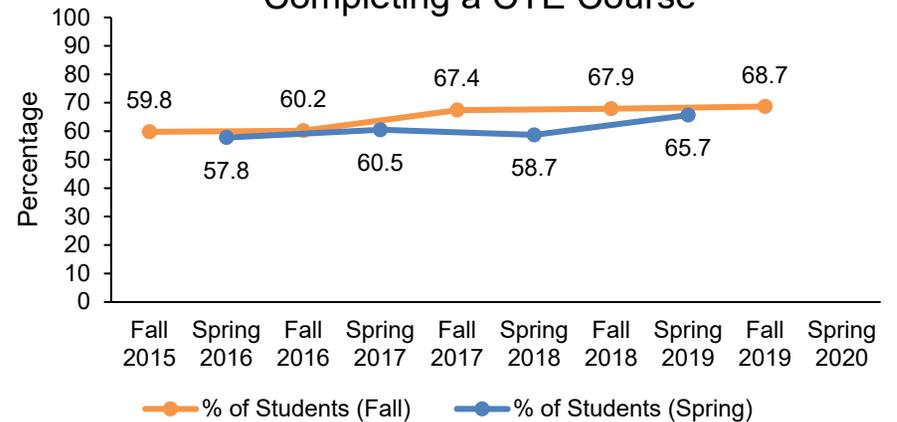
**A180 Office (33 Campuses)
Percentage of Students
Completing a CTE Course**



**A180 Program (54 Campuses)
Percentage of Students
Enrolled in a CTE Course**

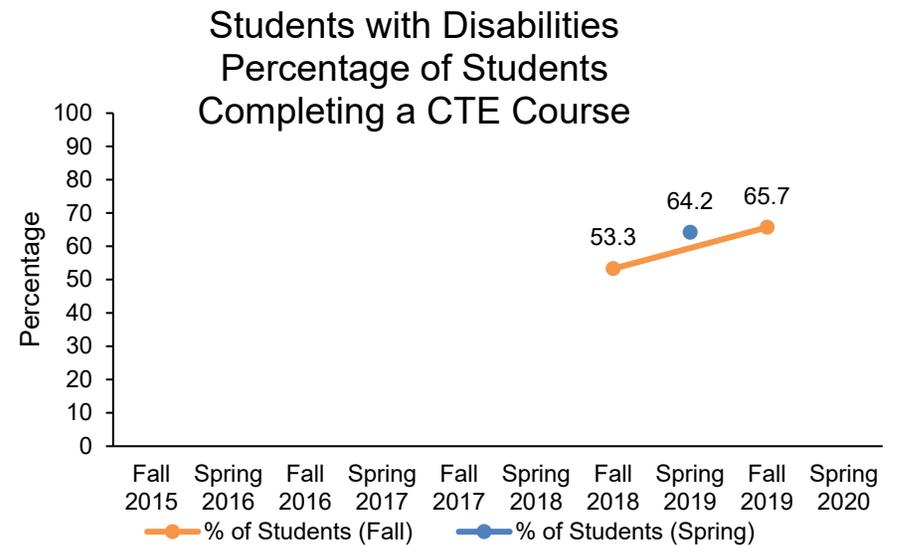
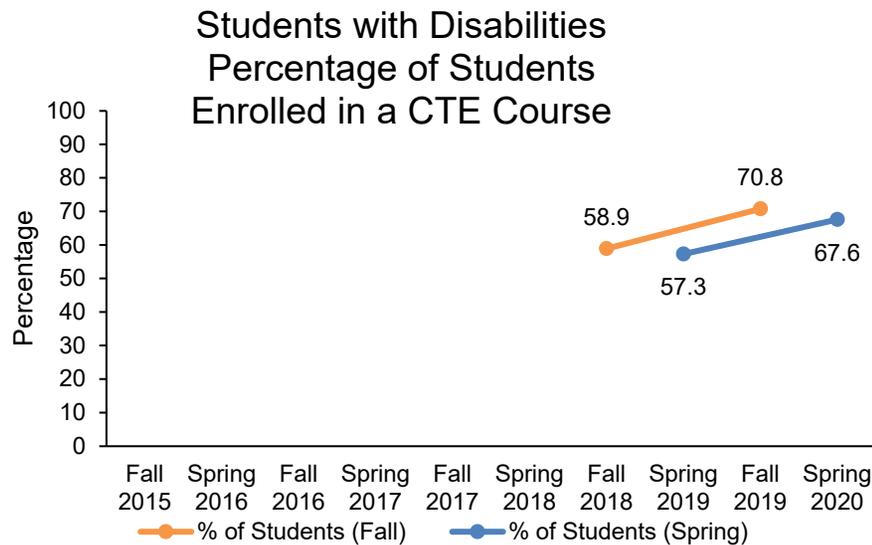
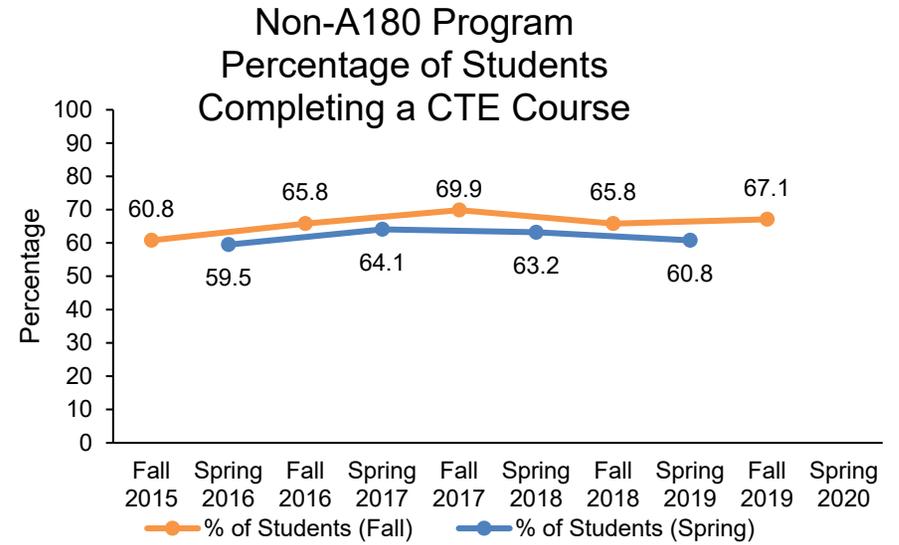
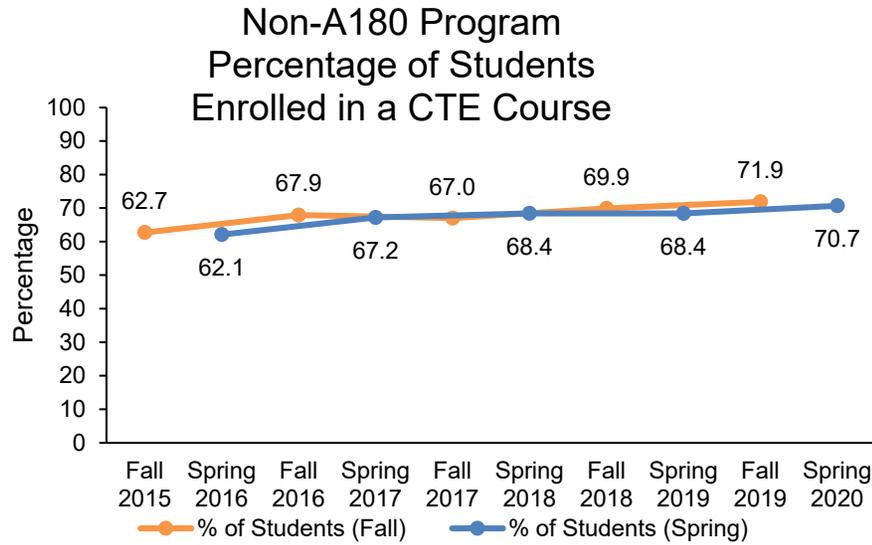


**A180 Program (54 Campuses)
Percentage of Students
Completing a CTE Course**



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

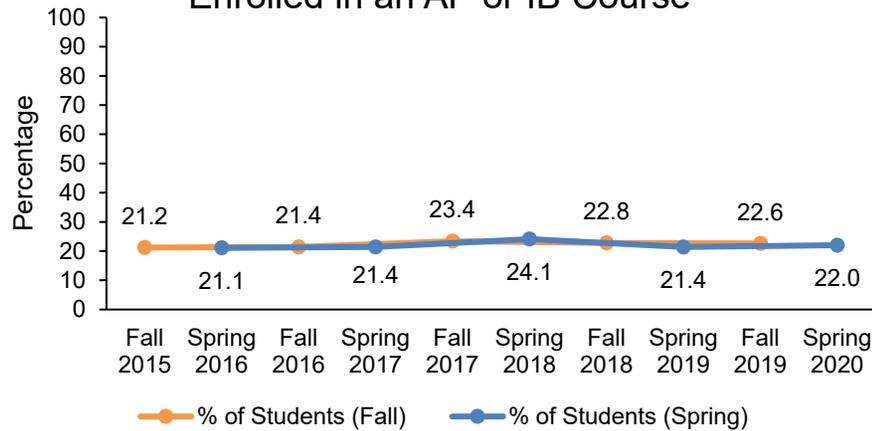
Goal Progress Measure 2.1 Achieve 180 Data (Cont.)



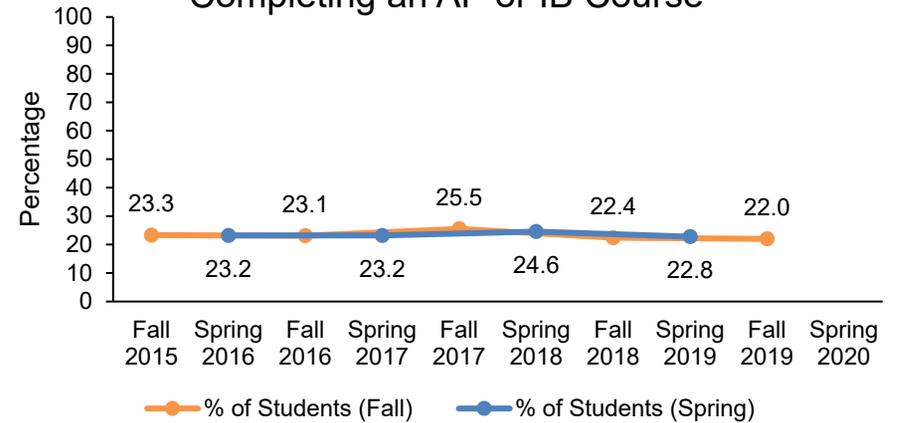
Appendix H: Goal 2.2 Progress Measure Support Data

Goal Progress Measure 2.2 Achieve 180 Data

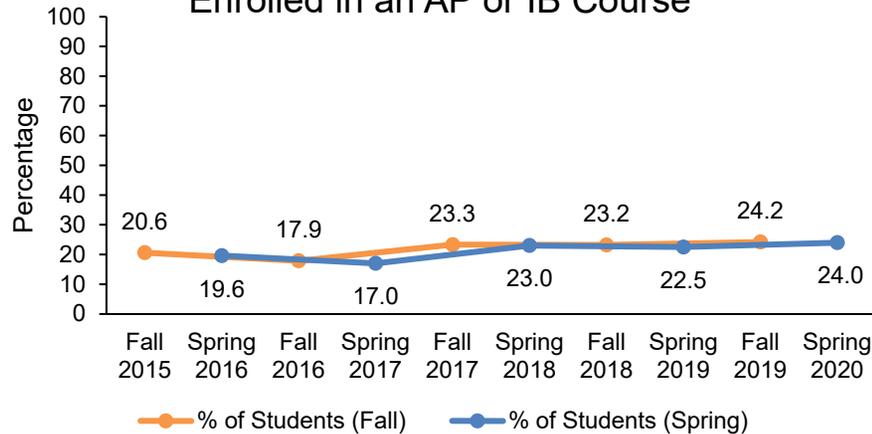
**A180 Office (33 Campuses)
Percentage of Students
Enrolled in an AP or IB Course**



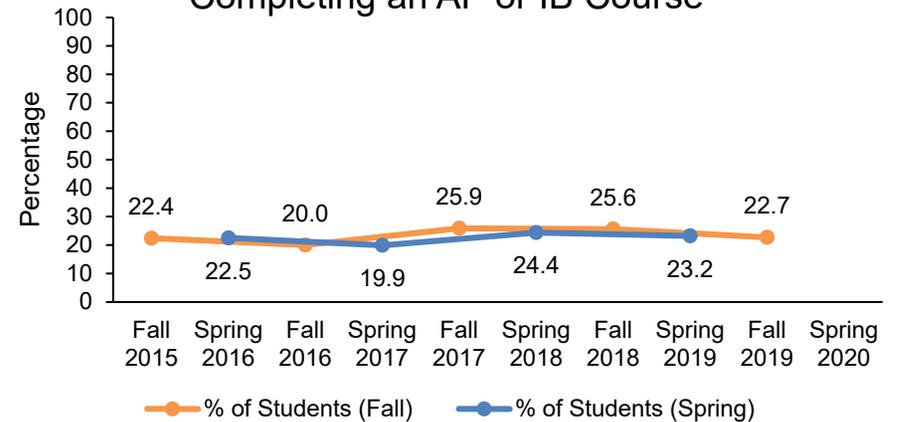
**A180 Office (33 Campuses)
Percentage of Students
Completing an AP or IB Course**



**A180 Program (54 Campuses)
Percentage of Students
Enrolled in an AP or IB Course**

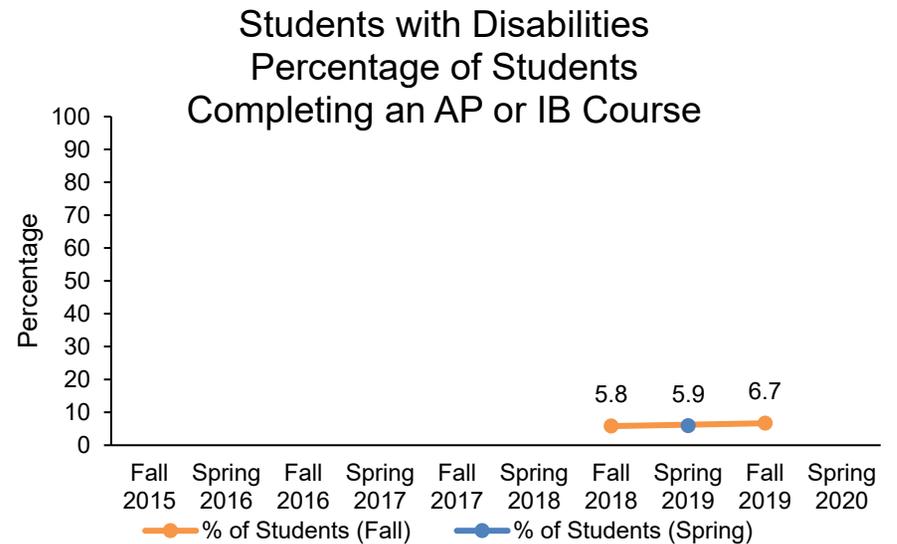
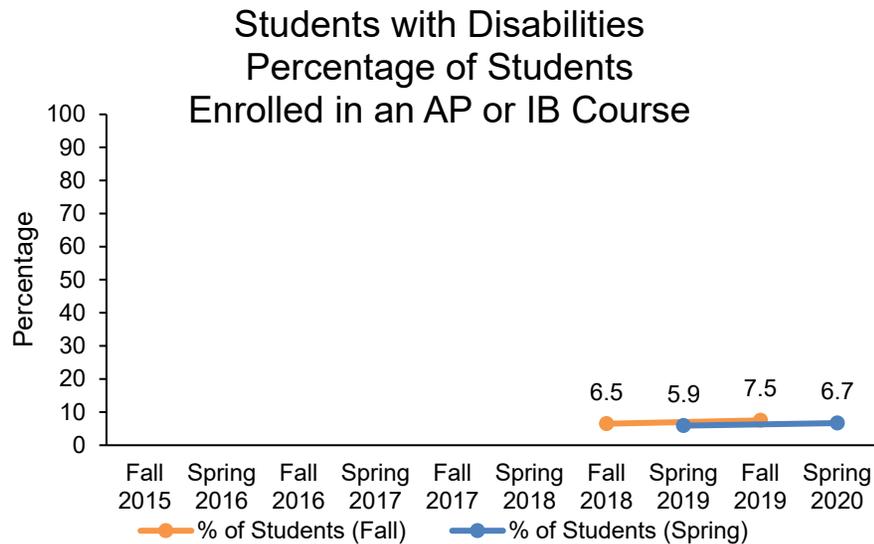
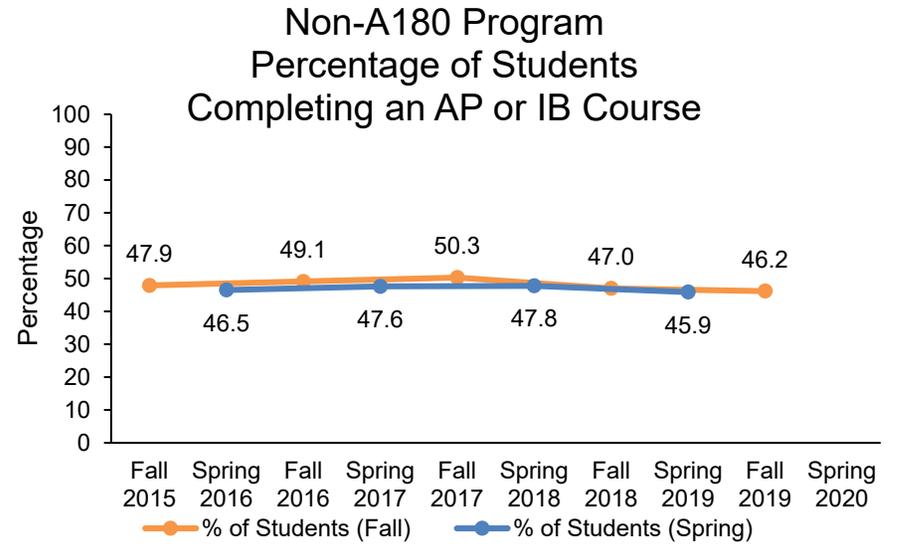
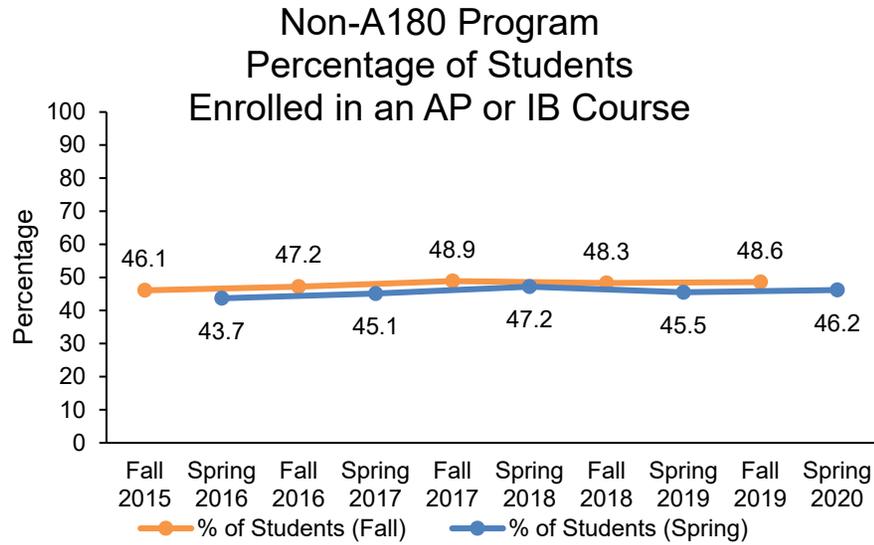


**A180 Program (54 Campuses)
Percentage of Students
Completing an AP or IB Course**



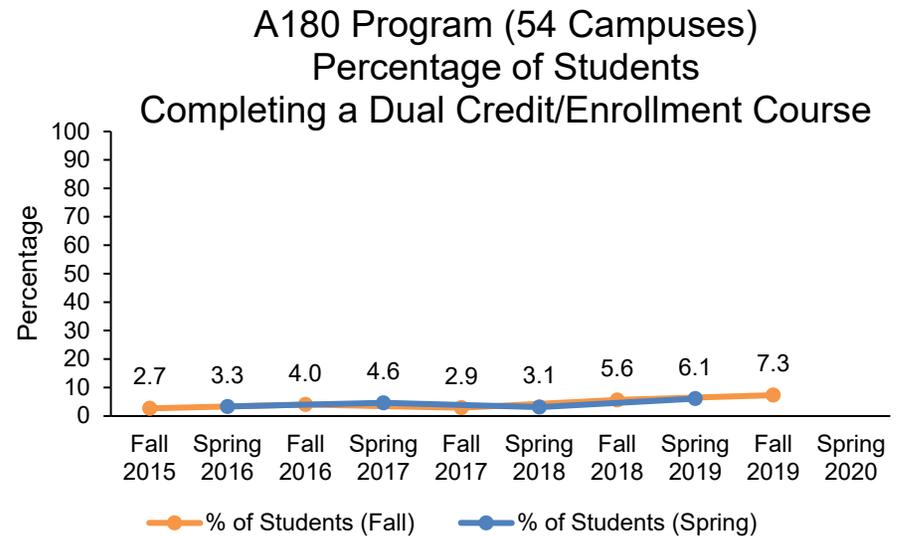
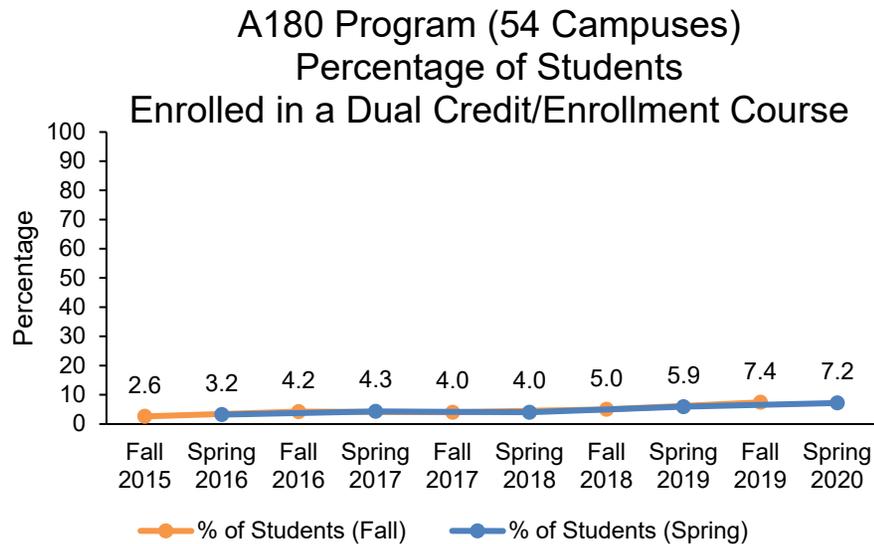
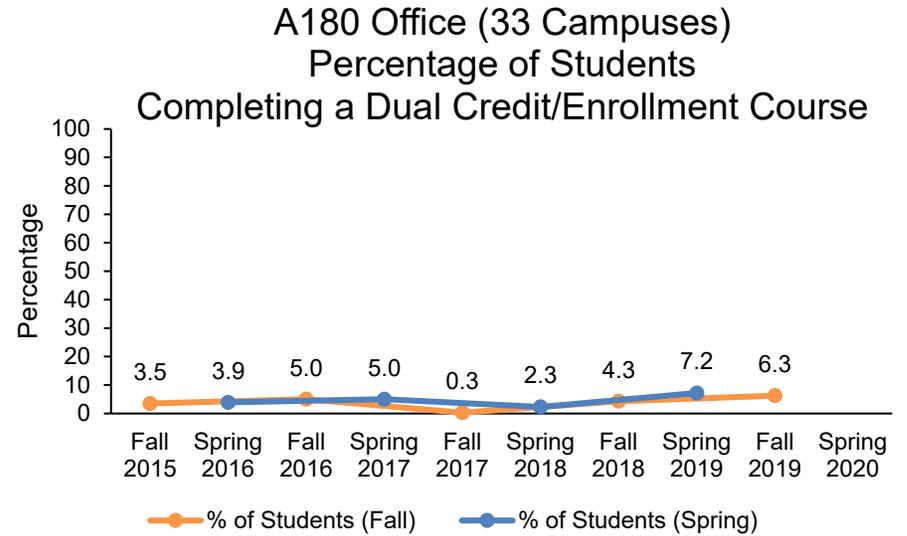
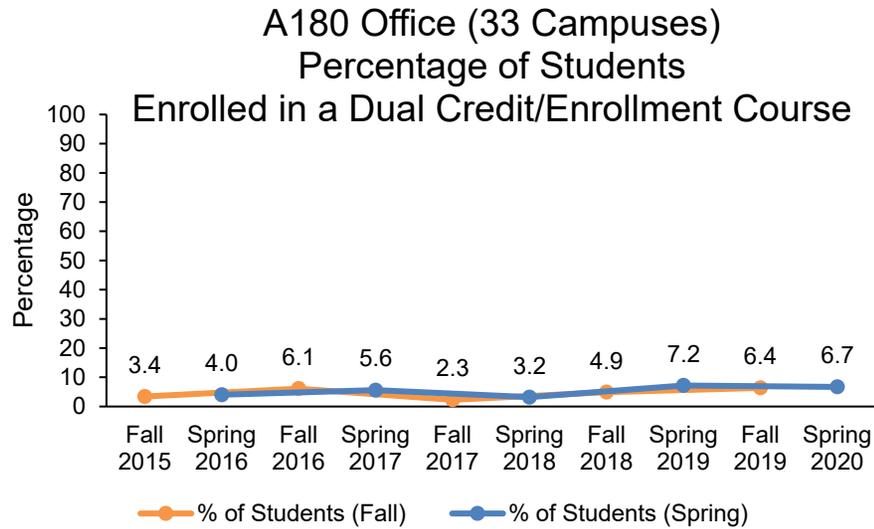
Appendix H: Goal 2.2 Progress Measure Support Data (Cont.)

Goal Progress Measure 2.2 Achieve 180 Data (Cont.)



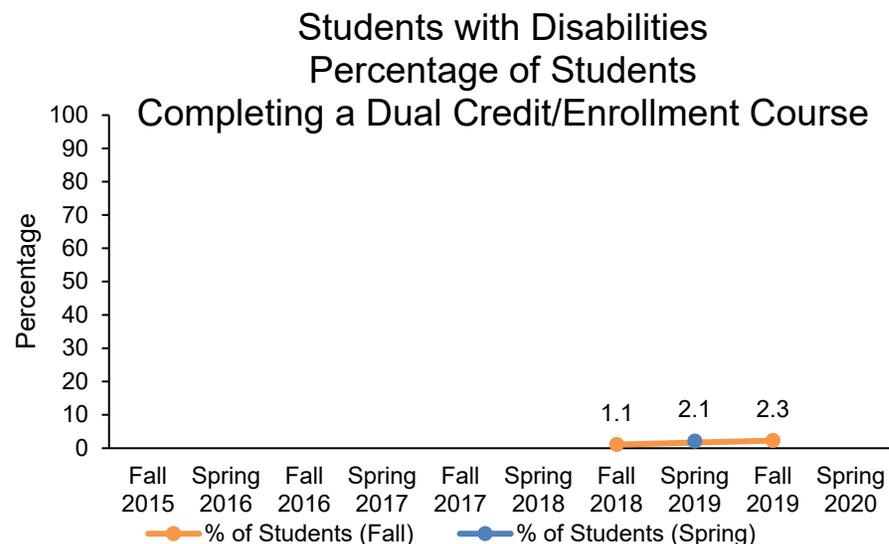
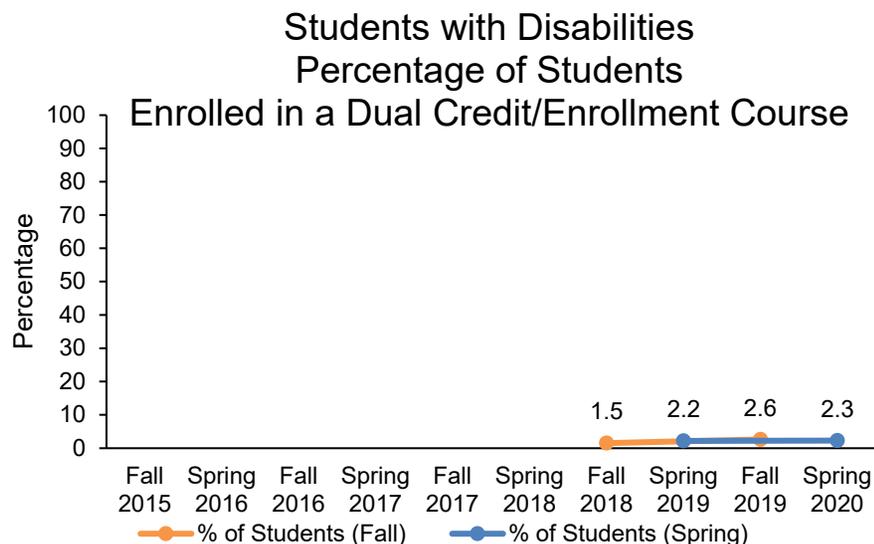
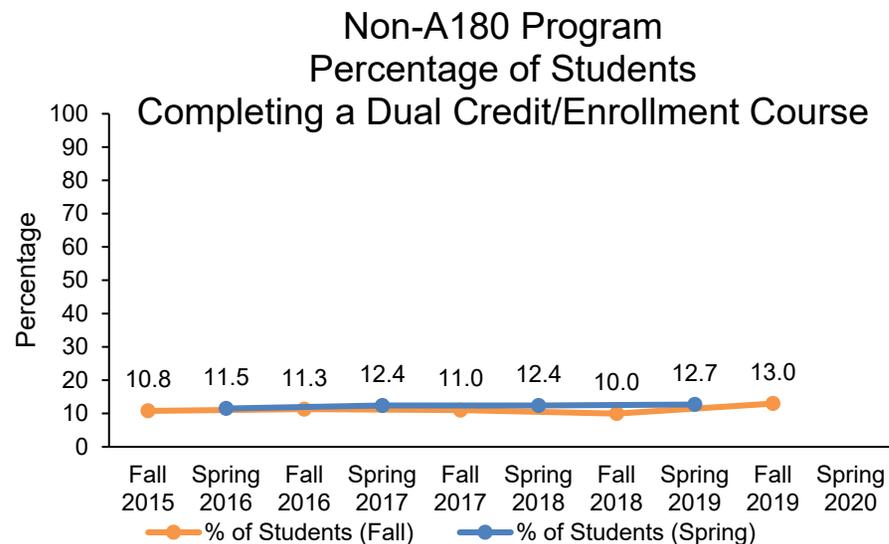
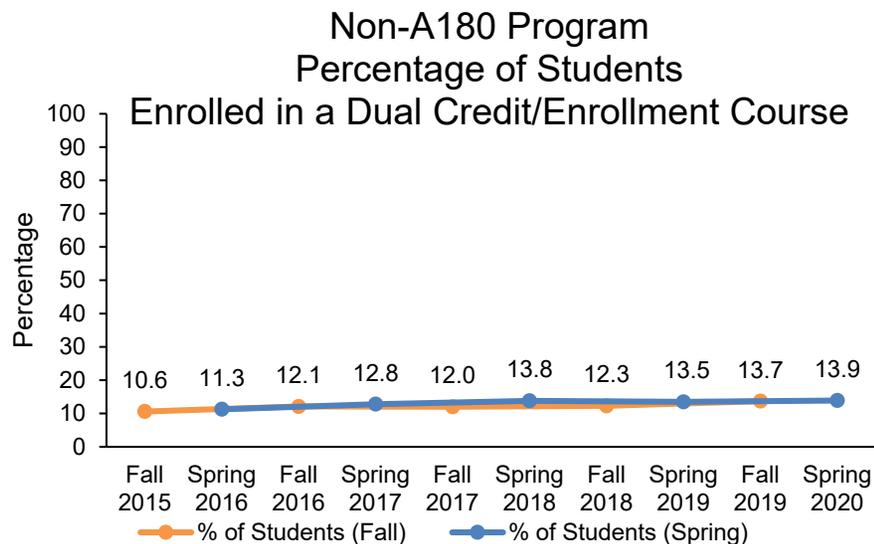
Appendix I: Goal 2.3 Progress Measure Support Data

Goal Progress Measure 2.3 Achieve 180 Data



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

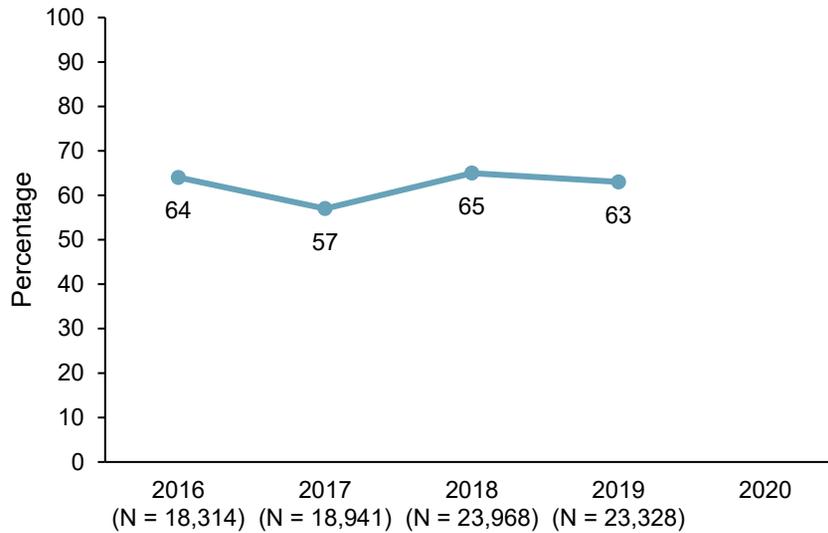
Goal Progress Measure 2.3 Achieve 180 Data (Cont.)



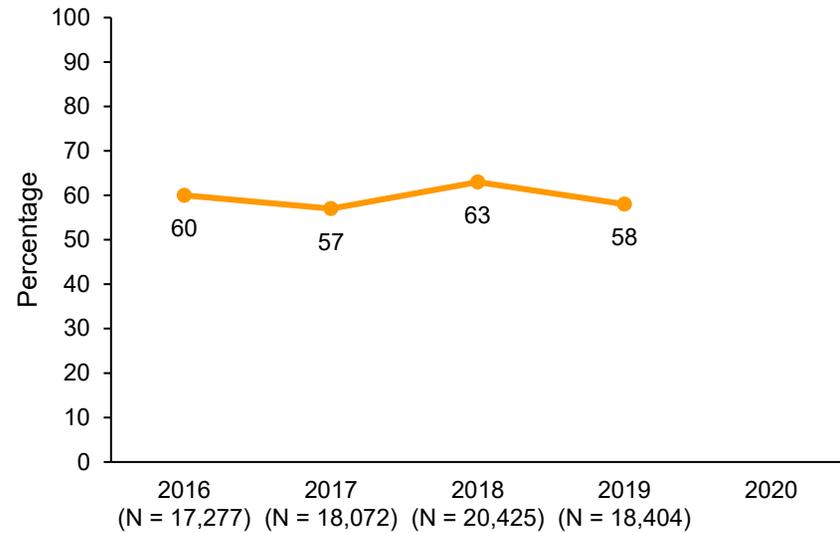
Appendix J: Goal 3 Support Data

Goal Measure 3 Support Data

Percentage of Prior Year Reading Below Satisfactory Students Meeting Growth



Percentage of Prior Year Math Below Satisfactory Students Meeting Growth

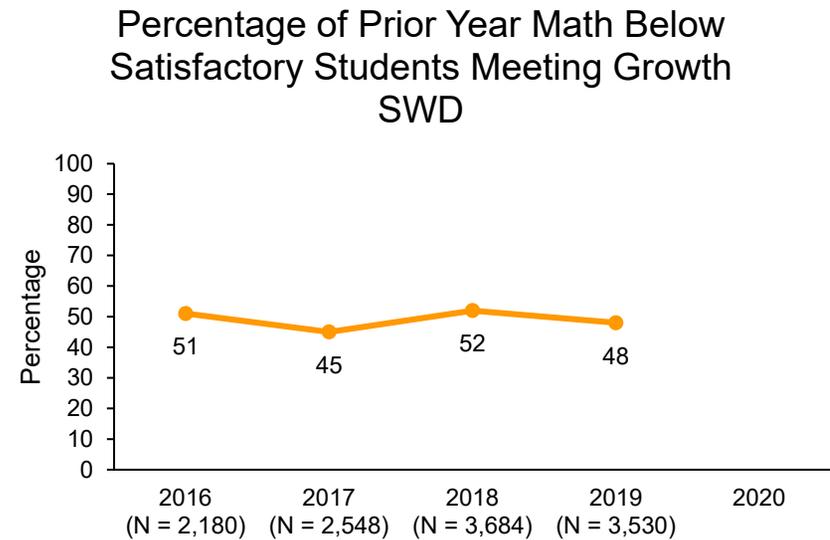
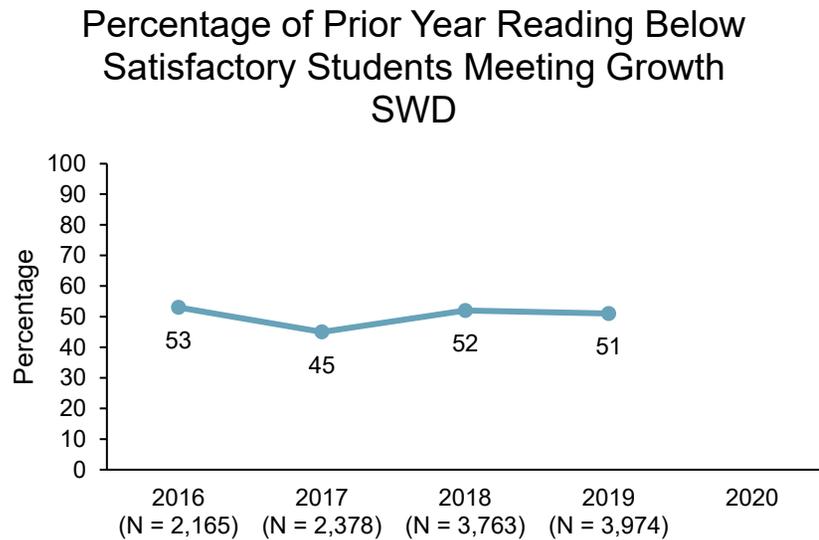
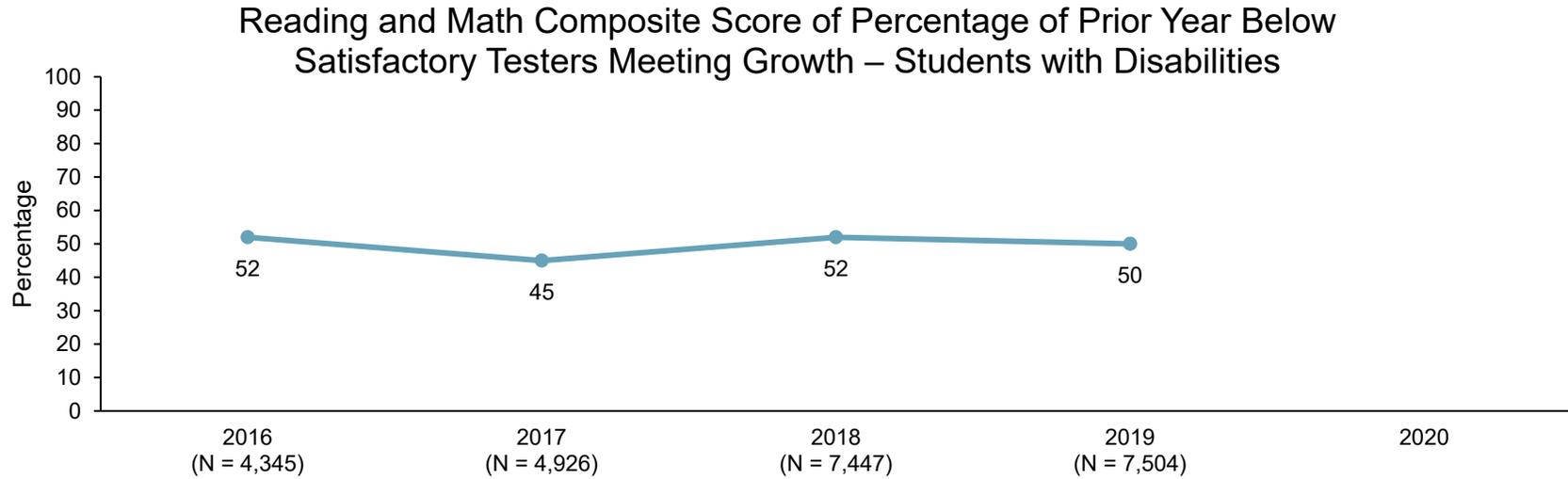


Data Sources

- Results come from the 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.

Appendix J: Goal 3 Support Data (Cont.)

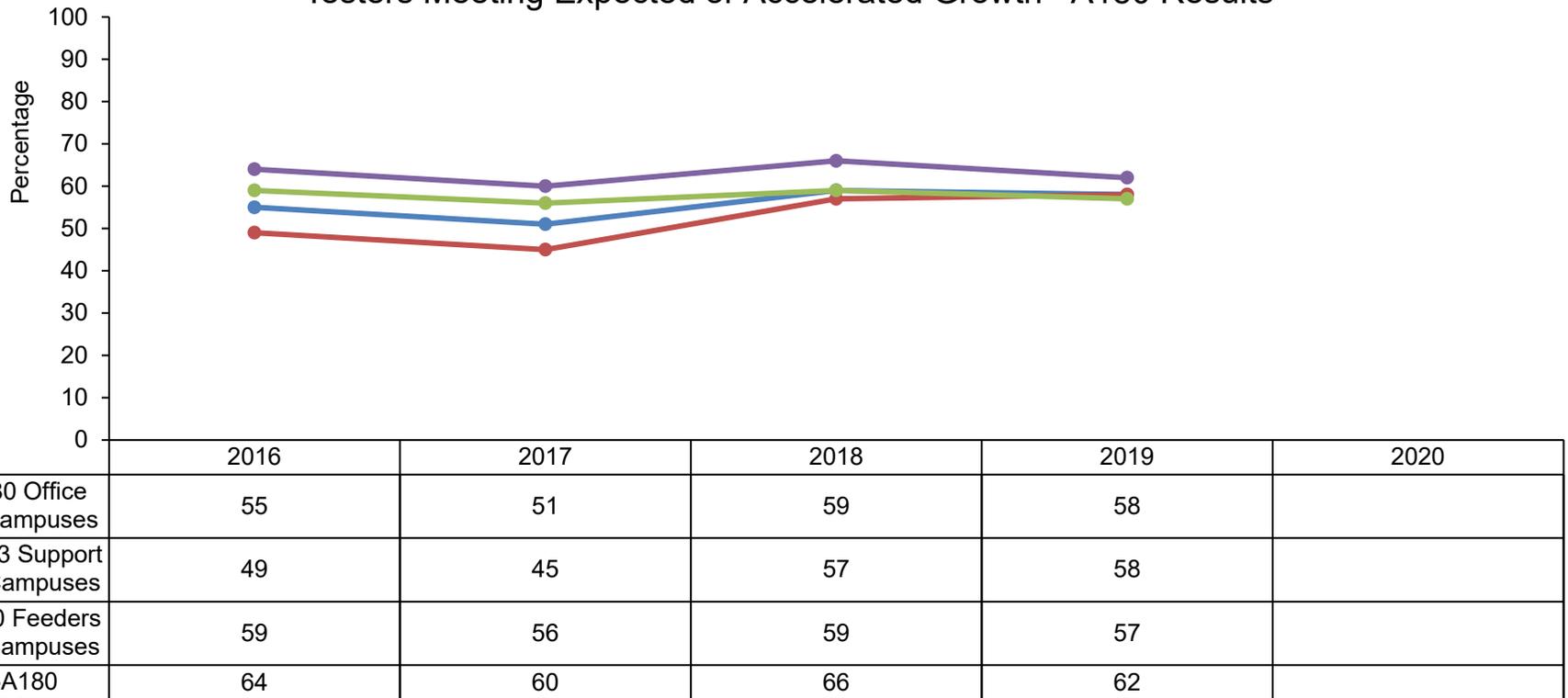
Goal Measure 3 Support Data (Cont.)



Appendix J: Goal 3 Support Data (Cont.)

Goal Measure 3 Achieve 180 Data

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



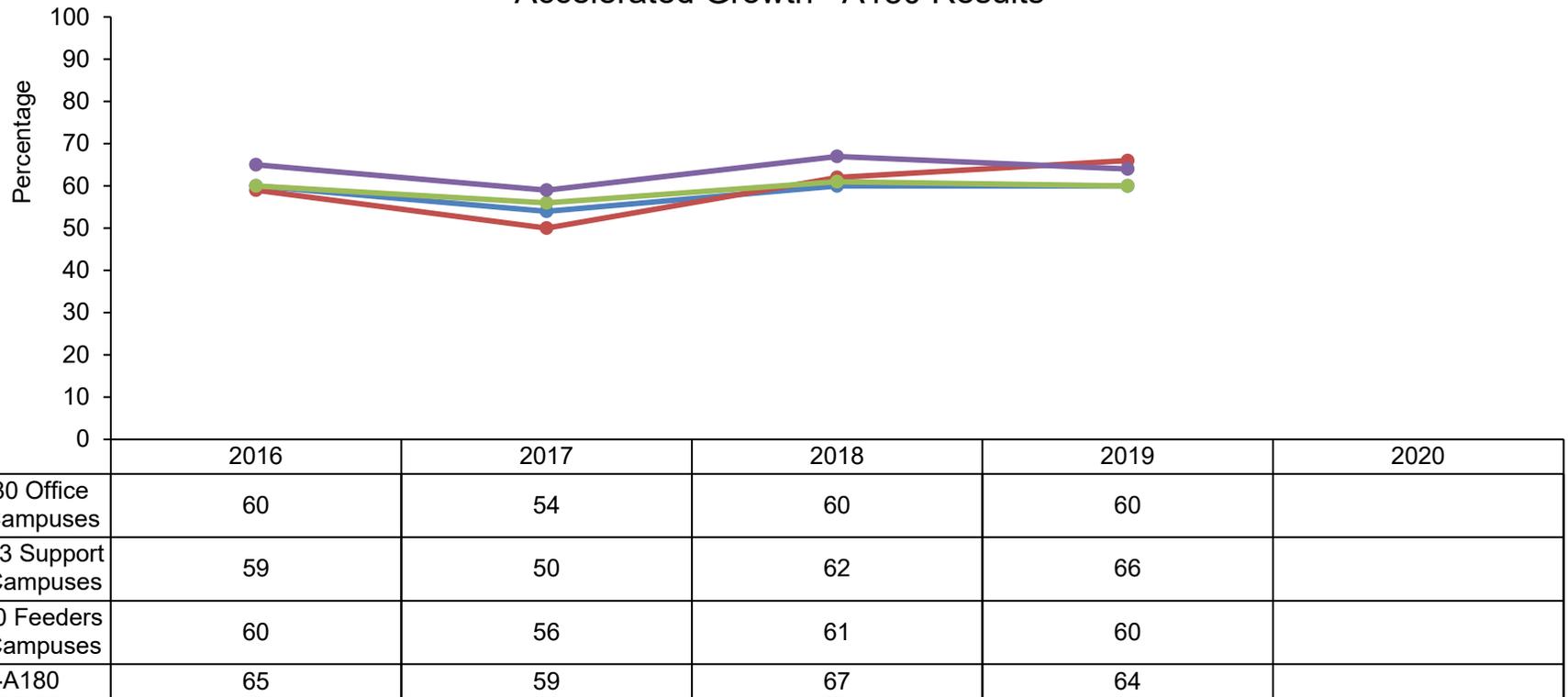
Number of Students Tested – Reading and Math Composite – By Achieve 180

	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 J: Goal 3 Support Data (Cont.)

Goal Measure 3 Achieve 180 Data (Cont.)

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



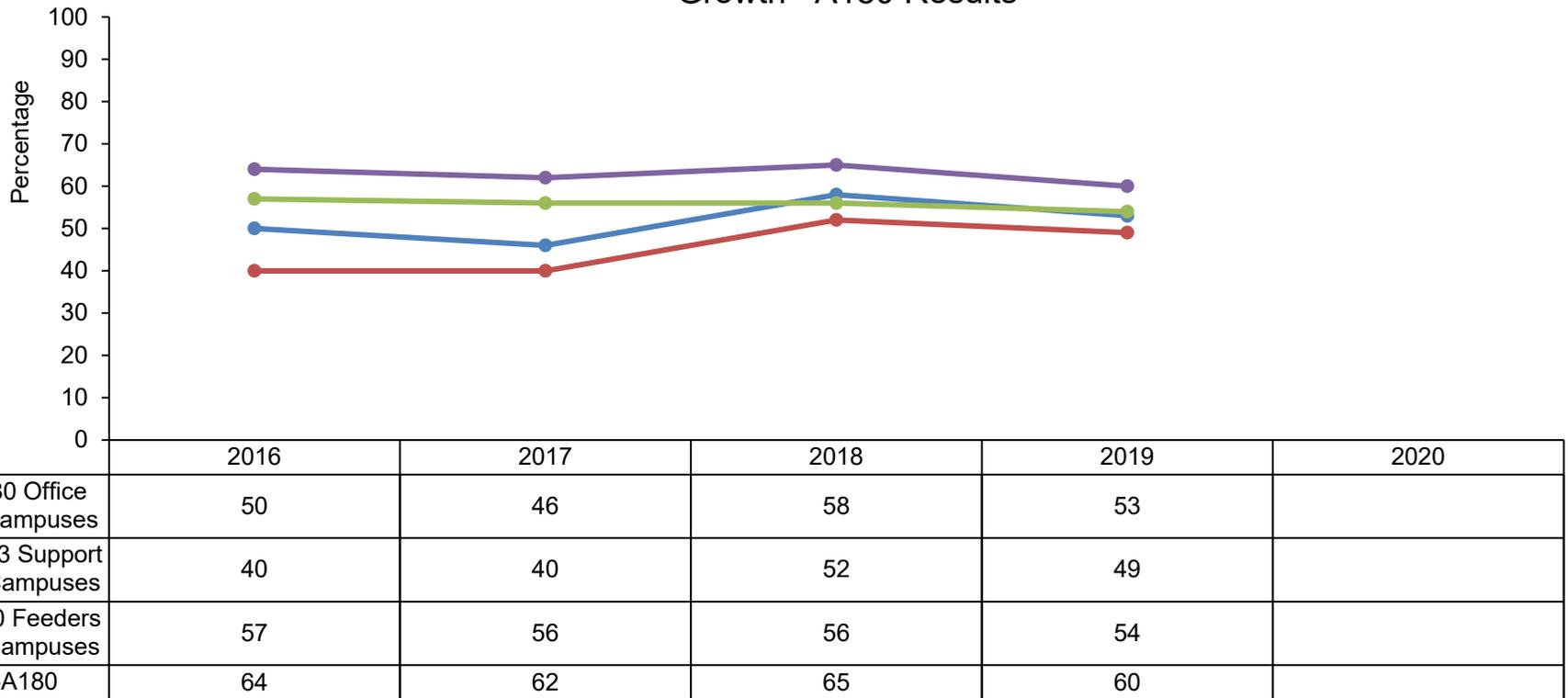
Number of Students Tested – Reading – By Achieve 180

	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 J: Goal 3 Support Data (Cont.)

Goal Measure 3 Achieve 180 Data (Cont.)

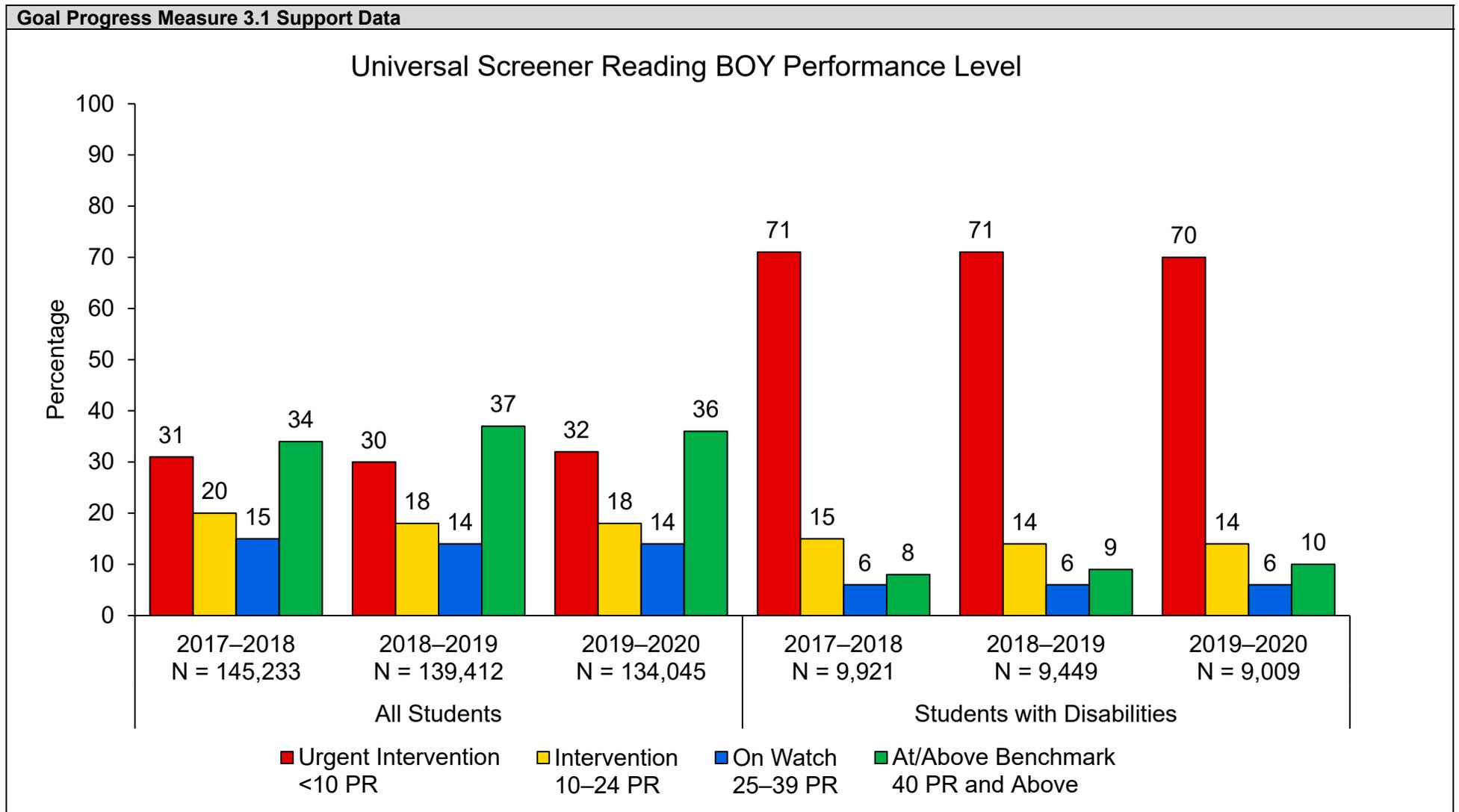
Math Percentage of Prior Year Below Satisfactory Testers Meeting Expected or Accelerated Growth - A180 Results



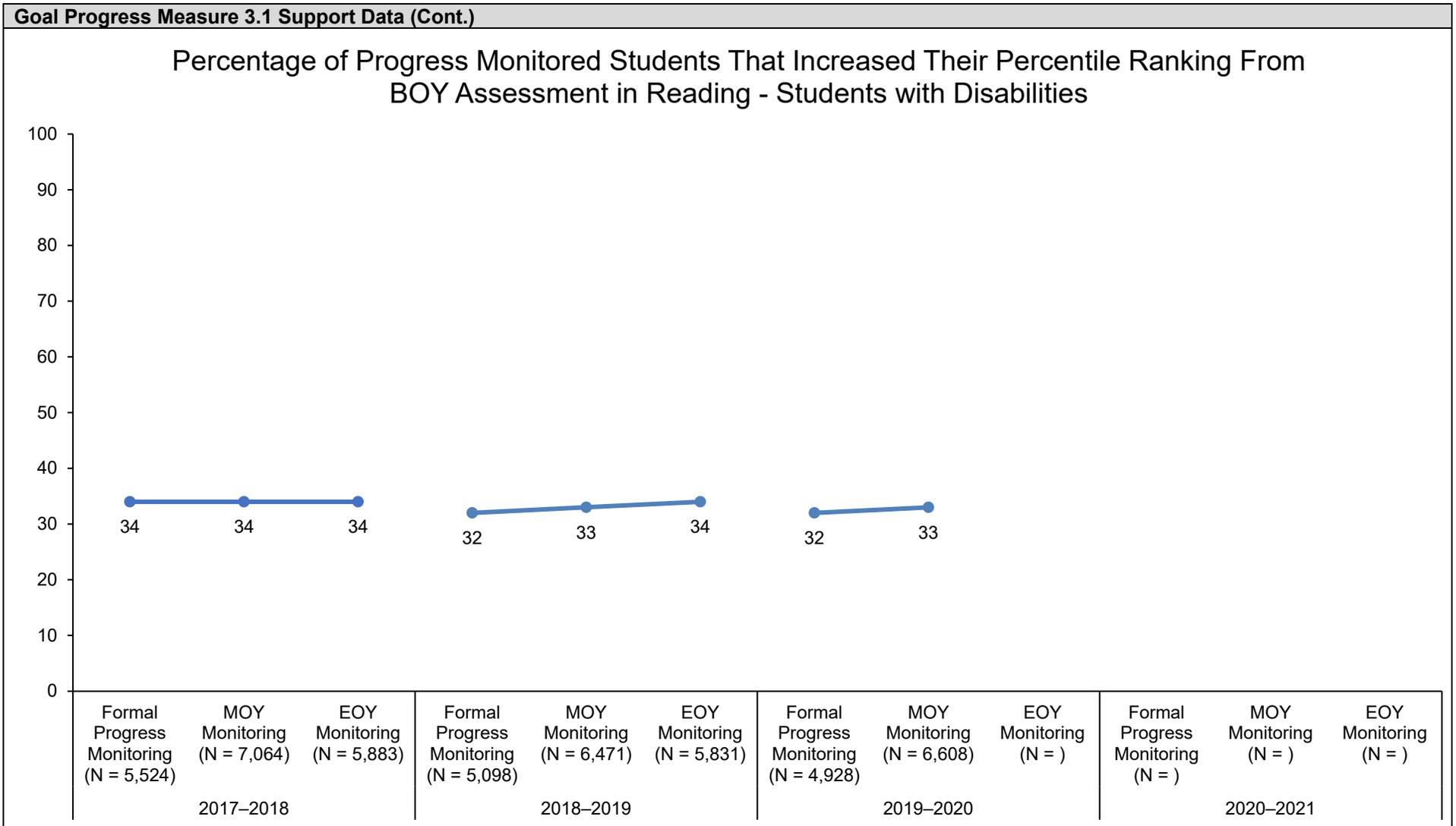
Number of Students Tested – Math – By Achieve 180

	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	

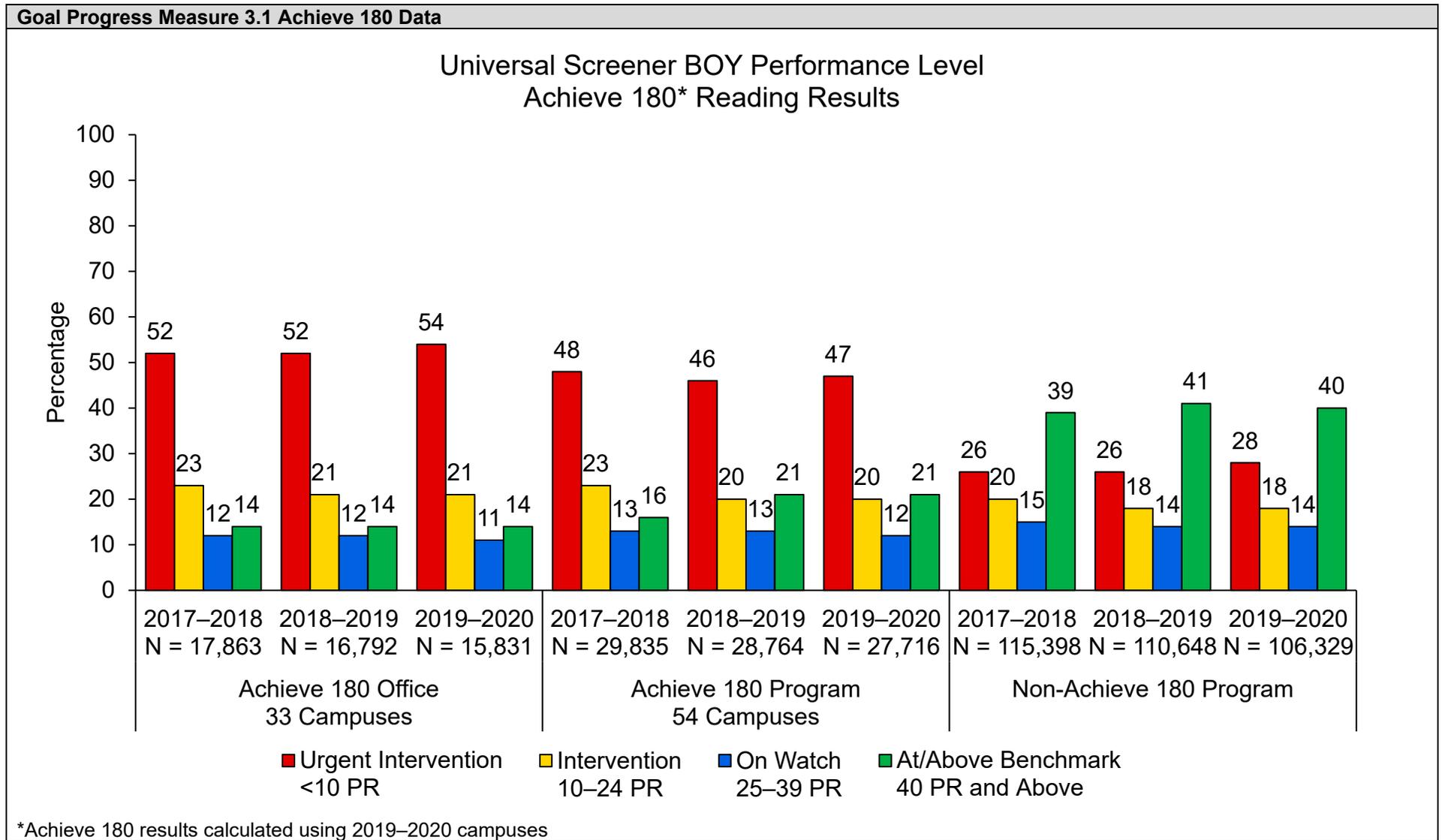
Appendix K: Goal 3.1 Progress Measure Support Data



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

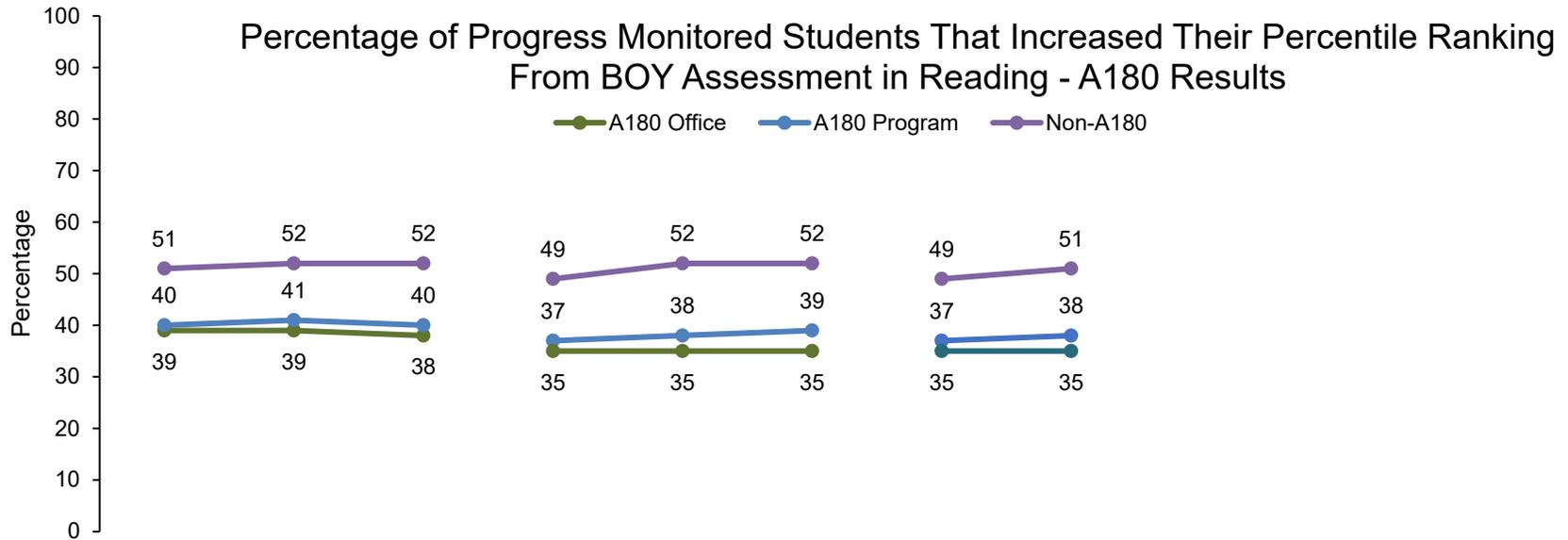


Appendix K: Goal 3.1 Progress Measure Support Data (Cont.)



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

Goal Progress Measure 3.1 Achieve 180 Data (Cont.)



N Tested	2017–2018			2018–2019			2019–2020			2020–2021		
	FPM	MOY	EOY	FPM	MOY	EOY	FPM	MOY	EOY	FPM	MOY	EOY
A180 Office 33 Campuses	7,975	10,979	9,260	9,872	9,845	8,609	9,259	10,079				
A180 Program 54 Campuses	12,686	18,034	15,424	13,202	15,352	13,382	13,315	15,679				
Non-A180	36,403	45,499	37,399	33,525	41,891	38,675	31,468	42,888				

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

Goal Progress Measure 3.1 F-Rated Elementary Campus Data												
Percentage of Progress Monitored Students That Increased Their Percentile Ranking From BOY Assessment in Reading, F-Rated Elementary Campuses												
Campus	2017–2018				2018–2019				2019–2020			
	%Int.	FPM	MOY	EOY	%Int.	FPM	MOY	EOY	%Int.	FPM	MOY	EOY
Ashford ES	49% N=357	56% N=126	60% N=110	71% N=96	54% N=321	55% N=138	59% N=135	60% N=135	45% N=341	60% N=120	58% N=124	
Isaacs ES	58% N=229	60% N=82	59% N=110	68% N=108	57% N=175	32% N=69	31% N=88	61% N=87	55% N=148	33% N=73	29% N=75	
C. Martinez ES	67% N=263	42% N=122	56% N=147	32% N=37	70% N=240	44% N=137	46% N=140	48% N=118	70% N=240	48% N=152	40% N=139	
Northline ES	51% N=357	52% N=165	53% N=159	64% N=84	44% N=326	38% N=63	49% N=123	51% N=124	52% N=338	34% N=148	53% N=132	
Osborne ES	52% N=269	55% N=99	70% N=116	62% N=110	53% N=267	55% N=117	59% N=94	46% N=105	67% N=178	40% N=99	55% N=95	
Robinson ES	55% N=320	45% N=134	53% N=147	55% N=138	55% N=269	38% N=97	46% N=114	38% N=120	59% N=314	37% N=90	47% N=174	
Rucker ES	56% N=313	53% N=157	57% N=163	56% N=160	51% N=281	43% N=138	60% N=139	54% N=134	55% N=243	32% N=127	46% N=128	
Seguin ES	42% N=351	44% N=145	62% N=144	53% N=143	47% N=347	47% N=104	50% N=155	51% N=156	46% N=308	51% N=135	56% N=135	
Smith ES	56% N=495	26% N=47	50% N=259	59% N=252	62% N=551	50% N=286	54% N=282	64% N=272	47% N=549	56% N=234	59% N=240	
Whidby ES	56% N=282	41% N=102	46% N=140	36% N=42	60% N=351	45% N=170	42% N=154	34% N=146	57% N=296	46% N=121	39% N=148	
Young ES	63% N=170	58% N=100	57% N=96	57% N=95	63% N=166	50% N=86	52% N=96	60% N=87	63% N=249	37% N=84	46% N=123	

Support Data
<ul style="list-style-type: none"> F-Rated campuses based on accountability ratings for the 2018–2019 school year. Students performing below the 25th percentile in reading during the Universal Screener BOY window are identified for progress monitoring. *<5 students tested

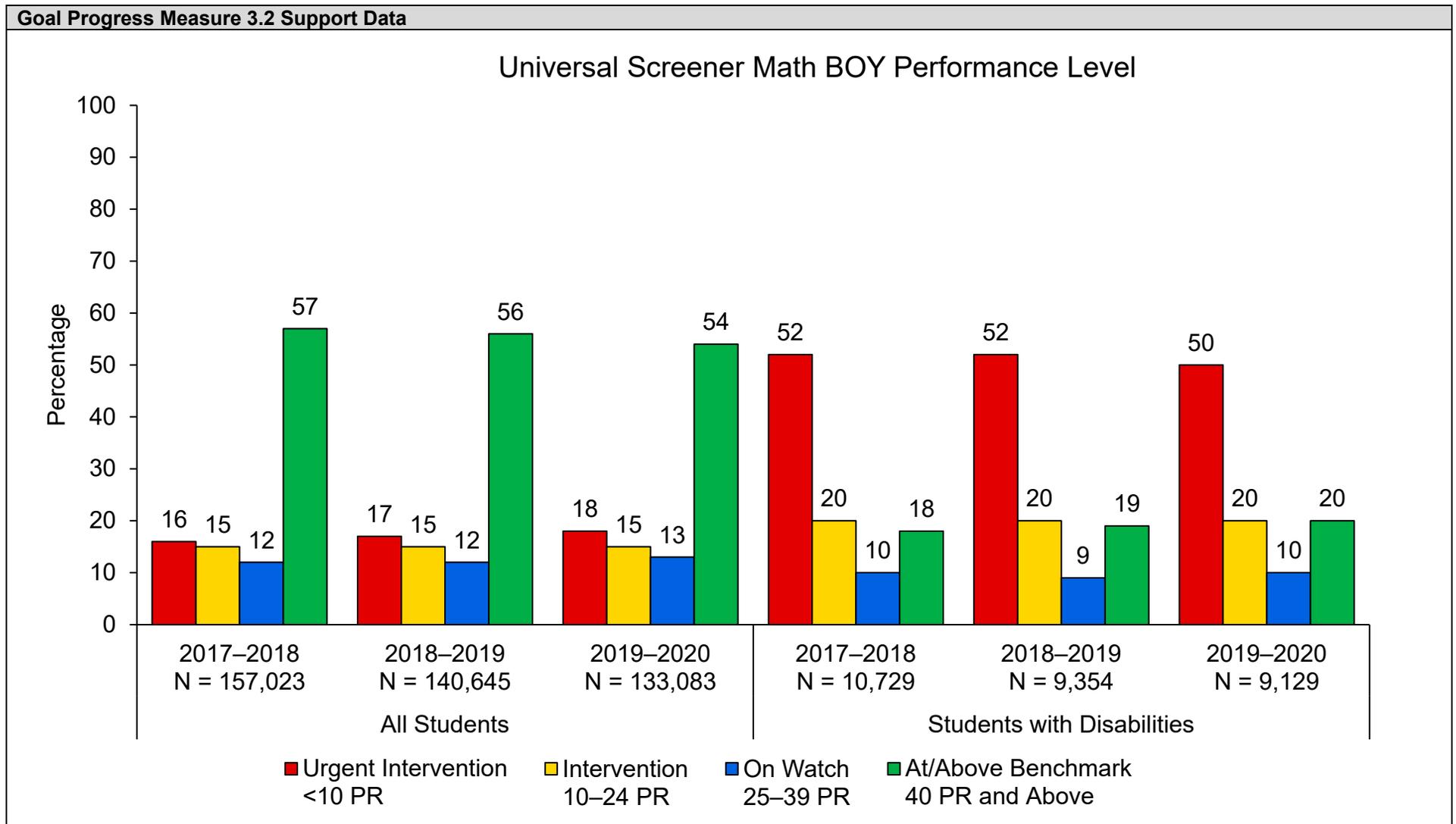
Appendix K: Goal 3.1 Progress Measure Support Data (Cont.)

Goal Progress Measure 3.1 F-Rated Secondary Campus Data												
Percentage of Progress Monitored Students That Increased Their Percentile Ranking From BOY Assessment in Reading, F-Rated Secondary Campuses												
Campus	2017–2018				2018–2019				2019–2020			
	%Int.	FPM	MOY	EOY	%Int.	FPM	MOY	EOY	%Int.	FPM	MOY	EOY
Deady MS	79% N=655	45% N=367	39% N=498	28% N=395	75% N=585	23% N=334	20% N=342	20% N=355	75% N=663	19% N=177	26% N=437	
Edison MS	79% N=638	28% N=373	51% N=485	37% N=411	68% N=634	* N=4	39% N=379	40% N=348	74% N=646	46% N=469	47% N=440	
E-STEM Central MS	* N=0	---	---	---	88% N=320	31% N=269	34% N=262	19% N=256	93% N=256	38% N=233	52% N=222	
Fleming MS	74% N=491	31% N=293	34% N=350	12% N=256	79% N=477	36% N=209	40% N=352	33% N=329	85% N=406	42% N=311	42% N=324	
HS Ahead	89% N=240	46% N=174	41% N=179	30% N=150	82% N=165	16% N=105	16% N=86	17% N=75	90% N=182	38% N=142	29% N=124	
Key MS	76% N=582	31% N=26	31% N=391	33% N=374	73% N=611	32% N=345	32% N=369	34% N=327	77% N=573	38% N=370	34% N=403	
Sugar Grove MS	82% N=470	39% N=267	29% N=333	27% N=343	85% N=584	21% N=415	25% N=415	24% N=433	85% N=709	20% N=501	26% N=471	
Thomas MS	79% N=481	37% N=308	47% N=236	32% N=248	81% N=487	32% N=346	22% N=334	18% N=296	86% N=476	29% N=210	30% N=225	
Wheatley HS	85% N=732	42% N=482	48% N=352	40% N=271	83% N=431	43% N=243	25% N=220	35% N=159	85% N=333	45% N=11	40% N=229	
Williams MS	76% N=438	24% N=195	31% N=283	29% N=282	80% N=461	38% N=317	43% N=318	36% N=300	79% N=410	32% N=266	27% N=293	

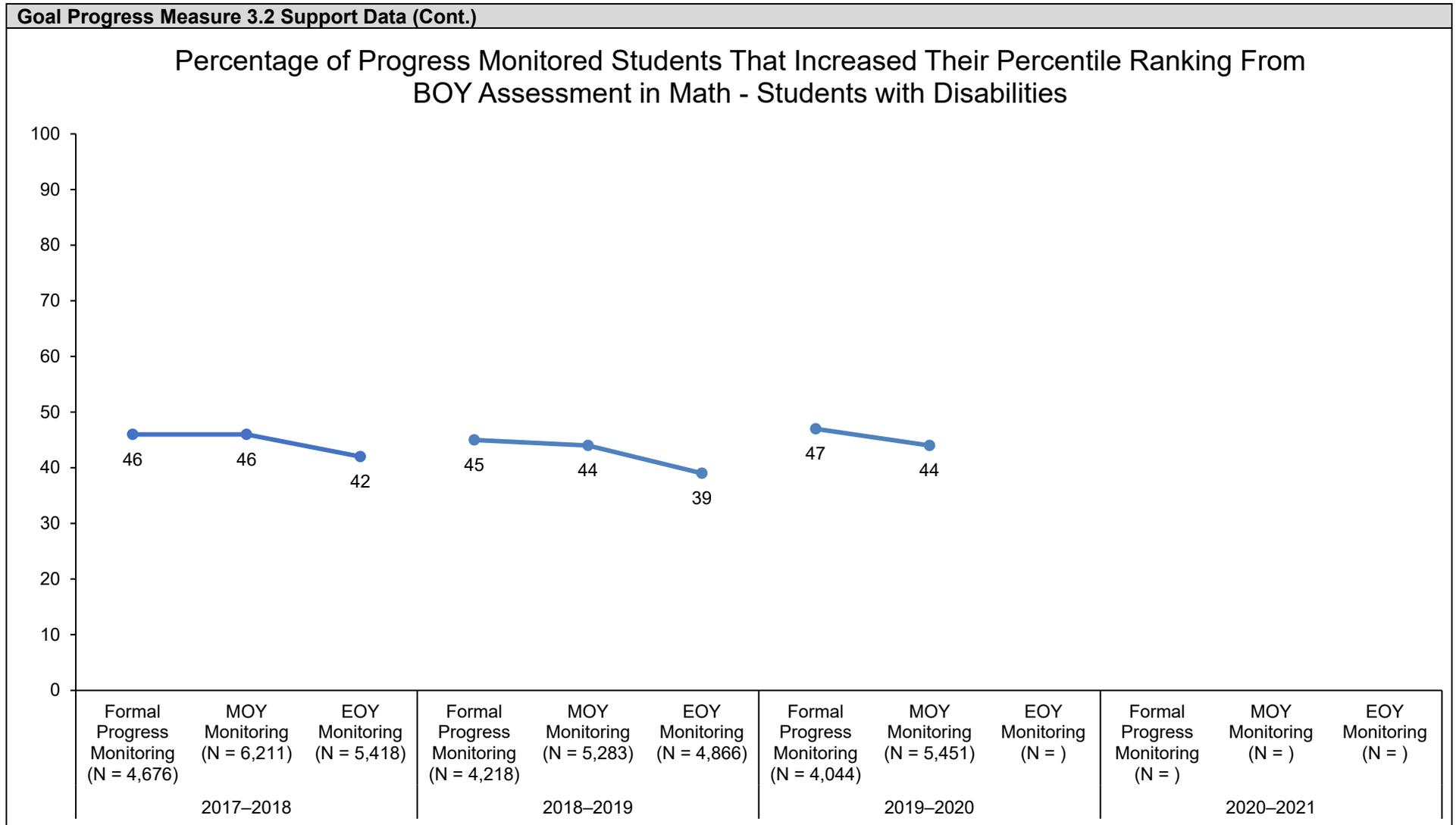
Support Data

- F-Rated campuses based on accountability ratings for the 2018–2019 school year.
- Students performing below the 25th percentile in reading during the Universal Screener BOY window are identified for progress monitoring.
- *<5 students tested

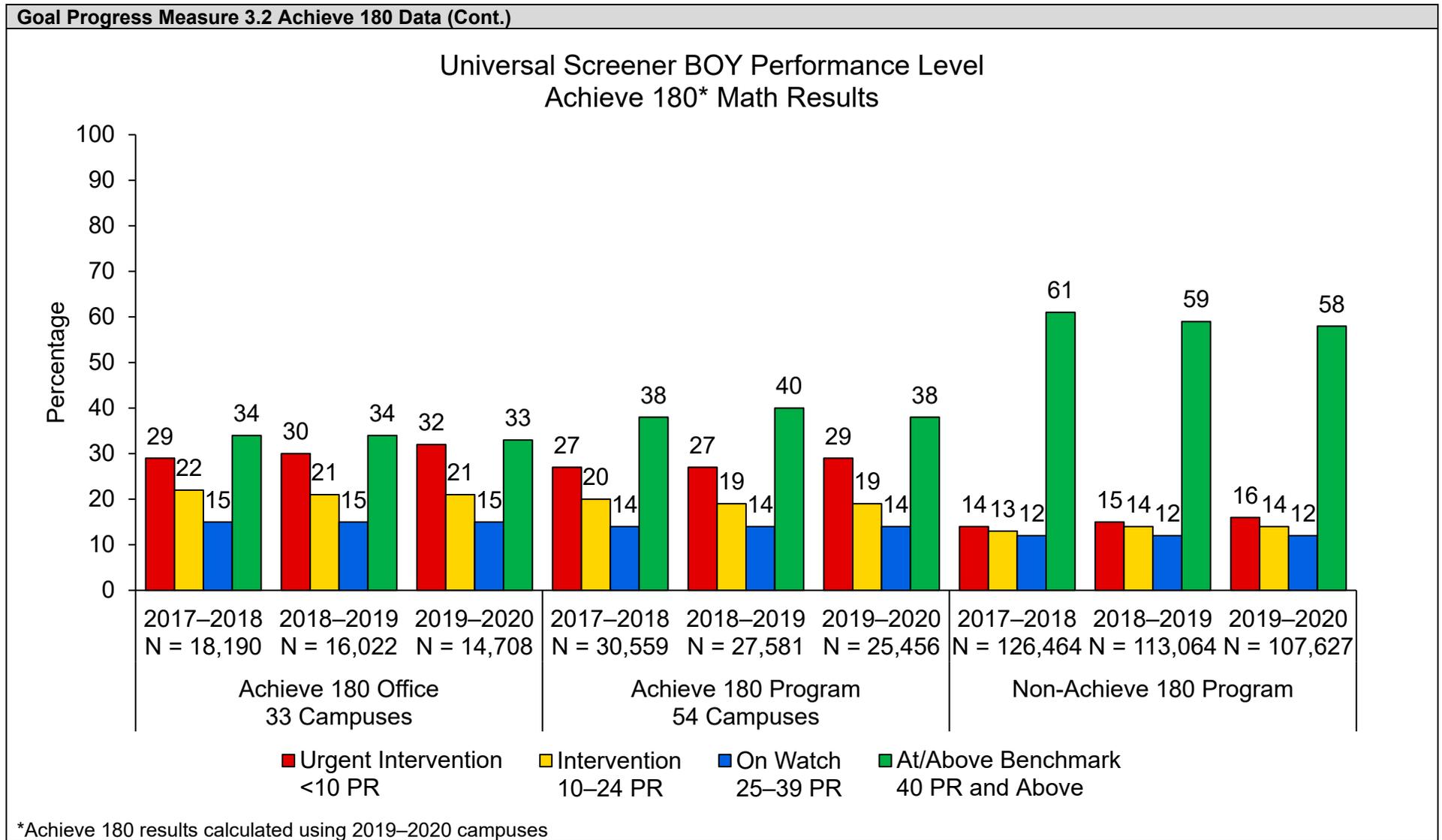
Appendix L: Goal 3.2 Progress Measure Support Data



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

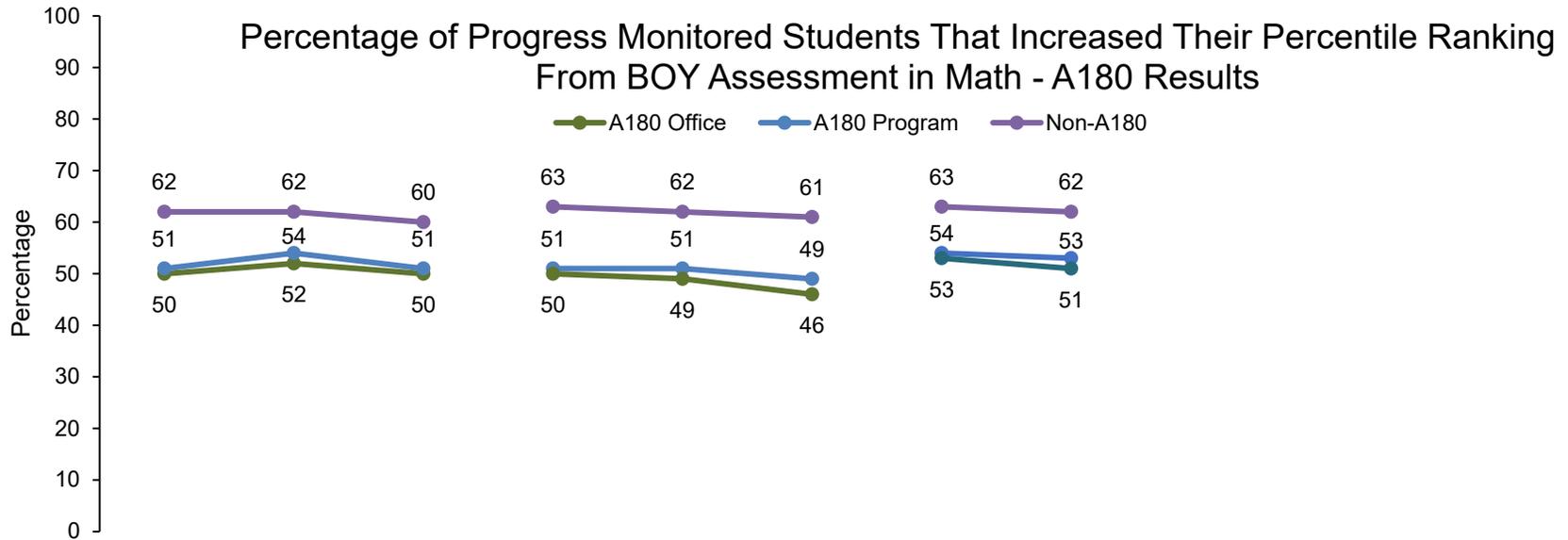


Appendix L: Goal 3.2 Progress Measure Support Data (Cont.)



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

Goal Progress Measure 3.2 Achieve 180 Data (Cont.)



N Tested	2017-2018			2018-2019			2019-2020			2020-2021		
	FPM	MOY	EOY	FPM	MOY	EOY	FPM	MOY	EOY	FPM	MOY	EOY
A180 Office 33 Campuses	5,056	7,466	6,327	6,265	6,407	5,651	5,914	6,455				
A180 Program 54 Campuses	7,750	11,778	10,125	8,923	9,657	8,741	8,940	10,107				
Non-A180	21,809	28,034	24,009	21,259	26,626	24,377	21,332	27,934				

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

Goal Progress Measure 3.2 F-Rated Elementary Campus Data												
Percentage of Progress Monitored Students That Increased Their Percentile Ranking From BOY Assessment in Math, F-Rated Elementary Campuses												
Campus	2017–2018				2018–2019				2019–2020			
	%Int.	FPM	MOY	EOY	%Int.	FPM	MOY	EOY	%Int.	FPM	MOY	EOY
Ashford ES	46% N=442	69% N=156	63% N=178	63% N=127	50% N=479	55% N=174	52% N=189	54% N=140	38% N=435	71% N=134	65% N=139	
Isaacs ES	38% N=226	65% N=55	59% N=69	53% N=62	49% N=212	62% N=78	54% N=92	69% N=93	54% N=204	57% N=100	52% N=97	
C. Martinez ES	46% N=298	59% N=75	63% N=112	48% N=56	58% N=341	40% N=158	45% N=161	48% N=125	56% N=292	60% N=135	52% N=143	
Northline ES	23% N=461	55% N=76	58% N=96	62% N=77	27% N=328	53% N=43	60% N=75	55% N=73	43% N=395	55% N=136	63% N=136	
Osborne ES	51% N=269	58% N=96	72% N=111	65% N=106	46% N=230	58% N=80	68% N=74	51% N=72	45% N=238	53% N=86	76% N=86	
Robinson ES	49% N=403	45% N=106	55% N=128	63% N=101	54% N=256	69% N=129	54% N=101	53% N=120	57% N=393	59% N=109	65% N=209	
Rucker ES	31% N=375	34% N=94	46% N=106	53% N=108	39% N=334	55% N=117	61% N=118	54% N=110	45% N=294	61% N=109	63% N=128	
Seguin ES	29% N=436	76% N=123	67% N=119	66% N=120	39% N=411	76% N=120	78% N=150	72% N=149	36% N=370	77% N=124	81% N=126	
Smith ES	39% N=561	65% N=23	49% N=205	53% N=206	45% N=672	63% N=251	63% N=264	69% N=249	46% N=653	70% N=278	71% N=263	
Whidby ES	38% N=466	70% N=119	52% N=163	53% N=66	38% N=414	54% N=127	57% N=120	56% N=108	38% N=364	68% N=93	55% N=123	
Young ES	38% N=177	65% N=62	50% N=58	63% N=59	44% N=207	64% N=61	54% N=81	51% N=70	46% N=273	61% N=66	56% N=104	

Support Data

- F-Rated campuses based on accountability ratings for the 2018–2019 school year.
- Students performing below the 25th percentile in math during the Universal Screener BOY window are identified for progress monitoring.
- *<5 students tested

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

Goal Progress Measure 3.2 F-Rated Secondary Campus Data												
Percentage of Progress Monitored Students That Increased Their Percentile Ranking From BOY Assessment in Math, F-Rated Secondary Campuses												
Campus	2017–2018				2018–2019				2019–2020			
	%Int.	FPM	MOY	EOY	%Int.	FPM	MOY	EOY	%Int.	FPM	MOY	EOY
Deady MS	53% N=629	55% N=218	47% N=318	48% N=268	50% N=642	33% N=237	38% N=278	35% N=266	48% N=685	42% N=168	39% N=267	
Edison MS	49% N=642	37% N=226	49% N=299	24% N=227	38% N=637	* N=4	56% N=203	41% N=193	47% N=648	51% N=302	57% N=286	
E-STEM Central MS	* N=0	---	---	---	72% N=187	57% N=130	56% N=129	37% N=125	69% N=254	54% N=168	77% N=165	
Fleming MS	49% N=493	56% N=222	49% N=230	40% N=220	52% N=484	45% N=216	42% N=239	40% N=213	64% N=405	59% N=199	53% N=239	
HS Ahead	68% N=242	51% N=132	45% N=132	39% N=118	58% N=168	40% N=77	35% N=72	30% N=53	63% N=176	45% N=89	44% N=77	
Key MS	53% N=580	47% N=241	51% N=261	44% N=238	50% N=591	44% N=186	41% N=202	35% N=208	49% N=571	49% N=136	51% N=244	
Sugar Grove MS	66% N=461	49% N=256	45% N=239	42% N=267	64% N=599	41% N=274	33% N=265	25% N=324	67% N=720	33% N=353	44% N=390	
Thomas MS	63% N=430	47% N=210	54% N=180	39% N=173	55% N=455	40% N=206	39% N=204	43% N=164	56% N=467	50% N=101	41% N=135	
Wheatley HS	54% N=743	44% N=197	56% N=216	43% N=223	65% N=223	25% N=75	30% N=60	33% N=55	66% N=206	* N=0	48% N=88	
Williams MS	56% N=452	60% N=131	54% N=189	45% N=204	61% N=451	64% N=221	58% N=221	55% N=216	54% N=447	64% N=217	53% N=215	

Support Data

- F-Rated campuses based on accountability ratings for the 2018–2019 school year.
- Students performing below the 25th percentile in math during the Universal Screener BOY window are identified for progress monitoring.
- * <5 students tested

Appendix M: Goal 4 Support Data

Goal 4 Support Data

All Students — STAAR 3–8 and EOC English/Reading and Mathematics Combined Performance Gaps % At or Above Meets Grade Level Standard

	2016–2017			2017–2018				2018–2019				2019–2020			
	Part of Group	Not Part of Group/White		Part of Group	Not Part of Group/White			Part of Group	Not Part of Group/White			Part of Group	Not Part of Group/White		
	Meets	Meets	Meets Gap	Meets	Meets	Meets Gap	Δ Meets Gap	Meets	Meets	Meets Gap	Δ Meets Gap	Meets	Meets	Meets Gap	Δ Meets Gap
Econ. Dis.	32.7	57.4	24.7	35.1	60.4	25.3	0.6	36.1	67.6	31.5	6.2				
Afr. Amer.	27.8	68.5	40.7	29.7	69.1	39.4	-1.3	31.9	69.4	37.5	-1.9				
Hispanic	35.9	68.5	32.6	38.4	69.1	30.7	-1.9	39.7	69.4	29.7	-1.0				
ELs	23.9	45.4	21.5	26.0	47.2	21.2	-0.3	26.1	50.2	24.1	2.9				
SWD	7.5	40.7	33.2	8.3	43.0	34.7	1.5	9.3	44.9	35.6	0.9				
Average			30.5			30.3	-0.2			31.7	1.4				

Note: Meets performance is highlighted green if the group's performance is at or above the prior year's performance. Δ Meets Gap is highlighted green if the gap decreased or stayed the same from the prior year.

All Students — STAAR 3–8 and EOC English/Reading Combined Performance Gaps % At or Above Meets Grade Level Standard

	2016–2017			2017–2018				2018–2019				2019–2020			
	Part of Group	Not Part of Group/White		Part of Group	Not Part of Group/White			Part of Group	Not Part of Group/White			Part of Group	Not Part of Group/White		
	Meets	Meets	Meets Gap	Meets	Meets	Meets Gap	Δ Meets Gap	Meets	Meets	Meets Gap	Δ Meets Gap	Meets	Meets	Meets Gap	Δ Meets Gap
Econ. Dis.	30.0	57.7	27.7	32.4	60.6	28.2	0.5	33.4	68.3	34.9	6.7				
Afr. Amer.	27.8	70.7	42.9	29.4	71.2	41.8	-1.1	31.8	71.3	39.5	-2.3				
Hispanic	32.7	70.7	38.0	35.2	71.2	36.0	-2.0	36.6	71.3	34.7	-1.3				
ELs	17.9	45.0	27.1	19.3	47.0	27.7	0.6	19.6	50.0	30.4	2.7				
SWD	6.1	38.7	32.6	7.3	41.0	33.7	1.1	7.7	43.0	35.3	1.6				
Average			33.7			33.5	-0.2			35.0	1.5				

Note: Meets performance is highlighted green if the group's performance is at or above the prior year's performance. Δ Meets Gap is highlighted green if the gap decreased or stayed the same from the prior year.

Appendix M: Goal 4 Support Data (Cont.)

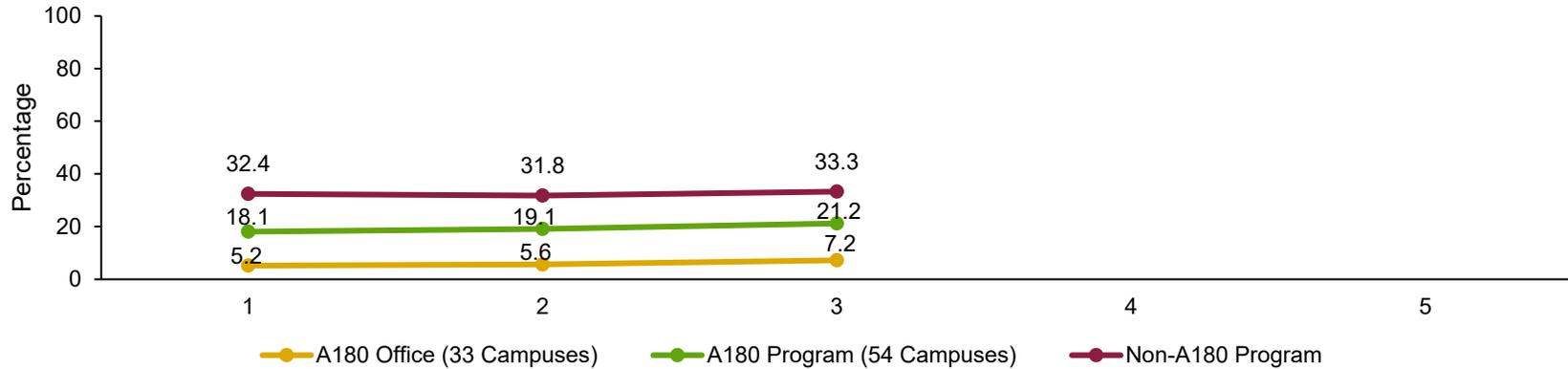
Goal 4 Support Data (Cont.)															
All Students — STAAR 3–8 and EOC Mathematics Combined Performance Gaps % At or Above Meets Grade Level Standard															
	2016–2017			2017–2018				2018–2019				2019–2020			
	Part of Group	Not Part of Group/White		Part of Group	Not Part of Group/White			Part of Group	Not Part of Group/White			Part of Group	Not Part of Group/White		
	Meets	Meets	Meets Gap	Meets	Meets	Meets Gap	Δ Meets Gap	Meets	Meets	Meets Gap	Δ Meets Gap	Meets	Meets	Meets Gap	Δ Meets Gap
Econ. Dis.	36.1	56.9	20.8	38.4	60.3	21.9	1.1	39.4	66.6	27.2	5.3				
Afr. Amer.	27.9	65.8	37.9	30.2	66.5	36.3	-1.6	32.1	67.1	35.0	-1.3				
Hispanic	39.8	65.8	26.0	42.3	66.5	24.2	-1.8	43.5	67.1	23.6	-0.6				
ELs	30.7	45.8	15.1	33.7	47.6	13.9	-1.2	33.7	50.3	16.6	2.7				
SWD	9.2	43.1	33.9	9.7	45.5	35.8	1.9	11.2	47.3	36.1	0.3				
Average			26.7			26.4	-0.3			27.7	1.3				

Note: Meets performance is highlighted green if the group's performance is at or above the prior year's performance. Δ Meets Gap is highlighted green if the gap decreased or stayed the same from the prior year.

Appendix M: Goal 4 Support Data (Cont.)

Goal 4 Achieve 180 Data

Historically Underserved Perf. Gap - Achieve 180 Results
Avg. STAAR Reading and Math
At or Above Meets Grade Level Standard



**Achieve 180 Office (33 Campuses) — STAAR 3–8 and EOC English/Reading and Mathematics Combined Performance Gaps
% At or Above Meets Grade Level Standard**

	2016–2017			2017–2018				2018–2019				2019–2020			
	Part of Group	Not Part of Group/White		Part of Group	Not Part of Group/White			Part of Group	Not Part of Group/White			Part of Group	Not Part of Group/White		
	Meets	Meets	Meets Gap	Meets	Meets	Meets Gap	Δ Meets Gap	Meets	Meets	Meets Gap	Δ Meets Gap	Meets	Meets	Meets Gap	Δ Meets Gap
Econ. Dis.	15.5	13.5	-2.0	18.8	18.1	-0.7	1.3	23.1	27.3	4.2	2.9				
Afr. Amer.	12.8	16.4	3.6	16.4	19.5	3.1	-0.5	20.9	22.3	1.4	1.9				
Hispanic	16.9	16.4	-0.5	20.7	19.5	-1.2	-0.7	25.0	22.3	-2.7	-2.0				
ELs	8.4	18.3	9.9	12.8	21.3	8.5	-1.4	15.0	27.1	12.1	13.5				
SWD	1.9	16.8	14.9	2.6	20.7	18.1	3.2	4.2	25.4	21.2	18.0				
Average			5.2			5.6	0.4			7.2	6.8				

Note: Meets performance is highlighted green if the group's performance is at or above the prior year's performance. Δ Meets Gap is highlighted green if the gap decreased or stayed the same from the prior year.

Appendix M: Goal 4 Support Data (Cont.)

Goal 4 Achieve 180 Office Data (Cont.)															
Achieve 180 Office (33 Campuses) — STAAR 3–8 and EOC English/Reading Combined Performance Gaps % At or Above Meets Grade Level Standard															
	2016–2017			2017–2018				2018–2019				2019–2020			
	Part of Group	Not Part of Group/White		Part of Group	Not Part of Group/White			Part of Group	Not Part of Group/White			Part of Group	Not Part of Group/White		
	Meets	Meets	Meets Gap	Meets	Meets	Meets Gap	Δ Meets Gap	Meets	Meets	Meets Gap	Δ Meets Gap	Meets	Meets	Meets Gap	Δ Meets Gap
Econ. Dis.	14.0	13.4	-0.6	17.0	17.4	0.4	1.0	19.6	23.8	4.2	3.2				
Afr. Amer.	12.9	15.6	2.7	15.6	16.8	1.2	-1.5	18.2	18.9	0.7	2.2				
Hispanic	14.4	15.6	1.2	18.4	16.8	-1.6	-2.8	21.1	18.9	-2.2	0.6				
ELs	5.4	17.8	12.4	8.4	20.7	12.3	-0.1	10.1	24.4	14.3	14.4				
SWD	1.6	15.4	13.8	2.3	18.8	16.5	2.7	2.5	21.8	19.3	16.6				
Average			5.9			5.8	-0.1			7.3	7.4				
Note: Meets performance is highlighted green if the group's performance is at or above the prior year's performance. Δ Meets Gap is highlighted green if the gap decreased or stayed the same from the prior year.															
Achieve 180 Office (33 Campuses) — STAAR 3–8 and EOC Mathematics Combined Performance Gaps % At or Above Meets Grade Level Standard															
	2016–2017			2017–2018				2018–2019				2019–2020			
	Part of Group	Not Part of Group/White		Part of Group	Not Part of Group/White			Part of Group	Not Part of Group/White			Part of Group	Not Part of Group/White		
	Meets	Meets	Meets Gap	Meets	Meets	Meets Gap	Δ Meets Gap	Meets	Meets	Meets Gap	Δ Meets Gap	Meets	Meets	Meets Gap	Δ Meets Gap
Econ. Dis.	17.3	13.5	-3.8	21.2	19.1	-2.1	1.7	27.6	32.5	4.9	3.2				
Afr. Amer.	12.7	17.5	4.8	17.4	22.9	5.5	0.7	24.6	26.7	2.1	1.4				
Hispanic	20.0	17.5	-2.5	23.7	22.9	-0.8	1.7	30.1	26.7	-3.4	-5.1				
ELs	12.4	18.9	6.5	18.5	22.2	3.7	-2.8	21.7	30.8	9.1	11.9				
SWD	2.3	18.6	16.3	3.0	23.0	20.0	3.7	6.5	30.1	23.6	19.9				
Average			4.3			5.3	1.0			7.3	6.3				
Note: Meets performance is highlighted green if the group's performance is at or above the prior year's performance. Δ Meets Gap is highlighted green if the gap decreased or stayed the same from the prior year.															

Appendix M: Goal 4 Support Data (Cont.)

Goal 4 Achieve 180 Program Data															
Achieve 180 Program (54 Campuses) — STAAR 3–8 and EOC English/Reading and Mathematics Combined Performance Gaps % At or Above Meets Grade Level Standard															
	2016–2017			2017–2018				2018–2019				2019–2020			
	Part of Group	Not Part of Group/White		Part of Group	Not Part of Group/White			Part of Group	Not Part of Group/White			Part of Group	Not Part of Group/White		
	Meets	Meets	Meets Gap	Meets	Meets	Meets Gap	Δ Meets Gap	Meets	Meets	Meets Gap	Δ Meets Gap	Meets	Meets	Meets Gap	Δ Meets Gap
Econ. Dis.	18.4	28.8	10.4	22.1	35.8	13.7	3.3	25.6	47.0	21.4	18.1				
Afr. Amer.	15.1	41.9	26.8	18.3	45.1	26.8	0.0	22.5	47.1	24.6	24.6				
Hispanic	20.6	41.9	21.3	24.7	45.1	20.4	-0.9	28.4	47.1	18.7	19.6				
ELs	11.3	24.5	13.2	15.1	28.0	12.9	-0.3	16.4	33.4	17.0	17.3				
SWD	3.3	22.1	18.8	4.6	26.1	21.5	2.7	6.0	30.4	24.4	21.7				
Average			18.1			19.1	1.0			21.2	20.2				

Note: Meets performance is highlighted green if the group's performance is at or above the prior year's performance. Δ Meets Gap is highlighted green if the gap decreased or stayed the same from the prior year.

Achieve 180 Program (54 Campuses) — STAAR 3–8 and EOC English/Reading Combined Performance Gaps % At or Above Meets Grade Level Standard															
	2016–2017			2017–2018				2018–2019				2019–2020			
	Part of Group	Not Part of Group/White		Part of Group	Not Part of Group/White			Part of Group	Not Part of Group/White			Part of Group	Not Part of Group/White		
	Meets	Meets	Meets Gap	Meets	Meets	Meets Gap	Δ Meets Gap	Meets	Meets	Meets Gap	Δ Meets Gap	Meets	Meets	Meets Gap	Δ Meets Gap
Econ. Dis.	17.4	32.5	15.1	21.2	39.8	18.6	3.5	23.7	51.8	28.1	24.6				
Afr. Amer.	15.3	51.8	36.5	18.1	54.1	36.0	-0.5	21.2	55.2	34.0	34.5				
Hispanic	19.0	51.8	32.8	23.7	54.1	30.4	-2.4	26.2	55.2	29.0	31.4				
ELs	7.7	26.1	18.4	10.7	29.7	19.0	0.6	11.5	34.0	22.5	21.9				
SWD	3.2	22.1	18.9	4.6	26.1	21.5	2.6	4.9	29.4	24.5	21.9				
Average			24.3			25.1	0.8			27.6	26.8				

Note: Meets performance is highlighted green if the group's performance is at or above the prior year's performance. Δ Meets Gap is highlighted green if the gap decreased or stayed the same from the prior year.

Appendix M: Goal 4 Support Data (Cont.)

Goal 4 Achieve 180 & Non-Achieve 180 Program Data															
Achieve 180 Program (54 Campuses) — STAAR 3–8 and EOC English/Reading Combined Performance Gaps % At or Above Meets Grade Level Standard															
	2016–2017			2017–2018				2018–2019				2019–2020			
	Part of Group	Not Part of Group/White		Part of Group	Not Part of Group/White			Part of Group	Not Part of Group/White			Part of Group	Not Part of Group/White		
	Meets	Meets	Meets Gap	Meets	Meets	Meets Gap	Δ Meets Gap	Meets	Meets	Meets Gap	Δ Meets Gap	Meets	Meets	Meets Gap	Δ Meets Gap
Econ. Dis.	19.7	23.5	3.8	23.2	30.1	6.9	3.1	28.2	40.2	12.0	8.9				
Afr. Amer.	14.7	28.1	13.4	18.7	33.1	14.4	1.0	24.2	36.0	11.8	10.8				
Hispanic	22.6	28.1	5.5	26.1	33.1	7.0	1.5	31.3	36.0	4.7	3.2				
ELs	15.9	22.4	6.5	20.7	25.7	5.0	-1.5	23.0	32.5	9.5	11.0				
SWD	3.5	22.1	18.6	4.5	26.2	21.7	3.1	7.5	31.7	24.2	21.1				
Average			9.6			11.0	1.4			12.4	11.0				

Note: Meets performance is highlighted green if the group's performance is at or above the prior year's performance. Δ Meets Gap is highlighted green if the gap decreased or stayed the same from the prior year.

Non-Achieve 180 Program — STAAR 3–8 and EOC English/Reading and Mathematics Combined Performance Gaps % At or Above Meets Grade Level Standard															
	2016–2017			2017–2018				2018–2019				2019–2020			
	Part of Group	Not Part of Group/White		Part of Group	Not Part of Group/White			Part of Group	Not Part of Group/White			Part of Group	Not Part of Group/White		
	Meets	Meets	Meets Gap	Meets	Meets	Meets Gap	Δ Meets Gap	Meets	Meets	Meets Gap	Δ Meets Gap	Meets	Meets	Meets Gap	Δ Meets Gap
Econ. Dis.	37.4	63.9	26.5	39.6	65.3	25.7	-0.8	39.7	71.0	31.3	32.1				
Afr. Amer.	35.0	74.5	39.5	36.1	74.6	38.5	-1.0	37.0	74.7	37.7	38.7				
Hispanic	39.7	74.5	34.8	41.9	74.6	32.7	-2.1	42.6	74.7	32.1	34.2				
ELs	27.5	51.8	24.3	29.2	53.3	24.1	-0.2	28.8	55.4	26.6	26.8				
SWD	9.3	46.2	36.9	10.0	48.1	38.1	1.2	10.6	49.2	38.6	37.4				
Average			32.4			31.8	-0.6			33.3	33.9				

Note: Meets performance is highlighted green if the group's performance is at or above the prior year's performance. Δ Meets Gap is highlighted green if the gap decreased or stayed the same from the prior year.

Appendix M: Goal 4 Support Data (Cont.)

Goal 4 Non-Achieve 180 Program Data															
Non-Achieve 180 Program— STAAR 3–8 and EOC English/Reading Combined Performance Gaps % At or Above Meets Grade Level Standard															
	2016–2017			2017–2018				2018–2019				2019–2020			
	Part of Group	Not Part of Group/White		Part of Group	Not Part of Group/White			Part of Group	Not Part of Group/White			Part of Group	Not Part of Group/White		
	Meets	Meets	Meets Gap	Meets	Meets	Meets Gap	Δ Meets Gap	Meets	Meets	Meets Gap	Δ Meets Gap	Meets	Meets	Meets Gap	Δ Meets Gap
Econ. Dis.	34.2	63.8	29.6	36.4	64.9	28.5	-1.1	36.9	71.2	34.3	35.4				
Afr. Amer.	35.0	75.3	40.3	36.0	75.3	39.3	-1.0	37.8	75.3	37.5	38.5				
Hispanic	36.2	75.3	39.1	38.3	75.3	37.0	-2.1	39.3	75.3	36.0	38.1				
ELs	21.0	51.0	30.0	22.0	52.6	30.6	0.6	22.0	55.2	33.2	32.6				
SWD	7.5	43.8	36.3	8.5	45.6	37.1	0.8	8.9	47.2	38.3	37.5				
Average			35.1			34.5	-0.6			35.9	36.5				

Note: Meets performance is highlighted green if the group's performance is at or above the prior year's performance. Δ Meets Gap is highlighted green if the gap decreased or stayed the same from the prior year.

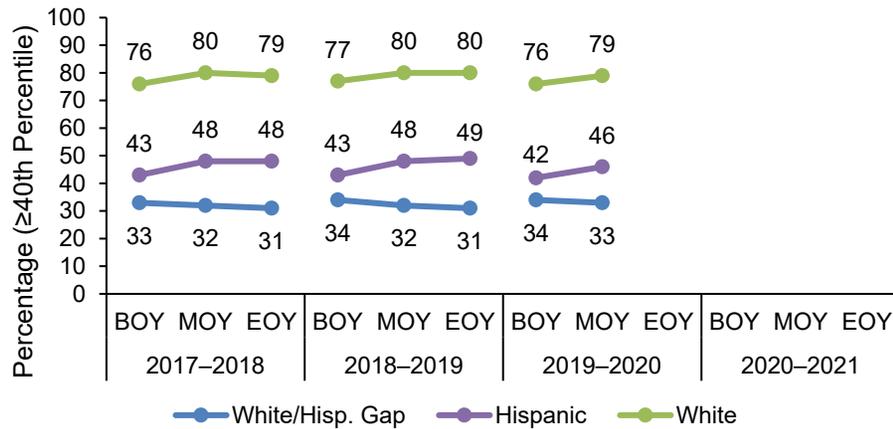
Non-Achieve 180 Program — STAAR 3–8 and EOC English/Reading Combined Performance Gaps % At or Above Meets Grade Level Standard															
	2016–2017			2017–2018				2018–2019				2019–2020			
	Part of Group	Not Part of Group/White		Part of Group	Not Part of Group/White			Part of Group	Not Part of Group/White			Part of Group	Not Part of Group/White		
	Meets	Meets	Meets Gap	Meets	Meets	Meets Gap	Δ Meets Gap	Meets	Meets	Meets Gap	Δ Meets Gap	Meets	Meets	Meets Gap	Δ Meets Gap
Econ. Dis.	41.2	64.1	22.9	43.3	65.8	22.5	-0.4	42.9	70.6	27.7	28.1				
Afr. Amer.	35.0	73.6	38.6	36.1	73.8	37.7	-0.9	36.1	74.0	37.9	38.8				
Hispanic	43.9	73.6	29.7	46.2	73.8	27.6	-2.1	46.4	74.0	27.6	29.7				
ELs	34.7	52.8	18.1	37.1	54.1	17.0	-1.1	36.3	55.5	19.2	20.3				
SWD	11.6	49.0	37.4	11.8	51.0	39.2	1.8	12.5	51.5	39.0	37.2				
Average			29.3			28.8	-0.5			30.3	30.8				

Note: Meets performance is highlighted green if the group's performance is at or above the prior year's performance. Δ Meets Gap is highlighted green if the gap decreased or stayed the same from the prior year.

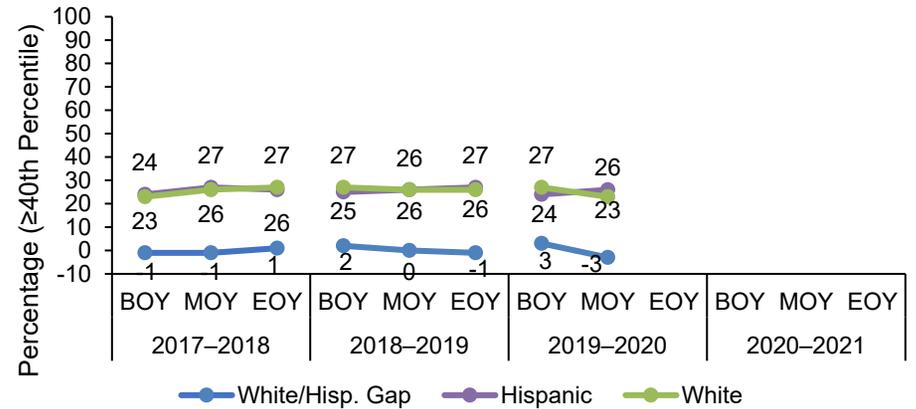
Appendix M: Goal 4 Support Data (Cont.)

Goal 4 Ren360 Reading & Math White/Hispanic Performance Gap Support Data

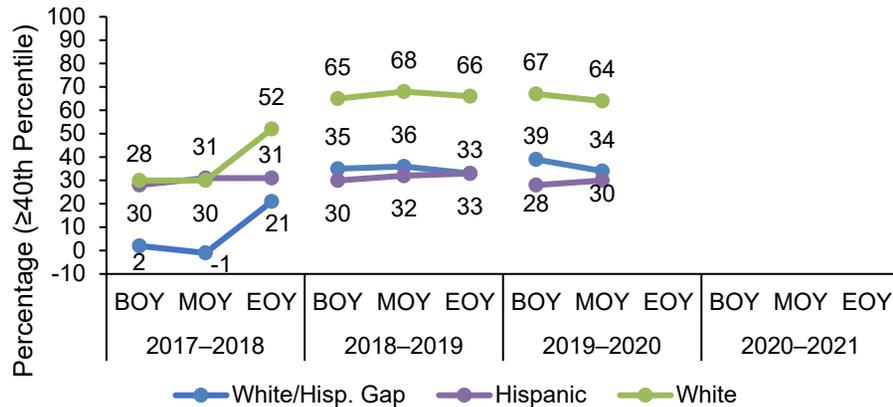
Ren360 Reading & Math – All Students White/Hispanic Performance Gap



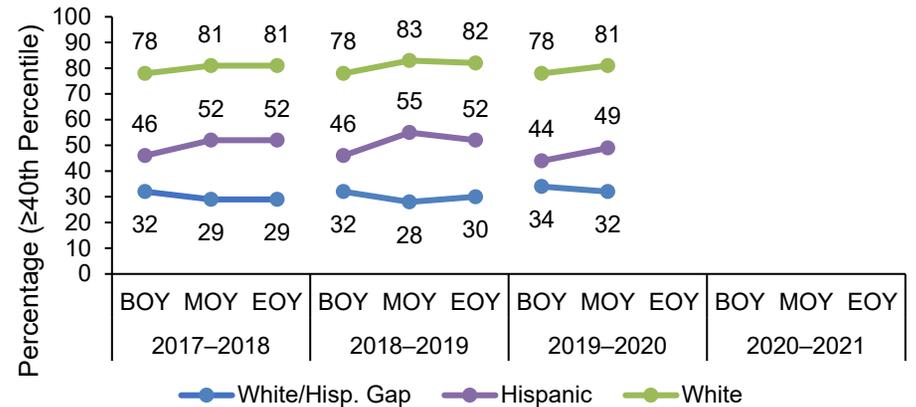
Ren360 Reading & Math – A180 Office White/Hispanic Performance Gap



Ren360 Reading & Math – A180 Program White/Hispanic Performance Gap



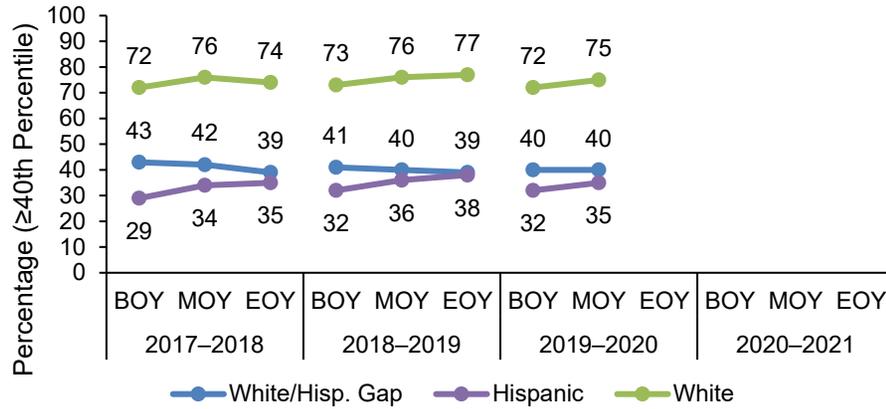
Ren360 Read & Math – Non-A180 Program White/Hispanic Performance Gap



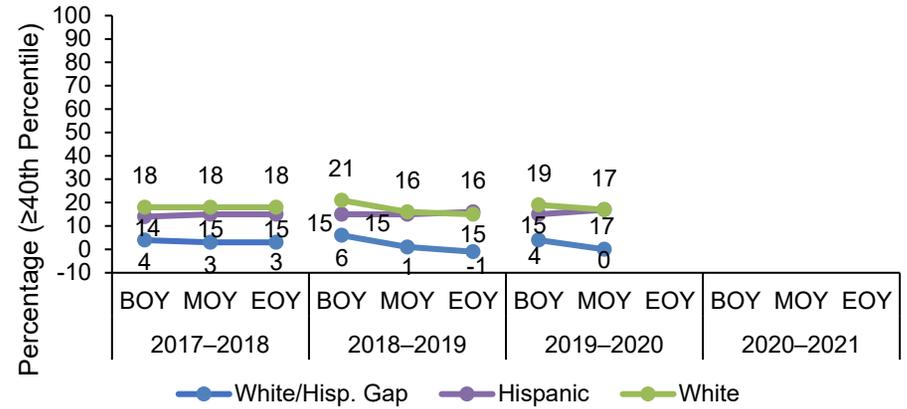
Appendix M: Goal 4 Support Data (Cont.)

Goal 4 Ren360 Reading White/Hispanic Performance Gap Support Data

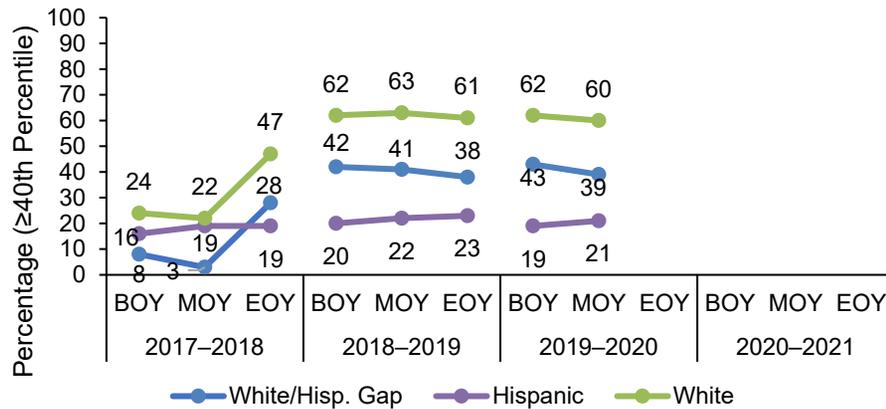
Ren360 Reading – All Students White/Hispanic Performance Gap



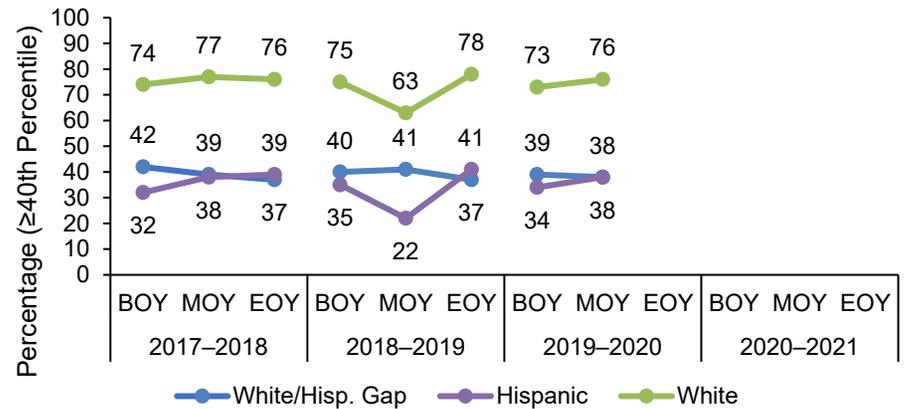
Ren360 Reading – A180 Office White/Hispanic Performance Gap



Ren360 Reading – A180 Program White/Hispanic Performance Gap



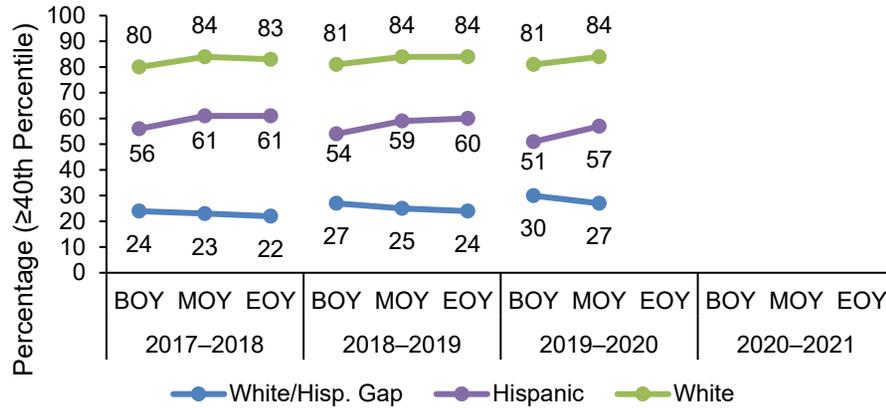
Ren360 Reading – Non-A180 Program White/Hispanic Performance Gap



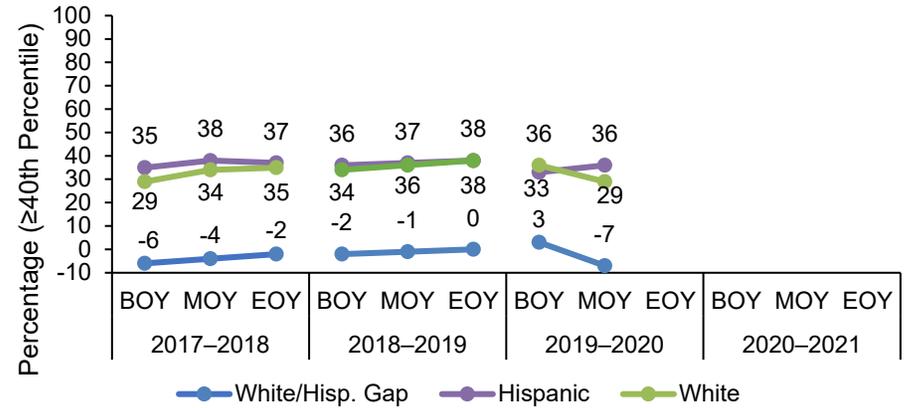
Appendix M: Goal 4 Support Data (Cont.)

Goal 4 Ren360 Math White/Hispanic Performance Gap Support Data

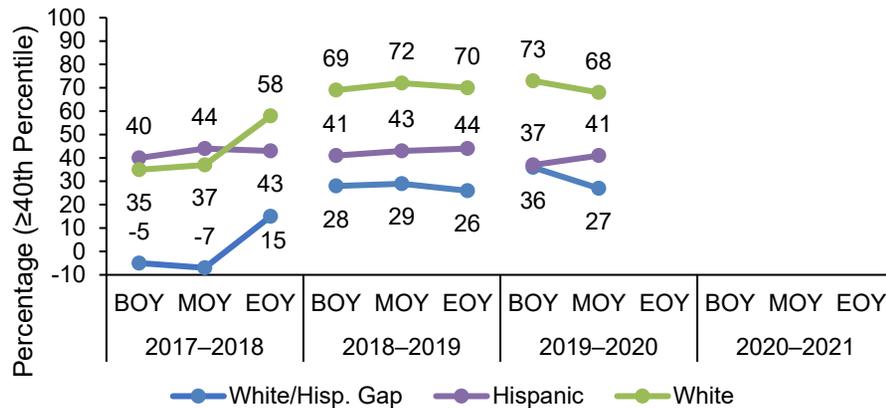
Ren360 Math – All Students White/Hispanic Performance Gap



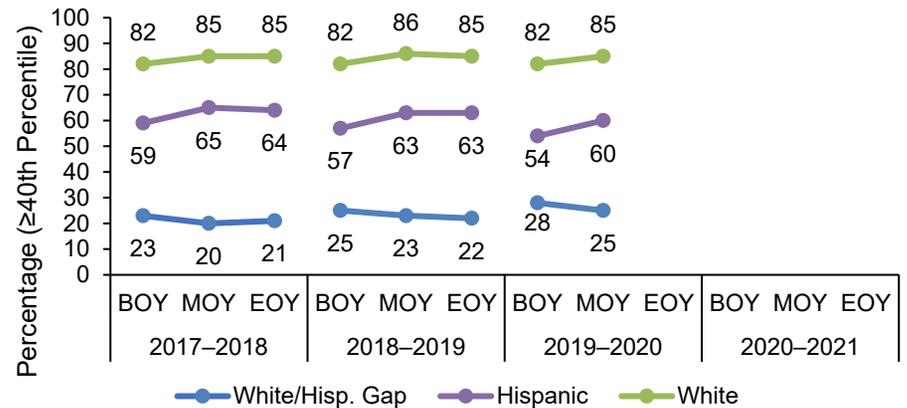
Ren360 Math – A180 Office White/Hispanic Performance Gap



Ren360 Math – A180 Program White/Hispanic Performance Gap



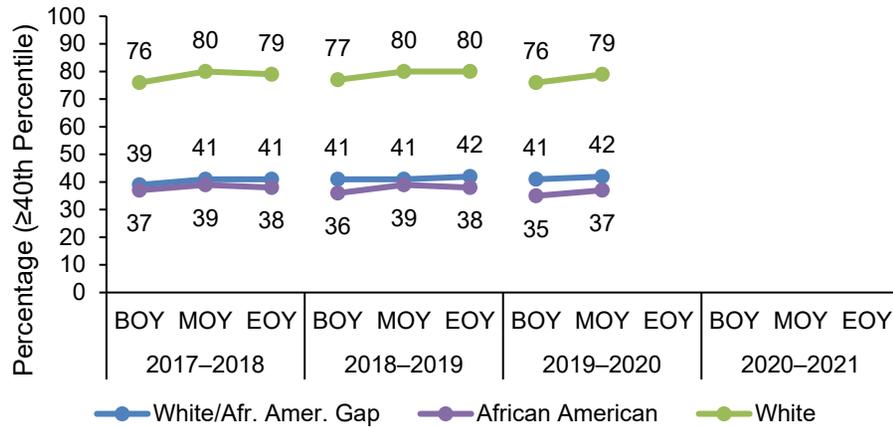
Ren360 Math – Non-A180 Program White/Hispanic Performance Gap



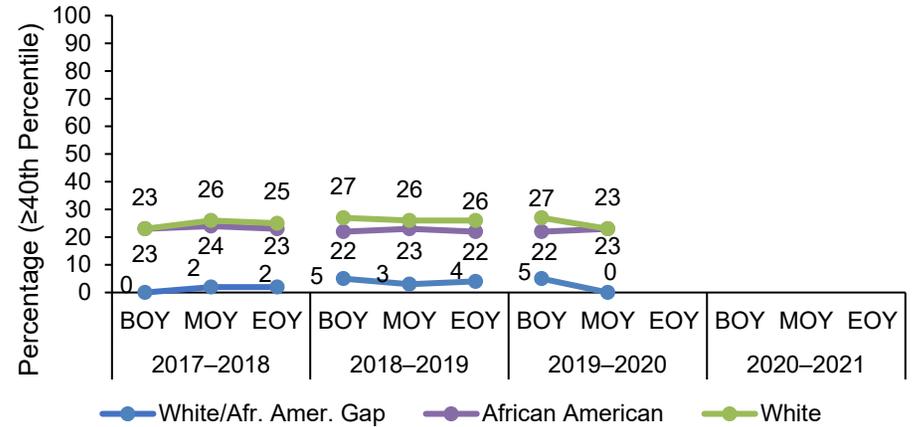
Appendix M: Goal 4 Support Data (Cont.)

Goal 4 Ren360 Reading & Math White/Afr. Amer. Performance Gap Support Data

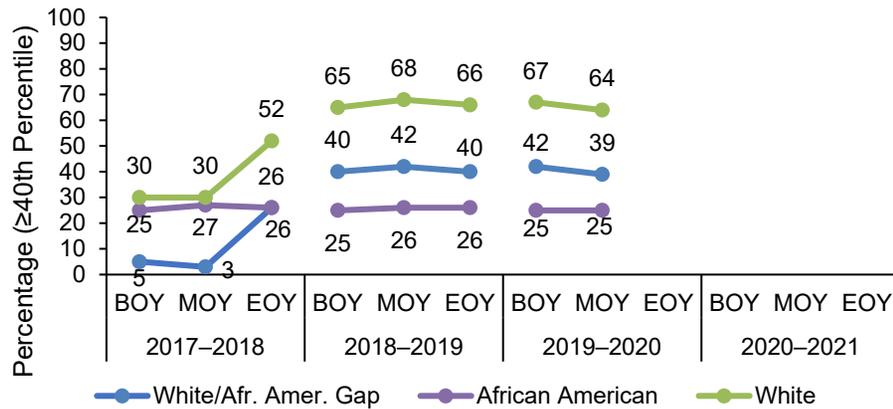
Ren360 Reading & Math – All Students White/Afr. Amer. Performance Gap



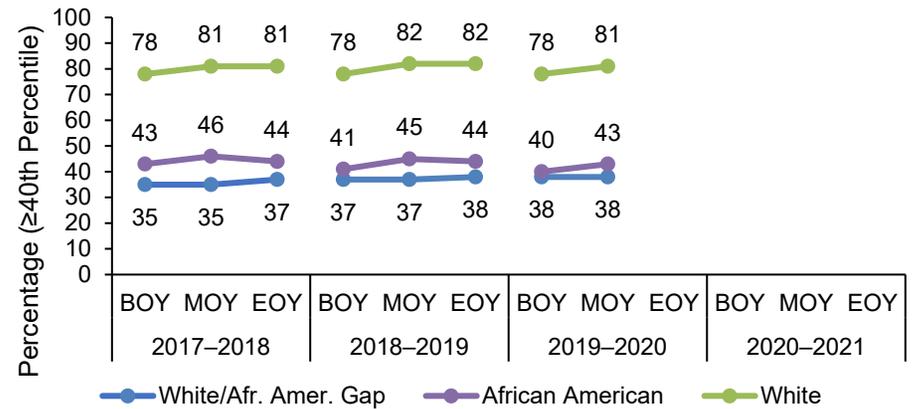
Ren360 Reading & Math – A180 Office White/Afr. Amer. Performance Gap



Ren360 Reading & Math – A180 Program White/Afr. Amer. Performance Gap



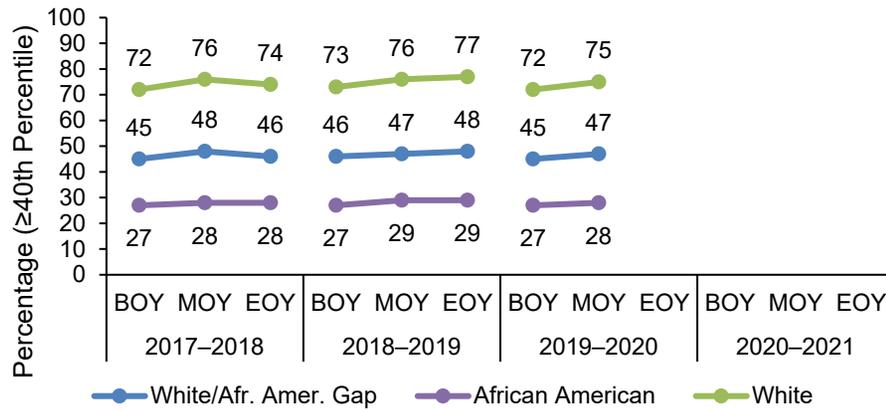
Ren360 Read & Math – Non-A180 Program White/Afr. Amer. Performance Gap



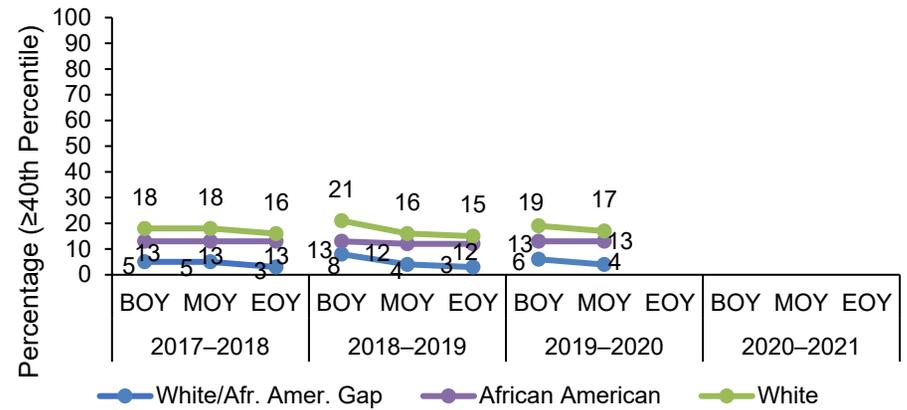
Appendix M: Goal 4 Support Data (Cont.)

Goal 4 Ren360 Reading White/Afr. Amer. Performance Gap Support Data

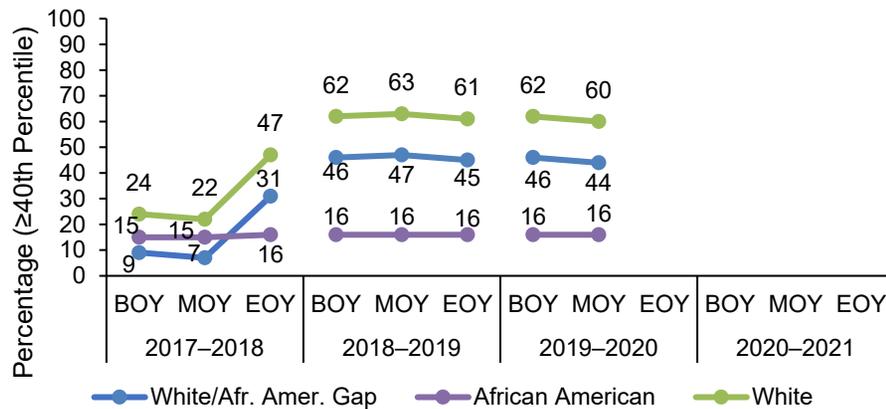
Ren360 Reading – All Students White/Afr. Amer. Performance Gap



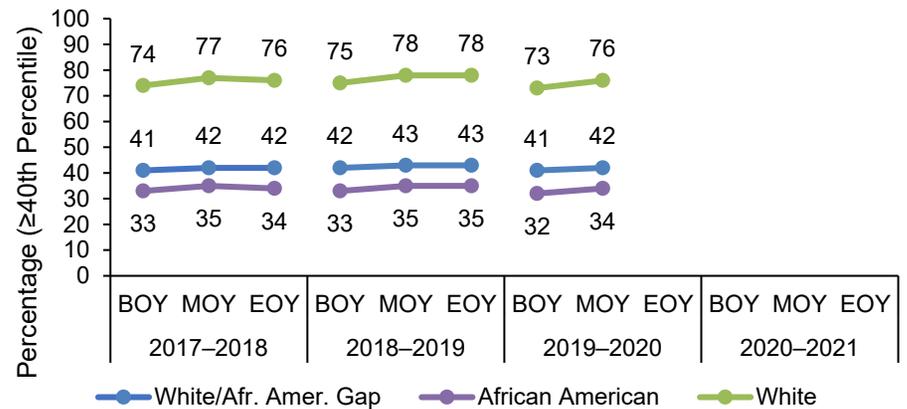
Ren360 Reading – A180 Office White/Afr. Amer. Performance Gap



Ren360 Reading – A180 Program White/Afr. Amer. Performance Gap



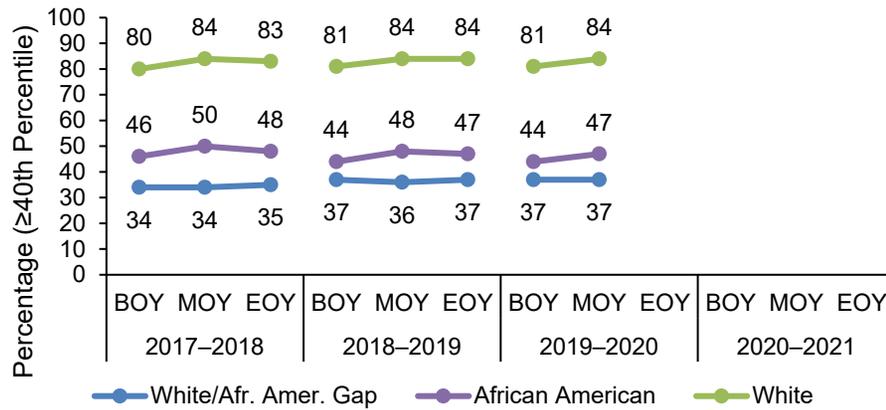
Ren360 Reading – Non-A180 Program White/Afr. Amer. Performance Gap



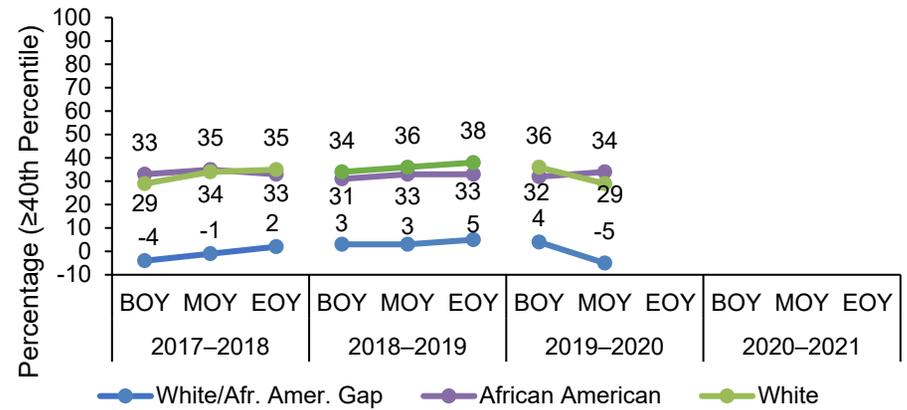
Appendix M: Goal 4 Support Data (Cont.)

Goal 4 Ren360 Math White/Afr. Amer. Performance Gap Support Data

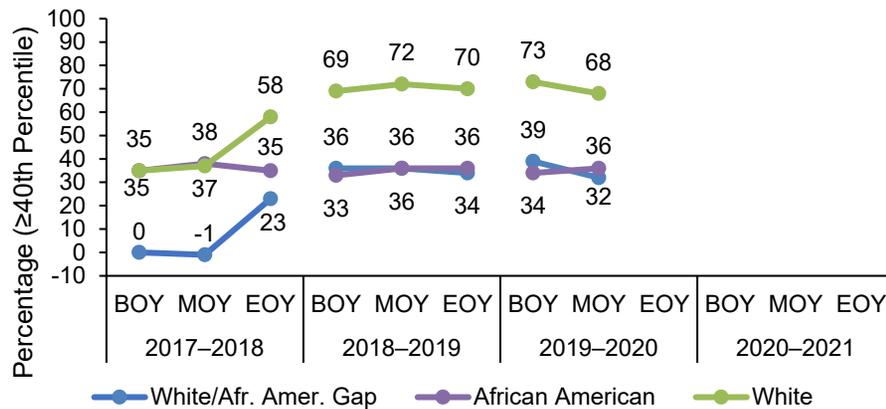
Ren360 Math – All Students White/Afr. Amer. Performance Gap



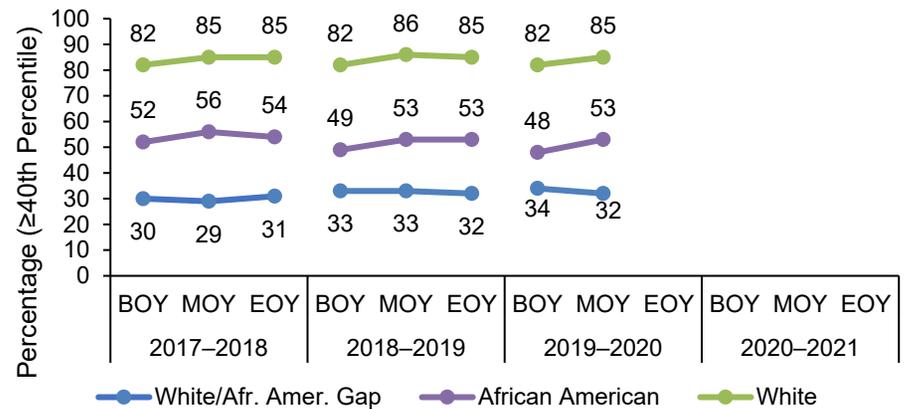
Ren360 Math – A180 Office White/Afr. Amer. Performance Gap



Ren360 Math – A180 Program White/Afr. Amer. Performance Gap



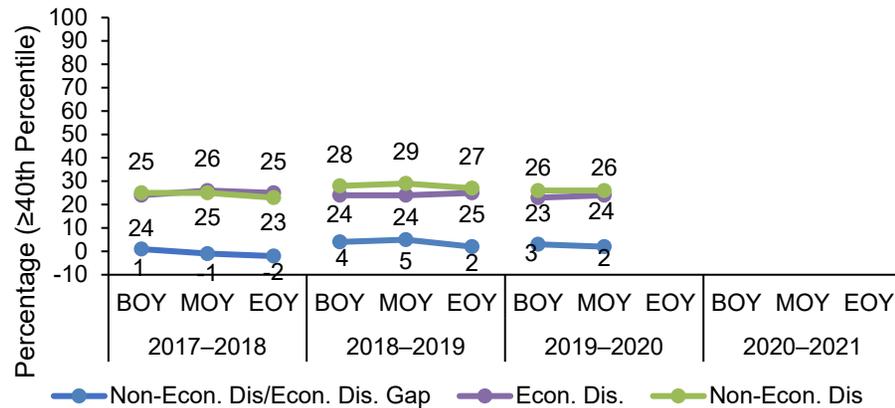
Ren360 Math – Non-A180 Program White/Afr. Amer. Performance Gap



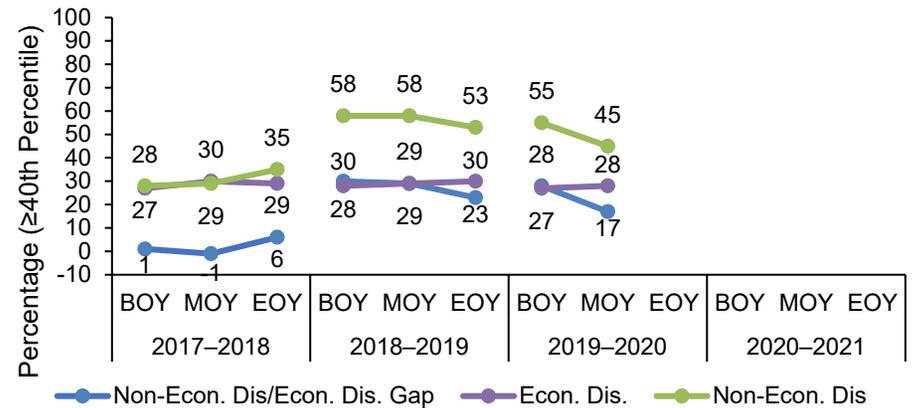
Appendix N: Goal Progress Measure 4.1 Support Data

Goal Progress Measure 4.1 Reading and Math Support Data

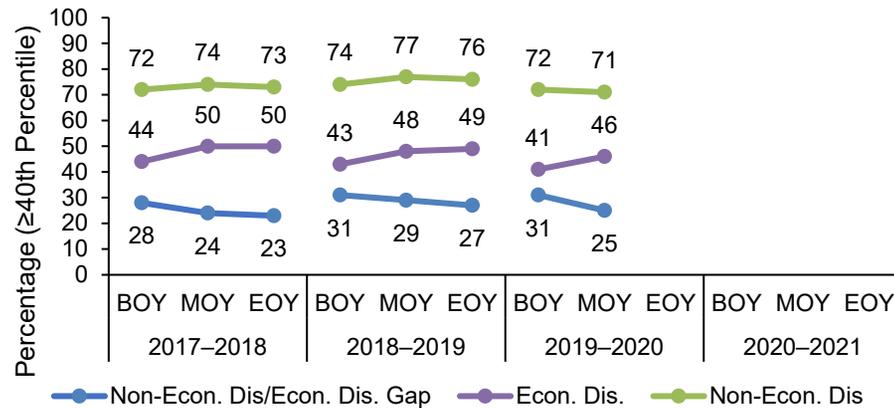
**Ren360 Reading & Math – A180 Office
Non-Econ. Dis./Econ. Dis. Performance Gap**



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



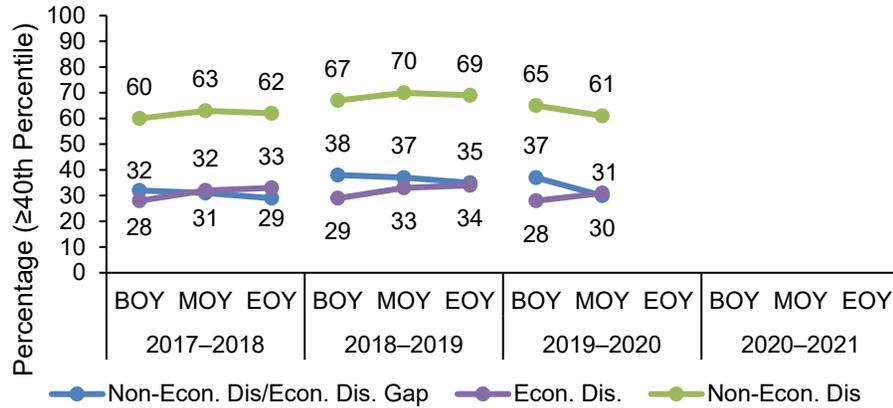
**Ren360 Read & Math – Non-A180 Program
Non-Econ. Dis./Econ. Dis. Performance Gap**



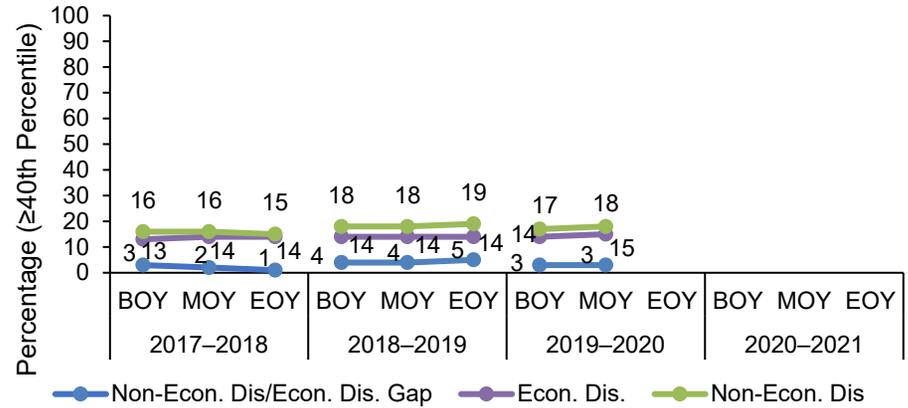
Appendix N: Goal Progress Measure 4.1 Support Data (Cont.)

Goal Progress Measure 4.1 Reading Support Data

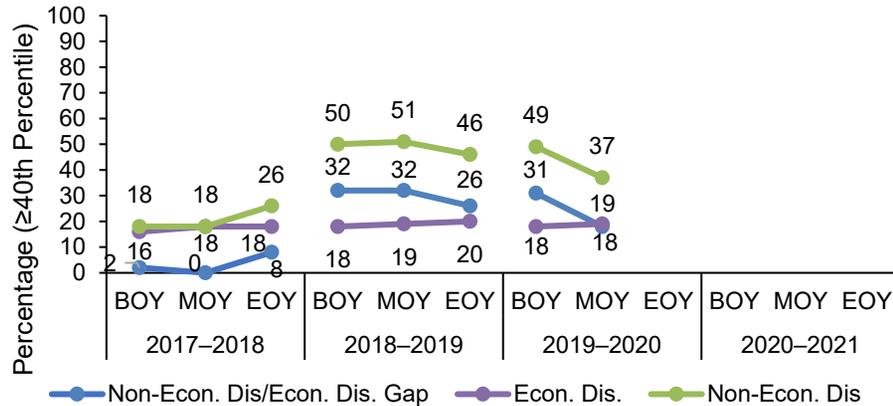
**Ren360 Reading – All Students
Non-Econ. Dis./Econ. Dis. Performance Gap**



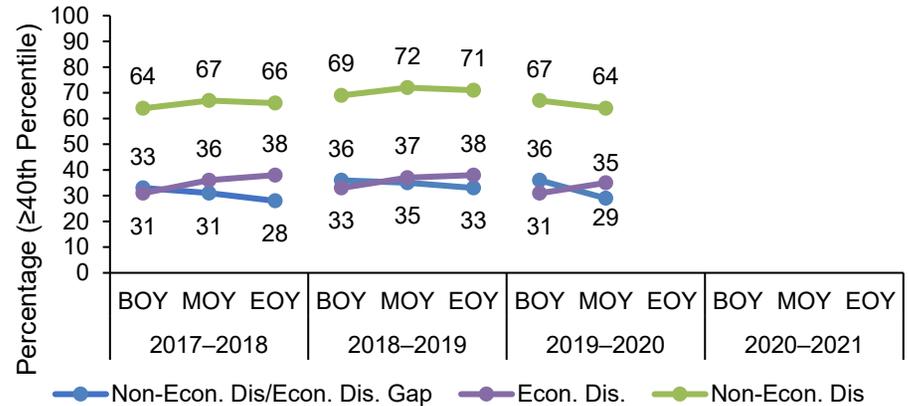
**Ren360 Reading – A180 Office
Non-Econ. Dis./Econ. Dis. Performance Gap**



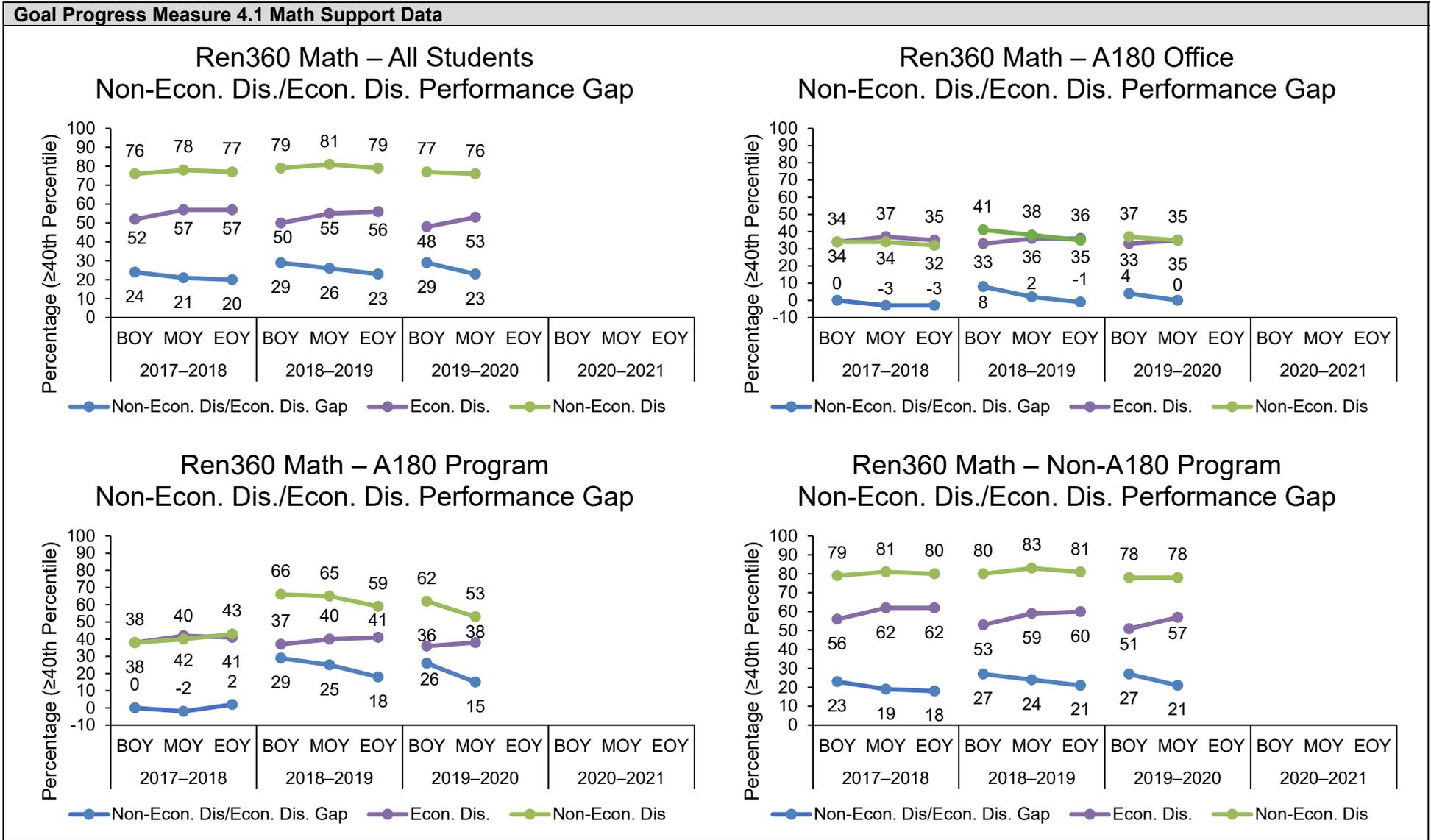
**Ren360 Reading – A180 Program
Non-Econ. Dis./Econ. Dis. Performance Gap**



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



Appendix N: Goal Progress Measure 4.1 Support Data (Cont.)



Appendix N: Goal Progress Measure 4.1 Support Data (Cont.)

Goal Progress Measure 4.1 F-Rated Elementary Campus Reading Data										
Percentage of Students At or Above Benchmark (40th Percentile) – Reading F-Rated Elementary Campuses, Non-Econ. Dis./Econ. Dis. Performance Gap										
Campus	Econ. Dis./ Non-Econ. Dis.	2017–2018			2018–2019			2019–2020		
		BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
Ashford ES	Econ. Dis.	32% N=261	33% N=186	34% N=207	32% N=267	39% N=279	37% N=268	36% N=264	41% N=236	
	Non-Econ. Dis.	42% N=96	37% N=8	44% N=89	35% N=54	39% N=56	43% N=56	44% N=77	59% N=81	
	Gap	10%pts	4%pts	10%pts	3%pts	0%pts	6%pts	8%pts	18%pts	
Isaacs ES	Econ. Dis.	30% N=225	34% N=180	35% N=184	26% N=171	28% N=170	34% N=173	28% N=131	31% N=137	
	Non-Econ. Dis.	* N=4	* N=3	* N=4	* N=4	* N=3	* N=2	71% N=17	25% N=8	
	Gap	*	*	*	*	*	*	43%pts	-6%pts	
C. Martinez ES	Econ. Dis.	19% N=258	28% N=282	19% N=120	17% N=237	19% N=237	23% N=205	18% N=228	18% N=220	
	Non-Econ. Dis.	40% N=5	40% N=5	* N=2	* N=3	* N=3	* N=3	50% N=12	13% N=16	
	Gap	21%pts	12%pts	*	*	*	*	32%pts	-5%pts	
Northline ES	Econ. Dis.	32% N=346	42% N=374	53% N=180	38% N=321	45% N=301	44% N=305	33% N=307	47% N=258	
	Non-Econ. Dis.	27% N=11	69% N=13	75% N=8	60% N=5	80% N=5	62% N=13	26% N=31	36% N=39	
	Gap	-5%pts	27%pts	22%pts	22%pts	35%pts	18%pts	-7%pts	-11%pts	
Support Data										
<ul style="list-style-type: none"> F-Rated campuses based on accountability ratings for the 2018–2019 school year. Students performing below the 25th percentile in math during the Universal Screener BOY window are identified for progress monitoring. *<5 students tested 										

Appendix N: Goal Progress Measure 4.1 Support Data (Cont.)

Goal Progress Measure 4.1 F-Rated Elementary Campus Reading Data (Cont.)										
Percentage of Students Reading At or Above Benchmark (40th Percentile) – Reading F-Rated Elementary Campuses, Non-Econ. Dis./Econ. Dis. Performance Gap (Cont.)										
Campus	Econ. Dis./ Non-Econ. Dis.	2017–2018			2018–2019			2019–2020		
		BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
Osborne ES	Econ. Dis.	33% N=257	39% N=244	38% N=246	27% N=264	38% N=189	31% N=205	18% N=247	33% N=165	
	Non-Econ. Dis.	50% N=12	50% N=14	44% N=16	* N=3	* N=1	* N=2	29% N=31	29% N=14	
	Gap	17%pts	11%pts	6%pts	*	*	*	11%pts	-4%pts	
Robinson ES	Econ. Dis.	27% N=318	31% N=311	35% N=286	32% N=260	33% N=254	30% N=272	26% N=289	37% N=266	
	Non-Econ. Dis.	* N=2	--- N=0	* N=1	33% N=9	33% N=9	36% N=11	36% N=25	35% N=43	
	Gap	*	---	*	1%pts	0%pts	6%pts	10%pts	-2%pts	
Rucker ES	Econ. Dis.	29% N=302	35% N=308	40% N=331	32% N=263	41% N=261	39% N=257	33% N=212	40% N=193	
	Non-Econ. Dis.	18% N=11	55% N=11	33% N=15	33% N=18	44% N=16	36% N=14	29% N=31	23% N=43	
	Gap	-11%pts	20%pts	-7%pts	1%pts	3%pts	-3%pts	-4%pts	-17%pts	
Seguin ES	Econ. Dis.	36% N=328	46% N=335	41% N=337	37% N=332	40% N=336	40% N=343	37% N=232	37% N=251	
	Non-Econ. Dis.	52% N=23	52% N=23	52% N=25	53% N=15	47% N=15	59% N=17	34% N=76	37% N=51	
	Gap	16%pts	6%pts	11%pts	16%pts	7%pts	19%pts	-3%pts	0%pts	
Support Data										
<ul style="list-style-type: none"> F-Rated campuses based on accountability ratings for the 2018–2019 school year. Students performing below the 25th percentile in math during the Universal Screener BOY window are identified for progress monitoring. *<5 students tested 										

Appendix N: Goal Progress Measure 4.1 Support Data (Cont.)

Goal Progress Measure 4.1 F-Rated Elementary Campus Reading Data										
Percentage of Students At or Above Benchmark (40th Percentile) – Reading F-Rated Elementary Campuses, Non-Econ. Dis./Econ. Dis. Performance Gap (Cont.)										
Campus	Econ. Dis./ Non-Econ. Dis.	2017–2018			2018–2019			2019–2020		
		BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
Smith ES	Econ. Dis.	28% N=427	34% N=533	35% N=533	22% N=547	35% N=541	39% N=529	33% N=400	45% N=454	
	Non-Econ. Dis.	28% N=68	40% N=86	36% N=95	* N=4	33% N=6	44% N=27	47% N=149	41% N=82	
	Gap	0%pts	6%pts	1%pts	*	-2%pts	5%pts	14%pts	-4%pts	
Whidby ES	Econ. Dis.	27% N=244	29% N=304	27% N=107	21% N=323	32% N=262	23% N=264	27% N=255	28% N=241	
	Non-Econ. Dis.	39% N=38	38% N=48	20% N=10	50% N=28	52% N=23	48% N=21	39% N=41	31% N=45	
	Gap	12%pts	9%pts	-7%pts	29%pts	20%pts	25%pts	12%pts	3%pts	
Young ES	Econ. Dis.	17% N=169	22% N=161	27% N=220	21% N=156	26% N=176	26% N=191	19% N=241	22% N=201	
	Non-Econ. Dis.	* N=1	* N=1	* N=1	30% N=10	33% N=9	11% N=9	38% N=8	33% N=6	
	Gap	*	*	*	9%pts	7%pts	-15%pts	19%pts	11%pts	
Support Data										
<ul style="list-style-type: none"> • F-Rated campuses based on accountability ratings for the 2018–2019 school year. • Students performing below the 25th percentile in math during the Universal Screener BOY window are identified for progress monitoring. • *<5 students tested 										

Appendix N: Goal Progress Measure 4.1 Support Data (Cont.)

Goal Progress Measure 4.1 F-Rated Elementary Campus Math Data										
Percentage of Students At or Above Benchmark (40th Percentile) – Math F-Rated Elementary Campuses, Non-Econ. Dis./Econ. Dis. Performance Gap										
Campus	Econ. Dis./ Non-Econ. Dis.	2017–2018			2018–2019			2019–2020		
		BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
Ashford ES	Econ. Dis.	39% N=323	39% N=373	33% N=307	37% N=387	42% N=412	45% N=354	53% N=107	49% N=298	
	Non-Econ. Dis.	45% N =119	49% N=142	44% N=124	40% N=92	52% N=84	59% N=75	45% N=328	73% N=106	
	Gap	6%pts	10%pts	11%pts	3%pts	10%pts	14%pts	-8%pts	24%pts	
Isaacs ES	Econ. Dis.	48% N =222	52% N=214	50% N=205	38% N=208	42% N=208	42% N=220	33% N=24	28% N=185	
	Non-Econ. Dis.	* N =4	* N=4	* N=2	* N=4	* N=3	* N=3	29% N=180	33% N=12	
	Gap	*	*	*	*	*	*	-4%pts	5%pts	
C. Martinez ES	Econ. Dis.	37% N =293	42% N=343	26% N=224	28% N=334	29% N=339	30% N=244	43% N=14	32% N=259	
	Non-Econ. Dis.	40% N =5	40% N=5	* N=3	33% N=6	0% N=6	40% N=5	31% N=278	28% N=18	
	Gap	3%pts	-2%pts	*	5%pts	-29%pts	10%pts	-12%pts	-4%pts	
Northline ES	Econ. Dis.	63% N =448	71% N=445	69% N=404	62% N=322	63% N=410	61% N=416	44% N=34	56% N=322	
	Non-Econ. Dis.	69% N =13	77% N=13	67% N=21	83% N=6	71% N=7	40% N=20	45% N=361	58% N=38	
	Gap	6%pts	6%pts	-2%pts	21%pts	8%pts	-21%pts	1%pts	2%pts	

Support Data

- F-Rated campuses based on accountability ratings for the 2018–2019 school year.
- Students performing below the 25th percentile in math during the Universal Screener BOY window are identified for progress monitoring.
- * <5 students tested

Appendix N: Goal Progress Measure 4.1 Support Data (Cont.)

Goal Progress Measure 4.1 F-Rated Elementary Campus Math Data (Cont.)										
Percentage of Students Reading At or Above Benchmark (40th Percentile) – Math F-Rated Elementary Campuses, Non-Econ. Dis./Econ. Dis. Performance Gap (Cont.)										
Campus	Econ. Dis./ Non-Econ. Dis.	2017–2018			2018–2019			2019–2020		
		BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
Osborne ES	Econ. Dis.	36% N=257	51% N=250	52% N=254	41% N=227	49% N=246	46% N=262	51% N=39	49% N=208	
	Non-Econ. Dis.	42% N=12	46% N=13	53% N=15	* N=3	* N=1	* N=3	34% N=199	50% N=16	
	Gap	6%pts	-5%pts	1%pt	*	*	*	-17%pts	1%pts	
Robinson ES	Econ. Dis.	36% N=400	42% N=310	47% N=261	31% N=247	34% N=278	35% N=286	43% N=37	41% N=341	
	Non-Econ. Dis.	* N=3	--- N=0	* N=3	56% N=9	60% N=10	55% N=11	27% N=356	50% N=48	
	Gap	*	---	*	25%pts	26%pts	20%pts	-16%pts	9%pts	
Rucker ES	Econ. Dis.	52% N=359	54% N=342	55% N=345	50% N=315	59% N=312	58% N=306	38% N=34	50% N=244	
	Non-Econ. Dis.	40% N=15	46% N=13	50% N=16	47% N=19	47% N=17	60% N=15	45% N=260	44% N=45	
	Gap	-12%pts	-8%pts	-5%pts	-3%pts	-12%pts	2%pts	7%pts	-6%pts	
Seguin ES	Econ. Dis.	52% N=399	61% N=410	60% N=412	46% N=395	63% N=406	59% N=409	51% N=84	64% N=321	
	Non-Econ. Dis.	65% N=37	76% N=34	70% N=37	63% N=16	65% N=17	72% N=18	52% N=286	65% N=54	
	Gap	13%pts	15%pts	10%pts	17%pts	2%pts	13%pts	1%pts	1%pts	
Support Data										
<ul style="list-style-type: none"> F-Rated campuses based on accountability ratings for the 2018–2019 school year. Students performing below the 25th percentile in math during the Universal Screener BOY window are identified for progress monitoring. *<5 students tested 										

Appendix N: Goal Progress Measure 4.1 Support Data (Cont.)

Goal Progress Measure 4.1 F-Rated Elementary Campus Math Data (Cont.)										
Percentage of Students At or Above Benchmark (40th Percentile) – Math F-Rated Elementary Campuses, Non-Econ. Dis./Econ. Dis. Performance Gap (Cont.)										
Campus	Econ. Dis./ Non-Econ. Dis.	2017–2018			2018–2019			2019–2020		
		BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
Smith ES	Econ. Dis.	42% N=479	41% N=594	44% N=565	41% N=667	50% N=662	52% N=652	37% N=180	50% N=517	
	Non-Econ. Dis.	46% N=82	50% N=96	48% N=99	40% N=5	13% N=8	21% N=33	42% N=479	60% N=89	
	Gap	4%pts	9%pts	4%pts	-1%pts	-37%pts	-31%pts	5%pts	10%pts	
Whidby ES	Econ. Dis.	46% N=408	51% N=436	55% N=202	47% N=382	53% N=333	49% N=320	65% N=48	54% N=306	
	Non-Econ. Dis.	52% N=58	58% N=62	74% N=34	75% N=32	84% N=31	71% N=28	47% N=316	63% N=52	
	Gap	6%pts	7%pts	19%pts	28%pts	31%pts	22%pts	-18%pts	9%pts	
Young ES	Econ. Dis.	43% N=175	* N=1	43% N=223	41% N=195	39% N=223	43% N=235	44% N=9	40% N=250	
	Non-Econ. Dis.	* N=1	47% N=210	* N=1	33% N=12	50% N=10	40% N=10	33% N=264	29% N=7	
	Gap	*	*	*	-8%pts	11%pts	-3%pts	-11%pts	-11%pts	
Support Data										
<ul style="list-style-type: none"> F-Rated campuses based on accountability ratings for the 2018–2019 school year. Students performing below the 25th percentile in math during the Universal Screener BOY window are identified for progress monitoring. *<5 students tested 										

Appendix N: Goal Progress Measure 4.1 Support Data (Cont.)

Goal Progress Measure 4.1 F-Rated Secondary Campus Reading Data										
Percentage of Students At or Above Benchmark (40th Percentile) – Reading F-Rated Secondary Campuses, Non-Econ. Dis./Econ. Dis. Performance Gap										
Campus	Econ. Dis./ Non-Econ. Dis.	2017–2018			2018–2019			2019–2020		
		BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
Deady MS	Econ. Dis.	11% N=639	10% N=670	7% N=533	13% N=558	12% N=483	8% N=541	13% N=532	10% N=512	
	Non-Econ. Dis.	31% N=16	28% N=18	14% N=22	7% N=27	7% N=27	9% N=34	9% N=130	8% N=96	
	Gap	20%pts	18%pts	7%pts	-6%pts	-5%pts	1%pts	-4%pts	-2%pts	
Edison MS	Econ. Dis.	9% N=614	12% N=611	11% N=541	16% N=617	14% N=563	15% N=533	15% N=556	14% N=513	
	Non-Econ. Dis.	13% N=24	8% N=24	8% N=26	29% N=17	19% N=16	23% N=22	9% N=90	13% N=102	
	Gap	4%pts	-4%pts	-3%pts	13%pts	5%pts	8%pts	-6%pts	-1%pts	
E-STEM Central MS	Econ. Dis.	--- N=0	4% N=28	--- N=0	6% N=320	6% N=315	5% N=311	3% N=189	7% N=206	
	Non-Econ. Dis.	--- N=0	0% N=16	--- N=0	* N=0	* N=0	* N=0	4% N=67	0% N=53	
	Gap	---	-4%pts	---	* N=0	* N=0	* N=0	1%pts	-7%pts	
Fleming MS	Econ. Dis.	12% N=480	10% N=476	7% N=360	9% N=457	9% N=439	9% N=428	6% N=357	8% N=376	
	Non-Econ. Dis.	36% N=11	30% N=10	25% N=8	5% N=20	20% N=20	10% N=20	8% N=49	9% N=34	
	Gap	24%pts	20%pts	18%pts	-4%pts	11%pts	1%pts	2%pts	1%pt	
Support Data										
<ul style="list-style-type: none"> F-Rated campuses based on accountability ratings for the 2018–2019 school year. Students performing below the 25th percentile in math during the Universal Screener BOY window are identified for progress monitoring. *<5 students tested 										

Appendix N: Goal Progress Measure 4.1 Support Data (Cont.)

Goal Progress Measure 4.1 F-Rated Secondary Campus Reading Data (Cont.)										
Percentage of Students At or Above Benchmark (40th Percentile) – Reading F-Rated Secondary Campuses, Non-Econ. Dis./Econ. Dis. Performance Gap (Cont.)										
Campus	Econ. Dis./ Non-Econ. Dis.	2017–2018			2018–2019			2019–2020		
		BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
HS Ahead	Econ. Dis.	5% N=235	4% N=197	2% N=161	10% N=165	5% N=130	4% N=103	5% N=163	3% N=125	
	Non-Econ. Dis.	40% N=5	* N=4	* N=4	--- N=0	* N=1	--- N=0	5% N=19	0% N=15	
	Gap	35%pts	*	*	---	*	---	0%pts	-3%pts	
Key MS	Econ. Dis.	12% N=541	6% N=543	9% N=551	12% N=576	9% N=530	11% N=470	11% N=504	8% N=544	
	Non-Econ. Dis.	15% N=41	7% N=44	11% N=46	14% N=35	15% N=33	8% N=38	10% N=69	10% N=67	
	Gap	3%pts	1%pts	2%pts	2%pts	6%pts	-3%pts	-1%pt	2%pts	
Sugar Grove MS	Econ. Dis.	9% N=410	9% N=465	7% N=554	6% N=564	5% N=567	5% N=597	9% N=506	13% N=586	
	Non-Econ. Dis.	5% N=60	6% N=71	4% N=80	10% N=20	0% N=25	2% N=54	3% N=200	21% N=112	
	Gap	-4%pts	-3%pts	-3%pts	4%pts	-5%pts	-3%pts	-6%pts	8%pts	
Thomas MS	Econ. Dis.	10% N=470	8% N=333	7% N=363	9% N=482	3% N=516	4% N=490	6% N=387	7% N=277	
	Non-Econ. Dis.	38% N=8	11% N=9	26% N=19	20% N=5	* N=2	* N=3	9% N=89	4% N=26	
	Gap	28%pts	3%pts	19%pts	11%pts	*	*	3%pts	-3%pts	
Support Data										
<ul style="list-style-type: none"> F-Rated campuses based on accountability ratings for the 2018–2019 school year. Students performing below the 25th percentile in math during the Universal Screener BOY window are identified for progress monitoring. *<5 students tested 										

Appendix N: Goal Progress Measure 4.1 Support Data (Cont.)

Goal Progress Measure 4.1 F-Rated Secondary Campus Reading Data (Cont.)										
Percentage of Students At or Above Benchmark (40th Percentile) – Reading F-Rated Secondary Campuses, Non-Econ. Dis./Econ. Dis. Performance Gap (Cont.)										
Campus	Econ. Dis./ Non-Econ. Dis.	2017–2018			2018–2019			2019–2020		
		BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
Wheatley HS	Econ. Dis.	6% N=599	12% N=424	11% N=318	7% N=413	7% N=326	10% N=236	8% N=242	8% N=344	
	Non-Econ. Dis.	5% N=133	14% N=80	10% N=82	11% N=18	0% N=16	5% N=21	3% N=91	14% N=14	
	Gap	-1%pt	2%pts	-1%pt	4%pts	-7%pts	-5%pts	-5%pts	6%pts	
Williams MS	Econ. Dis.	13% N=421	8% N=402	6% N=429	8% N=457	8% N=429	9% N=432	12% N=376	7% N=380	
	Non-Econ. Dis.	6% N=17	0% N=19	0% N=22	* N=4	* N=1	--- N=0	0% N=34	14% N=44	
	Gap	-7%pts	-8%pts	-6%pts	*	*	---	-12%pts	7%pts	

Support Data

- F-Rated campuses based on accountability ratings for the 2018–2019 school year.
- Students performing below the 25th percentile in math during the Universal Screener BOY window are identified for progress monitoring.
- * <5 students tested

Appendix N: Goal Progress Measure 4.1 Support Data (Cont.)

Goal Progress Measure 4.1 F-Rated Secondary Campus Math Data										
Percentage of Students At or Above Benchmark (40th Percentile) – Math F-Rated Secondary Campuses, Non-Econ. Dis./Econ. Dis. Performance Gap										
Campus	Econ. Dis./ Non-Econ. Dis.	2017–2018			2018–2019			2019–2020		
		BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
Deady MS	Econ. Dis.	31% N=613	31% N=679	30% N=558	33% N=613	31% N=557	29% N=582	32% N=136	28% N=515	
	Non-Econ. Dis.	44% N=16	33% N=18	41% N=22	45% N=29	22% N=32	38% N=37	35% N=548	24% N=98	
	Gap	13%pts	2%pts	-9%pts	12%pts	-9%pts	9%pts	3%pts	-4%pts	
Edison MS	Econ. Dis.	35% N=618	36% N=608	31% N=506	40% N=620	40% N=554	36% N=544	36% N=90	39% N=520	
	Non-Econ. Dis.	29% N=24	32% N=25	21% N=24	53% N=17	58% N=19	32% N=28	37% N=558	50% N=100	
	Gap	-6%pts	-4%pts	-10%pts	13%pts	18%pts	-4%pts	1%pts	11%pts	
E-STEM Central MS	Econ. Dis.	--- N=0	20% N=5	--- N=0	19% N=187	27% N=320	20% N=310	15% N=67	42% N=209	
	Non-Econ. Dis.	--- N=0	20% N=5	--- N=0	--- N=0	--- N=0	--- N=0	21% N=187	19% N=54	
	Gap	---	0%pts	---	---	---	---	6%pts	-23%pts	
Fleming MS	Econ. Dis.	33% N=482	36% N=479	33% N=486	34% N=463	31% N=448	29% N=433	21% N=48	26% N=381	
	Non-Econ. Dis.	55% N=11	40% N=10	45% N=11	19% N=21	15% N=20	24% N=21	25% N=357	26% N=34	
	Gap	22%pts	4%pts	12%pts	-15%pts	-16%pts	-5%pts	4%pts	0%pts	
Support Data										
<ul style="list-style-type: none"> F-Rated campuses based on accountability ratings for the 2018–2019 school year. Students performing below the 25th percentile in math during the Universal Screener BOY window are identified for progress monitoring. *<5 students tested 										

Appendix N: Goal Progress Measure 4.1 Support Data (Cont.)

Goal Progress Measure 4.1 F-Rated Secondary Campus Math Data (Cont.)										
Percentage of Students Reading At or Above Benchmark (40th Percentile) – Math F-Rated Secondary Campuses, Non-Econ. Dis./Econ. Dis. Performance Gap (Cont.)										
Campus	Econ. Dis./ Non-Econ. Dis.	2017–2018			2018–2019			2019–2020		
		BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
HS Ahead	Econ. Dis.	22% N=237	14% N=190	13% N=161	23% N=168	14% N=145	18% N=108	37% N=19	19% N=121	
	Non-Econ. Dis.	0% N=5	* N=4	* N=4	--- N=0	* N=2	--- N=0	22% N=157	21% N=14	
	Gap	-22%pts	*	*	---	*	---	-15%pts	2%pts	
Key MS	Econ. Dis.	32% N=539	32% N=527	31% N=530	32% N=556	35% N=471	33% N=469	36% N=72	34% N=540	
	Non-Econ. Dis.	22% N=41	34% N=41	16% N=43	23% N=35	18% N=28	28% N=36	34% N=499	42% N=59	
	Gap	-10%pts	2%pts	-15%pts	-9%pts	-17%pts	-5%pts	-2%pts	8%pts	
Sugar Grove MS	Econ. Dis.	23% N=403	22% N=458	20% N=559	21% N=579	18% N=451	15% N=590	11% N=205	18% N=543	
	Non-Econ. Dis.	12% N=58	5% N=59	7% N=82	16% N=19	8% N=24	9% N=58	23% N=512	17% N=103	
	Gap	-11%pts	-17%pts	-13%pts	-5%pts	-10%pts	-6%pts	12%pts	-1%pts	
Thomas MS	Econ. Dis.	21% N=420	20% N=343	23% N=347	27% N=450	24% N=506	23% N=464	38% N=88	21% N=240	
	Non-Econ. Dis.	75% N=8	44% N=9	53% N=17	40% N=5	* N=2	38% N=8	23% N=379	27% N=22	
	Gap	54%pts	24%pts	30%pts	13%pts	*	15%pts	-15%pts	6%pts	
Support Data										
<ul style="list-style-type: none"> F-Rated campuses based on accountability ratings for the 2018–2019 school year. Students performing below the 25th percentile in math during the Universal Screener BOY window are identified for progress monitoring. *<5 students tested 										

Appendix N: Goal Progress Measure 4.1 Support Data (Cont.)

Goal Progress Measure 4.1 F-Rated Secondary Campus Math Data (Cont.)										
Percentage of Students At or Above Benchmark (40th Percentile) – Math F-Rated Secondary Campuses, Non-Econ. Dis./Econ. Dis. Performance Gap (Cont.)										
Campus	Econ. Dis./ Non-Econ. Dis.	2017–2018			2018–2019			2019–2020		
		BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
Wheatley HS	Econ. Dis.	33% N=606	42% N=414	34% N=411	24% N=213	21% N=112	29% N=118	17% N=59	20% N=159	
	Non-Econ. Dis.	23% N=137	26% N=89	24% N=90	10% N=10	* N=4	15% N=13	24% N=146	22% N=9	
	Gap	-10%pts	-16%pts	-10%pts	-14%pts	*	-14%pts	7%pts	2%pts	
Williams MS	Econ. Dis.	27% N=432	28% N=383	26% N=419	22% N=446	26% N=404	30% N=443	30% N=37	32% N=383	
	Non-Econ. Dis.	5% N=20	14% N=21	8% N=24	20% N=5	--- N=0	--- N=0	29% N=410	47% N=43	
	Gap	-22%pts	-14%pts	-18%pts	-2%pts	---	---	-1%pts	15%pts	

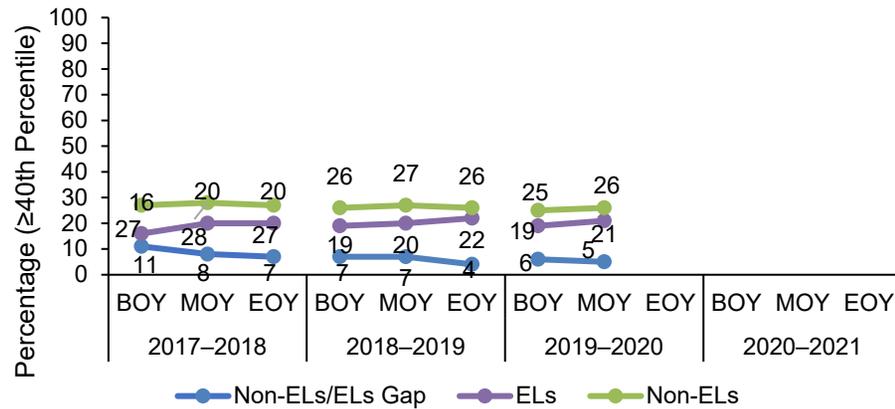
Support Data

- F-Rated campuses based on accountability ratings for the 2018–2019 school year.
- Students performing below the 25th percentile in math during the Universal Screener BOY window are identified for progress monitoring.
- * <5 students tested

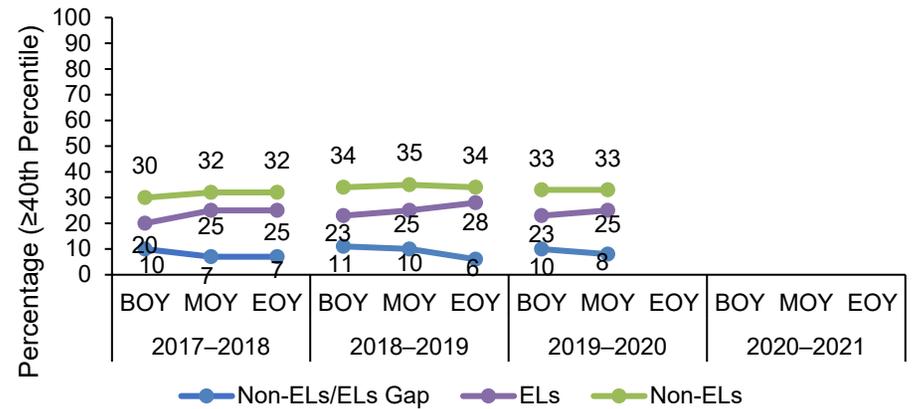
Appendix O: Goal Progress Measure 4.2 Support Data

Goal Progress Measure 4.2 Reading & Math Combined Support Data

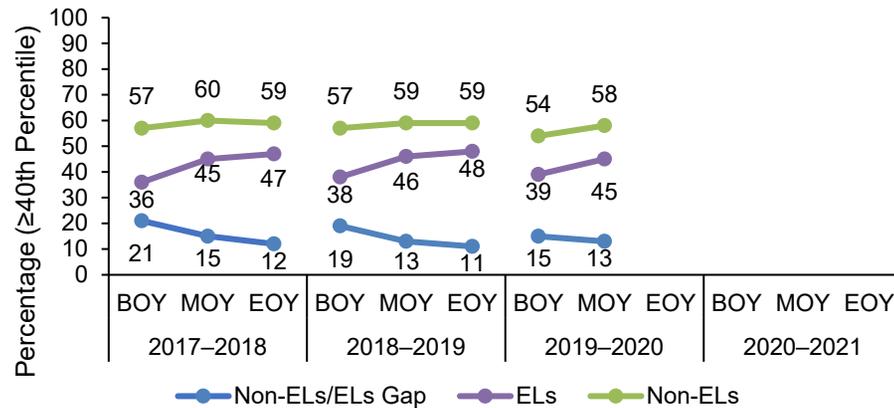
Ren360 Reading & Math – A180 Office Non-ELs/ELs Performance Gap



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



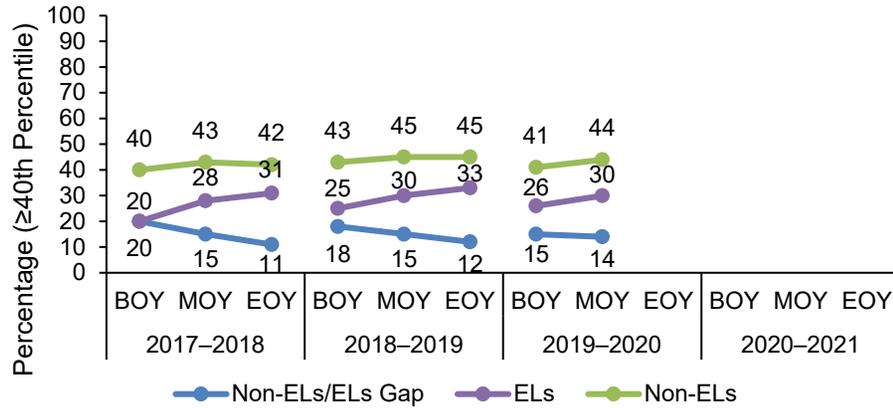
Ren360 Read & Math – Non-A180 Program Non-ELs/ELs Performance Gap



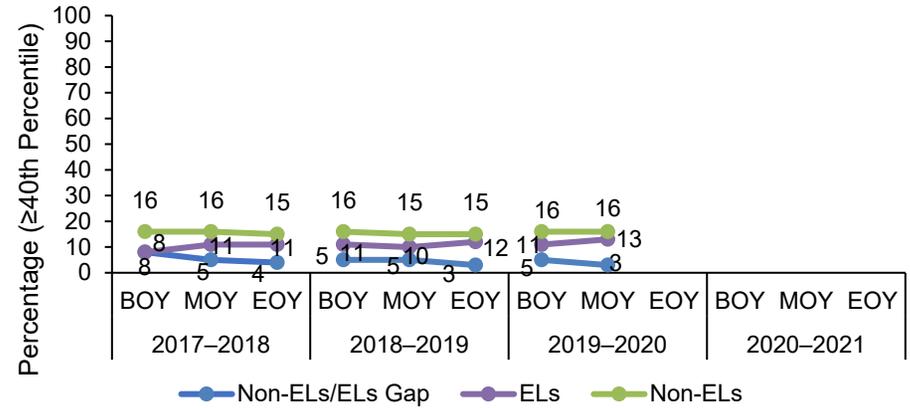
Appendix O: Goal Progress Measure 4.2 Support Data (Cont.)

Goal Progress Measure 4.2 Reading Combined Support Data

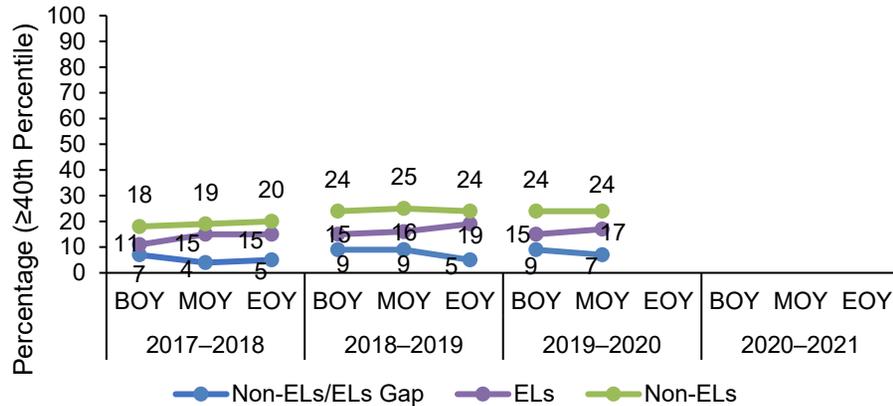
**Ren360 Reading – All Students
Non-ELs/ELs Performance Gap**



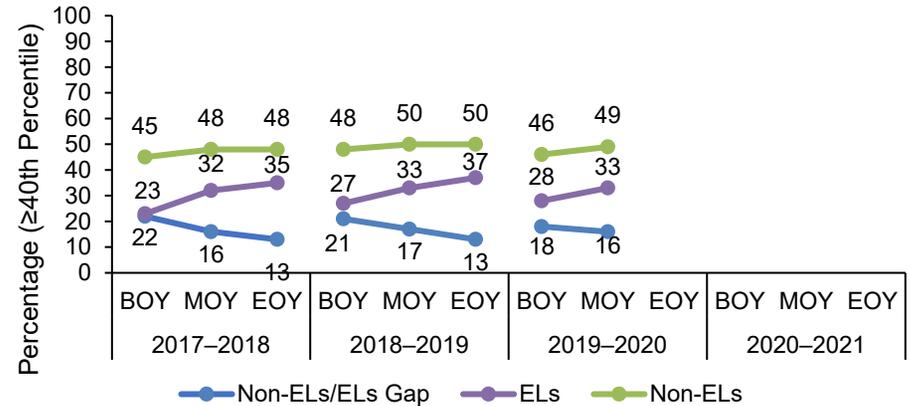
**Ren360 Reading – A180 Office
Non-ELs/ELs Performance Gap**



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



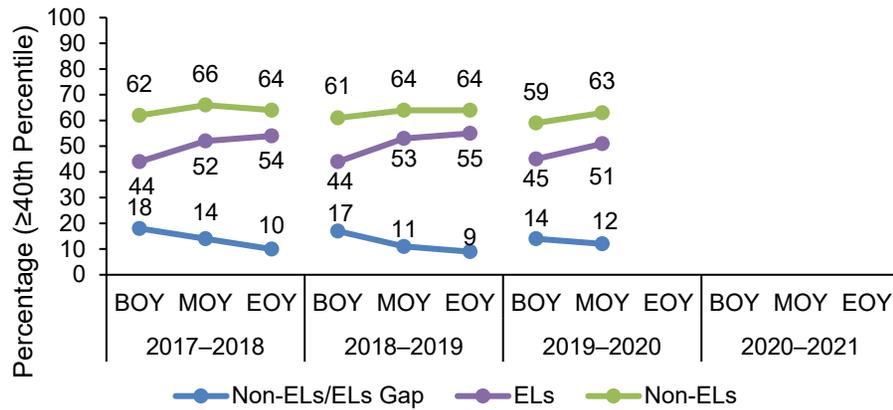
**Ren360 Reading – Non-A180 Program
Non-ELs/ELs Performance Gap**



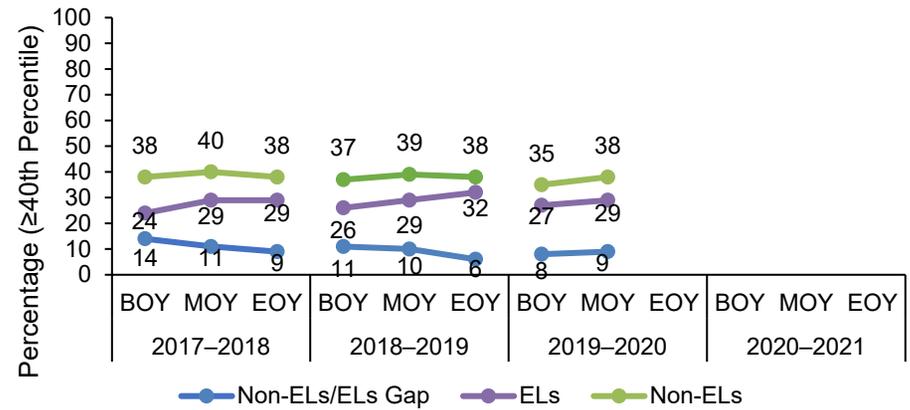
Appendix O: Goal Progress Measure 4.2 Support Data (Cont.)

Goal Progress Measure 4.2 Math Combined Support Data

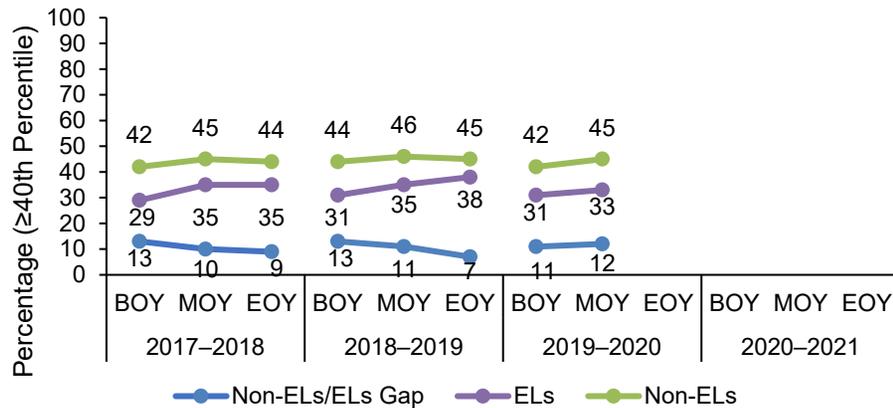
Ren360 Math – All Students Non-ELs/ELs Performance Gap



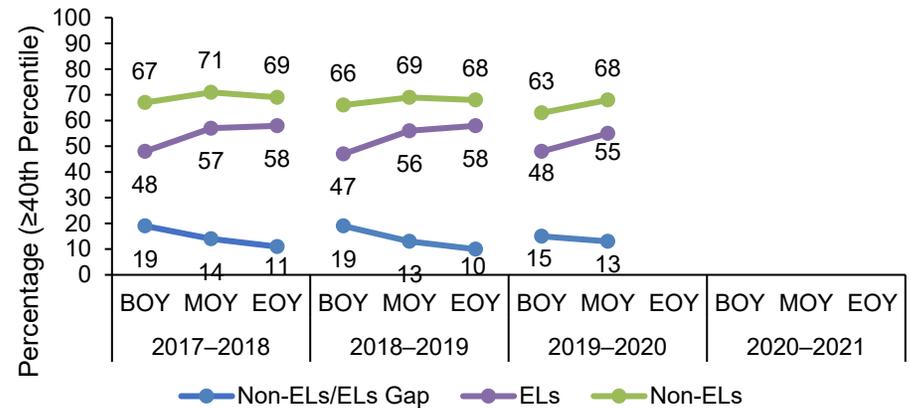
Ren360 Math – A180 Office Non-ELs/ELs Performance Gap



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



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



Appendix O: Goal Progress Measure 4.2 Support Data (Cont.)

Goal Progress Measure 4.2 F-Rated Elementary Campus Reading Data										
Percentage of Students At or Above Benchmark (40th Percentile) – Reading F-Rated Elementary Campuses, Non-ELs/ELs Performance Gap										
Campus	ELs/Non-ELs	2017–2018			2018–2019			2019–2020		
		BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
Ashford ES	ELs	32% N=93	38% N=66	45% N=84	47% N=89	48% N=93	57% N=96	56% N=93	63% N=98	
	Non-ELs	36% N=264	33% N=188	34% N=212	27% N=232	36% N=242	30% N=228	31% N=248	38% N=219	
	Gap	4%pts	-5%pts	-11%pts	-20%pts	-12%pts	-27%pts	-25%pts	-25%pts	
Isaacs ES	ELs	28% N=89	45% N=76	43% N=76	28% N=64	38% N=63	40% N=65	51% N=59	46% N=61	
	Non-ELs	33% N=140	27% N=107	29% N=112	25% N=111	24% N=110	30% N=110	21% N=89	19% N=84	
	Gap	5%pts	-18%pts	-14%pts	-3%pts	-14%pts	-10%pts	-30%pts	-27%pts	
C. Martinez ES	ELs	15% N=86	24% N=96	14% N=42	15% N=78	14% N=76	26% N=66	24% N=82	20% N=83	
	Non-ELs	22% N=177	30% N=191	21% N=80	19% N=162	21% N=161	21% N=142	17% N=158	16% N=153	
	Gap	7%pts	6%pts	7%pts	4%pts	7%pts	-5%pts	-7%pts	-4%pts	
Northline ES	ELs	34% N=257	50% N=274	57% N=142	44% N=217	55% N=208	54% N=215	41% N=222	56% N=220	
	Non-ELs	25% N=100	26% N=113	43% N=46	28% N=109	24% N=98	25% N=103	16% N=116	16% N=77	
	Gap	-9%pts	-24%pts	-14%pts	-16%pts	-31%pts	29%pts	25%pts	40%pts	
Support Data										
<ul style="list-style-type: none"> F-Rated campuses based on accountability ratings for the 2018–2019 school year. Students performing below the 25th percentile in math during the Universal Screener BOY window are identified for progress monitoring. *<5 students tested 										

Appendix O: Goal Progress Measure 4.2 Support Data (Cont.)

Goal Progress Measure 4.2 F-Rated Elementary Campus Reading Data (Cont.)										
Percentage of Students Reading At or Above Benchmark (40th Percentile) – Reading F-Rated Elementary Campuses, Non-ELs/ELs Performance Gap (Cont.)										
Campus	ELs/Non-ELs	2017–2018			2018–2019			2019–2020		
		BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
Osborne ES	ELs	24% N=82	47% N=81	45% N=87	36% N=99	47% N=70	43% N=74	10% N=59	42% N=65	
	Non-ELs	38% N=187	36% N=177	35% N=175	21% N=168	33% N=120	24% N=133	24% N=119	28% N=114	
	Gap	14%pts	-11%pts	-10%pts	-15%pts	-14%pts	-19%pts	14%pts	-14%pts	
Robinson ES	ELs	20% N=172	23% N=162	34% N=155	26% N=160	27% N=149	27% N=154	24% N=163	37% N=179	
	Non-ELs	34% N=148	39% N=149	37% N=132	41% N=109	42% N=114	35% N=129	29% N=151	36% N=130	
	Gap	14%pts	16%pts	3%pts	15%pts	15%pts	8%pts	5%pts	-1%pt	
Rucker ES	ELs	32% N=177	43% N=178	45% N=200	41% N=145	51% N=146	49% N=146	39% N=127	43% N=135	
	Non-ELs	26% N=136	27% N=141	32% N=146	23% N=136	31% N=131	27% N=125	25% N=116	29% N=101	
	Gap	-6%pts	-16%pts	-13%pts	-18%pts	-20%pts	-22%pts	-14%pts	-14%pts	
Seguin ES	ELs	29% N=181	47% N=186	42% N=188	32% N=196	34% N=203	38% N=206	34% N=181	38% N=180	
	Non-ELs	45% N=170	46% N=172	41% N=174	46% N=151	49% N=148	45% N=154	39% N=127	35% N=122	
	Gap	16%pts	-1%pts	-1%pts	14%pts	15%pts	7%pts	5%pts	-3%pts	
Support Data										
<ul style="list-style-type: none"> • F-Rated campuses based on accountability ratings for the 2018–2019 school year. • Students performing below the 25th percentile in math during the Universal Screener BOY window are identified for progress monitoring. • *<5 students tested 										

Appendix O: Goal Progress Measure 4.2 Support Data (Cont.)

Goal Progress Measure 4.2 F-Rated Elementary Campus Reading Data										
Percentage of Students At or Above Benchmark (40th Percentile) – Reading F-Rated Elementary Campuses, Non-ELs/ELs Performance Gap (Cont.)										
Campus	ELs/Non-ELs	2017–2018			2018–2019			2019–2020		
		BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
Smith ES	ELs	22% N=288	33% N=347	38% N=362	20% N=316	37% N=315	42% N=322	37% N=277	49% N=293	
	Non-ELs	35% N=207	36% N=272	30% N=266	25% N=235	31% N=232	35% N=234	36% N=272	38% N=243	
	Gap	13%pts	3%pts	-8%pts	5%pts	-6%pts	-7%pts	-1%pts	-11%pts	
Whidby ES	ELs	29% N=49	25% N=59	15% N=13	18% N=49	45% N=40	29% N=42	48% N=42	46% N=39	
	Non-ELs	29% N=233	31% N=293	28% N=104	24% N=302	32% N=245	24% N=244	26% N=254	26% N=247	
	Gap	0%pts	6%pts	13%pts	6%pts	-13%pts	-5%pts	-22%pts	-20%pts	
Young ES	ELs	0% N=12	0% N=12	13% N=16	0% N=7	0% N=8	13% N=8	0% N=7	20% N=5	
	Non-ELs	19% N=158	24% N=150	29% N=205	22% N=159	27% N=177	26% N=192	20% N=242	23% N=202	
	Gap	19%pts	24%pts	16%pts	22%pts	27%pts	13%pts	20%pts	3%pts	

Support Data

- F-Rated campuses based on accountability ratings for the 2018–2019 school year.
- Students performing below the 25th percentile in math during the Universal Screener BOY window are identified for progress monitoring.
- *<5 students tested

Appendix O: Goal Progress Measure 4.2 Support Data (Cont.)

Goal Progress Measure 4.2 F-Rated Elementary Campus Math Data										
Percentage of Students At or Above Benchmark (40th Percentile) – Math F-Rated Elementary Campuses, Non-ELs/ELs Performance Gap										
Campus	ELs/Non-ELs	2017–2018			2018–2019			2019–2020		
		BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
Ashford ES	ELs	41% N=129	45% N=147	50% N=131	46% N=136	55% N=141	64% N=130	54% N=123	66% N=134	
	Non-ELs	40% N=313	41% N=368	30% N=300	34% N=343	39% N=355	41% N=299	44% N=312	50% N=270	
	Gap	-1%pts	-4%pts	-20%pts	-12%pts	-16%pts	-13%pts	-10%pts	-16%pts	
Isaacs ES	ELs	59% N=90	62% N=90	59% N=74	37% N=81	47% N=78	52% N=85	36% N=81	33% N=81	
	Non-ELs	41% N=136	47% N=128	46% N=133	40% N=131	39% N=133	38% N=138	25% N=123	25% N=116	
	Gap	-18%pts	-15%pts	-13%pts	3%pts	-8%pts	-14%pts	-11%pts	-8%pts	
C. Martinez ES	ELs	40% N=98	43% N=122	25% N=77	27% N=115	26% N=117	34% N=86	31% N=102	34% N=95	
	Non-ELs	36% N=200	42% N=226	27% N=150	28% N=225	29% N=228	29% N=163	32% N=190	30% N=182	
	Gap	-4%pts	-1%pts	2%pts	1%pt	3%pts	-5%pts	1%pts	-4%pts	
Northline ES	ELs	68% N=326	77% N=326	74% N=300	70% N=219	70% N=288	70% N=293	50% N=255	60% N=267	
	Non-ELs	51% N=135	58% N=132	57% N=125	48% N=109	46% N=129	41% N=143	34% N=140	43% N=93	
	Gap	-17%pts	-19%pts	-17%pts	-22%pts	-24%pts	-29%pts	-16%pts	-17%pts	
Support Data										
<ul style="list-style-type: none"> F-Rated campuses based on accountability ratings for the 2018–2019 school year. Students performing below the 25th percentile in math during the Universal Screener BOY window are identified for progress monitoring. *<5 students tested 										

Appendix O: Goal Progress Measure 4.2 Support Data (Cont.)

Goal Progress Measure 4.2 F-Rated Elementary Campus Math Data (Cont.)										
Percentage of Students Reading At or Above Benchmark (40th Percentile) – Math F-Rated Elementary Campuses, Non-ELs/ELs Performance Gap (Cont.)										
Campus	ELs/Non-ELs	2017–2018			2018–2019			2019–2020		
		BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
Osborne ES	ELs	37% N=82	57% N=82	68% N=87	46% N=83	51% N=90	55% N=96	32% N=71	56% N=72	
	Non-ELs	36% N=187	48% N=181	45% N=182	37% N=147	48% N=157	40% N=169	39% N=167	45% N=152	
	Gap	-1%pts	-9%pts	-23%pts	-9%pts	-3%pts	-15%pts	7%pts	-11%pts	
Robinson ES	ELs	28% N=221	38% N=162	44% N=146	23% N=151	27% N=163	27% N=167	26% N=210	42% N=231	
	Non-ELs	45% N=182	45% N=148	52% N=118	45% N=105	46% N=125	48% N=130	32% N=183	43% N=158	
	Gap	17%pts	7%pts	8%pts	22%pts	19%pts	21%pts	6%pts	1%pts	
Rucker ES	ELs	58% N=217	58% N=204	61% N=208	57% N=176	66% N=178	66% N=178	47% N=150	54% N=160	
	Non-ELs	44% N=157	46% N=151	47% N=153	42% N=158	50% N=151	48% N=143	41% N=144	43% N=129	
	Gap	-14%pts	-12%pts	-14%pts	-15%pts	-16%pts	-18%pts	-6%pts	-11%pts	
Seguin ES	ELs	50% N=233	62% N=237	65% N=241	43% N=232	61% N=236	58% N=241	59% N=219	70% N=231	
	Non-ELs	57% N=203	63% N=207	56% N=208	51% N=179	66% N=187	61% N=186	41% N=151	55% N=144	
	Gap	7%pts	1%pt	-9%pts	8%pts	5%pts	3%pts	-18%pts	-15%pts	
Support Data										
<ul style="list-style-type: none"> F-Rated campuses based on accountability ratings for the 2018–2019 school year. Students performing below the 25th percentile in math during the Universal Screener BOY window are identified for progress monitoring. *<5 students tested 										

Appendix O: Goal Progress Measure 4.2 Support Data (Cont.)

Goal Progress Measure 4.2 F-Rated Elementary Campus Math Data (Cont.)										
Percentage of Students At or Above Benchmark (40th Percentile) – Math F-Rated Elementary Campuses, Non-ELs/ELs Performance Gap (Cont.)										
Campus	ELs/Non-ELs	2017–2018			2018–2019			2019–2020		
		BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
Smith ES	ELs	36% N=296	45% N=365	50% N=369	41% N=384	52% N=384	52% N=393	36% N=334	50% N=361	
	Non-ELs	50% N=265	40% N=325	38% N=295	42% N=288	45% N=286	49% N=292	45% N=319	53% N=245	
	Gap	14%pts	-5%pts	-12%pts	1%pt	-7%pts	-3%pts	9%pts	3%pts	
Whidby ES	ELs	49% N=84	56% N=88	63% N=38	55% N=62	69% N=55	67% N=52	60% N=55	70% N=53	
	Non-ELs	47% N=382	51% N=410	57% N=198	49% N=352	54% N=309	48% N=296	47% N=309	52% N=305	
	Gap	-2%pts	-5%pts	-6%pts	-6%pts	-15%pts	-19%pts	-13%pts	-18%pts	
Young ES	ELs	50% N=10	47% N=15	44% N=16	29% N=7	11% N=9	20% N=10	38% N=8	20% N=5	
	Non-ELs	43% N=166	47% N=196	43% N=208	41% N=200	41% N=224	44% N=235	34% N=265	40% N=252	
	Gap	-7%pts	0%pts	1%pts	12%pts	30%pts	24%pts	-4%pts	20%pts	
Support Data										
<ul style="list-style-type: none"> F-Rated campuses based on accountability ratings for the 2018–2019 school year. Students performing below the 25th percentile in math during the Universal Screener BOY window are identified for progress monitoring. *<5 students tested 										

Appendix O: Goal Progress Measure 4.2 Support Data (Cont.)

Goal Progress Measure 4.2 F-Rated Secondary Campus Reading Data										
Percentage of Students At or Above Benchmark (40th Percentile) – Reading F-Rated Secondary Campuses, Non-ELs/ELs Performance Gap										
Campus	ELs/Non-ELs	2017–2018			2018–2019			2019–2020		
		BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
Deady MS	ELs	2% N=258	1% N=276	1% N=222	4% N=238	1% N=223	1% N=250	4% N=330	2% N=323	
	Non-ELs	18% N=397	17% N=412	11% N=333	19% N=347	19% N=287	14% N=325	21% N=332	19% N=285	
	Gap	16%pts	16%pts	10%pts	15%pts	18%pts	13%pts	17%pts	17%pts	
Edison MS	ELs	2% N=260	2% N=257	2% N=244	2% N=260	4% N=242	5% N=223	5% N=266	4% N=285	
	Non-ELs	14% N=378	19% N=378	17% N=323	26% N=374	22% N=337	23% N=332	20% N=380	23% N=330	
	Gap	12%pts	17%pts	15%pts	24%pts	18%pts	18%pts	15%pts	19%pts	
E-STEM Central MS	ELs	--- N=0	0% N=37	--- N=0	2% N=252	2% N=250	2% N=245	1% N=208	3% N=207	
	Non-ELs	--- N=0	14% N=7	--- N=0	18% N=68	22% N=65	14% N=66	15% N=48	15% N=52	
	Gap	---	14%pts	---	16%pts	20%pts	12%pts	14%pts	12%pts	
Fleming MS	ELs	3% N=67	2% N=63	2% N=48	0% N=72	0% N=67	0% N=64	3% N=74	6% N=77	
	Non-ELs	14% N=424	11% N=423	8% N=320	10% N=405	11% N=392	10% N=384	7% N=332	8% N=333	
	Gap	11%pts	9%pts	6%pts	10%pts	11%pts	10%pts	4%pts	2%pts	
Support Data										
<ul style="list-style-type: none"> F-Rated campuses based on accountability ratings for the 2018–2019 school year. Students performing below the 25th percentile in math during the Universal Screener BOY window are identified for progress monitoring. *<5 students tested 										

Appendix O: Goal Progress Measure 4.2 Support Data (Cont.)

Goal Progress Measure 4.2 F-Rated Secondary Campus Reading Data (Cont.)										
Percentage of Students At or Above Benchmark (40th Percentile) – Reading F-Rated Secondary Campuses, Non-ELs/ELs Performance Gap (Cont.)										
Campus	ELs/Non-ELs	2017–2018			2018–2019			2019–2020		
		BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
HS Ahead	ELs	0% N=45	0% N=43	0% N=36	4% N=26	4% N=23	0% N=17	0% N=34	0% N=32	
	Non-ELs	7% N=195	6% N=158	3% N=129	11% N=139	5% N=108	5% N=86	6% N=148	4% N=108	
	Gap	7%pts	6%pts	3%pts	7%pts	1%pts	5%pts	6%pts	4%pts	
Key MS	ELs	2% N=131	2% N=130	2% N=127	1% N=135	1% N=129	3% N=118	1% N=128	1% N=160	
	Non-ELs	15% N=451	7% N=457	11% N=470	15% N=476	12% N=434	13% N=390	14% N=445	11% N=451	
	Gap	13%pts	5%pts	9%pts	14%pts	11%pts	10%pts	13%pts	10%pts	
Sugar Grove MS	ELs	2% N=251	2% N=290	2% N=337	1% N=340	1% N=346	1% N=397	1% N=459	12% N=465	
	Non-ELs	15% N=219	17% N=246	11% N=297	14% N=244	10% N=246	10% N=254	18% N=247	20% N=233	
	Gap	13%pts	15%pts	9%pts	13%pts	9%pts	9%pts	17%pts	8%pts	
Thomas MS	ELs	3% N=76	0% N=64	0% N=59	5% N=82	0% N=90	0% N=89	3% N=91	5% N=75	
	Non-ELs	12% N=402	10% N=278	9% N=323	10% N=405	4% N=428	5% N=404	8% N=385	7% N=228	
	Gap	9%pts	10%pts	9%pts	5%pts	4%pts	5%pts	5%pts	2%pts	
Support Data										
<ul style="list-style-type: none"> • F-Rated campuses based on accountability ratings for the 2018–2019 school year. • Students performing below the 25th percentile in math during the Universal Screener BOY window are identified for progress monitoring. • *<5 students tested 										

Appendix O: Goal Progress Measure 4.2 Support Data (Cont.)

Goal Progress Measure 4.2 F-Rated Secondary Campus Reading Data (Cont.)										
Percentage of Students At or Above Benchmark (40th Percentile) – Reading F-Rated Secondary Campuses, Non-ELs/ELs Performance Gap (Cont.)										
Campus	ELs/Non-ELs	2017–2018			2018–2019			2019–2020		
		BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
Wheatley HS	ELs	0% N=144	3% N=69	1% N=79	0% N=72	0% N=57	3% N=39	0% N=87	2% N=119	
	Non-ELs	7% N=588	13% N=435	13% N=321	9% N=359	8% N=285	11% N=218	9% N=246	12% N=240	
	Gap	7%pts	10%pts	12%pts	9%pts	8%pts	8%pts	9%pts	10%pts	
Williams MS	ELs	3% N=102	3% N=96	1% N=109	2% N=121	1% N=117	2% N=109	4% N=103	3% N=125	
	Non-ELs	15% N=336	9% N=325	8% N=342	10% N=340	11% N=313	11% N=323	13% N=307	10% N=299	
	Gap	12%pts	6%pts	7%pts	8%pts	10%pts	9%pts	9%pts	7%pts	

Support Data

- F-Rated campuses based on accountability ratings for the 2018–2019 school year.
- Students performing below the 25th percentile in math during the Universal Screener BOY window are identified for progress monitoring.
- *<5 students tested

Appendix O: Goal Progress Measure 4.2 Support Data (Cont.)

Goal Progress Measure 4.2 F-Rated Secondary Campus Math Data										
Percentage of Students At or Above Benchmark (40th Percentile) – Math F-Rated Secondary Campuses, Non-ELs/ELs Performance Gap										
Campus	ELs/Non-ELs	2017–2018			2018–2019			2019–2020		
		BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
Deady MS	ELs	14% N=266	15% N=286	16% N=245	20% N=291	17% N=273	17% N=284	23% N=350	18% N=324	
	Non-ELs	44% N=363	42% N=411	40% N=335	45% N=351	43% N=316	41% N=335	46% N=334	39% N=289	
	Gap	30%pts	27%pts	24%pts	25%pts	26%pts	24%pts	23%pts	21%pts	
Edison MS	ELs	23% N=260	23% N=257	21% N=221	22% N=263	23% N=240	21% N=239	24% N=266	25% N=286	
	Non-ELs	43% N=382	45% N=376	38% N=309	52% N=374	53% N=333	47% N=333	46% N=382	54% N=334	
	Gap	10%pts	22%pts	17%pts	30%pts	30%pts	26%pts	22%pts	29%pts	
E-STEM Central MS	ELs	--- N=0	13% N=8	--- N=0	11% N=150	19% N=253	13% N=244	14% N=206	31% N=212	
	Non-ELs	--- N=0	* N=2	--- N=0	54% N=37	55% N=67	47% N=66	44% N=48	63% N=51	
	Gap	---	*	---	43%pts	36%pts	34%pts	30%pts	32%pts	
Fleming MS	ELs	23% N=69	30% N=63	23% N=61	18% N=74	16% N=67	18% N=66	15% N=72	20% N=79	
	Non-ELs	36% N=424	37% N=426	35% N=436	36% N=410	33% N=401	30% N=388	27% N=333	27% N=336	
	Gap	13%pts	7%pts	12%pts	18%pts	17%pts	12%pts	12%pts	7%pts	
Support Data										
<ul style="list-style-type: none"> F-Rated campuses based on accountability ratings for the 2018–2019 school year. Students performing below the 25th percentile in math during the Universal Screener BOY window are identified for progress monitoring. *<5 students tested 										

Appendix O: Goal Progress Measure 4.2 Support Data (Cont.)

Goal Progress Measure 4.2 F-Rated Secondary Campus Math Data (Cont.)										
Percentage of Students Reading At or Above Benchmark (40th Percentile) – Math F-Rated Secondary Campuses, Non-ELs/ELs Performance Gap (Cont.)										
Campus	ELs/Non-ELs	2017–2018			2018–2019			2019–2020		
		BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
HS Ahead	ELs	30% N=47	14% N=42	8% N=36	44% N=25	29% N=24	30% N=20	23% N=31	16% N=31	
	Non-ELs	20% N=195	14% N=152	15% N=129	19% N=143	11% N=122	15% N=88	23% N=145	20% N=104	
	Gap	-10%pts	0%pts	7%pts	-25%pts	-18%pts	-15%pts	0%pts	4%pts	
Key MS	ELs	22% N=125	19% N=124	21% N=119	28% N=126	20% N=115	24% N=115	26% N=133	33% N=156	
	Non-ELs	33% N=455	35% N=444	33% N=454	33% N=465	39% N=384	36% N=390	37% N=438	36% N=443	
	Gap	11%pts	16%pts	12%pts	5%pts	19%pts	12%pts	11%pts	3%pts	
Sugar Grove MS	ELs	12% N=246	12% N=278	11% N=339	12% N=355	11% N=292	7% N=396	12% N=470	12% N=424	
	Non-ELs	32% N=215	28% N=239	26% N=302	34% N=243	29% N=183	25% N=252	34% N=247	31% N=222	
	Gap	20%pts	16%pts	15%pts	22%pts	18%pts	18%pts	22%pts	19%pts	
Thomas MS	ELs	22% N=77	17% N=60	20% N=61	33% N=70	17% N=84	19% N=84	27% N=88	34% N=62	
	Non-ELs	22% N=351	21% N=292	25% N=303	26% N=385	25% N=424	25% N=388	26% N=379	18% N=200	
	Gap	0%pts	4%pts	5%pts	-7%pts	8%pts	6%pts	-1%pts	-16%pts	
Support Data										
<ul style="list-style-type: none"> F-Rated campuses based on accountability ratings for the 2018–2019 school year. Students performing below the 25th percentile in math during the Universal Screener BOY window are identified for progress monitoring. *<5 students tested 										

Appendix O: Goal Progress Measure 4.2 Support Data (Cont.)

Goal Progress Measure 4.2 F-Rated Secondary Campus Math Data (Cont.)										
Percentage of Students At or Above Benchmark (40th Percentile) – Math F-Rated Secondary Campuses, Non-ELs/ELs Performance Gap (Cont.)										
Campus	ELs/Non-ELs	2017–2018			2018–2019			2019–2020		
		BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
Wheatley HS	ELs	13% N=134	13% N=102	19% N=98	8% N=40	0% N=16	10% N=20	6% N=36	16% N=44	
	Non-ELs	35% N=609	45% N=401	35% N=403	27% N=183	25% N=100	31% N=111	25% N=169	22% N=124	
	Gap	22%pts	32%pts	16%pts	19%pts	25%pts	21%pts	19%pts	6%pts	
Williams MS	ELs	19% N=104	15% N=99	18% N=104	17% N=121	15% N=106	16% N=111	22% N=116	26% N=123	
	Non-ELs	28% N=348	31% N=305	28% N=339	24% N=330	31% N=298	35% N=332	32% N=331	37% N=303	
	Gap	9%pts	16%pts	10%pts	7%pts	16%pts	19%pts	10%pts	11%pts	

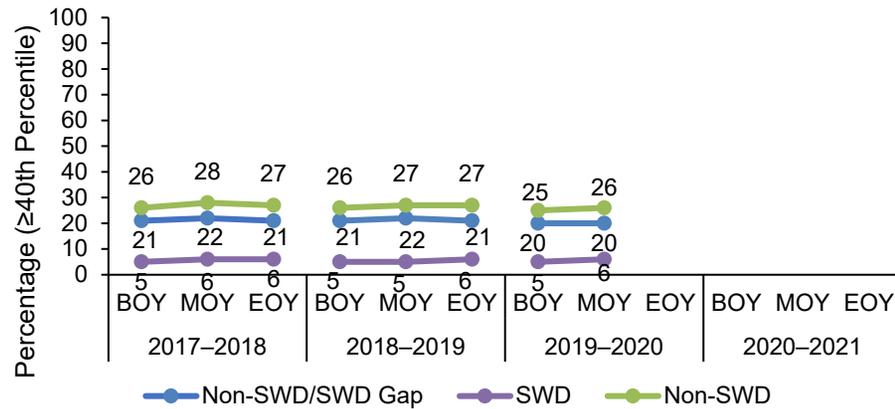
Support Data

- F-Rated campuses based on accountability ratings for the 2018–2019 school year.
- Students performing below the 25th percentile in math during the Universal Screener BOY window are identified for progress monitoring.
- * <5 students tested

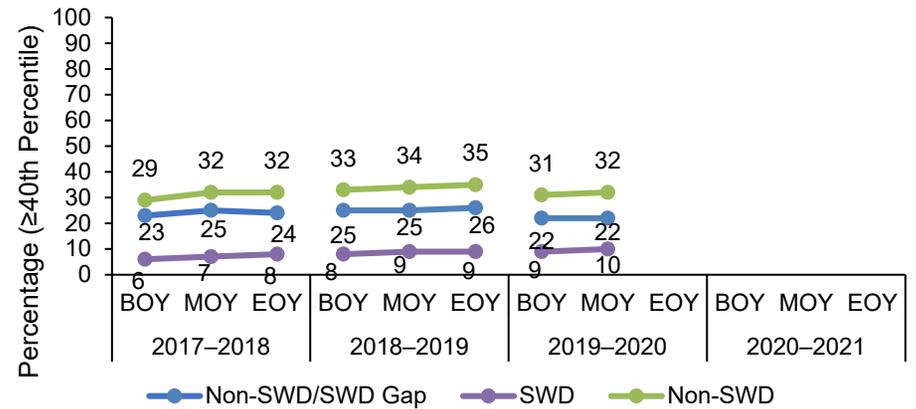
Appendix P: Goal Progress Measure 4.3 Support Data

Goal Progress Measure 4.3 Reading & Math Combined Support Data

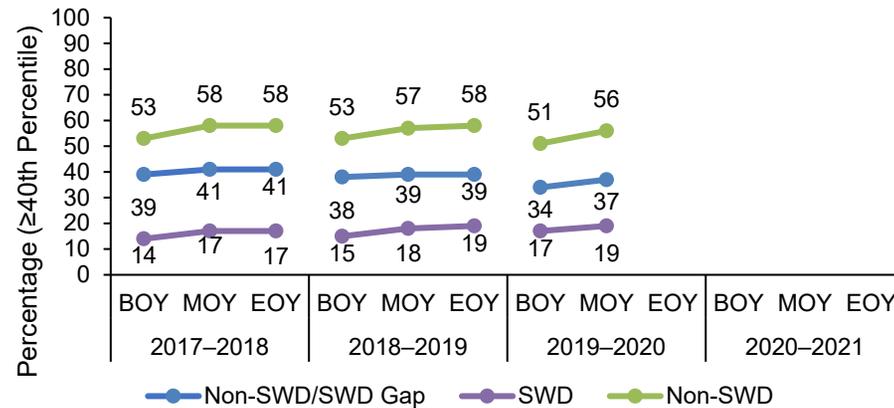
**Ren360 Reading & Math – A180 Office
Non-SWD/SWD Performance Gap**



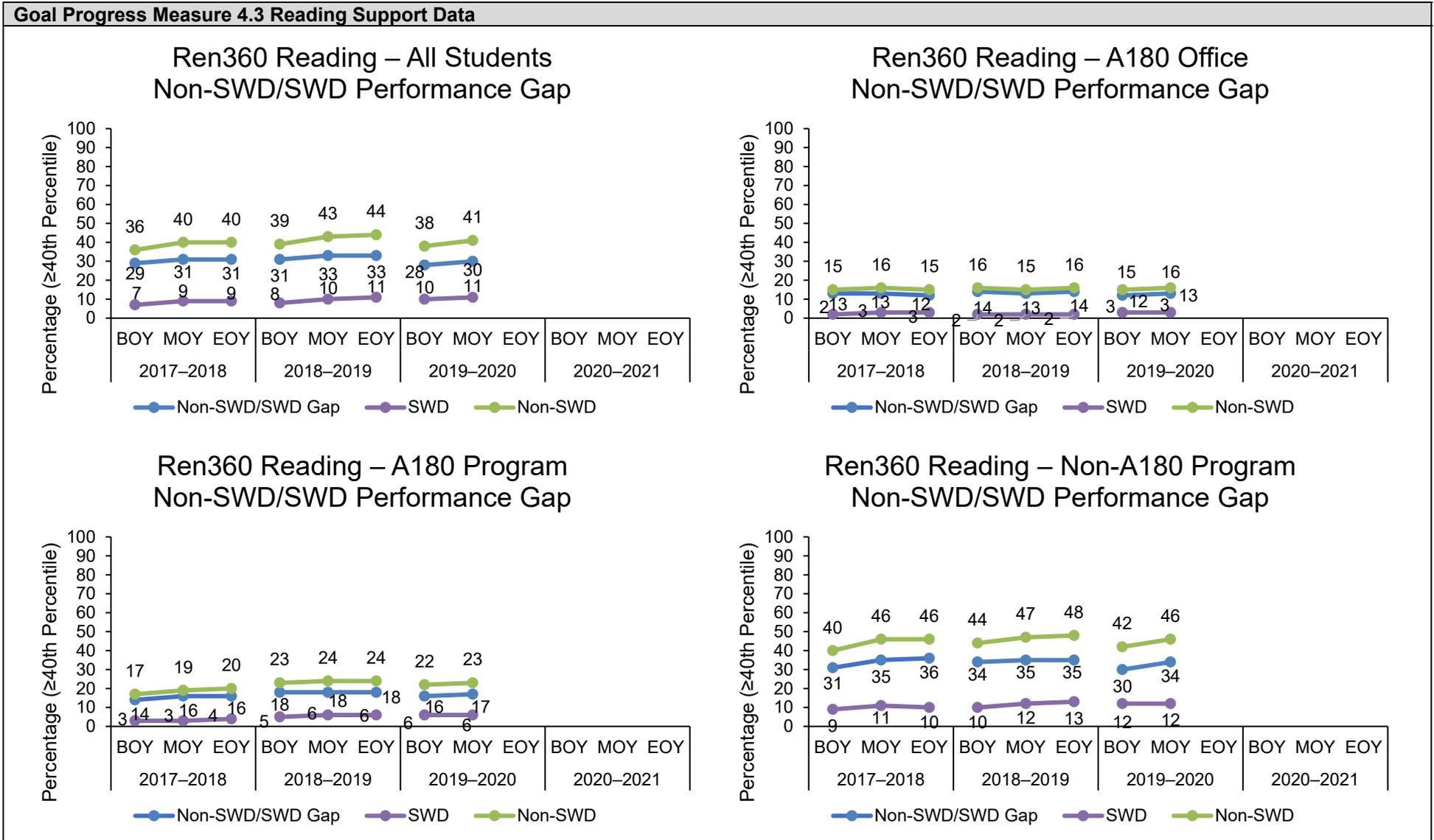
**Ren360 Reading & Math – A180 Program
Non-SWD/SWD Performance Gap**



**Ren360 Read & Math – Non-A180 Program
Non-SWD/SWD Performance Gap**



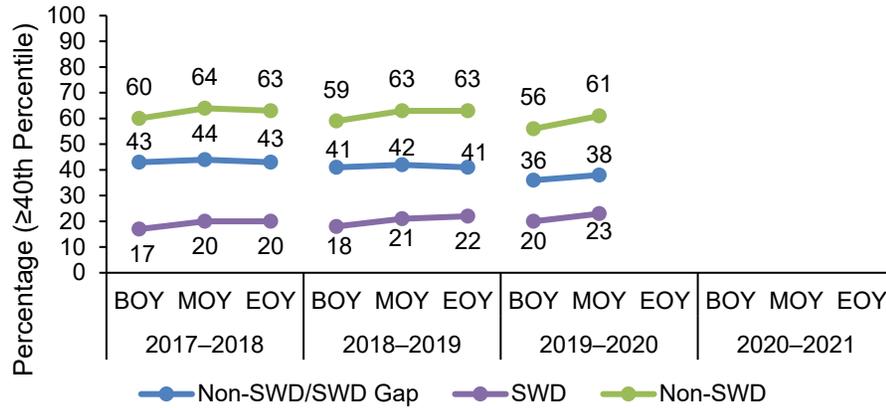
Appendix P: Goal Progress Measure 4.3 Support Data (Cont.)



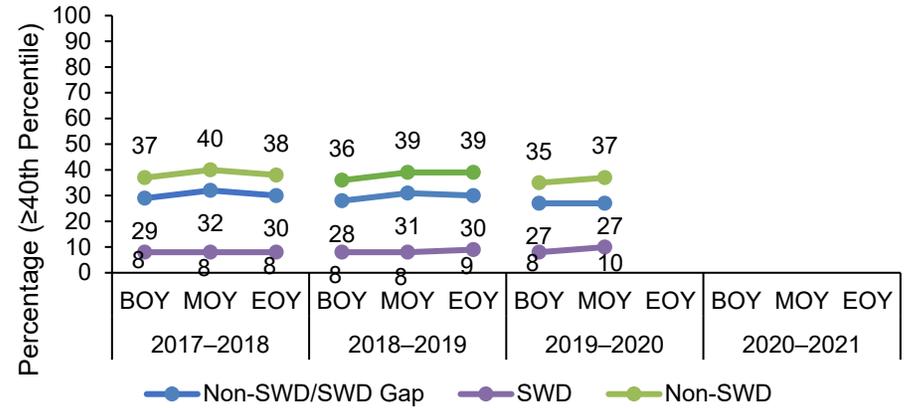
Appendix P: Goal Progress Measure 4.3 Support Data (Cont.)

Goal Progress Measure 4.3 Math Support Data

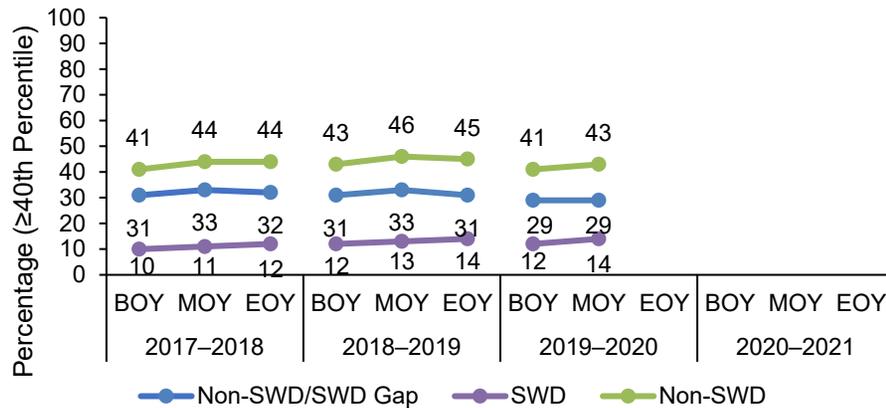
Ren360 Math – All Students Non-SWD/SWD Performance Gap



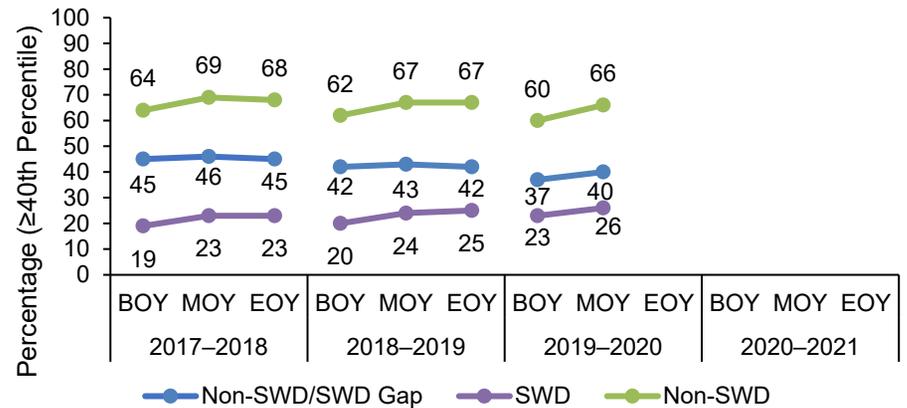
Ren360 Math – A180 Office Non-SWD/SWD Performance Gap



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



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



Appendix P: Goal Progress Measure 4.3 Support Data (Cont.)

Goal Progress Measure 4.3 F-Rated Elementary Campus Reading Data										
Percentage of Students At or Above Benchmark (40th Percentile) – Reading F-Rated Elementary Campuses, Non-SWD/SWD Performance Gap										
Campus	SWD/Non-SWD	2017–2018			2018–2019			2019–2020		
		BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
Ashford ES	SWD	15% N=13	18% N=17	13% N=23	10% N=20	9% N=22	13% N=23	11% N=19	17% N=24	
	Non-SWD	35% N=344	35% N=237	39% N=273	34% N=301	42% N=313	40% N=301	39% N=322	48% N=293	
	Gap	20%pts	17%pts	26%pts	24%pts	33%pts	27%pts	28%pts	31%pts	
Isaacs ES	SWD	18% N=17	0% N=13	0% N=13	0% N=25	4% N=26	14% N=28	6% N=16	0% N=16	
	Non-SWD	32% N=212	37% N=170	38% N=175	31% N=150	33% N=147	37% N=147	36% N=132	34% N=129	
	Gap	14%pts	37%pts	38%pts	31%pts	29%pts	23%pts	30%pts	34%pts	
C. Martinez ES	SWD	5% N=22	8% N=25	29% N=7	0% N=26	0% N=25	0% N=20	0% N=24	0% N=26	
	Non-SWD	21% N=241	30% N=262	18% N=115	20% N=214	21% N=215	25% N=188	22% N=216	20% N=210	
	Gap	16%pts	22%pts	-11%pts	20%pts	21%pts	25%pts	22%pts	20%pts	
Northline ES	SWD	17% N=30	21% N=29	13% N=15	8% N=39	11% N=35	13% N=32	13% N=31	17% N=23	
	Non-SWD	33% N=327	45% N=358	57% N=173	43% N=287	49% N=271	48% N=286	35% N=307	48% N=274	
	Gap	16%pts	24%pts	44%pts	35%pts	38%pts	35%pts	22%pts	31%pts	

Support Data

- F-Rated campuses based on accountability ratings for the 2018–2019 school year.
- Students performing below the 25th percentile in math during the Universal Screener BOY window are identified for progress monitoring.
- *<5 students tested

Appendix P: Goal Progress Measure 4.3 Support Data (Cont.)

Goal Progress Measure 4.3 F-Rated Elementary Campus Reading Data (Cont.)										
Percentage of Students Reading At or Above Benchmark (40th Percentile) – Reading F-Rated Elementary Campuses, Non-SWD/SWD Performance Gap (Cont.)										
Campus	SWD/Non-SWD	2017–2018			2018–2019			2019–2020		
		BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
Osborne ES	SWD	19% N=21	0% N=17	0% N=16	9% N=33	0% N=14	10% N=21	0% N=22	7% N=30	
	Non-SWD	35% N=248	42% N=241	41% N=246	29% N=234	41% N=176	33% N=186	22% N=156	38% N=149	
	Gap	16%pts	42%pts	41%pts	20%pts	41%pts	23%pts	22%pts	31%pts	
Robinson ES	SWD	9% N=22	0% N=19	0% N=16	9% N=23	0% N=19	0% N=21	0% N=17	0% N=20	
	Non-SWD	28% N=298	33% N=292	37% N=271	34% N=246	36% N=244	33% N=262	28% N=297	39% N=289	
	Gap	19%pts	33%pts	37%pts	25%pts	36%pts	33%pts	28%pts	39%pts	
Rucker ES	SWD	0% N=27	7% N=29	7% N=0	6% N=33	13% N=32	11% N=28	4% N=26	8% N=25	
	Non-SWD	32% N=286	39% N=290	43% N=316	36% N=248	45% N=245	42% N=243	36% N=217	40% N=211	
	Gap	32%pts	32%pts	36%pts	30%pts	32%pts	31%pts	32%pts	32%pts	
Seguin ES	SWD	14% N=14	13% N=16	20% N=15	26% N=19	21% N=14	7% N=14	38% N=21	16% N=19	
	Non-SWD	38% N=337	48% N=342	42% N=347	39% N=328	41% N=337	42% N=346	36% N=287	39% N=283	
	Gap	24%pts	35%pts	22%pts	13%pts	20%pts	35%pts	-2%pts	23%pts	

Support Data

- F-Rated campuses based on accountability ratings for the 2018–2019 school year.
- Students performing below the 25th percentile in math during the Universal Screener BOY window are identified for progress monitoring.
- *<5 students tested

Appendix P: Goal Progress Measure 4.3 Support Data (Cont.)

Goal Progress Measure 4.3 F-Rated Elementary Campus Reading Data										
Percentage of Students At or Above Benchmark (40th Percentile) – Reading F-Rated Elementary Campuses, Non-SWD/SWD Performance Gap (Cont.)										
Campus	SWD/Non-SWD	2017–2018			2018–2019			2019–2020		
		BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
Smith ES	SWD	15% N=34	19% N=43	24% N=50	4% N=55	5% N=55	8% N=53	9% N=32	8% N=37	
	Non-SWD	29% N=461	36% N=576	36% N=578	24% N=496	38% N=492	43% N=503	38% N=517	47% N=499	
	Gap	14%pts	17%pts	12%pts	20%pts	33%pts	35%pts	29%pts	39%pts	
Whidby ES	SWD	8% N=24	10% N=30	13% N=8	10% N=30	6% N=31	16% N=25	4% N=24	3% N=29	
	Non-SWD	31% N=258	32% N=322	28% N=109	25% N=321	37% N=254	26% N=261	31% N=272	31% N=257	
	Gap	23%pts	22%pts	15%pts	15%pts	29%pts	10%pts	27%pts	28%pts	
Young ES	SWD	0% N=9	33% N=6	8% N=13	6% N=18	5% N=20	6% N=18	5% N=22	6% N=16	
	Non-SWD	19% N=161	22% N=156	29% N=208	23% N=148	28% N=165	27% N=182	21% N=227	24% N=191	
	Gap	19%pts	-11%pts	21%pts	17%pts	23%pts	21%pts	16%pts	18%pts	

Support Data

- F-Rated campuses based on accountability ratings for the 2018–2019 school year.
- Students performing below the 25th percentile in math during the Universal Screener BOY window are identified for progress monitoring.
- *<5 students tested

Appendix P: Goal Progress Measure 4.3 Support Data (Cont.)

Goal Progress Measure 4.3 F-Rated Elementary Campus Math Data										
Percentage of Students At or Above Benchmark (40th Percentile) – Math F-Rated Elementary Campuses, Non-SWD/SWD Performance Gap										
Campus	SWD/Non-SWD	2017–2018			2018–2019			2019–2020		
		BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
Ashford ES	SWD	18% N=17	15% N=26	17% N=24	25% N=24	18% N=28	21% N=29	13% N=24	28% N=32	
	Non-SWD	41% N=425	44% N=489	37% N=407	38% N=455	45% N=468	50% N=400	49% N=411	58% N=372	
	Gap	23%pts	29%pts	20%pts	13%pts	27%pts	29%pts	36%pts	30%pts	
Isaacs ES	SWD	20% N=15	38% N=13	8% N=12	4% N=27	10% N=29	13% N=32	7% N=14	19% N=16	
	Non-SWD	50% N=211	54% N=205	53% N=195	44% N=185	47% N=182	48% N=191	31% N=190	29% N=181	
	Gap	30%pts	16%pts	45%pts	40%pts	37%pts	35%pts	24%pts	10%pts	
C. Martinez ES	SWD	9% N=22	11% N=28	8% N=12	9% N=33	9% N=32	8% N=24	19% N=26	10% N=30	
	Non-SWD	39% N=276	45% N=320	27% N=215	30% N=307	30% N=313	33% N=225	33% N=266	34% N=247	
	Gap	30%pts	34%pts	19%pts	21%pts	21%pts	25%pts	14%pts	24%pts	
Northline ES	SWD	32% N=34	44% N=34	38% N=26	23% N=39	20% N=40	27% N=41	24% N=34	33% N=27	
	Non-SWD	66% N=427	74% N=424	71% N=399	68% N=289	67% N=377	64% N=395	47% N=361	58% N=333	
	Gap	34%pts	30%pts	33%pts	45%pts	47%pts	37%pts	23%pts	25%pts	

Support Data

- F-Rated campuses based on accountability ratings for the 2018–2019 school year.
- Students performing below the 25th percentile in math during the Universal Screener BOY window are identified for progress monitoring.
- *<5 students tested

Appendix P: Goal Progress Measure 4.3 Support Data (Cont.)

Goal Progress Measure 4.3 F-Rated Elementary Campus Math Data (Cont.)										
Percentage of Students Reading At or Above Benchmark (40th Percentile) – Math F-Rated Elementary Campuses, Non-SWD/SWD Performance Gap (Cont.)										
Campus	SWD/Non-SWD	2017–2018			2018–2019			2019–2020		
		BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
Osborne ES	SWD	5% N=21	6% N=17	6% N=17	8% N=26	25% N=24	10% N=30	16% N=25	26% N=34	
	Non-SWD	39% N=248	54% N=246	55% N=252	45% N=204	52% N=223	50% N=235	39% N=213	53% N=190	
	Gap	34%pts	48%pts	49%pts	37%pts	27%pts	40%pts	23%pts	27%pts	
Robinson ES	SWD	7% N=27	0% N=17	6% N=16	0% N=21	0% N=17	0% N=21	0% N=22	12% N=26	
	Non-SWD	38% N=376	44% N=293	50% N=248	34% N=235	37% N=271	39% N=276	30% N=371	44% N=363	
	Gap	31%pts	44%pts	44%pts	34%pts	37%pts	39%pts	30%pts	32%pts	
Rucker ES	SWD	16% N=37	6% N=34	12% N=34	13% N=38	17% N=36	26% N=31	17% N=30	10% N=29	
	Non-SWD	56% N=337	58% N=321	59% N=327	54% N=296	63% N=293	61% N=290	47% N=264	53% N=260	
	Gap	20%pts	52%pts	47%pts	41%pts	46%pts	35%pts	30%pts	43%pts	
Seguin ES	SWD	24% N=17	26% N=19	22% N=18	29% N=24	41% N=22	32% N=22	33% N=24	40% N=25	
	Non-SWD	54% N=419	64% N=425	62% N=431	48% N=387	65% N=401	61% N=405	53% N=346	66% N=350	
	Gap	30%pts	38%pts	40%pts	19%pts	24%pts	29%pts	20%pts	26%pts	

Support Data

- F-Rated campuses based on accountability ratings for the 2018–2019 school year.
- Students performing below the 25th percentile in math during the Universal Screener BOY window are identified for progress monitoring.
- *<5 students tested

Appendix P: Goal Progress Measure 4.3 Support Data (Cont.)

Goal Progress Measure 4.3 F-Rated Elementary Campus Math Data (Cont.)										
Percentage of Students At or Above Benchmark (40th Percentile) – Math F-Rated Elementary Campuses, Non-SWD/SWD Performance Gap (Cont.)										
Campus	SWD/Non-SWD	2017–2018			2018–2019			2019–2020		
		BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
Smith ES	SWD	20% N=44	10% N=50	19% N=54	7% N=59	17% N=60	22% N=58	16% N=37	17% N=36	
	Non-SWD	44% N=517	45% N=640	47% N=610	45% N=613	52% N=610	54% N=627	42% N=616	53% N=570	
	Gap	24%pts	35%pts	28%pts	38%pts	35%pts	32%pts	26%pts	36%pts	
Whidby ES	SWD	10% N=31	18% N=33	8% N=13	13% N=32	11% N=27	12% N=26	12% N=26	19% N=32	
	Non-SWD	50% N=435	54% N=465	61% N=223	53% N=382	60% N=337	54% N=322	52% N=338	59% N=326	
	Gap	40%pts	36%pts	53%pts	40%pts	49%pts	42%pts	40%pts	40%pts	
Young ES	SWD	33% N=9	27% N=11	29% N=14	14% N=21	9% N=22	29% N=21	9% N=23	15% N=20	
	Non-SWD	44% N=167	49% N=200	44% N=210	43% N=186	43% N=211	45% N=224	36% N=250	42% N=237	
	Gap	11%pts	22%pts	15%pts	29%pts	34%pts	16%pts	27%pts	27%pts	

Support Data

- F-Rated campuses based on accountability ratings for the 2018–2019 school year.
- Students performing below the 25th percentile in math during the Universal Screener BOY window are identified for progress monitoring.
- *<5 students tested

Appendix P: Goal Progress Measure 4.3 Support Data (Cont.)

Goal Progress Measure 4.3 F-Rated Secondary Campus Reading Data										
Percentage of Students At or Above Benchmark (40th Percentile) – Reading F-Rated Secondary Campuses, Non-SWD/SWD Performance Gap										
Campus	SWD/Non-SWD	2017–2018			2018–2019			2019–2020		
		BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
Deady MS	SWD	4% N=53	2% N=59	0% N=40	2% N=56	0% N=45	0% N=47	3% N=61	2% N=58	
	Non-SWD	12% N=602	11% N=629	8% N=515	14% N=529	12% N=465	9% N=528	13% N=601	11% N=550	
	Gap	8%pts	9%pts	8%pts	12%pts	12%pts	9%pts	10%pts	9%pts	
Edison MS	SWD	3% N=76	4% N=77	2% N=53	3% N=71	6% N=66	6% N=63	4% N=70	4% N=68	
	Non-SWD	10% N=562	13% N=558	12% N=514	18% N=563	15% N=513	17% N=492	15% N=576	15% N=547	
	Gap	7%pts	9%pts	10%pts	15%pts	9%pts	11%pts	11%pts	11%pts	
E-STEM Central MS	SWD	--- N=0	* N=3	--- N=0	0% N=14	6% N=17	0% N=14	0% N=13	0% N=12	
	Non-SWD	--- N=0	2% N=41	--- N=0	6% N=306	6% N=298	5% N=297	4% N=243	6% N=247	
	Gap	---	*	---	6%pts	0%pts	5%pts	4%pts	6%pts	
Fleming MS	SWD	0% N=60	2% N=65	2% N=47	4% N=51	2% N=42	2% N=45	2% N=42	2% N=45	
	Non-SWD	14% N=431	11% N=421	8% N=321	9% N=26	10% N=417	10% N=403	7% N=364	8% N=365	
	Gap	14%pts	9%pts	6%pts	5%pts	8%pts	8%pts	5%pts	6%pts	

Support Data

- F-Rated campuses based on accountability ratings for the 2018–2019 school year.
- Students performing below the 25th percentile in math during the Universal Screener BOY window are identified for progress monitoring.
- *<5 students tested

Appendix P: Goal Progress Measure 4.3 Support Data (Cont.)

Goal Progress Measure 4.3 F-Rated Secondary Campus Reading Data (Cont.)										
Percentage of Students At or Above Benchmark (40th Percentile) – Reading F-Rated Secondary Campuses, Non-SWD/SWD Performance Gap (Cont.)										
Campus	SWD/Non-SWD	2017–2018			2018–2019			2019–2020		
		BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
HS Ahead	SWD	8% N=13	11% N=9	0% N=8	8% N=12	0% N=11	0% N=9	0% N=14	0% N=8	
	Non-SWD	5% N=227	4% N=192	3% N=157	10% N=153	5% N=120	4% N=94	5% N=168	3% N=132	
	Gap	-3%pts	-7%pts	3%pts	2%pts	5%pts	4%pts	5%pts	3%pts	
Key MS	SWD	3% N=74	0% N=85	2% N=81	1% N=79	1% N=75	2% N=65	0% N=75	1% N=75	
	Non-SWD	14% N=508	7% N=502	10% N=516	14% N=532	11% N=488	12% N=443	13% N=498	10% N=536	
	Gap	11%pts	7%pts	8%pts	13%pts	10%pts	10%pts	13%pts	9%pts	
Sugar Grove MS	SWD	4% N=25	0% N=44	0% N=49	0% N=46	0% N=49	0% N=50	2% N=47	2% N=44	
	Non-SWD	8% N=445	10% N=492	7% N=585	7% N=538	5% N=543	5% N=601	7% N=659	15% N=654	
	Gap	4%pts	10%pts	7%pts	7%pts	5%pts	5%pts	5%pts	13%pts	
Thomas MS	SWD	0% N=46	3% N=35	0% N=25	0% N=48	0% N=52	0% N=47	0% N=39	0% N=17	
	Non-SWD	12% N=432	9% N=307	8% N=357	10% N=439	4% N=466	4% N=446	8% N=437	7% N=286	
	Gap	12%pts	6%pts	8%pts	10%pts	4%pts	4%pts	8%pts	7%pts	
Support Data										
<ul style="list-style-type: none"> • F-Rated campuses based on accountability ratings for the 2018–2019 school year. • Students performing below the 25th percentile in math during the Universal Screener BOY window are identified for progress monitoring. • *<5 students tested 										

Appendix P: Goal Progress Measure 4.3 Support Data (Cont.)

Goal Progress Measure 4.3 F-Rated Secondary Campus Reading Data (Cont.)										
Percentage of Students At or Above Benchmark (40th Percentile) – Reading F-Rated Secondary Campuses, Non-SWD/SWD Performance Gap (Cont.)										
Campus	SWD/Non-SWD	2017–2018			2018–2019			2019–2020		
		BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
Wheatley HS	SWD	1% N=101	2% N=58	0% N=49	1% N=77	4% N=51	0% N=39	0% N=46	0% N=48	
	Non-SWD	6% N=631	13% N=446	12% N=351	9% N=354	8% N=291	11% N=218	8% N=287	10% N=311	
	Gap	5%pts	11%pts	12%pts	8%pts	4%pts	11%pts	8%pts	10%pts	
Williams MS	SWD	2% N=46	7% N=42	3% N=38	4% N=54	4% N=50	4% N=47	6% N=49	4% N=50	
	Non-SWD	14% N=392	8% N=379	6% N=413	8% N=407	8% N=380	10% N=385	11% N=361	8% N=374	
	Gap	12%pts	1%pts	3%pts	4%pts	4%pts	6%pts	5%pts	4%pts	

Support Data

- F-Rated campuses based on accountability ratings for the 2018–2019 school year.
- Students performing below the 25th percentile in math during the Universal Screener BOY window are identified for progress monitoring.
- *<5 students tested

Appendix P: Goal Progress Measure 4.3 Support Data (Cont.)

Goal Progress Measure 4.3 F-Rated Secondary Campus Math Data										
Percentage of Students At or Above Benchmark (40th Percentile) – Math F-Rated Secondary Campuses, Non-SWD/SWD Performance Gap										
Campus	SWD/Non-SWD	2017–2018			2018–2019			2019–2020		
		BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
Deady MS	SWD	6% N=51	2% N=61	4% N=46	8% N=59	4% N=52	6% N=50	10% N=60	5% N=55	
	Non-SWD	33% N=578	34% N=636	32% N=534	36% N=583	34% N=537	32% N=569	37% N=624	30% N=558	
	Gap	27%pts	32%pts	28%pts	28%pts	30%pts	26%pts	27%pts	25%pts	
Edison MS	SWD	12% N=77	6% N=77	10% N=51	8% N=71	14% N=66	17% N=64	8% N=73	10% N=68	
	Non-SWD	38% N=565	40% N=556	33% N=479	44% N=566	44% N=507	38% N=508	41% N=575	45% N=552	
	Gap	26%pts	34%pts	23%pts	36%pts	30%pts	21%pts	33%pts	35%pts	
E-STEM Central MS	SWD	--- N=0	* N=0	--- N=0	11% N=9	6% N=17	7% N=14	8% N=13	0% N=15	
	Non-SWD	--- N=0	20% N=10	--- N=0	20% N=178	28% N=303	21% N=296	20% N=241	39% N=248	
	Gap	---	*	---	9%pts	22%pts	14%pts	12%pts	39%pts	
Fleming MS	SWD	8% N=60	10% N=67	5% N=62	8% N=53	6% N=50	4% N=49	9% N=44	6% N=48	
	Non-SWD	37% N=433	40% N=422	38% N=435	36% N=431	33% N=418	32% N=405	27% N=361	28% N=367	
	Gap	29%pts	30%pts	33%pts	28%pts	27%pts	28%pts	18%pts	22%pts	
Support Data										
<ul style="list-style-type: none"> F-Rated campuses based on accountability ratings for the 2018–2019 school year. Students performing below the 25th percentile in math during the Universal Screener BOY window are identified for progress monitoring. *<5 students tested 										

Appendix P: Goal Progress Measure 4.3 Support Data (Cont.)

Goal Progress Measure 4.3 F-Rated Secondary Campus Math Data (Cont.)										
Percentage of Students Reading At or Above Benchmark (40th Percentile) – Math F-Rated Secondary Campuses, Non-SWD/SWD Performance Gap (Cont.)										
Campus	SWD/Non-SWD	2017–2018			2018–2019			2019–2020		
		BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
HS Ahead	SWD	0% N=13	0% N=9	0% N=8	8% N=13	0% N=10	0% N=9	0% N=12	13% N=8	
	Non-SWD	23% N=229	15% N=185	14% N=157	24% N=155	15% N=136	19% N=99	25% N=164	20% N=127	
	Gap	23%pts	15%pts	14%pts	16%pts	15%pts	19%pts	25%pts	7%pts	
Key MS	SWD	9% N=82	12% N=85	9% N=76	6% N=80	9% N=68	5% N=60	11% N=74	11% N=74	
	Non-SWD	35% N=498	35% N=483	33% N=497	36% N=511	39% N=431	37% N=445	37% N=497	39% N=525	
	Gap	26%pts	23%pts	24%pts	30%pts	30%pts	32%pts	26%pts	28%pts	
Sugar Grove MS	SWD	8% N=36	0% N=41	6% N=48	7% N=45	5% N=43	4% N=50	13% N=48	7% N=44	
	Non-SWD	22% N=425	21% N=476	19% N=593	22% N=553	19% N=432	15% N=598	20% N=669	19% N=602	
	Gap	14%pts	21%pts	13%pts	15%pts	14%pts	11%pts	7%pts	12%pts	
Thomas MS	SWD	13% N=32	7% N=46	15% N=27	8% N=51	8% N=48	12% N=41	3% N=35	10% N=20	
	Non-SWD	23% N=396	23% N=306	25% N=337	30% N=404	25% N=460	25% N=431	28% N=432	22% N=242	
	Gap	10%pts	16%pts	10%pts	22%pts	17%pts	13%pts	25%pts	12%pts	
Support Data										
<ul style="list-style-type: none"> F-Rated campuses based on accountability ratings for the 2018–2019 school year. Students performing below the 25th percentile in math during the Universal Screener BOY window are identified for progress monitoring. *<5 students tested 										

Appendix P: Goal Progress Measure 4.3 Support Data (Cont.)

Goal Progress Measure 4.3 F-Rated Secondary Campus Math Data (Cont.)										
Percentage of Students At or Above Benchmark (40th Percentile) – Math F-Rated Secondary Campuses, Non-SWD/SWD Performance Gap (Cont.)										
Campus	SWD/Non-SWD	2017–2018			2018–2019			2019–2020		
		BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
Wheatley HS	SWD	5% N=115	7% N=69	9% N=78	7% N=57	0% N=23	4% N=26	0% N=30	4% N=23	
	Non-SWD	36% N=628	44% N=434	37% N=423	29% N=166	27% N=93	33% N=105	26% N=175	23% N=145	
	Gap	31%pts	37%pts	28%pts	22%pts	27%pts	19%pts	26%pts	19%pts	
Williams MS	SWD	8% N=51	12% N=34	10% N=39	4% N=53	2% N=49	10% N=42	6% N=53	13% N=48	
	Non-SWD	28% N=401	29% N=370	27% N=404	24% N=398	30% N=355	32% N=401	32% N=394	37% N=378	
	Gap	20%pts	17%pts	17%pts	20%pts	28%pts	22%pts	26%pts	24%pts	

Support Data

- F-Rated campuses based on accountability ratings for the 2018–2019 school year.
- Students performing below the 25th percentile in math during the Universal Screener BOY window are identified for progress monitoring.
- * <5 students tested

Appendix Q: Constraint Progress Measure 1.1 Support Data

Constraint Progress Measure 1.1 Support Data (Continued)

- November 2017: Identified and hired all ten (4% of schools) Wraparound Resource Specialists.
- December 2017: Conducted Student Welfare Surveys in all ten Superintendent Schools in partnership with Rice University, the City of Houston, and the Houston Endowment.
- January 2018: Students enrolled at the ten Superintendent Schools began to receive wraparound services.
- January 2018: A total of 32 Wraparound Specialists and an additional 6 of our Pro Unitas partners were onboarded and fully trained to begin to deliver services to their communities (14% of schools).
- January/February 2018: Community Schools Frameworks and Wraparound Tools were created
- January/February 2018: Professional Development Modules were created, and goal setting process was initiated
- January/February 2018: A total of 48 schools had posted and hired a Wraparound Specialist under the District's Wraparound Services Department including the six Kashmere Feeder Pattern schools that continue to deliver services through our partnership with Pro Unitas.
- March/April 2018: Professional Development and Goal Setting continued.
- May/June 2018: Professional Development Sessions were created on the community school and feeder pattern framework, including definitions, processes, and goals.
- June 2018: A total of 60 schools (21%) had posted and hired a Wraparound Specialist under the District's Wraparound Services Department including the six Kashmere Feeder Pattern schools that continue to deliver services through our partnership with Pro Unitas.
- 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.
- 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 Q: Constraint Progress Measure 1.1 Support Data (Cont.)

Constraint Progress Measure 1.1 Support Data (Continued)

- July 2019: 25 schools were added bringing the total to 140 schools being served by fully trained Wraparound Resource Specialists. Additionally, 5 comprehensive high schools added an additional specialist to provide support, ensuring there were 2 specialists on the campuses of Chavez HS, Westbury HS, Wisdom HS, Milby HS, and Houston MSTC HS (145 Wraparound Resource Specialists at 140 schools).
- August 2019: Structures were put in place to ensure at least 12 hours of Professional Development per month, manageable oversight of the 13 feeder patterns that encompassed the 140 schools, and a weekly data matrix report sent to measure progress toward goals.
- September 2019: Wraparound Services hired a director to oversee the work of the department.
- November 2019: Wraparound Services gave a survey to receive input from various campus stakeholders including students, parents, and staff.
- January 2020: The leadership team of Wraparound Services started drafting plans for a 70-school expansion for SY 2020-21.
- March 2020: As a result of the COVID-19 pandemic, Wraparound Services put remote work expectations in place for all Wraparound Resource Specialists and managers. Additionally, Wraparound Services expanded their campus support from 140 schools to all 280 HISD schools in response to the pandemic. All Wraparound Resource Specialists were assigned an additional school, and some a third school to ensure proper support.
- June 2020: Wraparound Services will receive word as to whether the 70-school expansion for SY 2020-21 will be approved by the HISD Board of Trustees.

Appendix R: Emergency Constraint Progress Measure 1.1 Support Data

ECPM 1.1 Support Data – SEL and Counseling Support Webinars

The SEL and Counseling Support Webinars are 30-minute webinars every Wednesday that focus on how parents can address their children's Social and Emotional needs. In addition, 15-minute Mindful Monday webinars are offered bi-weekly which focus on interactive Mindfulness tools. Weekly updated resources are also provided such as SEL lesson plans and tips for their social and emotional learning (SEL) growth during the COVID-19 school closures. Toolkits for children, teens, and parents are provided for their mental health needs.

Families are alerted to the webinars by Media Relations in addition to Twitter (@SELHISD), Facebook, and LinkedIn. Links to webinars are provided through the Microsoft Teams platform. In addition, parents can access the webinars through the SEL HISD webpage and YouTube.

Webinar Topics

Topics are determined based on emails and referrals received in addition to recommendations from The Collaborative for Academic and Social and Emotional Learning (CASEL), Mental Health America (MHA), and National Alliance on Mental Illness (NAMI). These topics include but are not limited to:

- Coping with Stress, Anxiety, and Depression;
- How to Avoid Coronavirus Anxiety and Stress;
- Supporting Teenagers during the Coronavirus Crisis;
- How to Interact with Your Child(ren);
- How to be Okay During a Crisis; and
- How to Understand if You Need Professional Services

Additional SEL Counseling Services

The SEL Department has established a process to provide virtual counseling services to students during his transition period. Virtual services include academic, behavioral, and student support and resources. They provide resources to assist campuses and families with managing behavior and addressing mental health concerns. Campus support is available to help with triaging crisis concerns, behavioral incidents, and mental health referrals.

Point of Contact During Business Hours: HISDSEL@houstonisd.org or 713-923-8597

Support is provided for Tier 1, 2, & 3 – Academic, Behavioral Strategies, and Interventions

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

ECPM 1.1 Support Data – SEL and Counseling Support Webinars

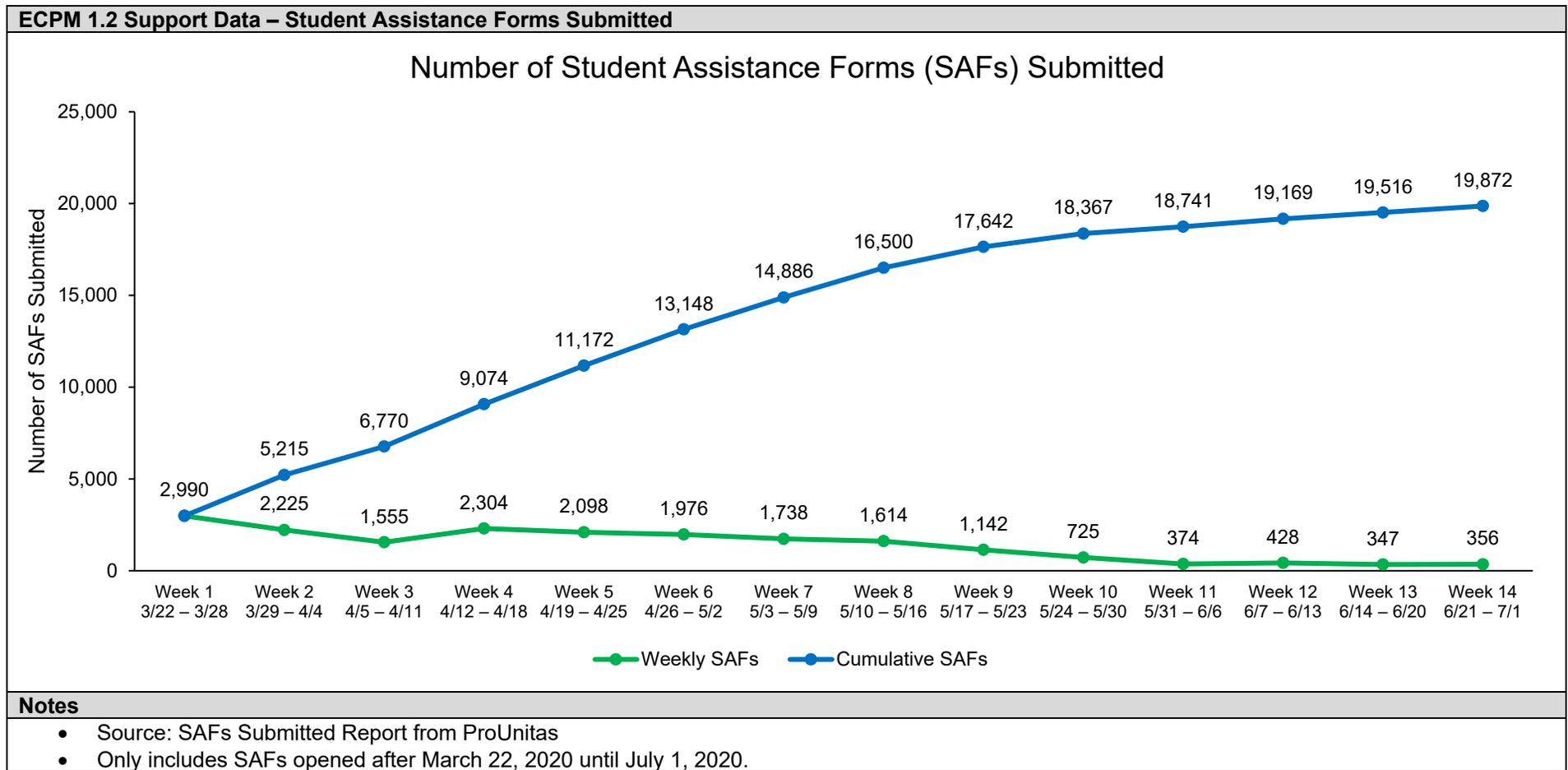
Additional SEL Department Services

- Behavioral Consultations for Parents and Campus Staff
- SEL Lessons to assist with Stress, Anxiety, and Coping Strategies
- Parental Consultation for extreme mental health and psychotic behaviors
- Restorative Practices for families
- Mindfulness for Adults and Students
- SEL Lessons and Strategies for students and families
- Teacher Support for SEL Curriculum

Webinar Participation – Live vs Recorded by Week

Week Number	Date Range	Live Participants	Recorded Participants	Total Participants
Week 1	3/22 – 3/28	888	262	1,150
Week 2	3/29 – 4/4	200	277	477
Week 3	4/5 – 4/11	1,180	368	1,548
Week 4	4/12 – 4/18	2,551	871	3,422
Week 5	4/19 – 4/25	722	392	1,114
Week 6	4/26 – 5/2	1,356	317	1,673
Week 7	5/3 – 5/9	317	331	648
Week 8	5/10 – 5/16	1,035	324	1,359
Week 9	5/17 – 5/23	565	376	941
Week 10	5/24 – 5/30	414	306	720
Week 11	5/31 – 6/6	503	236	739
Week 12	6/7 – 6/13	236	257	493
Week 13	6/14 – 6/20	504	213	717
Week 14	6/21 – 7/1	106	251	357

Appendix S: Emergency Constraint Progress Measure 1.2 Support Data



Appendix S: Emergency Constraint Progress Measure 1.2 Support Data (Cont.)

ECPM 1.2 Support Data – Student Assistance Forms

Student Assistance Forms (SAFs)

When a SAF is submitted:

- A new SAF item is created in PURPLE (the district's wraparound service tracker).
- The campus' wraparound specialist receives the form.
- The specialist links the student to an appropriate resource or service (i.e. check-in, external service, counseling session).
Note: Specialists use a vetted list of providers and resources.
- The SAF is marked as linked in PURPLE.

In light of COVID-19, the wraparound specialists have been assigned to serve students from campuses not currently designated as wraparound campuses. Therefore, a wraparound specialist has been assigned to every campus.

Note: A SAF can be filled out by student, parent, community member, or staff member. It can be found at www.tinyurl.com/hisdsaf (Must disable popup blocker).

Appendix S: Emergency Constraint Progress Measure 1.2 Support Data (Cont.)

ECPM 1.2 Support Data – Wraparound Resource Specialists

Updated for COVID-19: Wraparound Resource Specialists Tasks

- Revise the current campus plan based on Coronavirus current situation:
 - Help identify where food pantries/distribution sites are available;
 - Help families apply for Food Stamps and Medicare/Medicaid;
 - Help student and families with basic needs (toiletries/clothing);
 - Help connect students to Mental Health providers; and
 - Provide extended learning tips for caregivers – create a list of fun activities that can be done at home or at a park.
- Outreach to families using campus-wide communication processes to broadcast information about available resources.
- Check in with families for specific needs (pre-existing from Purple priority list).
 - Develop a specific list for students coded as homeless and other special populations, and coordinate with Manager for prescriptive plan of action.
- Continue to request SAFs from staff members who hear of student's needs.
- Log all interventions in Purple each day.
- Call families in case of need (as observations)/Create means of direct communication with parents (cell or *67).
- Coordinate weekly check-ins with the Principal. Inform him/her of student needs' that have been requested.
- Continue to use PurpleSense as the primary form of documentation of work.
- Coordinate donation drives and social distancing for pick up (optional).
- Communicate with Community Partners and Service Providers to seek additional resources, if available.
- Coordinate a plan of action with current Service Providers to continue services that do not require face-to-face meetings.
- Continue to Volunteer at HISD Food Distribution/Pickup Sites (optional).

Appendix T: Emergency Constraint Progress Measure 1.3 Support Data

ECPM 1.3 Support Data – Academic, Social, and Emotional Counseling Support

Campus counseling supports are provided by the campus counselor, a counselor designee, or the campus dean. A student needing SEL assistance at a campus without a counselor or social worker is referred to the Academic and Career Counseling team or the SEL team.

Academic Counseling Support

Include, but not limited to, students not logging into lessons, graduation needs, and students missing assignments for a particular class and the teacher is having trouble contacting the student.

Social and Emotional Counseling Support

Counselors are continuing group sessions in Teams, keeping office hours for students, and offering bookings for students to reach out for counseling. In addition, counselor are providing support to students missing school friends, depressed student due to a break-up, or a student is experiencing grief or suicidal thoughts.

Contacts can include, but are not limited to, ClassDoJo, YouTube, emails with a response from parents and/or students, Google Voice, phone calls, texts, and Microsoft Teams.

Appendix U: Emergency Constraint Progress Measure 2.1 Support Data

ECPM 2.2 Notes – Meal Program Closures

- No food was distributed the week of March 29th while the food distribution health and safety procedures were reviewed.
- No food was distributed the week of May 24th as Nutrition Services transitioned from the Houston Food Bank partnership to the Summer Meals Program.
- Curbside Summer Meals sites closed at several schools on June 22nd due to inlement weather.
- HISD temporarily closed most Curbside Summer Meals sites from July 3rd until July 20th due to guidance from public health officials and rising numbers of COVID-19 cases throughout the city. Five strategically located sites continued to offer Curbside Summer Meals and the Houston Food Bank's Coronavirus Food Asistance Program throughout the closure. In addition, from July 20th – August 31st, only 12 distribution sites will be providing curbside meals. Seven of which are in partnership with the Houston Food Bank.

Appendix U: Emergency Constraint Progress Measure 2.2 Support Data (Cont.)

ECPM 2.2 Notes – Summer Meals Program

How Food is Counted Towards ECPM

- Breakfast, Lunch, and Dinner each count as one meal distributed.
- Each snack is counted as 1/5th of a meal.

Program Overview

- The Summer Meals Program is a state mandated program that started June 1st.
- Families can pick up 3 days worth of boxed student meals on Mondays and 4 days worth on Thursdays at [designated schools](#).
- Meals will be distributed between 10:00AM and noon and noon and 2:00PM depending on campus site.
- Each box contains breakfast, lunch, dinner, and a snack.
- Boxes will be provided for all children in the vehicle.
- If children are absent, the driver must show proof of enrollment in any school district (report card, student ID, etc.) or a birth certificate.
- Further information is available at www.houstonisd.org/summermeals or calling Customer Care at 713-556-9400.
- Planning to distribute food through August 31st.

Community Outreach

- Nutrition Services is routinely monitoring community needs and may add additional campuses for food distribution when necessary.

Fresh Bus Food Distribution

- Fresh Bus school buses are providing weekly deliveries of fresh fruit and vegetables to several locations in each school community.
- Additional information can be found at <https://www.houstonisd.org/freshbus>.
- These distributions are not counted toward the ECPM.

Appendix U: Emergency Constraint Progress Measure 2.2 Support Data (Cont.)

ECPM 2.2 Notes – Houston Food Bank Partnership (Ended May 22nd)

How Food is Counted Towards ECPM

- Each package distributed at a campus contains 30 pounds of food. This is 25 meals per package using the Feeding America Standard (1.2 pounds per meal).
- Each package distributed at NRG contains 80 pounds of food. Each package is counted as 67 meals.

Food Distribution Process

- HISD Nutrition Services, working with the Houston Food Bank, is using the Hexser T. Holliday Food Services Support Facility as the central hub.
- Staff pack food boxes at the facility, which are distributed to sites Monday through Friday.
- Each site distributes up to 500 boxes per day.

Onsite Distribution Process

- Staff members fill out an Emergency Food Assistance Program form for each family and place boxes of food in the car.
- Families walking to distribution sites must adhere to social distancing requirements.

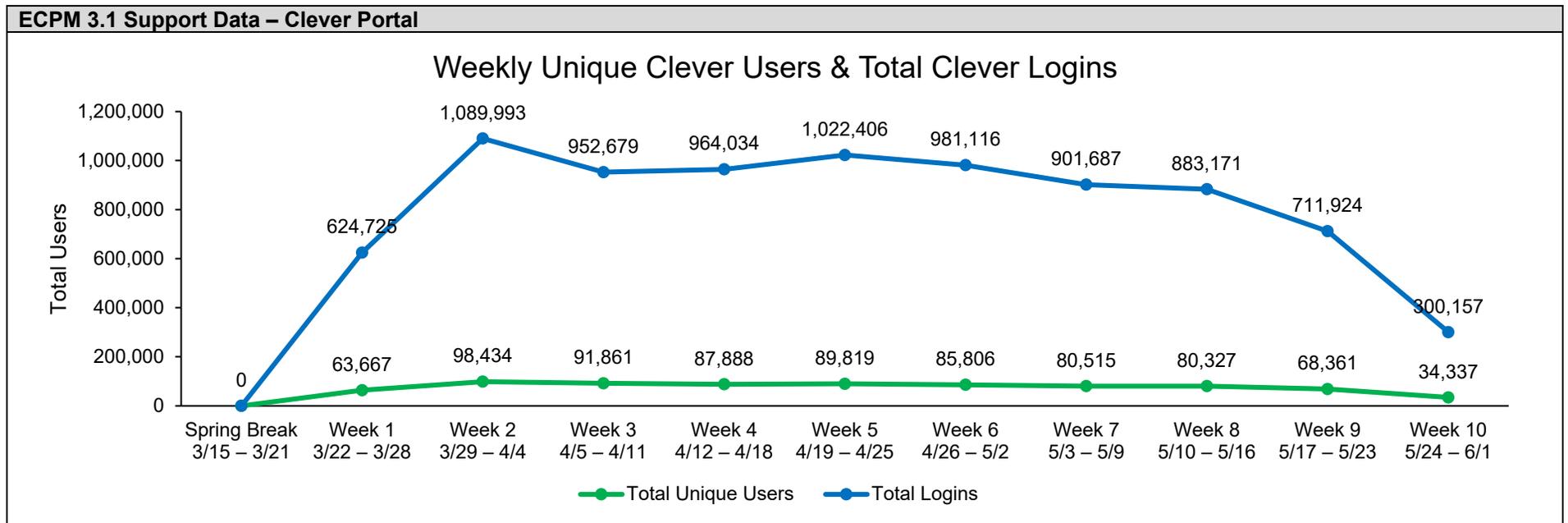
Safety Measures

- HISD is employing the Standard Distribution Method developed by the I Love You Guys Foundation.
- More information can be found at <https://iloveguys.org/sdm.html>.

Saturday Super Site (NRG) Food Distribution Process

- Food is delivered from the Houston Food Bank and given out to present families.
- The food is not pre-boxed at the Bennington facility by HISD staff.
- Emergency Food and Shelter Program (EFSP) forms are not completed for the super site distributions, since the Houston Food Bank is not using EFSP funds for the food distributed.

Appendix V: Emergency Constraint Progress Measure 3.1 Support Data



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

ECPM 3.1 Support Data – Digital Resources

Online learning is primarily happening through the Clever Portal, The HUB, Microsoft Teams, and Google Classroom. A brief description of each digital environment is provided below:

Clever Portal

- Clever Portal is the access point for most of our digital resources. This allows teachers and students to have a primary login to minimize the number of usernames and passwords required.
- Clever Portal provides access to a number of applications including Imagine Math, myON, Imagine Language & Literacy, OnTrack, and Khan Academy.
- Teachers can create a customized experience for their students including highlighting resources used in the course.

The Hub

- Data Source: The HUB Advanced Reporting.
- The HUB is a learning management system. It allows teachers to give assignments and provide digital resources to students.
- The HUB allows teachers to create interactive, online lessons with a variety of resources.

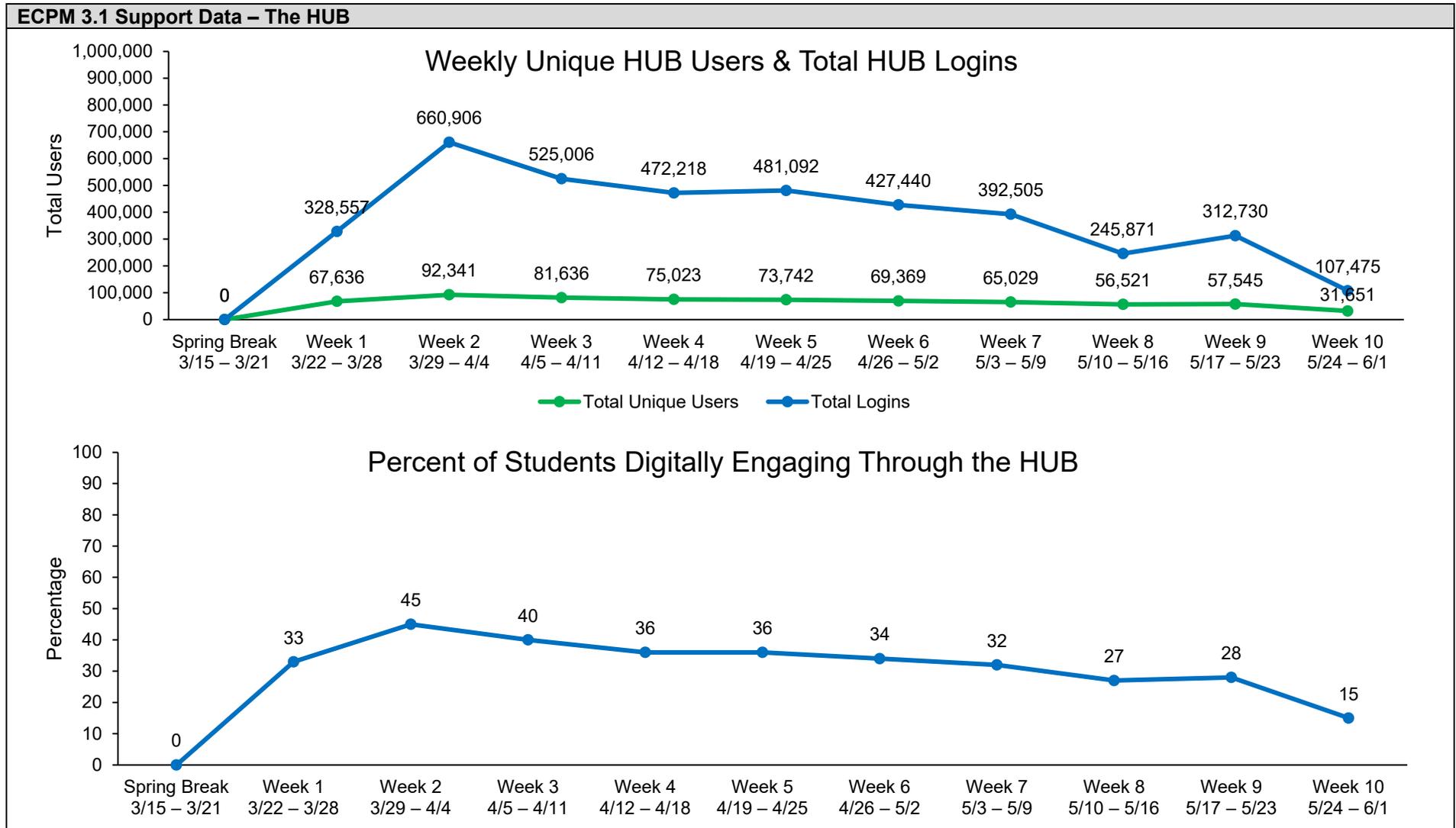
Google Classroom

- Data Source: Google Analytics
- Google Classroom is a light version of a Learning Management System (LMS).
- Classroom allows teachers to give assignments and provide digital resources to students.
- Teachers can create interactive, online lessons with a variety of resources.
- Metrics (such as unique and total student logins) are not currently provided in alignment with board reporting.

Microsoft Teams

- Data Source: Microsoft
- Teams is a way to virtually interact with students.
- Assignments can be given to students and provides teachers a way of having a more personalized experience with their students.
- Metrics (such as unique and total student logins) are not currently provided in alignment with board reporting.

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



Appendix W: Emergency Constraint Progress Measure 3.2 Support Data

ECPM 3.2 Support Data – Non-Digital Resources

Non-Digital Resource Production

- The Elementary Curriculum Department develops two-week instructional packets for grade levels PreK-5 in core content areas and fine arts.
- The Secondary Curriculum Department develops two-week discipline/literacy focused instructional packets for Middle and High Schools.
- The Special Education Department develops two-week instructional packets for students in self-contained service areas.
- Instructional Packets are provided in English and Spanish.
- The master files for all packets are provided to HISD Printing Services for production (printing and mailing/distribution).

Student Identification Process

- Schools conducted a technology wellness survey with students and families to identify students who would need the support of non-digital instructional materials. Each school provided their list of student names to the Area Office Directors.
- The Area Office Directors provided the combined Area student request list to Academics. Addresses are obtained from the student information system to provide HISD Printing Services by packet level for production.
- Students and families can self-identify need for a non-digital instructional packet by calling the HISD@H.O.M.E. Hotline (713-892-7378).

Distribution Process

- Non-digital instructional resources are provided to students in a two-week instructional cycle.
- Initial cycle 1 packets were provided to schools to distribute with at-home materials.
- Cycles 2 through 5 packets are mailed to student homes in envelopes labeled 'HISD Curriculum Packet Enclosed.'

Appendix X: Emergency Constraint Progress Measure 4.1 Support Data

ECPM 4.1 Support Data – COVID-19 Staff Communication

Superintendent COVID-19 Communications:

- Staff Coronavirus Update ([2/26/2020](#))
- Staff Coronavirus Update ([3/3/2020](#))
- Staff Coronavirus Update regarding self-quarantine requirements and perfect attendance and attendance final exam exemptions ([3/5/2020](#))
- Staff Coronavirus Update regarding Travel Reporting, Campus Visitation Policy, Student Workers, Campus Related Events, Spring Breaks, and Absence Policy ([3/11/2020](#))
- Staff Coronavirus Update regarding canceling of classes on March 13th ([3/12/2020](#))
- Staff Coronavirus Update regarding HISD Helping Hands ([3/16/2020](#))
- Staff Coronavirus Update regarding extension of districtwide closure ([3/16/2020](#))
- Staff Coronavirus Update regarding Education Support Professionals Day (3/17/2020)
- Staff Coronavirus Update regarding availability of staff for digital engagement ([3/19/2020](#))
- Staff Coronavirus Update regarding suspension of food distribution ([3/25/2020](#))
- Staff Coronavirus Update regarding HISD@H.O.M.E. ([3/31/2020](#))
- Staff Coronavirus Update regarding continuation of food distribution and safety procedures ([4/1/2020](#))
- Staff Coronavirus Update regarding HISD Spirit Week ([4/7/2020](#))
- Staff Coronavirus Update regarding team HISD efforts during COVID-19 ([4/8/2020](#))
- Staff Coronavirus Update regarding HISD@H.O.M.E. Hotline ([4/9/2020](#))
- Staff Coronavirus Update regarding Grading Guidelines ([4/9/2020](#))
- Staff Coronavirus Update regarding HISD@H.O.M.E. Hotline ([4/15/2020](#))
- Staff Coronavirus Update regarding closure of the school district for the rest of the school year ([4/17/2020](#))
- Staff Coronavirus Update regarding COVID-19 Updates (4/22/2020)
- Staff Coronavirus Update regarding Administrative Professionals Day (4/23/2020)
- Staff Coronavirus Update regarding April 2020 Superintendent's News (4/23/2020)
- Staff Coronavirus Update regarding team HISD efforts during COVID-19 ([4/24/2020](#))
- Staff Coronavirus Update regarding More Information on the CARES Act (4/29/2020)
- Staff Coronavirus Update regarding Lunch Hero Day during COVID-19 ([5/1/2020](#))
- Staff Coronavirus Update regarding Principal Day during COVID-19 ([5/1/2020](#))
- Staff Coronavirus Update regarding Teacher Appreciation Week during COVID-19 ([5/3/2020](#))
- Staff Coronavirus Update regarding Senior Spirit Week ([5/5/2020](#))
- Staff Coronavirus Update regarding COVID-19 Updates (5/6/2020)
- Staff Coronavirus Update regarding District of Innovation ([5/6/2020](#))

Appendix X: Emergency Constraint Progress Measure 4.1 Support Data (Cont.)

ECPM 4.1 Support Data – COVID-19 Staff Communication (Cont.)

- Staff Coronavirus Update regarding National School Nurse Day ([5/6/2020](#))
- Staff Coronavirus Update regarding Emergency Constraints (5/8/2020)
- Staff Coronavirus Update regarding National Police Week ([5/10/2020](#))
- Staff Coronavirus Update regarding Graduation ([5/11/2020](#))
- Staff Coronavirus Update regarding Staff Update (5/12/2020)
- Staff Coronavirus Update regarding COVID-19 Updates (5/14/2020)
- Staff Coronavirus Update regarding COVID-19 Updates (5/21/2020)
- Staff Coronavirus Update regarding Let's Stay Connected Hotline ([5/26/2020](#))
- Staff Coronavirus Update regarding Virtual Summer School ([5/27/2020](#))
- Staff Coronavirus Update regarding End of School Year ([6/1/2020](#))
- Staff Coronavirus Update regarding More COVID-19 Testing Sites Open (6/2/2020)
- Staff Coronavirus Update regarding Update on Summer food Distribution ([6/4/2020](#))
- Staff Coronavirus Update regarding Providing Feedback on an 11-Month 2020–2021 Academic Calendar (6/8/2020)
- Staff Coronavirus Update regarding HMW Closure ([6/8/2020](#))
- Staff Coronavirus Update regarding Curbside summer Meals Sites Closures ([6/8/2020](#))
- Staff Coronavirus Update regarding Benefits Update (6/10/2020)
- Staff Coronavirus Update regarding Budget Update (6/10/2020)
- Staff Coronavirus Update regarding Summer Meals Closed at Paige and Port Houston, Re-Open at Oates (6/15/2020)
- Staff Coronavirus Update regarding Update on 2020–21 Academic Calendar ([6/18/2020](#))
- Staff Coronavirus Update regarding HISD Streamlining Food Distribution Programs ([6/18/2020](#))
- Staff Coronavirus Update regarding Chavez Curbside Summer Meal Sites Closed ([6/21/2020](#))
- Staff Coronavirus Update regarding Curbside Summer Meal Sites, Fresh Bus Stops Closed Due to Inclement Weather ([6/22/2020](#))
- Staff Coronavirus Update regarding Update on 2020–21 School Year ([6/23/2020](#))
- Staff Coronavirus Update regarding Information on the CARES Act ([6/24/2020](#))
- Staff Coronavirus Update regarding Benefits Update (6/25/2020)
- Staff Coronavirus Update regarding Fresh Bus Produce Delivery Program Ending ([6/25/2020](#))
- Staff Coronavirus Update regarding No Access to HISD Schools, Facilities from July 3–19 ([6/29/2020](#))
- Staff Coronavirus Update regarding Benefits Update (6/30/2020)
- Staff Coronavirus Update regarding Curbside Summer Meals Update ([6/30/2020](#))
- Staff Coronavirus Update regarding 2020–2021 School Year ([7/8/2020](#))
- Staff Coronavirus Update regarding Benefits Update (7/9/2020)
- Staff Coronavirus Update regarding 2020–2021 School Year Update ([7/15/2020](#))
- Staff Coronavirus Update regarding 2020-2021 HISD Academic Calendar (7/16/2020)
- Staff Coronavirus Update regarding HISD to open 12 Curbside Summer Meals distribution sites on Monday (7/16/2020)
- Staff Coronavirus Update regarding Summer meals update (7/23/2020)
- Staff Coronavirus Update regarding Benefits Update (7/23/2020)
- Staff Coronavirus Update regarding 40 in 4 ends this week (7/28/2020)
- Staff Coronavirus Update regarding Deadline for P-EBT food benefits extended to 8/21 (7/30/2020)
- Staff Coronavirus Update regarding Students Within Reach/Return Strong (7/30/2020)

Appendix X: Emergency Constraint Progress Measure 4.1 Support Data (Cont.)

ECPM 4.1 Support Data – COVID-19 Staff Communication (Cont.)

Benefits Communications COVID-19 Communications:

- **February 24–April 21, 2020**
 - [Tweets](#): 25 tweets and numerous retweets on [@TeamHISD](#)
 - [Facebook](#): 14 posts
 - [Instagram](#): 17 Posts
 - Created new [COVID-19 webpage](#) with 3 stories and links to 10 free coronavirus webinars.
 - Added 6 COVID-19-related stories on the [Benefits Spotlight page](#) on “staying active and healthy while staying home.”
 - Added information on 2 free EAP webinars with flyers on [Benefits EAP page](#).
 - Added COVID-19-related information to these Benefits pages: [Kelsey-Seybold](#) (2), [FSA Payflex](#) (2), [Dental Benefits](#) (2).

- **April 22–26, 2020**
 - [Tweets](#): 3 tweets
 - [Facebook](#): 3 posts
 - [Instagram](#): 3 Posts
 - Sent out 1 extensive eBlast to all employees titled “COVID-19 Updates” on April 23.
 - Created new [Retirement Resources](#) page with information on what potential retirees should be doing if they plan to retire after the semester or at the end of the summer.
 - Posted 1 COVID-19-related story on [Benefits Spotlight](#) page on “Smiles for Seniors.”

- **April 28–May 3, 2020**
 - [Tweets](#): 4 tweets
 - [Facebook](#): 2 posts
 - [Instagram](#): 2 Posts
 - Sent out 1 extensive eBlast to all employees titled “More information on the CARES act” on April 29.
 - Posted 2 CareConnect webinars on Benefits COVID-19 page.
 - Posted [Memorial Hermann’s phased approach to safely resume elective services PDF](#) on Benefits COVID-19 page.
 - Posted Kelsey-Seybold “Guidelines for a Healthier Office” PDFs in [English](#) and [Spanish](#) on Benefits COVID-19 page.

Appendix X: Emergency Constraint Progress Measure 4.1 Support Data (Cont.)

ECPM 4.1 Support Data – COVID-19 Staff Communication (Cont.)

- **May 4–May 10, 2020**
 - [Tweets](#): 5 tweets
 - [Facebook](#): 5 posts
 - [Instagram](#): 4 Posts
 - May 4: Post Kelsey-Seybold Health Check Newsletter on COVID-19 on the [COVID-19 webpage](#).
 - May 6: Send out 1 eBlast to all employees titled “COVID-19 Updates” with information on the district’s EAP, the Supplemental Sick Leave Bank, Life Events, a Memorial Hermann update, and current HISD testing sites.

- **May 11–May 17, 2020**
 - [Tweets](#): 6 tweets
 - [Facebook](#): 6 posts
 - [Instagram](#): 4 Posts
 - May 11: Post Aetna Mental Health Awareness Guide on [COVID-19 webpage](#).
 - May 11: Post EAP webinar on “Stress: A Way of life or a Fact of Life” at 11 a.m. on May 19, 2020, on [EAP page](#).
 - May 11: Post EAP webinar on “Counseling and Therapy Demystified” at 12 p.m. on May 21, 2020, on [EAP page](#).
 - May 14: Send out 1 eBlast to all employees titled “COVID-19 Updates” with information on May being National Mental Health Awareness Month Kelsey-Seybold clinics reopening, and current HISD testing sites.

- **May 18–May 24, 2020**
 - [Tweets](#): 3 tweets
 - [Facebook](#): 3 posts
 - [Instagram](#): 3 Posts
 - May 21: Post 10 upcoming EAP webinars on [Benefits calendar](#).
 - May 21: Send out 1 eBlast to all employees titled “COVID-19 Testing Sites on HISD property” with information on current HISD testing sites.
 - May 22: Write story on EAP Overview webinar on June 3 and post on [EAP page](#).

Appendix X: Emergency Constraint Progress Measure 4.1 Support Data (Cont.)

ECPM 4.1 Support Data – COVID-19 Staff Communication (Cont.)

- **May 30–June 5, 2020**
 - [Tweets](#): 1 tweet
 - [Facebook](#): 1 post
 - [Instagram](#): 1 Post
 - June 2: Sent eBlast to all employees on June 2, 2020, that includes current CVS testing sites and current testing sites on HISD properties.
- **June 6–June 12, 2020**
 - [Tweets](#): 2 tweets
 - [Facebook](#): 2 posts
 - [Instagram](#): 2 Posts
 - June 10: Sent eBlast to all employees on June 10, 2020, that included CVS rapid response testing information, as well as current CVS testing sites and current testing sites on HISD properties.
 - Posted information on HISD Benefits website regarding (1) how to schedule virtual health conversations with Kelsey-Seybold experts and (2) virtual summer camps for kids with Camp Gladiator.
- **June 20–June 26, 2020**
 - [Tweets](#): 1 tweet
 - [Facebook](#): 1 post
 - [Instagram](#): 1 Post
 - June 26: Sent eBlast to all employees that included information on how to get your maintenance prescriptions delivered at no cost, an upcoming virtual wellness series from Aetna in July, current testing sites on HISD properties, and current CVS testing sites.
- **June 27–July 3, 2020**
 - June 30: Sent eBlast to all employees that included information on current testing sites on HISD properties, Next Level onsite and offsite clinics, CVS pharmacies, and Kelsey-Seybold clinics.

Appendix X: Emergency Constraint Progress Measure 4.1 Support Data (Cont.)

ECPM 4.1 Support Data – COVID-19 Staff Communication (Cont.)

- **July 4–July 10, 2020**
 - [Tweets](#): 1 tweet
 - [Facebook](#): 1 post
 - [Instagram](#): 1 Post
 - July 9: Sent eBlast to all employees that included information on current testing sites on HISD properties and Next Level onsite and offsite clinics, as well as a link to the Benefits COVID-19 page.
- **July 11–July 17, 2020**
 - Updated Benefits COVID-19 page with [fact sheets](#) for Young Adults from the CDC
- **July 18–July 24, 2020**
 - [Tweets](#): 1 tweet
 - [Facebook](#): 1 post
 - [Instagram](#): 1 Post
 - July 23: Sent eBlast to all employees focused on testing sites across the city.

Appendix Y: Emergency Constraint Progress Measure 4.2 Support Data

ECPM 4.2 Support Data – Staff PPE

PPE Distribution Before Implementation of PPE Tracker

During Weeks 1 through 8 access to campuses and other district buildings was severely limited. PPE was distributed via Plant Operators who confirmed to their managers that it was provided to appropriate personnel working on campus. Exact numbers of staff members were not reported.

Overview of PPE Distribution After Houston ISD COVID-19 PPE Tracker Implementation

- PPE for COVID-19 is defined as protective clothing or equipment meant to minimize the spread of illness.
- Proper PPE is face masks and access to proper hand sanitation for most employees.
 - Staff handling food, cleaning products, or serving in a healthcare role are also required to be equipped with gloves.
 - Nutrition staff are required to utilize all HISD provided equipment.
 - All other employees may use their own masks or face coverings as long as they are workplace appropriate and adhere to HISD dress code.
- The manager or supervisor is required to ensure proper PPE is available and offered to staff who are required to work **on site**.
 - On site is defined as any location outside the employee's home where they have been directed to work. This includes but is not limited to any HISD facility, parking lot, and grounds. Any HISD-Houston Food Bank distribution sites, such as NRG, are also included.
 - The manager or supervisor is required to account for numbers of staff working on site as well as the numbers who were equipped with the proper PPE.
 - Individual record keeping for audit purposes, such as individual sign out sheets or rosters of staff working must be maintained by the manager/supervisor.
 - The manager/supervisor uses the Houston ISD COVID-19 PPE Tracker to log their role, facility, and number of staff working as well as the number of staff equipped with the proper PPE for each day.