THE HOUSTON INDEPENDENT SCHOOL DISTRICT
BOARD OF EDUCATION

Agenda Index

A. Superintendent’s Priority Items  G. Human Resources
B. Trustee Items  H. Business Operations
C. Closed Session (Closed to Public)  I. Finance
D. Academic Services  J. Other
E. School Offices  K. Policy
F. Strategy and Innovation  L. Superintendent’s Information Items

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Elizabeth Santos, Second Vice President
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Rhonda Skillern-Jones
Anne Sung

Grenita Lathan, Ph.D., Interim Superintendent of Schools
BOARD OF EDUCATION AGENDA
June 06, 2019

5:00 p.m. – BOARD AUDITORIUM
• CALL TO ORDER WHEN A QUORUM IS PRESENT

CLOSED SESSION (IF NECESSARY) – BOARD SERVICES CONFERENCE ROOM
• ADJOURNMENT TO CLOSED OR EXECUTIVE SESSION PURSUANT TO SECTIONS 551.004, 551.071, 551.072, 551.073, 551.074, 551.076, 551.082, 551.0821, 551.083, AND 551.084, CHAPTER 551 OF THE TEXAS GOVERNMENT CODE FOR THE PURPOSES LISTED UNDER SECTION C

RECONVENE IN OPEN SESSION – BOARD AUDITORIUM
• CONSIDERATION AND POSSIBLE ACTION ON MATTERS DISCUSSED IN CLOSED OR EXECUTIVE SESSION
• CONSIDERATION AND APPROVAL OF MINUTES FROM PREVIOUS MEETINGS
• SPEAKERS TO AGENDA ITEMS

BUSINESS AGENDA FOR AGENDA REVIEW MEETING

A. SUPERINTENDENT’S PRIORITY ITEMS

A-1. Approval Of Personal Services Performed By The Superintendent, Including Speaking Engagements, Panel Discussions, Workshops, Etc., In Accordance With Texas Education Code Section 11.201(E)

A-2. Approval of Board Monitoring Update: Constraint 1 Progress Measures 1 And 2 And Constraint 2 Progress Measure
  • June 2019 CPM Update
  • June Constraint Monitoring Report

A-3. Approval Of Board Monitoring Update Presentation Of Goal 2 Support Data: Global Graduates Survey
  • June 2019 Goal 2 Support Data: Global Graduates Survey

A-4. Approval Of Board Monitoring Update Presentation Of Goal 1 Support Data: STAAR Grades 5 And 8 Results
  • June 2019 STAAR 5 And 8 Results

B. TRUSTEE ITEMS

C. CLOSED SESSION

C-1. Personnel
  a. Deliberate the duties of the interim superintendent of schools, chief officers, assistant superintendents, principals, employees, chief audit executive, and
board members; evaluations of the interim superintendent and chief audit executive, consideration of compensation, and contractual provisions.

b. Consider and approve proposed appointments, reassignments, proposed terminations, terminations/suspensions, contract lengths, proposed nonrenewals, renewals, and resignations/retirements of personnel including teachers, assistant principals, principals, chief officers, assistant superintendents, and other administrators, and, if necessary, approve waiver and release and compromise agreements.

c. Hear complaints against and deliberate the appointment, evaluation and duties of public officers or employees and resolution of same.

C-2. Legal Matters

a. Matters on which the district's attorney's duty to the district under the Code of Professional Responsibility clearly conflicts with the Texas Open Meetings Law, including specifically any matter listed on this agenda and meeting notice

b. Pending or contemplated litigation matters and status report

c. Legal discussion and advice concerning House Bill 1842 (84th Leg., 2015), Senate Bill 1882 (85th Leg., 2017), and the district's options

d. Receive legal advice concerning the Texas Education Agency special accreditation investigation and possible options.

C-3. Real Estate

D. ACADEMIC SERVICES

E. SCHOOL OFFICES

F. STRATEGY AND INNOVATION

G. HUMAN RESOURCES

H. BUSINESS OPERATIONS

I. FINANCE

J. OTHER

K. POLICY

L. SUPERINTENDENT’S INFORMATION ITEMS
AGENDA REVIEW FOR REGULAR BOARD MEETING
Review of superintendent’s agenda items to be presented to the Board of Education at the board’s next business meeting. See the agenda for that meeting.

ADJOURN
SUBJECT: APPROVAL OF BOARD MONITORING UPDATE: CONSTRAINT 1 PROGRESS MEASURES 1 AND 2 AND CONSTRAINT 2 PROGRESS MEASURE

Attached to this update are a presentation and report regarding constraint progress measures (CPMs). The following measures have new data this month.

**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.

- CPM 1.1—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.
- CPM 1.2—The district shall 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.

**Constraint 2:** The superintendent shall not require teachers to administer more than two district-created assessments per semester.

- CPM 2.1—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.
CPMs 1.1, 1.2, and 2.1

Date: 6/6/2019
Presenter:
Carla Stevens
Assistant Superintendent,
Research and Accountability
Constraint 1

• The superintendent shall not permit the district to operate without a community school and feeder pattern framework, including a definition, processes, and goals.
Constraint Progress Measure 1.1

- The district 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.
Percentage of Campuses Served

- District **Exceeded Goal**.
- A total of 115 campuses (41%) are receiving services as a part of Every Community, Every School.
Constraint Progress Measure 1.2

- 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.
Percentage of All Campuses Receiving Services

- District *Exceeded Goal*.
- 115 campuses have hired their Wraparound Specialist.
- Professional development trainings have been delivered to 112 (40%) Wraparound Specialists.
- The data tracker and provider database have been provided to 115 (41%) campuses.
- 109 (39%) 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 1 Evaluation

<table>
<thead>
<tr>
<th>Constraint</th>
<th>Measure</th>
<th>Score</th>
<th>Target</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPM 1.1</td>
<td>Every Community, Every School</td>
<td>41%</td>
<td>29%</td>
<td>Exceeded</td>
</tr>
<tr>
<td>CPM 1.2</td>
<td>Campuses Receiving Services</td>
<td>40%</td>
<td>29%</td>
<td>Exceeded</td>
</tr>
<tr>
<td>Percent of CPMs That Met Target</td>
<td>100%</td>
<td>67%</td>
<td></td>
<td>Exceeded</td>
</tr>
</tbody>
</table>

### Constraint 1 Met
Constraint 2

• The Superintendent shall not require teachers to administer more than two district-created assessments per semester.
Constraint Progress Measure 2.1

- 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.
Number of District-Required District-Created Assessments

- Fall Assessment:
  - DLA
- Spring Assessment:
  - Released STAAR
## Constraint 2 Evaluation

<table>
<thead>
<tr>
<th>Constraint</th>
<th>Measure</th>
<th>Score</th>
<th>Target</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPM 2.1</td>
<td>District-Required Formative Assessments</td>
<td>1</td>
<td>• 2</td>
<td>Exceeded</td>
</tr>
</tbody>
</table>

**Constraint 2 Met**
Thank you

Date: 6/6/2019
Presenter:
Carla Stevens
Assistant Superintendent,
Research and Accountability
### Constraint 1, June 2019
**Community School and Feeder Pattern Framework**

#### Constraint 1

The superintendent shall not permit the district to operate without a community school and feeder pattern framework, including a definition, processes, and goals.

#### Superintendent’s Response

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

In the current school year, from November 2018 through June 2019, Wraparound Specialists have developed relationships with over 66 organizations that directly supported over 19,596 students.

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

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

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

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

100,142 interventions have taken place since November 2018 with a grand total of 125,324 interventions to-date from the inception of the Wraparound Services Department. The interventions include resources and service links, check-ins with students to identify needs, observations and conferences with the student and the service provider.
Constraint Progress Measure 1.1 – June 2019

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.

<table>
<thead>
<tr>
<th>Year</th>
<th>Percentage of Campuses Served</th>
<th>End of Year Goal (Amended for 2019–2020 and 2020–2021)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017–2018</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>2018–2019</td>
<td>21</td>
<td>40</td>
</tr>
<tr>
<td>2019–2020</td>
<td>41</td>
<td>50</td>
</tr>
<tr>
<td>2020–2021</td>
<td>75</td>
<td>100</td>
</tr>
<tr>
<td>2021–2022</td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>

Support Data

In October 2017, the board approved the establishment of a new policy, FFC (Local), that codifies the district’s commitment to provide a community school and feeder pattern framework. The new policy was adopted by the board on the second reading in November 2017, and it directed the Superintendent to write a regulation reflecting the framework by which wraparound services are delivered to students; the framework includes a definition of community schools as well as supporting processes and goals.

The district launched Every Community, Every School ahead of schedule and met the initial goal of piloting a cohort of 15 (5%) schools by the end of the 2017–2018 school year. The launch began with the ten Superintendent Schools and it included Achieve 180 campuses as well as feeder schools within those complete communities.
### Constraint Progress Measure 1.1 Support Data (Continued)

Activities completed in the 2018-2019 school year include:

- **August 2018**: A total of 68 schools 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 ProUnitas.
- **October 2018**: A total of 113 schools (40%) 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 Specialist.
Constraint Progress Measure 1.2 – June 2019

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.

<table>
<thead>
<tr>
<th></th>
<th>Evaluation</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Exceeded Goal</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>% of All Campuses Receiving Services</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Percentage</td>
</tr>
<tr>
<td></td>
<td>Fall 2017</td>
</tr>
<tr>
<td>Goal (2020 and 2021 Amended)</td>
<td>0</td>
</tr>
<tr>
<td>Professional Development</td>
<td>4</td>
</tr>
<tr>
<td>Data Tracker</td>
<td>0</td>
</tr>
<tr>
<td>Provider Database</td>
<td>0</td>
</tr>
<tr>
<td>Usage</td>
<td>19</td>
</tr>
</tbody>
</table>

Support Data

- 115 schools have hired their Wraparound Specialist. In addition, there are six district-wide Wraparound Specialists.
- Professional development trainings have been developed and delivered to 112 (40% of the district) Wraparound Resource Specialists
- An Informational data tracking system has been developed.
- A Data Tracking and Provider Database have been developed. Currently, 115 (41% of the district) campuses have access to these tools.
- 109 (39% of the district) campuses are actively using the provider database and data tracker (usage is defined as logging into the data tracker at least once a week over the past thirty days).
<table>
<thead>
<tr>
<th>Constraint 2, June 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>District Required Formative Assessments</td>
</tr>
</tbody>
</table>

**Constraint 2**

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

**Superintendent’s Response**

- The Student Assessment and Elementary and Secondary Curriculum and Development Departments solicited stakeholder feedback to create the district’s 2019-2020 formative assessment plan.
- The Fall assessment is the District-Level Assessment. It will be administered between December 9th -13th in elementary schools and December 2nd-19th in middle and high schools. The purpose of this formative checkpoint is to serve as a benchmark to assess curriculum taught during the first semester and gather baseline writing data in order to inform instructional planning for the spring.
- The Spring semester benchmark will be a STAAR-Released assessment. It will be administered between February 24th-28th for grades 4 and 7 writing, grades 5 and 8 reading and math, and English I and English II End-of-Course assessments. It will be administered March 23rd-27th for grades 3, 4, 6, 7 reading and math, grades 5 and 8 science, grade 8 social studies, Algebra I, Biology, and U.S. History.
### Constraint Progress Measure 2.1 – June 2019

<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Exceeded Goal</td>
<td>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.</td>
</tr>
</tbody>
</table>

#### Number of District-Required Formative Assessments Administered

![Graph showing number of assessments administered]

<table>
<thead>
<tr>
<th>Semester</th>
<th>Number of Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2017</td>
<td>1</td>
</tr>
<tr>
<td>Spring 2018</td>
<td>1</td>
</tr>
<tr>
<td>Fall 2018</td>
<td>1</td>
</tr>
<tr>
<td>Spring 2019</td>
<td>1</td>
</tr>
<tr>
<td>Fall 2019</td>
<td>1</td>
</tr>
<tr>
<td>Spring 2020</td>
<td>1</td>
</tr>
</tbody>
</table>

**Support Data**

- The Fall 2018 assessment was the District-Level Assessment. It was administered between December 10–14, 2018, for Elementary (Grades 3–5 only) and December 3–20, 2018, for Middle and High Schools (EOC core courses only).
- The Spring 2019 assessment was the STAAR Released Test. It was administered between February 25–March 1 and March 25–9, 2019.
The Houston Independent School District (HISD) exists to strengthen the social and economic foundation of Houston by assuring its youth the highest-quality elementary and secondary education available anywhere.

In accordance with the Texas Education Agency (TEA) Lone Star Governance continuous improvement model and the Framework for School Board Development, the HISD Board of Education monitors progress towards the district's goals and compliance with certain constraints.

New student outcome data for Goal Progress Measures (GPMs) 2.1, 2.2, and 2.3 were presented during May board meetings along with a written report on GPMs 2.1, 2.2, and 2.3. Attached to this update is a presentation of the Global Graduates Survey results, which offers additional support data for Goal 2.

**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 2 Support Data: Global Graduates Survey

Date: 6/6/2019
Presenter:
Carla Stevens
Assistant Superintendent,
Research and Accountability
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 2 Support – Global Graduate Survey

• In accordance with Board Goal #2, HISD wants to ensure that all students develop the qualities needed to be successful in today’s world. In order to see how well the district is doing in preparing students to be Global Graduates, a survey was administered to all HISD high school students between April 8 – May 3. The same survey was administered in Spring 2018.
HISD Global Graduates

AN HISD GLOBAL GRADUATE IS...

A LEADER
Works collaboratively and leads by example. Embraces new ideas and technologies and motivates others to be open to change.

A SKILLED COMMUNICATOR
Reads, writes, speaks, and listens effectively — adapts to diverse audiences and settings.

A RESPONSIBLE DECISION MAKER
Sets goals, develops action plans, and works hard. When faced with challenges and obstacles, is able to persist to achieve goals.

ADAPTABLE & PRODUCTIVE
Industrious member of a global society. Demonstrates flexibility and cross-cultural skills when fulfilling personal, professional, and community experiences.

A CRITICAL THINKER
Identifies and dissects issues, seeks multiple opinions, and critically evaluates various solutions. Understands when additional information is needed and effectively uses technology (21st century literacies) to research.

A COLLEGE-READY LEARNER
Proficient in the core disciplines, as evidenced by successful performance on state and national assessments. Works hard and persists to achieve academic and career goals.
Global Graduates Survey Results: Survey Respondents by Grade

- 9th: 4,792 (29.9%)
- 10th: 4,495 (28.1%)
- 11th: 3,377 (21.1%)
- 12th: 3,327 (20.8%)
- Blank: 27 (0.2%)
### Global Graduates Survey Results: Highest Average Score

<table>
<thead>
<tr>
<th></th>
<th>2018 Avg</th>
<th>2019 Avg</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Avg Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>My school offers a number of college-level courses that I can take, such as AP, IB, and/or dual credit.</td>
<td>3.93</td>
<td>3.93</td>
<td>20%</td>
<td>60%</td>
<td>20%</td>
<td></td>
<td></td>
<td>3.93</td>
</tr>
<tr>
<td>I have regular opportunities to study and work with other students.</td>
<td>3.76</td>
<td>3.78</td>
<td>20%</td>
<td>60%</td>
<td>20%</td>
<td></td>
<td></td>
<td>3.77</td>
</tr>
<tr>
<td>I receive information at school about college readiness exams, such as the PSAT and SAT.</td>
<td>3.72</td>
<td>3.77</td>
<td>20%</td>
<td>60%</td>
<td>20%</td>
<td></td>
<td></td>
<td>3.77</td>
</tr>
</tbody>
</table>

- **Strongly Agree**
- **Agree**
- **Neutral**
- **Disagree**
- **Strongly Disagree**
- **Avg Score**
Global Graduates Survey Results: Lowest Average Score

I get the chance to serve my community through my school work.

I get to learn more about the people around me through school-sponsored community service and/or community action activities.

I get to meet professionals from careers I’m interested in at events with career-oriented speakers, college tours, and/or work-based learning.

<table>
<thead>
<tr>
<th></th>
<th>2018</th>
<th>2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>3.16</td>
<td>3.16</td>
</tr>
<tr>
<td>Agree</td>
<td>3.29</td>
<td>3.29</td>
</tr>
<tr>
<td>Neutral</td>
<td>3.26</td>
<td>3.26</td>
</tr>
<tr>
<td>Disagree</td>
<td>1.00</td>
<td>2.00</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>2.00</td>
<td>3.00</td>
</tr>
<tr>
<td>Avg Score</td>
<td>3.16</td>
<td>3.16</td>
</tr>
</tbody>
</table>
Discussion

What stands out in the district results?
Core curriculum includes daily opportunities for soft skill development in addition to culminating project and portfolio ideas.
Global Graduate Development

houstonisd.org/togetherwithtech
# Success Story

## Code.it

**1st Bellaire High School**  
Financial Literacy App  
[https://investorprep.weebly.com/](https://investorprep.weebly.com/)

**2nd Bellaire High School**  
Fresh Food App – Collecting Food before it is thrown out and distributing it in food deserts.

**3rd Challenge Early**  
Connect App – Consolidated resource app for parents and students.

## Engineering A Solution

**1st Energy Institute High School**  
Improving Transportation Efficiency in Houston

**2nd Worthing High School**  
Hydroponics - Going Green, Eating Green and Saving Green. Students presented a project of how to bring food into the Sunny Side community.

**3rd Eastwood Academy**  
Safe Pedestrian Crossing Project

## Digital Voice

**1st Chavez High School**  
Anti-Bullying Campaign (physical and digital campaign)

**2nd DeBakey High School**  
Autism Awareness Campaign and App creation

**3rd Kinder HSPVA**  
Sexual Assault Awareness Campaign  
[https://outofthecourtroom.weebly.com/](https://outofthecourtroom.weebly.com/)
Thank you

Date: 6/6/2019
Presenter:
Carla Stevens
Assistant Superintendent,
Research and Accountability
The Houston Independent School District (HISD) exists to strengthen the social and economic foundation of Houston by assuring its youth the highest-quality elementary and secondary education available anywhere.

In accordance with the Texas Education Agency (TEA) Lone Star Governance continuous improvement model and the Framework for School Board Development, the HISD Board of Education monitors progress towards the district’s goals and compliance with certain constraints.

The following goal has support data presented this month:

**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.

Attached to this update is a presentation of Goal 1 support data: STAAR 5 and 8 results. Due to the foundational impact of reading and writing on academic success in all subject areas, both reading and mathematics results are included.
Goal 1 Support Data:
STAAR 5 & 8 Results

Date: 6/6/2019
Presenter:
Carla Stevens
Assistant Superintendent,
Research and Accountability
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.
STAAR 5 & 8 Results

- Results by Performance Level
- Results by Race and Ethnicity
- Results by Econ. Dis. Status
- Results by EL Status
- Results by SWD Status
- Student Progress
  - Measured by Change in Proficiency Level
- Campus Highlights
### HISD, State, and Achieve 180 STAAR English and Spanish Combined
### All Students Grades 5 and 8 Reading (1st Admin. 2018 & 2019)
### Percent At or Above Approaches Grade Level Standard

<table>
<thead>
<tr>
<th>Approaches Standard</th>
<th>Spring 2018</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td># Tested</td>
<td>% App.</td>
<td># Tested</td>
<td>% App.</td>
<td># Tested</td>
<td>% App.</td>
</tr>
<tr>
<td>HLeS ENGLISH 5th Grade</td>
<td>16,875</td>
<td>70%</td>
<td>16,415</td>
<td>70%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Achieve 180 School Office</td>
<td>1,642</td>
<td>58%</td>
<td>1,455</td>
<td>62%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Achieve 180 Tier 3</td>
<td>420</td>
<td>45%</td>
<td>363</td>
<td>53%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Achieve 180 Program</td>
<td>2,712</td>
<td>59%</td>
<td>2,399</td>
<td>60%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Non-Achieve 180</td>
<td>14,163</td>
<td>72%</td>
<td>14,016</td>
<td>71%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>State ENGLISH 5th Grade</td>
<td>406,957</td>
<td>78%</td>
<td>410,572</td>
<td>77%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HLeS ENGLISH 8th Grade</td>
<td>13,089</td>
<td>70%</td>
<td>13,303</td>
<td>71%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Achieve 180 School Office</td>
<td>2,846</td>
<td>58%</td>
<td>2,868</td>
<td>61%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Achieve 180 Tier 3</td>
<td>355</td>
<td>49%</td>
<td>283</td>
<td>55%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Achieve 180 Program</td>
<td>3,513</td>
<td>57%</td>
<td>3,607</td>
<td>60%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Non-Achieve 180</td>
<td>9,576</td>
<td>75%</td>
<td>9,696</td>
<td>75%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>State ENGLISH 8th Grade</td>
<td>385,881</td>
<td>76%</td>
<td>392,369</td>
<td>77%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Notes:**
- All points reflect the most current data available and may differ slightly from data previously reported.
- First administration results are used. Excludes STAAR Alt. 2 Tests.
- Due to the removal of STAAR L and A in 2017, 2016 results have been updated to include STAAR L and A test versions.
## HISD, State, and Achieve 180 STAAR English and Spanish Combined
### All Students Grades 5 and 8 Mathematics (1st Admin. 2018 & 2019)
### Percent At or Above Approaches Grade Level Standard

<table>
<thead>
<tr>
<th>Approaches Standard</th>
<th>Spring 2018</th>
<th>Spring 2019</th>
<th>1 year Change</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td># Tested</td>
<td>% App.</td>
<td># Tested</td>
</tr>
<tr>
<td>HISD Gr. 5 Mathematics</td>
<td>16,892</td>
<td>78%</td>
<td>16,417</td>
</tr>
<tr>
<td>Achieve 180 School Office</td>
<td>1,646</td>
<td>60%</td>
<td>1,448</td>
</tr>
<tr>
<td>Achieve 180 Tier 3</td>
<td>420</td>
<td>50%</td>
<td>362</td>
</tr>
<tr>
<td>Achieve 180 Program</td>
<td>2,716</td>
<td>62%</td>
<td>2,391</td>
</tr>
<tr>
<td>Non-Achieve 180</td>
<td>14,176</td>
<td>81%</td>
<td>14,026</td>
</tr>
<tr>
<td>State Gr. 5 Mathematics</td>
<td>406,076</td>
<td>84%</td>
<td>409,979</td>
</tr>
<tr>
<td>HISD Gr. 8 Mathematics</td>
<td>10,425</td>
<td>70%</td>
<td>10,592</td>
</tr>
<tr>
<td>Achieve 180 School Office</td>
<td>2,545</td>
<td>55%</td>
<td>2,542</td>
</tr>
<tr>
<td>Achieve 180 Tier 3</td>
<td>337</td>
<td>47%</td>
<td>261</td>
</tr>
<tr>
<td>Achieve 180 Program</td>
<td>3,091</td>
<td>55%</td>
<td>3,212</td>
</tr>
<tr>
<td>Non-Achieve 180</td>
<td>7,334</td>
<td>76%</td>
<td>7,380</td>
</tr>
<tr>
<td>State Gr. 8 Mathematics</td>
<td>333,762</td>
<td>78%</td>
<td>337,599</td>
</tr>
</tbody>
</table>

Sources: TEA-Pearson-ETS STAAR Student Data Files; various years, Texas Assessment System Analytic Portal
All points reflect the most current data available and may differ slightly from data previously reported.
1st administration results are used. Excludes STAAR Alt. 2 Tests.
Note: Due to the removal of STAAR L and A in 2017, 2016 results have been updated to include STAAR L and A test versions.
## HISD, State, and Achieve 180 STAAR English and Spanish Combined
### All Students Grades 5 and 8 Reading (1<sup>st</sup> Admin. 2018 & 2019)
### Percent At or Above Meets Grade Level Standard

<table>
<thead>
<tr>
<th>Meets Standard</th>
<th>Spring 2018</th>
<th></th>
<th></th>
<th>1 year Change</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td># Tested</td>
<td>% Meets</td>
<td># Tested</td>
<td>% Meets</td>
</tr>
<tr>
<td>HISD Gr. 5 Reading</td>
<td>16,875</td>
<td>44%</td>
<td>16,415</td>
<td>44%</td>
</tr>
<tr>
<td>Achieve 180 School Office</td>
<td>1,642</td>
<td>30%</td>
<td>1,455</td>
<td>34%</td>
</tr>
<tr>
<td>Achieve 180 Tier 3</td>
<td>420</td>
<td>20%</td>
<td>363</td>
<td>26%</td>
</tr>
<tr>
<td>Achieve 180 Program</td>
<td>2,712</td>
<td>30%</td>
<td>2,399</td>
<td>32%</td>
</tr>
<tr>
<td>Non-Achieve 180</td>
<td>14,163</td>
<td>47%</td>
<td>14,016</td>
<td>46%</td>
</tr>
<tr>
<td>State Gr. 5 Reading</td>
<td>406,957</td>
<td>51%</td>
<td>410,572</td>
<td>51%</td>
</tr>
<tr>
<td>HISD Gr. 8 Reading</td>
<td>13,089</td>
<td>42%</td>
<td>13,303</td>
<td>47%</td>
</tr>
<tr>
<td>Achieve 180 School Office</td>
<td>2,846</td>
<td>27%</td>
<td>2,868</td>
<td>35%</td>
</tr>
<tr>
<td>Achieve 180 Tier 3</td>
<td>355</td>
<td>18%</td>
<td>283</td>
<td>23%</td>
</tr>
<tr>
<td>Achieve 180 Program</td>
<td>3,513</td>
<td>26%</td>
<td>3,607</td>
<td>33%</td>
</tr>
<tr>
<td>Non-Achieve 180</td>
<td>9,576</td>
<td>48%</td>
<td>9,696</td>
<td>52%</td>
</tr>
<tr>
<td>State Gr. 8 Reading</td>
<td>385,881</td>
<td>46%</td>
<td>392,369</td>
<td>53%</td>
</tr>
</tbody>
</table>

Sources: TEA-Pearson-ETS STAAR Student Data Files; various years, Texas Assessment System Analytic Portal
All points reflect the most current data available and may differ slightly from data previously reported.
1<sup>st</sup> administration results are used. Excludes STAAR Alt. 2 Tests.
Note: Due to the removal of STAAR L and A in 2017, 2016 results have been updated to include STAAR L and A test versions.
## HISD, State, and Achieve 180 STAAR English and Spanish Combined All Students Grades 5 and 8 Mathematics (1st Admin. 2018 & 2019) Percent At or Above Meets Grade Level Standard

<table>
<thead>
<tr>
<th>Meets Standard</th>
<th>Spring 2018</th>
<th></th>
<th>Spring 2019</th>
<th></th>
<th>1 year Change</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td># Tested</td>
<td>% Meets</td>
<td># Tested</td>
<td>% Meets</td>
<td></td>
</tr>
<tr>
<td>HISD Gr. 5 Mathematics</td>
<td>16,892</td>
<td>51%</td>
<td>16,417</td>
<td>52%</td>
<td>+1%pt.</td>
</tr>
<tr>
<td>Achieve 180 School Office</td>
<td>1,646</td>
<td>28%</td>
<td>1,448</td>
<td>36%</td>
<td>+8%pt.</td>
</tr>
<tr>
<td>Achieve 180 Tier 3</td>
<td>420</td>
<td>21%</td>
<td>362</td>
<td>34%</td>
<td>+13%pt.</td>
</tr>
<tr>
<td>Achieve 180 Program</td>
<td>2,716</td>
<td>29%</td>
<td>2,391</td>
<td>35%</td>
<td>+6%pt.</td>
</tr>
<tr>
<td>Non-Achieve 180</td>
<td>14,176</td>
<td>55%</td>
<td>14,026</td>
<td>55%</td>
<td>+0%pt.</td>
</tr>
<tr>
<td>State Gr. 5 Mathematics</td>
<td>406,076</td>
<td>56%</td>
<td>409,979</td>
<td>55%</td>
<td>-1%pt.</td>
</tr>
<tr>
<td>HISD Gr. 8 Mathematics</td>
<td>10,425</td>
<td>40%</td>
<td>10,592</td>
<td>45%</td>
<td>+5%pt.</td>
</tr>
<tr>
<td>Achieve 180 School Office</td>
<td>2,545</td>
<td>28%</td>
<td>2,542</td>
<td>36%</td>
<td>+8%pt.</td>
</tr>
<tr>
<td>Achieve 180 Tier 3</td>
<td>337</td>
<td>18%</td>
<td>261</td>
<td>34%</td>
<td>+16%pt.</td>
</tr>
<tr>
<td>Achieve 180 Program</td>
<td>3,091</td>
<td>22%</td>
<td>3,212</td>
<td>32%</td>
<td>+10%pt.</td>
</tr>
<tr>
<td>Non-Achieve 180</td>
<td>7,334</td>
<td>47%</td>
<td>7,380</td>
<td>50%</td>
<td>+3%pt.</td>
</tr>
<tr>
<td>State Gr. 8 Mathematics</td>
<td>333,762</td>
<td>49%</td>
<td>337,599</td>
<td>55%</td>
<td>+6%pt.</td>
</tr>
</tbody>
</table>

Sources: TEA-Pearson-ETS STAAR Student Data Files; various years, Texas Assessment System Analytic Portal

All points reflect the most current data available and may differ slightly from data previously reported.

1st administration results are used. Excludes STAAR Alt. 2 Tests.

Note: Due to the removal of STAAR L and A in 2017, 2016 results have been updated to include STAAR L and A test versions.
District Results by Performance Level (English and Spanish Combined)

**Reading**
- Grade 5:
  - 2016: 19, 37
  - 2017: 22, 39
  - 2018: 22, 44
  - 2019: 25, 44

- Grade 8:
  - 2016: 16, 38
  - 2017: 19, 41
  - 2018: 24, 42
  - 2019: 24, 47

**Mathematics**
- Grade 5:
  - 2016: 69
  - 2017: 75
  - 2018: 78
  - 2019: 77

- Grade 8:
  - 2016: 60
  - 2017: 65
  - 2018: 70
  - 2019: 72

Excludes STAAR Alt. 2
- %Approaches
- %Meets
- %Masters
Reading Results by Race & Ethnicity (English and Spanish Combined)

Excludes STAAR Alt. 2

- Orange: %Approaches
- Blue: %Meets
- Green: %Masters
Math Results by Race & Ethnicity (English and Spanish Combined)

Excludes STAAR Alt. 2

- %Approaches
- %Meets
- %Masters
Reading Results by Econ. Dis. Status (English and Spanish Combined)

Excludes STAAR Alt. 2
- %Approaches
- %Meets
- %Masters
Math Results by Econ. Dis. Status (English and Spanish Combined)
Reading Results by English Learners Status (English and Spanish Combined)

Excludes STAAR Alt. 2

%Approaches  %Meets  %Masters
Math Results by English Learners Status (English and Spanish Combined)
Reading Results by SWD Status (English and Spanish Combined)

Excludes STAAR Alt. 2

- %Approaches
- %Meets
- %Masters
Math Results by SWD Status
(English and Spanish Combined)
HISD Student Growth (Proficiency Level) Reading (Eng. and Span. Comb.)
HISD Student Growth (Proficiency Level)
Math (Eng. and Span. Comb.)

<table>
<thead>
<tr>
<th>Year</th>
<th>Grade</th>
<th>Did Not Meet</th>
<th>Approaches</th>
<th>Meets</th>
<th>Masters</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018</td>
<td>5th</td>
<td>100</td>
<td>66</td>
<td>15</td>
<td>1</td>
</tr>
<tr>
<td>2019</td>
<td>5th</td>
<td>28</td>
<td>46</td>
<td>16</td>
<td>4</td>
</tr>
<tr>
<td>2018</td>
<td>8th</td>
<td>100</td>
<td>50</td>
<td>34</td>
<td>47</td>
</tr>
<tr>
<td>2019</td>
<td>8th</td>
<td>13</td>
<td>37</td>
<td>12</td>
<td>47</td>
</tr>
</tbody>
</table>
Grade 5 Reading (Eng. And Span. Comb.)
% At or Above App. By Econ. Dis. Tested

High Econ. Dis. & High Performing
• Burbank ES
• DeAnda ES
• Sanchez ES
Grade 8 Reading (English Only)
% At or Above App. By Econ. Dis. Tested

High Econ. Dis. & High Performing
- Energized MS
- E-STEM West MS
- Sharpstown Intl
- YWCPA
Grade 5 Math (Eng. And Span. Comb.)
% At or Above App. By Econ. Dis. Tested

High Econ. Dis. & High Performing
- Brookline ES
- Burbank ES
- De Chaumes ES
- DeAnda ES
- Henderson, NQ ES
- Ketelson ES
- Moreno ES
- Park Place ES
- Patterson ES
- Southmayd ES
- White, E ES
- Windsor Village ES
Grade 8 Math (English Only)
% At or Above App. By Econ. Dis. Tested

High Econ. Dis. & High Performing
- Burbank MS
- Energized MS
- E-STEM West MS
- Young Scholars
- YWCPA
Discussion

What stands out in the district and campus results?
Grade 5 Reading

Supports for 5th Grade Teachers
- Lead Teacher Meetings and Early Release
- Early Release Professional Learning
- Reading and Writing Across the Curriculum
- Differentiated Instruction to Meet the Needs of All Learners
- Job-Embedded Coaching and Modeling for Teachers (Teacher Development Specialists)
- Collaboration with Interventions and Student Assessment Departments
- Professional Learning with Lead4ward
Grade 5 Mathematics

Supports for 5th Grade Teachers

• Lead Teacher Meetings and Early Release Professional Learning
  • Emphasis on Vertical Alignment and TEK-Based Small Group Instruction
• Writing in Mathematics
• Additions to Planning Guides
• Differentiated Instruction to Meet the Needs of All Learners
• Job-Embedded Coaching and Modeling for Teachers (Teacher Development Specialists)
• Collaboration with Interventions and Student Assessment Departments
• Professional Learning with Lead4ward
Success Story

Burbank Elementary
A School of College-Bound Scholars

Diego Calderon, Principal
Grade 8

Supports for 8th Grade Teachers During 2018-2019

- Department Chair Meetings
- Early Release Professional Learning
- Reading and Writing Across the Curriculum
  - *Literacy in the Middle* – Reading, Writing, Small Group Instruction, and Discourse Support
- Differentiated Instruction to Meet the Needs of All Learners
- Job-Embedded Coaching and Modeling for Teachers and Direct Work with Students
- Collaboration with Interventions, Multilingual, Special Education, and Student Assessment Departments
- Professional Learning with Lead4ward
Grade 8

Reading Supports for 2019-2020

• New Adoption and New ELA TEKS Summer Professional Learning
• Department Chair Meetings and Early Release Professional Learning for Data-Driven Instructional Planning Using Newly-Adopted Resources
• Lead4ward Professional Learning
• Use of Imagine Learning, Classroom Libraries, and MackinVia
• Continue to Monitor Growth Using Formative Assessments
• Job-Embedded Coaching

Math Supports for 2019-2020

• Emphasis on Vertically-Aligned TEKS, Calculator Use, and a Balance Between Conceptual Understanding, Procedural Fluency, and Problem Solving in Department Chair Meetings and on Early Release PD Days
• Imagine Math Usage to Promote Individualized Learning and Interventions
• Lead4ward Professional Learning
• Continue to Monitor Growth Using Formative Assessments
• Job-Embedded Coaching
Success Story

Welch Middle School
Where EVERYONE is a CHAMPION!

Inge Garibaldi, Principal
Thank you

Date: 6/6/2019
Presenter:
Carla Stevens
Assistant Superintendent,
Research and Accountability