# District Advisory Committee (DAC) Meeting

October 17, 2019 – 5:00 P.M.
Hattie Mae White Building – 1E02

## AGENDA

<table>
<thead>
<tr>
<th>Section</th>
<th>Presenter(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Welcome</td>
<td>Bernadette Cardenas, Director</td>
</tr>
<tr>
<td></td>
<td>Student Support</td>
</tr>
<tr>
<td>Accountability &amp; Data Review</td>
<td>Carla Stevens, Asst. Superintendent</td>
</tr>
<tr>
<td></td>
<td>Zach Bigner, Manager</td>
</tr>
<tr>
<td></td>
<td>Robert Reeves, Sr. Research Specialist</td>
</tr>
<tr>
<td></td>
<td>Research and Accountability</td>
</tr>
<tr>
<td>Special Education</td>
<td>Bertie Brown, Director</td>
</tr>
<tr>
<td></td>
<td>Ardalia Idlebird, Director</td>
</tr>
<tr>
<td></td>
<td>Mary Kay Kinnett, Director</td>
</tr>
<tr>
<td></td>
<td>Office of Special Education</td>
</tr>
<tr>
<td>Closing</td>
<td>Bernadette Cardenas</td>
</tr>
<tr>
<td></td>
<td>Student Support</td>
</tr>
</tbody>
</table>

NOTES:

---

Next Meeting: Tuesday, December 3, 2019 – 5:00 p.m. – 1E01
MINUTES

Attendees Present: Amber Caver, Andy Chan, Jennifer Cross, Gary Gartner, Hattie Henderson, Ardalia Idlebird, Rebecca Idlebird, Mary Kay Kinnett, Traci Latson, Gail Magee, Emily Smith, Ken Williams Bernadette Cardenas, and Abby Martinez

The meeting was called to order at 5:02 p.m.

- **Welcome** – Bernadette Cardenas, Director – Office of Student Support, welcomed the District Advisory Committee (DAC) members and guests.
  - A memorandum was posted on the Academic Memo site for all HISD employees regarding election for 2020 District Advisory Committee Nomination.

- **Research and Accountability** – Zach Bigner- Manager, Robert Reeves- Sr. Research Specialist

**Items Discussed:**
- (Handout Page 1-12)
  - Dropout Prevention Review data 9th and 10th Grade Credit Earned, Retention Rates, & DAEP Placement.
  - 2018 Graduation Dropout Results
  - 2019 STAAR Results
  - 2019 Accountability Overview and Results
  - 2019 is the first year the District and Campuses received an A on Rating (Student Achievement, Closing Gaps)

**Questions & Comments:**
- The district is struggling with an increase in Academic Growth with Approaches, Meets and master’s Level. What does each one mean? The Approaches Standard is a standard which should increase every couple years. The Meets standard lets us know that that student is prepared to succeed at the next grade level or prepared to succeed in college. The Master Level lets us know that the student is more than ready to succeed in the next school level or college.
- Can we find out how many student re-takers do we have at our campuses? The campus does receive a report for TEA that has all students, 1st time and retest separated out. Administrators from campus would have those individual results.
- How many targets did our district meet? No groups will have 28 groups in academic achievement because 25 students will have to be tested. Most campus will only have 10 or 12. Our district is so large we have to count every student.
- How many campuses were impacted by Harvey? Half of our campus were impacted by Harvey but many of them are not IR.
- Special Education: how many credits do they need? They graduate with a Foundation diploma with an endorsement or Foundation diploma with a distinguished level.
- How many graduates overall do we have? 10,500 to about 11,000 each year.

- **Office of Special Education** – Bertie Brown- Director, Ardelia Idlebird- Director, Mary Kay Kinnett- Director

**Items Discussed:**
- (Handout Page 1-5)
  - Historical Perspective
  - OSES Strategic Plan
  - OSES Services Framework
  - Key Performance Indicators
  - Early Identification/ Child Find (Handout)
- Cross Functional Support
- Support for Instruction
- Supports for Behavior
- Support for Compliance and Monitoring
- Contacts (Handout)

Questions & Comments:
- The trainings offer is there a monitoring of what population is getting that wraparound support? So, it’s in training that is done for Teacher, Special Education, Evaluation Specialist, Campus leaders and Administrators’.
- Do you track everyone who attends the training or a specific training with a specialist and try to get follow-ups from them or see if they need any additional support? Yes, an electronic system is being tracked on all trainings. We have Program Specialist and Sr Managers who are assigned in areas and campuses they follow-up it not a one-time training.
- When you say follow-up what does that mean? We continue to have trainings every month not just a one-time training. In every training we can help find out needs. It might be more access to a program or more information that needs to be provided to help support. So, we will get a Program Specialist to check on what is needed. A survey is given to everyone to get feedback on what is needed to support the teachers.
- Has the process when someone request an evaluation changed? Yes, everything now goes through EasyIEP. Everything is done electronically.
- I noticed that the district has lots of openings in Special Education. Are we short staffed? HR has to make sure they are Special Ed certified. In the State of Texas, you have to be a fully certified Special Ed teacher, not just as a teacher.

The meeting adjourned at 6:39 p.m.
<table>
<thead>
<tr>
<th>#</th>
<th>NAME</th>
<th>SIGNATURE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Leticia Ablaza</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Patrice Allen</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Amber Caver</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Andy Chan</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Nazaret Chavez-Guerrero</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Jennifer Cross</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>William Cumby</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Michael Dorsey</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Ramiro Fonseca</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Gary Gartner</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Susan Green</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Cara Grossman</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Hattie Henderson</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Conrad Higgs</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Ardalia Idlebird</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>Rebecca Ingle</td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>Twyla Joseph</td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>Mary Kay Kinnett</td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>Traci Latson</td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>Tresa Magee</td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>Gail McGee</td>
<td></td>
</tr>
<tr>
<td>22</td>
<td>Larry McKinzie</td>
<td></td>
</tr>
<tr>
<td>23</td>
<td>Linda Montoya</td>
<td></td>
</tr>
<tr>
<td>24</td>
<td>Cameron Nicklaus</td>
<td></td>
</tr>
<tr>
<td>25</td>
<td>Colleen Schmidt</td>
<td></td>
</tr>
<tr>
<td>26</td>
<td>Emily Smith</td>
<td></td>
</tr>
<tr>
<td>27</td>
<td>Clifford Thomas</td>
<td></td>
</tr>
<tr>
<td>28</td>
<td>Victor Treviño</td>
<td></td>
</tr>
<tr>
<td>29</td>
<td>Ken Williams</td>
<td></td>
</tr>
<tr>
<td>30</td>
<td>Remigio Willman</td>
<td></td>
</tr>
<tr>
<td>31</td>
<td>Berta Brown</td>
<td></td>
</tr>
<tr>
<td>32</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Class of 2018 Graduation And Dropout Results and 2019 STAAR and Accountability Results

Outline

- 9th and 10th Grade Credits Earned, Retention Rates, & DAEP Placement
- 2018 Graduation and Dropout Results
- 2019 STAAR Results
- 2019 Accountability Overview and Results

9th & 10th Grade Credits Earned

- Range: 0.0–18.0
- Average: 6.3
- Median: 7.0
2019 Accountability Overview

- Districts and campuses received A-F ratings in 2019.
- All ratings in 2019 are based on the 3 domains using the same targets as 2018:
  - Student Achievement
  - School Progress
  - Closing the Gaps

Grade Descriptions and Scaled Scores

- A = 90 – 100 = Exemplary Performance
- B = 80 – 89 = Recognized Performance
- C = 70 – 79 = Acceptable Performance
- D = 60 – 69 = In Need of Improvement
- F = 0 – 59 = Unacceptable Performance

F-rated campuses are subject to interventions equivalent to Improvement Required campuses in 2018. Dr rated campuses may also be subject to intervention.
Domain 1 – Student Achievement

Elementary and Middle Schools (1 component):
- STAAR

Districts, High Schools, AEs, and K–12 campuses (3 Components):
- STAAR (40%)
  - College, Career, and Military Ready (CCMR) (40%)
- Graduation Rate (20%)

Domain 1 – STAAR Component

Average of the three performance levels across all grades, subjects, and test versions.
- STAAR Approaches Grade Level standard or above
- STAAR Meets Grade Level standard or above
- STAAR Masters Grade Level standard

<table>
<thead>
<tr>
<th>Component</th>
<th>App. Or Above</th>
<th>Meets or Above</th>
<th>Masters</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading/ELA</td>
<td>122,648</td>
<td>84,425</td>
<td>58,223</td>
</tr>
<tr>
<td>Math</td>
<td>97,630</td>
<td>70,170</td>
<td>27,460</td>
</tr>
<tr>
<td>Science</td>
<td>43,283</td>
<td>25,144</td>
<td>18,139</td>
</tr>
<tr>
<td>Social Studies</td>
<td>24,902</td>
<td>13,051</td>
<td>11,851</td>
</tr>
<tr>
<td>Total</td>
<td>314,855</td>
<td>229,618</td>
<td>159,311</td>
</tr>
</tbody>
</table>

Component Score:
- STAAR 40
Domain 1 – CCMR Component

Computational Logic for 2019 Ratings
• Denominator is 2017-2018 annual graduates.
• Student who accomplishes any one is in numerator.
• All CCMR indicators lag by at least one year. (CCMR data used in 2016–19 accountability were from the 2017–18 school year or earlier.)

CCMR Component – Results

Domain 1 – Graduation Rate Component

High Schools, K-12 Schools, and the District are evaluated on the best of:
• 4-year grad rate for Class of 2018 (80.9%)  
• 5-year grad rate for Class of 2017 (84.4%)  
• 6-year grad rate for Class of 2016 (85.0%)
Domain 1 – Results

<table>
<thead>
<tr>
<th>Scaled Score Range</th>
<th>STAAR</th>
<th>CMKR</th>
<th>Graduation Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>90 - 100</td>
<td>A</td>
<td>96</td>
<td>95</td>
</tr>
<tr>
<td>80 - 89</td>
<td>B</td>
<td>91</td>
<td>86</td>
</tr>
<tr>
<td>70 - 79</td>
<td>C</td>
<td>87</td>
<td>81</td>
</tr>
<tr>
<td>60 - 69</td>
<td>D</td>
<td>83</td>
<td>75</td>
</tr>
<tr>
<td>0 - 59</td>
<td>F</td>
<td>79</td>
<td>70</td>
</tr>
</tbody>
</table>

Any score below the cut point for a scaled score of 60.

Component | Raw Score | Scaled Score | Weight | Points Earned |
-----------|-----------|--------------|--------|---------------|
STAAR       | 45        | 78           | 42%    | 33.2          |
CMKR        | 83        | 91           | 42%    | 36.4          |
Graduation Rate | 83 | 88 | 23% | 11           |
Domain 1 Scaled Score | 79 |

Domain 2 – School Progress

Two Components:
- Part A: Academic Growth
- Part B: Relative Performance

The better of the two components will determine the grade.

Domain 2, Part A – Academic Growth

- Uses the STAAR Progress Measure only
- Grades 4-8: Reading and Math
- EOC: Algebra I, English II
Domain 2, Part B – Relative Performance

Relative Performance – Results

<table>
<thead>
<tr>
<th>Part B: Relative Performance Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>% Economically Disadvantaged</td>
</tr>
<tr>
<td>Isolated F/R Raw Score</td>
</tr>
<tr>
<td>Scaled Score</td>
</tr>
</tbody>
</table>

Domain 2, Part B Rating: A

Domain 2 – Results

<table>
<thead>
<tr>
<th>Domain 2: School Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>Domain 2 Part A Scale Score</td>
</tr>
<tr>
<td>Domain 2 Part B Scale Score</td>
</tr>
</tbody>
</table>
| Domain 2 Scale Score       | 90 B | ^

Domain 2 Rating: B

* A district may not receive an overall or domain rating of A if the district includes any campus with a corresponding campus rating of D or F. The highest scaled score a district can receive would be on B.
Domain 3 – Closing the Gaps

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Achievement (Reading &amp; Math % Meets Grade Level)</td>
<td>50%</td>
</tr>
<tr>
<td>Graduation Rate (9th yr, no state exclusions)</td>
<td>10%</td>
</tr>
<tr>
<td>College, Career, Military Readiness (includes 12th graders who did not graduate)</td>
<td>30%</td>
</tr>
<tr>
<td>English Language Proficiency (TELPAS composite rating)</td>
<td>10%</td>
</tr>
</tbody>
</table>

Closing the Gaps – Student Groups:
- All Students
- African American
- Hispanic
- White
- American Indian
- Asian
- Pacific Islander
- Two or More Races
- Economically Disadvantaged
- Current and Former Special Education
- Current and Former English Learners
- Continuously Enrolled
- Non-Continuously Enrolled

Domain 3 – Results

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Achievement</td>
<td>50%</td>
<td>20/28 = 71%</td>
</tr>
<tr>
<td>Graduation Rate</td>
<td>10%</td>
<td>1/10 = 10%</td>
</tr>
<tr>
<td>English Language Proficiency</td>
<td>10%</td>
<td>1/1 = 100%</td>
</tr>
<tr>
<td>CCMR</td>
<td>30%</td>
<td>12/13 = 92%</td>
</tr>
</tbody>
</table>
## Domain 3 – Results

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Rating</th>
<th>15</th>
<th>20</th>
<th>25</th>
<th>30</th>
<th>35</th>
<th>40</th>
<th>45</th>
<th>50</th>
<th>55</th>
<th>60</th>
<th>65</th>
<th>70</th>
<th>75</th>
<th>80</th>
<th>85</th>
<th>90</th>
<th>95</th>
<th>100</th>
</tr>
</thead>
<tbody>
<tr>
<td>90 - 100</td>
<td>A</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
<td>13</td>
<td>14</td>
<td>15</td>
<td>16</td>
<td>17</td>
<td>18</td>
<td>19</td>
<td>20</td>
<td>21</td>
<td>22</td>
</tr>
<tr>
<td>80 - 90</td>
<td>B</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
<td>13</td>
<td>14</td>
<td>15</td>
<td>16</td>
<td>17</td>
<td>18</td>
<td>19</td>
<td>20</td>
<td>21</td>
</tr>
<tr>
<td>70 - 80</td>
<td>C</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
<td>13</td>
<td>14</td>
<td>15</td>
<td>16</td>
<td>17</td>
<td>18</td>
<td>19</td>
<td>20</td>
</tr>
<tr>
<td>60 - 70</td>
<td>D</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
<td>13</td>
<td>14</td>
<td>15</td>
<td>16</td>
<td>17</td>
<td>18</td>
<td>19</td>
</tr>
<tr>
<td>50 - 60</td>
<td>E</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
<td>13</td>
<td>14</td>
<td>15</td>
<td>16</td>
<td>17</td>
<td>18</td>
</tr>
<tr>
<td>&lt; 50</td>
<td>F</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Any score below the cut point for a scaled score of 60.

Domain 3 Rating: B

## Overall Grades

The overall grade will be a weighted average of the following scaled scores:

- The better* of Domain 1 Student Achievement or Domain 2 School Progress (70%)
- Domain 3 Closing the Gaps (30%)

*If a district or campus receives an F in either domain, the maximum grade assigned for the composite of the two will be a B.

If 3 of the 4 measures (Domain 1, Domain 2A, Domain 2B, Domain 3) are below 60, the overall grade cannot exceed 59 unless the one measure 60 or above is Domain 1.

## Overall Rating

<table>
<thead>
<tr>
<th>Domain 1 or 2 (Better)</th>
<th>Scaled Score</th>
<th>Weight</th>
<th>Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>90</td>
<td>69</td>
<td>70%</td>
<td>48.3</td>
</tr>
<tr>
<td>84</td>
<td>84</td>
<td>30%</td>
<td>25.2</td>
</tr>
</tbody>
</table>

Overall Scaled Score: 68

Overall Rating: B
Campus Results

Table 2: HISD 2012-2013 through 2015-2016 Accountability Results

<table>
<thead>
<tr>
<th>School Year</th>
<th>Total Campus Rank</th>
<th>Improvement Required</th>
<th>Improvement Required</th>
<th>Not Standard</th>
<th>Not Standard</th>
<th>Not Standard</th>
<th>Not Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012-2013</td>
<td>25th</td>
<td>24</td>
<td>19%</td>
<td>6</td>
<td>0</td>
<td>22%</td>
<td>18%</td>
</tr>
<tr>
<td>2013-2014</td>
<td>25th</td>
<td>44%</td>
<td>17%</td>
<td>1</td>
<td>0</td>
<td>22%</td>
<td>18%</td>
</tr>
<tr>
<td>2014-2015</td>
<td>27th</td>
<td>18%</td>
<td>17%</td>
<td>1</td>
<td>0</td>
<td>22%</td>
<td>18%</td>
</tr>
<tr>
<td>2015-2016</td>
<td>27th</td>
<td>5%</td>
<td>15%</td>
<td>2</td>
<td>0</td>
<td>22%</td>
<td>18%</td>
</tr>
<tr>
<td>2016-2017</td>
<td>27th</td>
<td>18%</td>
<td>17%</td>
<td>1</td>
<td>0</td>
<td>22%</td>
<td>18%</td>
</tr>
<tr>
<td>2017-2018</td>
<td>27th</td>
<td>5%</td>
<td>15%</td>
<td>2</td>
<td>0</td>
<td>22%</td>
<td>18%</td>
</tr>
<tr>
<td>2018-2019</td>
<td>27th</td>
<td>5%</td>
<td>15%</td>
<td>2</td>
<td>0</td>
<td>22%</td>
<td>18%</td>
</tr>
</tbody>
</table>

Note: Please refer to the table for detailed information.

Campus Results

Table 3: HISD 2017-2018 and 2019-2020 Accountability Ratings Selected by District

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>90-100</td>
<td>21</td>
<td>20</td>
<td>25</td>
<td>20</td>
<td>25</td>
<td>20</td>
<td>25</td>
<td>20</td>
<td>25</td>
</tr>
<tr>
<td>80-89</td>
<td>26</td>
<td>25</td>
<td>21</td>
<td>26</td>
<td>25</td>
<td>21</td>
<td>26</td>
<td>25</td>
<td>21</td>
</tr>
<tr>
<td>70-79</td>
<td>31</td>
<td>30</td>
<td>31</td>
<td>30</td>
<td>31</td>
<td>30</td>
<td>31</td>
<td>30</td>
<td>31</td>
</tr>
<tr>
<td>60-69</td>
<td>33</td>
<td>32</td>
<td>33</td>
<td>32</td>
<td>33</td>
<td>32</td>
<td>33</td>
<td>32</td>
<td>33</td>
</tr>
<tr>
<td>50-59</td>
<td>11</td>
<td>10</td>
<td>11</td>
<td>10</td>
<td>11</td>
<td>10</td>
<td>11</td>
<td>10</td>
<td>11</td>
</tr>
<tr>
<td>40-49</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>39 &amp; Below</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

Note: Please refer to the table for detailed information.

Thank you
Graduation and Dropout Analysis: 2017–2018

Executive Summary

Graduation of students from high school represents the culmination of the collective efforts of the 27,000+ members of the Houston Independent School District (HISD) community working collaboratively with the parents and other stakeholders to reach an important milestone without which access to higher education is blocked. The district’s top priorities, along with college readiness, are to maximize the graduation rates, minimize the dropout rates, and close the gaps among the student groups in these vital areas as we work toward every student being a Global Graduate. These metrics are not only part of federal and state accountability but they also attract broad attention across the nation given the district’s size (seventh largest in the nation) and the large proportion of economically disadvantaged students that it serves.

Highlights of the Class of 2018 Grade 9 Cohort with Exclusions (State Accountability)

- Out of 12,889 students in the class of 2018, 10,430 (80.9 percent) graduated. The graduation rate for the class of 2018 was 0.2 percentage-point higher than the rate for the class of 2017. This is the district’s largest cohort and largest number of graduates but the third lowest graduation rate since the state implemented the current methodology in 2011.

- Among the four major ethnic groups in the class of 2018, Asian students had the highest graduation rate (94.1 percent), followed by Hispanic students (80.8 percent), African American students (80.2 percent), and White students (78.7 percent). Compared to the class of 2017, the graduation rate for Asian and Hispanic students increased by 2.3 and 0.4 percentage points, respectively; while the graduation rate for African American students decreased by 0.9 points. The graduation rate for White students remained the same.

- The longitudinal dropout rate for the class of 2018 was 12.9 percent (based on 1,663 dropouts), 0.3 percentage points higher than the rate for the class of 2017.

- White students had the highest longitudinal dropout rate among the major ethnic groups (14.5 percent), followed by African American students (14.0 percent) and Hispanic students (12.7 percent). Asian students had the lowest longitudinal dropout rate (2.4 percent). The dropout rates for African American, White, and Hispanic students were 0.2, 1.5, and 0.1 percentage points higher than the rates for the class of 2017. The dropout rate for Asian students decreased by 1.6 percentage points.

- The graduation rate for 9,340 economically disadvantaged students in the class of 2018 was 80.9 percent, the same as class of 2017. The longitudinal dropout rate for economically disadvantaged students was 12.5 percent, a decrease of 0.3 percentage points over the class of 2017.

- The graduation rate for 2,002 students in the class of 2018 identified as Ever English Language Learners in high school (Ever EL in HS) was 61.1 percent, an increase of 1.0 percentage point over the class of 2017. The longitudinal dropout rate for Ever EL in HS students was 24.5 percent, an increase of 0.2 percentage points over the class of 2017.

- The graduation rate for 962 students in the class of 2018 identified as Students with Disabilities (SWD) was 69.5 percent, a decrease of 0.9 percentage points over the class of 2017. The longitudinal dropout rate for SWD students was 19.6 percent, an increase of 1.7 percentage points over the class of 2017.
Highlights of the Class of 2018 Grade 9 Cohort without Exclusions (Federal Accountability)

- The graduation rate used for federal accountability purposes was 79.0 percent for the class of 2018, an increase of 0.2 percentage points over the class of 2017, and the second highest rate since 2011.

- The longitudinal dropout rate for all students increased by 0.2 percentage points from 13.1 percent in 2017 to 13.3 percent in 2018.
Figure 2. HISD Four-Year Longitudinal Dropout Rates by Student Group: Grades 9–12
With Exclusions: 2011–2018

Source: TEA Confidential Class of 2018 Four-Year Longitudinal Summary Report, June 2019
HISTORICAL PERSPECTIVE

GOAL 1: Ensure that all schools provide proactive, preventive, and collaborative support to students with disabilities.

GOAL 2: Ensure that all students, including students with disabilities, are engaged in high-quality, collaborative, professional development and leadership opportunities.

GOAL 3: Ensure that students with disabilities receive high-quality, collaborative, professional development and leadership opportunities.

GOAL 4: Deliver ongoing, collaborative, professional development for students with disabilities, including teachers, school administrators, and other stakeholders designated to support high school students with disabilities.

GOAL 5: Implement clear systems of monitoring and evaluating special education services, including the continuous improvement of academic, behavioral, and instructional outcomes for students with disabilities.
Cross-Functional Support

- ODDS partners with Interventions, Multilingual and Bilingual Assessment (ODA).
- Cross-functional teams discuss disaggregated data and then participate in instructional mainstreaming tasks to use that data in action.
- ODDS team members work directly with ODDS to support analysis data for students with disabilities.

Supports for Instruction

Equity Moves and Service Expansion

- Reconfiguration of elementary Behavioral Support Classrooms - New configuration: Grades 1 to 3 and 3 to 5.

Equity Moves and Service Expansion by Area:

- Structured Learning Classroom (SLC - Standards/Alternative)
- Skills for Learning and Living (SLL)
- Preparing Students for Independence (PSI)
- Precollege Achieving Learning Skills (PALS)

Supports for Instruction

- Training for Principals
- Training for SPED Program Specialists
- Training for SPED Program Specialists and SPED Leaders
Supports for Instruction

- Instructional Rounds at elementary and middle school campuses
- Collaboration with school area offices
- Partner with Curriculum and Instruction and Special Populations teams

Supports for Behavior

- Development of Intensive Intervention Teams (ITaT)
- HSIS Educational Triggers (Exploring the Planning System - Year 1)
- ESSS/ESSS+ for ESSS teachers and teacher assistants

Supports for Compliance and Monitoring

- Quarterly Monitoring
- Compliance
- Monitoring Data
- Classroom Visits
- Compliance
- Monitoring
- Federal, State, and Local Policies
Graduation and Dropout Analysis: 2017–2018

Executive Summary

Graduation of students from high school represents the culmination of the collective efforts of the 27,000+ members of the Houston Independent School District (HISD) community working collaboratively with the parents and other stakeholders to reach an important milestone without which access to higher education is blocked. The district's top priorities, along with college readiness, are to maximize the graduation rates, minimize the dropout rates, and close the gaps among the student groups in these vital areas as we work toward every student being a Global Graduate. These metrics are not only part of federal and state accountability but they also attract broad attention across the nation given the district’s size (seventh largest in the nation) and the large proportion of economically disadvantaged students that it serves.

Highlights of the Class of 2018 Grade 9 Cohort with Exclusions (State Accountability)

- Out of 12,889 students in the class of 2018, 10,430 (80.9 percent) graduated. The graduation rate for the class of 2018 was 0.2 percentage-point higher than the rate for the class of 2017. This is the district’s largest cohort and largest number of graduates but the third lowest graduation rate since the state implemented the current methodology in 2011.

- Among the four major ethnic groups in the class of 2018, Asian students had the highest graduation rate (94.1 percent), followed by Hispanic students (80.8 percent), African American students (80.2 percent), and White students (78.7 percent). Compared to the class of 2017, the graduation rate for Asian and Hispanic students increased by 2.3 and 0.4 percentage points, respectively, while the graduation rate for African American students decreased by 0.9 points. The graduation rate for White students remained the same.

- The longitudinal dropout rate for the class of 2018 was 12.9 percent (based on 1,663 dropouts), 0.3 percentage points higher than the rate for the class of 2017.

- White students had the highest longitudinal dropout rate among the major ethnic groups (14.5 percent), followed by African American students (14.0 percent) and Hispanic students (12.7 percent). Asian students had the lowest longitudinal dropout rate (2.4 percent). The dropout rates for African American, White, and Hispanic students were 0.2, 1.5, and 0.1 percentage points higher than the rates for the class of 2017. The dropout rate for Asian students decreased by 1.6 percentage points.

- The graduation rate for 9,340 economically disadvantaged students in the class of 2018 was 80.9 percent, the same as class of 2017. The longitudinal dropout rate for economically disadvantaged students was 12.5 percent, a decrease of 0.3 percentage points over the class of 2017.

- The graduation rate for 2,002 students in the class of 2018 identified as Ever English Language Learners in high school (Ever EL in HS) was 61.1 percent, an increase of 1.0 percentage point over the class of 2017. The longitudinal dropout rate for Ever EL in HS students was 24.5 percent, an increase of 0.2 percentage points over the class of 2017.

- The graduation rate for 962 students in the class of 2018 identified as Students with Disabilities (SWD) was 69.5 percent, a decrease of 0.9 percentage points over the class of 2017. The longitudinal dropout rate for SWD students was 19.6 percent, an increase of 1.7 percentage points over the class of 2017.
Highlights of the Class of 2018 Grade 9 Cohort without Exclusions (Federal Accountability)

- The graduation rate used for federal accountability purposes was 79.0 percent for the class of 2018, an increase of 0.2 percentage points over the class of 2017, and the second highest rate since 2011.

- The longitudinal dropout rate for all students increased by 0.2 percentage points from 13.1 percent in 2017 to 13.3 percent in 2018.
HISD Four-Year Longitudinal Graduation Rates by Student Group: Grades 9–12
With Exclusions: 2011–2018

<table>
<thead>
<tr>
<th>Year</th>
<th>All Students</th>
<th>Afr. Am.</th>
<th>Asian</th>
<th>Hispanic</th>
<th>White</th>
<th>Econ. Disadv.</th>
<th>Ever EL in HS</th>
<th>SWD</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>81.2</td>
<td>80.1</td>
<td>93.6</td>
<td>79.2</td>
<td>90.5</td>
<td>82.6</td>
<td>79.2</td>
<td>67.5</td>
</tr>
<tr>
<td>2012</td>
<td>81.7</td>
<td>79.9</td>
<td>92.3</td>
<td>79.2</td>
<td>90.2</td>
<td>80.1</td>
<td>79.2</td>
<td>65.0</td>
</tr>
<tr>
<td>2013</td>
<td>81.6</td>
<td>79.2</td>
<td>88.3</td>
<td>78.4</td>
<td>91.8</td>
<td>80.6</td>
<td>78.4</td>
<td>66.5</td>
</tr>
<tr>
<td>2014</td>
<td>81.8</td>
<td>78.4</td>
<td>93.2</td>
<td>79.3</td>
<td>94.1</td>
<td>81.6</td>
<td>79.3</td>
<td>65.5</td>
</tr>
<tr>
<td>2015</td>
<td>82.0</td>
<td>79.3</td>
<td>94.1</td>
<td>78.8</td>
<td>94.5</td>
<td>81.9</td>
<td>78.8</td>
<td>65.5</td>
</tr>
<tr>
<td>2016</td>
<td>80.5</td>
<td>78.8</td>
<td>94.1</td>
<td>81.1</td>
<td>91.8</td>
<td>80.3</td>
<td>81.1</td>
<td>65.5</td>
</tr>
<tr>
<td>2017</td>
<td>80.7</td>
<td>80.3</td>
<td>91.8</td>
<td>80.4</td>
<td>91.8</td>
<td>80.4</td>
<td>80.4</td>
<td>65.5</td>
</tr>
<tr>
<td>2018</td>
<td>80.9</td>
<td>80.4</td>
<td>91.8</td>
<td>80.8</td>
<td>91.8</td>
<td>80.8</td>
<td>80.8</td>
<td>65.5</td>
</tr>
</tbody>
</table>

Source: TEA Confidential Class of 2018 Four-Year Longitudinal Summary Report, June 2019

Figure 2. HISD Four-Year Longitudinal Dropout Rates by Student Group: Grades 9–12
With Exclusions: 2011–2018

<table>
<thead>
<tr>
<th>Year</th>
<th>All Students</th>
<th>Afr. Am.</th>
<th>Asian</th>
<th>Hispanic</th>
<th>White</th>
<th>Econ. Disadv.</th>
<th>Ever EL in HS</th>
<th>SWD</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>10.8</td>
<td>13.7</td>
<td>2.3</td>
<td>10.9</td>
<td>4.2</td>
<td>9.5</td>
<td>20.1</td>
<td>18.0</td>
</tr>
<tr>
<td>2012</td>
<td>11.3</td>
<td>14.1</td>
<td>4.8</td>
<td>10.8</td>
<td>5.1</td>
<td>11.0</td>
<td>18.0</td>
<td>21.3</td>
</tr>
<tr>
<td>2013</td>
<td>11.1</td>
<td>14.3</td>
<td>6.8</td>
<td>10.8</td>
<td>5.1</td>
<td>11.7</td>
<td>18.2</td>
<td>16.8</td>
</tr>
<tr>
<td>2014</td>
<td>10.8</td>
<td>15.2</td>
<td>4.0</td>
<td>10.1</td>
<td>5.1</td>
<td>11.7</td>
<td>18.8</td>
<td>16.6</td>
</tr>
<tr>
<td>2015</td>
<td>10.9</td>
<td>14.4</td>
<td>3.3</td>
<td>10.4</td>
<td>5.8</td>
<td>11.5</td>
<td>18.8</td>
<td>16.8</td>
</tr>
<tr>
<td>2016</td>
<td>12.6</td>
<td>14.8</td>
<td>1.4</td>
<td>12.4</td>
<td>7.7</td>
<td>12.3</td>
<td>24.5</td>
<td>16.8</td>
</tr>
<tr>
<td>2017</td>
<td>12.9</td>
<td>13.8</td>
<td>4.0</td>
<td>12.6</td>
<td>13.0</td>
<td>12.8</td>
<td>24.3</td>
<td>19.4</td>
</tr>
<tr>
<td>2018</td>
<td>12.9</td>
<td>14.0</td>
<td>2.4</td>
<td>12.7</td>
<td>14.5</td>
<td>12.8</td>
<td>24.5</td>
<td>19.6</td>
</tr>
</tbody>
</table>

Source: TEA Confidential Class of 2018 Four-Year Longitudinal Summary Report, June 2019
OWNING ALL STUDENTS

- Child Find
- Evaluation
- ARD/IEP
- Specially Designed Instruction
- Progress Monitoring
Office of Special Education Services
Child Find

Child Find legally requires schools to identify, locate and evaluate all children who have disabilities and who may be entitled to special education services.

Public schools' Child Find responsibilities cover every child from age 3 through age 21 who has or is suspected of having a disability.

HISD has systems in place to locate, evaluate, and identify students with disabilities transitioning from Early Childhood Agencies (ECI) and those ages 3 to 21.

- If you suspect that your child has a disability, please contact your child's zoned school and request an evaluation. An IAT meeting will be scheduled to discuss concerns.
- If your child is already identified in Special Education and you have additional concerns, request additional testing to the school or at an ARD meeting.
- If your child is receiving Section 504 accommodations and you would like to request a Special Education Evaluation, make your request to the Section 504 Chairperson.

According to the Individuals with Disabilities Education Act (IDEA):

A student must be assessed in all areas related to the suspected disability, including, if appropriate, health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status, and motor abilities.

During the Full and Individual Evaluation (FIE) all areas will be addressed whether informally or formally by required evaluation specialists (Educational Diagnostician, Licensed Specialist in School Psychology, or Speech Language Pathologist).

- FIE components: Sociological History; Communication; Health/Physical Information; Emotional/Behavior; Academic Achievement; and Cognitive.

A student is eligible to participate in a school district's special education program if the student:

- (1) is not more than 21 years of age and has a visual or auditory impairment that prevents the student from being adequately or safely educated in public school without the provision of special services; or
- (2) is at least three but not more than 21 years of age and has one or more of the following disabilities that prevents the student from being adequately or safely educated in public school without the provision of special services.
Autism
- Deaf-Blindness
- Auditory Impairment
- Emotional Disturbance
- Intellectual Disability
- Multiple Disabilities
- Orthopedic Impairment
- Other Health Impairment
- Learning Disability
- Speech Impairment
- Traumatic Brain Injury
- Visual Impairment
- Noncategorical (NCEC)

Timelines:

- All requests for evaluation must be seriously considered, and parents must receive a written response to a request within 15 school days. This response must be provided in the form of a Notice of Decision not to Test or by obtaining informed consent to proceed with an evaluation in all areas of suspected disability. The response may only be provided by evaluation personnel.
- Once informed consent is obtained, the Full and Individual Evaluation (FIE) must be completed within 45 school days of the date the consent was signed by the parent.
- The ARD Committee convenes within 30 Calendar days to discuss the findings of the FIE and to use those findings to develop the student's Individualized Education Program.

For more information, please contact the Office of Special Education Services at 713-556-800 or the following team members:

Mary Kay Kinnett, M.Ed.
Director, SpEd Compliance, Instruction, and Services – Evaluation Services
Educational Diagnosticians
Mkinnett@houstonisd.org

Chastity Lee Johnson, M.Ed.
Senior Manager-Education Diagnosticians
CLeeJohn@houstonisd.org

Huyen Cao, M.A., CCC-SLP
Senior Manager of Speech and Language Services
hcao@houstonisd.org

Traci Whittenberg, PhD, LSSP
Senior Manager-Licensed Specialist in School Psychology
Twhitten@houstonisd.org
**OCR**

**Timeline:** TBD by Complaint

**Step 1**
Superintendent/Legal

**Step 2**
Assistant Superintendent of Special Education

**Step 3**
504 Coordinator or Special Education Compliance Manager

**Step 4**
504 Coordinator, Special Education Compliance Manager, HISD attorney, and campus staff work to collect data.

**Step 5**
Data submitted to OCR  
Possible Outcomes:  
- Early Resolution agreement (Legal/OCR).  
- Sometimes OCR may investigate.  
- Fiscal Reconciliation.

**Step 6**
Resolution agreement with corrective action

---

**TEA Complaint**

**Timeline:** 14 Calendar Days to Submit

**Step 1**
Superintendent/Legal

**Step 2**
Assistant Superintendent of Special Education

**Step 3**
Special Education Compliance Manager

**Step 4**
Senior Manager and Campus Administrator

**Step 5**
Senior Manager, Program Specialist, Special Education Compliance Manager, and campus staff work together to collect data.

**Step 6**
OSES Vetting Process

**Step 7**
Special Education Compliance Manager submits data & communicates with TEA

**Step 8**
Possible Outcomes:  
- Not substantiated.  
- Substantiated.  
  
  If substantiated corrective action required by TEA.
Mediation

Timeline: TBD by Complaint

Step 1
Superintendent/Legal

Step 2
Assistant Superintendent of Special Education

Step 3
Special Education Senior Manager

Step 4
State assigns Mediator

Step 5
Mediator contacts HISD Attorney and Special Education Senior Manager to schedule mediation.

Step 6
Mediation with Senior Manager, Parent, Parent’s Attorney, HISD Attorney, Campus Administrator and Mediator.
- Situation resolved
- Not resolved - parent has the option to file for due process hearing
- Fiscal Reconciliation

Due Process

Timeline: TBD

Step 1
Superintendent/Legal

Step 2
Assistant Superintendent of Special Education

Step 3
Special Education Senior Manager

Step 4
Special Education Senior Manager has 15 days to set up the Resolution Session with the Campus Administrator. HISD has legal representation if the parent has legal representation. TEA will assign the Hearing Officer.

A. Resolution agreement met, and case is closed (30 day timeline)
   - All concerns addressed with specific Solutions.
   - Fiscal Reconciliation

B. Resolution Not Met
   - Pre-hearing conference scheduled
   - Due Process Hearing Held
   - Hearing Officer Decision
### Field Support by Area

<table>
<thead>
<tr>
<th>Area</th>
<th>Sr. Manager</th>
<th>East</th>
<th>Sr. Manager</th>
<th>North</th>
<th>Sr. Manager</th>
<th>Northwest</th>
<th>Sr. Manager</th>
<th>South</th>
<th>Sr. Manager</th>
<th>West</th>
<th>Sr. Manager</th>
<th>Southwest</th>
<th>Sr. Manager</th>
</tr>
</thead>
<tbody>
<tr>
<td>A180</td>
<td>Yvette Best</td>
<td>Terrell Lockett Sr.</td>
<td>Tina Lee</td>
<td>Richelle Brooks</td>
<td>Delta Ford-Robinson</td>
<td>Ryan Wheeler</td>
<td>Analassia Tatarskaja</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Program Specialists</td>
<td>Michelle Jordan Jackson</td>
<td>Tischia Gordon</td>
<td>Candice Lewis</td>
<td>Patricia Garcia</td>
<td>Janeen Crayton</td>
<td>Yuan Hunt</td>
<td>Earline Banks</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Genise Theodore</td>
<td>Keith Williams</td>
<td>Carlatha Jackson</td>
<td>Emma McMorris</td>
<td>Angela Duplechain</td>
<td>Shirley York</td>
<td>Jilanne Barzila</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Anthony Jones</td>
<td>Lamonica Skinner</td>
<td>Beckie Hughes</td>
<td>Maria Azios</td>
<td>Renita Phillips</td>
<td>Joy Smith</td>
<td>Katherine Simieou</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

For support and questions that relate to Special Education, the **first contact** should be made to the campus Special Education department chair.

OSES Program Specialists in the field support Special Education programming and compliance as well as instruction at **multiple campuses** within schools offices areas.

OSES Field Senior Managers provide supervision and leadership to OSES field program specialists and make instructional decisions and provide support for students with disabilities.

Parents may also call (713) 556-7042 to reach a Special Education Parent Liaison who field calls regarding concerns related to students with disabilities.