## STUDENT ENROLLMENT

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Enrollment</td>
<td>891</td>
<td>895</td>
<td>858</td>
</tr>
<tr>
<td>Econ. Dis.</td>
<td>97%</td>
<td>96%</td>
<td>89%</td>
</tr>
<tr>
<td>ELLs</td>
<td>34%</td>
<td>34%</td>
<td>33%</td>
</tr>
<tr>
<td>Special Education</td>
<td>13%</td>
<td>12%</td>
<td>14%</td>
</tr>
<tr>
<td>Race/Ethn.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Afr. Amer.</td>
<td>9%</td>
<td>9%</td>
<td>10%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>88%</td>
<td>89%</td>
<td>88%</td>
</tr>
<tr>
<td>White</td>
<td>2%</td>
<td>2%</td>
<td>1%</td>
</tr>
<tr>
<td>Other</td>
<td>&lt;1%</td>
<td>&lt;1%</td>
<td>1%</td>
</tr>
<tr>
<td>Grade Level</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6th</td>
<td>32%</td>
<td>37%</td>
<td>30%</td>
</tr>
<tr>
<td>7th</td>
<td>34%</td>
<td>31%</td>
<td>37%</td>
</tr>
<tr>
<td>8th</td>
<td>34%</td>
<td>31%</td>
<td>33%</td>
</tr>
</tbody>
</table>

Source: PEIMS 2016 and 2017 data files and Chancery SIS for 2018 data as of 9/30/2017
## Accountability History

<table>
<thead>
<tr>
<th>Index</th>
<th>2015 Score</th>
<th>2015 Target</th>
<th>Difference</th>
<th>2016 Score</th>
<th>2016 Target</th>
<th>Difference</th>
<th>2017 Score</th>
<th>2017 Target</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>42</td>
<td>60</td>
<td>-18</td>
<td>47</td>
<td>60</td>
<td>-13</td>
<td>46</td>
<td>60</td>
<td>-14</td>
</tr>
<tr>
<td>2</td>
<td>31</td>
<td>28</td>
<td>+3</td>
<td>31</td>
<td>30</td>
<td>+1</td>
<td>30</td>
<td>30</td>
<td>0</td>
</tr>
<tr>
<td>3</td>
<td>22</td>
<td>27</td>
<td>-5</td>
<td>24</td>
<td>26</td>
<td>-2</td>
<td>25</td>
<td>26</td>
<td>-1</td>
</tr>
<tr>
<td>4</td>
<td>8</td>
<td>13</td>
<td>-5</td>
<td>11</td>
<td>13</td>
<td>-2</td>
<td>15</td>
<td>13</td>
<td>+2</td>
</tr>
</tbody>
</table>

Source: TEA 2015–2017 Accountability Campus Summary
STAAR HISTORY

Henry Middle School

STAAR English by Subject and All Grades: 2015–2017 (Spring Administration)
Percent At or Above Approaches, Meets, and Masters Grade Level Standards
All Grades Tested - All Students

Source: TEA-ETS STAAR EOC Student Data Files
STAAR HISTORY

Henry Middle School
STAAR EOC Performance by Subject: 2015–2017 (Spring Administration)
Percent At or Above Approaches*, Meets, and Masters Grade Level Standards
All Students Tested (includes 1st time and retested students combined) - All Grade Levels All Students

Source: TEA-ETS STAAR EOC Student Data Files
Universal Screener – All Grades Tested English Results

Source: Renaissance STAR Reading and Mathematics BOY Student Data Files
2017-2018 Improvement Goals

Goal 1: Retain 85% of teachers rated effective or highly effective

Goal 2: 65% approaches grade level reading, 25% meets grade level in reading on STAAR
Goal 1: Retain 85% of teachers rated effective/highly effective

61% of our teaching staff has less than 5 years of teaching experience. Recent year’s attrition rate has been at 43%. 2017’s attrition rate is the lowest in previous years. How we will address teacher retention:

- Conduct PD needs survey
- Tiered PD based on teacher needs, observations and data
- Ongoing PD for all teachers
- Mentoring/coaching for teachers not yet proficient provided by new instructional specialist and/or new teacher coach
- Coaching & Feedback (Structured Calibration among leadership/appraisers)
- Work with HR Leadership/Recruitment to attract and retain effective and highly effective teachers.
Goal 2: 65% approaches grade level reading, 25% meets grade level in reading on STAAR

16% of students are at the meets grade level standard based on STAAR reading. Previous year’s iStation data indicates 60% of our students are tier 3. Below are the supports in which we are implementing to meet this goal.

- Addition of Literacy Specialist
- Addition ESL teacher
- Utilize Universal screener for placement, enrichment and intervention
- Structures for Data Protocols for feedback
- Literacy report cards
- LIM 2.0 across all contents monitored by teacher specialist and leaders
- Writing across all contents
- Teacher tracking of achievement cohorts (approaches, meets, and masters)
Supports Received by Achieve 180

- TDS support (weekly) / TDS for ELLs (new)
- Special Education TDS for math and reading (new)
- Technology (2 laptop carts)
- Imagine Learning (new)
- Achieve 3000 (new)
- Counselor (new)
- Support from Demonstration Schools
- 2 Dedicated Associate Teachers
- New Teacher Coach
- IAT manager
- Customized Wednesday PD
- Campus General Fund Relief due to centrally funded essential positions
- Teacher Recruitment/Retention Bonus
Impact of Goals on Student Achievement

Recruitment and Retention Goals
• PD for Leadership on effective practices for Recruitment and retention of effective and highly effective teachers (Office of Leadership Development and HR Talent Acquisition Team).
• Coaching and Development Rounds with prescriptive feedback on action items. Structured Calibration Walks with campus instructional leaders
• A180 PD aligned with campus goals

Instructional Excellence
• Literacy Night to inform community of literacy initiatives and distribution of resources for parents to support literacy practices at home
• Literacy Report Cards/Report Card pick ups to empower scholars and parents to utilize campus and district tools to support achievement

Responsive Action to Comprehensive Needs Assessment
• Adoption of new data protocols and progress monitoring tools that will increase turnaround time and responsiveness to assessment data
Impact of Goals on Student Achievement

Additional Instructional Support
• Campus based Teacher Specialist in Reading and Math for modeling of literacy and math best practices
• New Teacher Coach to provide in-the-moment coaching, modeling, and feedback to novice teachers. This support will be differentiated to the needs of the teacher and include professional learning that will result in the retention of our effective teaching staff.

Wraparound Services Offered on Campus
• Counselor & Student support office via district
• Academic Counselor and Social Worker on site
• Wrap Around Service Specialist on Site
• Truancy Intervention Team in partnership with the City of Houston
• Office of Family and Community Empowerment support our families
• Adult Digital Literacy Courses
• ESL classes for parents