MEMORANDUM September 20, 2019

TO: Board Members

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

SUBJECT: **ACHIEVE 180 PROGRAM EVALUATION, PART A, 2018–2019**

CONTACT: Carla Stevens, 713-556-6700

Attached is a copy of the Achieve 180 Program Evaluation, Part A: Implementation Findings, 2018–2019 report. This report describes the Achieve 180 Program in Year 2. The 53 participating schools received Texas Education Agency campus accountability ratings of "Improvement Required" (IR), "Not Rated," or "Former Improvement Required" at the end of the 2017–2018 school year. The 2018–2019 Achieve 180 Program's centralized support was based on six pillars of best practice for school improvement and is delineated in this report. Achieve 180 Implementation Rubric Dashboard ratings were calculated by the Achieve 180 Program administrators in consultation with other district and school administrators to depict the level of implementation fidelity achieved for each Achieve 180 Program centralized support provided at each participating school in 2018–2019. The implementation ratings are included in this report. Also included are full versions of the Achieve 180 Program End of Year summary reports from HISD administrators that enumerate the program's massive implementation strategies and activities, accomplishments, insights, and recommendations for program improvement.

Key findings include:

- Nearly 42 percent (n=22) of the 2018–2019 Achieve 180 Program schools were former IR schools for one year, 28 percent (n=15) were Not Rated, 21 percent (n=11) were former IR schools for two consecutive years, and nine percent (n=5) had one year of IR status.
- Four treatment groups, or Tiers, were formed for the 53 Achieve 180 Program schools based on their final 2017–2018 accountability ratings, number of years with the ratings, the campus' level of support needed to turn the school around, and the specific HISD school office assigned to address the schools' needs.
- The Achieve 180 Schools Office supported 36 schools with the greatest level of need in Tiers 3, 2, and 1A. The campuses' regularly assigned schools offices supported 17 schools with the lowest level of need in Tier 1B.
- Twenty percent (n=42,478) of HISD's 209,040 students participated in the 2018–2019 Achieve 180 Program at 26 elementary, 13 middle, 11 high, and two K–8 schools, and one grade 3–12 school.
- Thirty-eight percent of Achieve 180 Program participants were high school students, 37 percent were elementary, and 25 percent were middle school students in 2018–2019.
- On a scale ranging from "1" (Non-example) to "3" (Strong example), the Family and Community Empowerment: Family and Community Specialist centralized support received the most "3" (Strong example) implementation ratings, followed by the Social and Emotional Learning supports of Wraparound Resource Specialist, Essential Position: Nurse, and Essential Position: Counselor.

- The Achieve 180 Program Tier 3, Tier 2, and Tier 1A schools that received the most "3" (Strong example) implementation ratings were Kashmere and Worthing high schools, Blackshear Elementary School, and Forest Brook and Lawson middle schools.
- The Achieve 180 Program Tier 1B schools that received the most "3" (Strong example) implementation ratings for centralized supports were Gallegos and Lewis elementary schools, and Westbury High School.
- In June of 2019, the 2018–2019 Achieve 180 Program End of Year reports detailing implementation efforts and outcomes were compiled and submitted by HISD administrators for the following 15 departments: Leadership Development, Human Resources, Library Services, Multilingual, Elementary Curriculum, Secondary Curriculum, Special Education, Fine Arts, Student Assessment, Interventions, College Readiness, Career Readiness, Health and Medical Services, Wraparound Services, and Family and Community Engagement.

For the second year of the three years planned for this comprehensive program, Houston Independent School District (HISD) has marshaled its extensive resources to focus on the district's most underserved and under-achieving schools and students, while maintaining full programs for schools that were not a part of the Achieve 180 Program. The Achieve 180 Program is intended to significantly improve the trajectory of student learning and academic achievement in HISD schools with the greatest need through developing and supporting principal and campus leadership excellence, teacher and instructional excellence, school environments for student success, wraparound services that address students' physical, social, and emotional needs, and family and community engagement as partners in education. Descriptions of the 2018–2019 (Year 2) Achieve 180 Program participants, interventions, and related findings are provided in this Part A report. Program outcomes to assess progress made toward the Achieve 180 Program goals and objectives will be presented in Part B of this Year 2 report. Following the program's third and final year in 2019–2020, the evaluation of the Achieve 180 Program is designed to identify the most effective program interventions.

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

_____GL

Attachment

cc: Superintendent's Direct Reports
Area Superintendents
School Support Officers
Achieve 180 Program Leaders

HOUSTON INDEPENDENT SCHOOL DISTRICT

RESEARCH

Educational Program Report

ACHIEVE 180 PROGRAM EVALUATION, PART A: IMPLEMENTATION FINDINGS 2018–2019

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Achieve 180 Program Evaluation, Part A Implementation Findings, 2018–2019

Executive Summary

Program Description

Launched in 2017–2018, Houston Independent School District (HISD) created a three-year Achieve 180 Program to support, strengthen, and empower underserved and underperforming schools and their communities using best practices for school turnaround, including strong principal leadership, effective teachers, and school environments with high expectations for students and staff. Centered upon a comprehensive action plan to increase student achievement, the Achieve 180 Program's six pillars of school improvement (Leadership Excellence, Teaching Excellence, Instructional Excellence, School Design, Social and Emotional Learning Support, and Family and Community Empowerment) provide a framework to strategically transform educational processes at Achieve 180 Program schools.

In 2017–2018 (Year 1), there were 44 participating Achieve 180 Program schools with a total of 36,886 students, including the 27 schools that received the Texas Education Agency Campus Accountability rating of "Improvement Required" (IR) in 2016–2017, 18 former IR schools that received the IR rating in 2015–2016 but received the "Met Standard" rating in 2016–2017, and two charter schools that closed (with one of them closing following the 2017–2018 school year). During the 2017–2018 school year, the Superintendent's Schools Office supported 10 schools with 4–8 years of IR status and the Achieve 180 Schools Office supported the remaining 33 schools with 1–3 years of IR status or former IR status. In 2018–2019 (Year 2), based on the final 2017–2018 ratings, HISD added 10 schools to the program, resulting in 53 participating schools with 42,478 students. The additional schools were comprised of five campuses that were not rated due to the Hurricane Harvey waiver and five campuses that were rated IR in 2017–2018. **Appendix A**, **Figure A-1** and **Figure A-2**, pp. 15–16, provides student enrollment and demographics by Achieve 180 Program affiliation. The Methods section in **Appendix B**, p. 17, includes the data collection strategies for identifying the 2018–2019 Achieve 180 Program schools and students.

Four treatment groups (called "Tiers") were formed for the 53 Achieve 180 Program schools in 2018–2019 based on their final 2017–2018 accountability ratings, number of years with the ratings, the campus' level of support needed to turn the school around, and the specific HISD school office assigned to address the campus' needs. Achieve 180 Program intervention strategies, known as centralized supports, aligned with the program's six pillars of school improvement were developed and implemented based on the schools' specified Tier and individualized needs. The Achieve 180 Schools Office supported 36 schools with the greatest level of need in Tiers 3, 2, and 1A. The regularly assigned schools offices supported 17 schools with the lowest level of need in Tier 1B.

In addition to the supports provided through the Achieve 180 Program, many participating schools were also supported by other federal and district initiatives. In 2016–2017 (baseline year), 2017–2018 (Year 1), and 2018–2019 (Year 2), all Achieve 180 Program schools were also designated as participants of the Improving Basic Programs effort in Title I, Part A (Title I) of the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA). All Achieve 180 Program schools had schoolwide Title I programs, which are available to all campuses with 40 percent or more of students at the poverty level (i.e., qualifying for free or reduced lunch or other economic disadvantage) in an effort to improve schoolwide educational programs and raise the academic achievement of all students (Texas Education Agency, 2019). Additionally, in 2018–2019 (Year 2), 43 (81%) of the 53 Achieve 180 Program

schools were also supported through the district's Teacher and School Leader (TSL) Incentive Grant, a federally-supported focused on increasing the effectiveness of school leaders and teachers with the goal of improving student outcomes (HISD, 2019).

An assessment of the program's implementation was conducted by Achieve 180 Program, central office, and school administrators using the 2018–2019 Achieve 180 Program Rubric (**Appendix C**, p. 20). The results depict the level of implementation fidelity achieved at each school for each Achieve 180 Program Centralized Support and are presented in the Achieve 180 Implementation Rubric Dashboard ratings in this report (p. 12). The Achieve 180 Program End of Year (A180 EOY) reports for 2018–2019 (Year 2) provide specific program implementation highlights, outcomes, insights, and recommendations and are presented in **Appendix D** (pp. 28–236).

Highlights

2018–2019 Achieve 180 Program Schools by Treatment Group/Tier

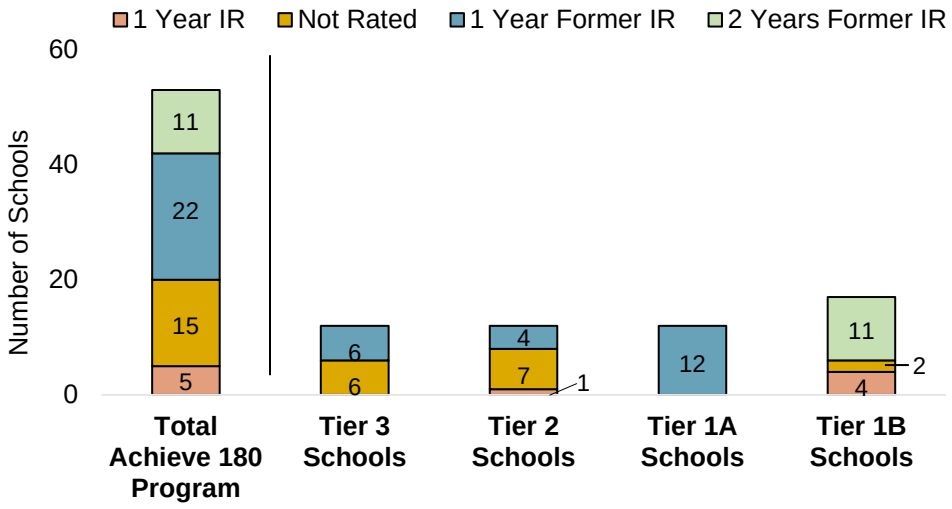
Tier 3 (N=12 schools) IR 2–8, Supt. FIR	Tier 2 (N=12 schools) New IR, NR, FIR	Tier 1A (N=12 schools) Former IR 1 YR	Tier 1B (N=11 schools) Former IR 2 YRS
Blackshear ES – (FIR)	Attucks MS (IR1) – NR	Bonham ES – (FIR)	Bellfort ECC – Paired
Dogan ES – (FIR)	Bruce ES – (FIR)	Fondren ES^ – (FIR)	Cook ES – (FIR)
Henry MS (IR4) – NR	Cullen MS – (FIR)	Gregory-Lincoln K–8 – (FIR)	Edison MS – (FIR)
Highland Heights ES (IR5) – NR	Deady MS* – NR	Hilliard ES – (FIR)	Gallegos ES – (FIR)
Kashmere HS (IR8) – NR	Foerster ES (FIR) – NR	Lawson MS – (FIR)	Kashmere Gardens ES – (FIR)
Mading ES – (FIR)	Forest Brook MS – (FIR)	Liberty HS – (FIR)	Key MS – (FIR)
North Forest HS (IR3) – NR	High School Ahead MS^ – NR	Looscan ES^ – (FIR)	Lewis ES – (FIR)
Washington HS (IR2) – NR	Holland MS*^ – NR	Montgomery ES^ – (FIR)	Martinez, C. ES – (FIR)
Wesley ES – (FIR)	Madison HS – (FIR)	Pugh ES – (FIR)	Milby HS – (FIR)
Wheatley HS (IR6) – NR	Sugar Grove MS* (IR1)	Sharpstown HS – (FIR)	Westbury HS – (FIR)
Woodson ES – (FIR)	Williams MS* – NR	Stevens ES^ – (FIR)	Young ES – (FIR)
Worthing HS – (FIR)	Yates HS – NR	Texas Connections^ – (FIR)	**Tier 1B Support (N=6) New IR, NR**
Tiers 3, 2, and 1A – Supported through the Achieve 180 Office of School Support			Codwell ES* (IR1)
			Marshall ES*^ (IR1)
			Reagan Ed. Ctr. K–8*– NR
			Shearn ES*^ (IR1)
			Sherman ES*^ (IR1)
			Thomas MS*– NR
			Tier 1B – Supported through other Offices of School Support

Source: Achieve 180 Program Administration, 2018–2019; Leadership and Development, 2019
Notes: Based on final 2017–2018 TEA Campus Accountability Ratings.
Supt. means 2017–2018 Superintendents' Schools.
IR with a number means consecutive years a campus had been rated Improvement Required (IR).
FIR means formerly rated Improvement Required.
NR means Not Rated in 2017–2018 due to the Hurricane Harvey provision.
***Indicates an Achieve 180 Program participant in 2018–2019 only.
^Indicates Non-TSL Grant participant.

- Four treatment groups or Tiers were formed for the 53 underserved, underperforming Achieve 180 Program schools, based on the schools' accountability ratings at the end of the 2017–2018 (Year 1) school year.
- Program resources, strategies, and activities were developed and implemented for the schools based on their specified treatment group/Tier.

2018–2019 Achieve 180 Program Tier by 2017–2018 Accountability Rating

- The largest number of 2018–2019 (Year 2) Achieve 180 schools were Former IR for one year, followed by Not Rated schools that had been IR for 4–8 years and schools that were Former IR for two years.



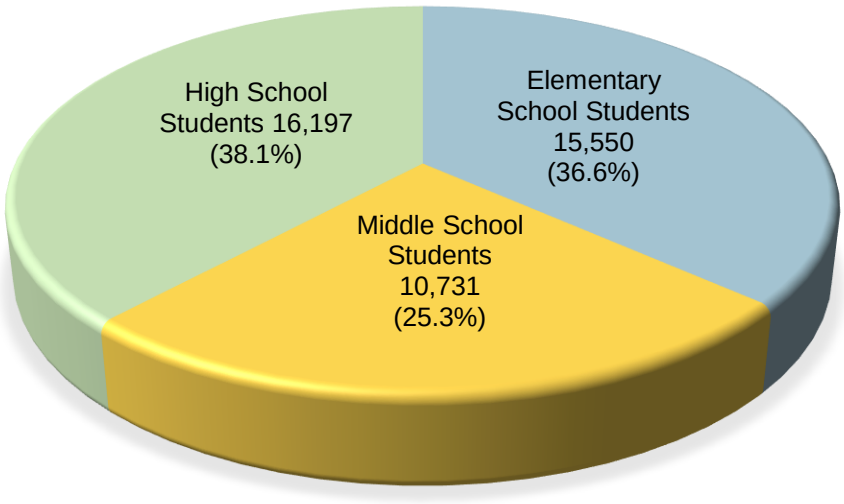
Source: Achieve 180 Program Administration, 2018–2019

Highlights

2018–2019 Achieve 180 Program Participants

- In 2018–2019 (Year 2), 42,478 of HISD's students participated in the Achieve 180 Program, with high school students comprising the largest group of program participants.

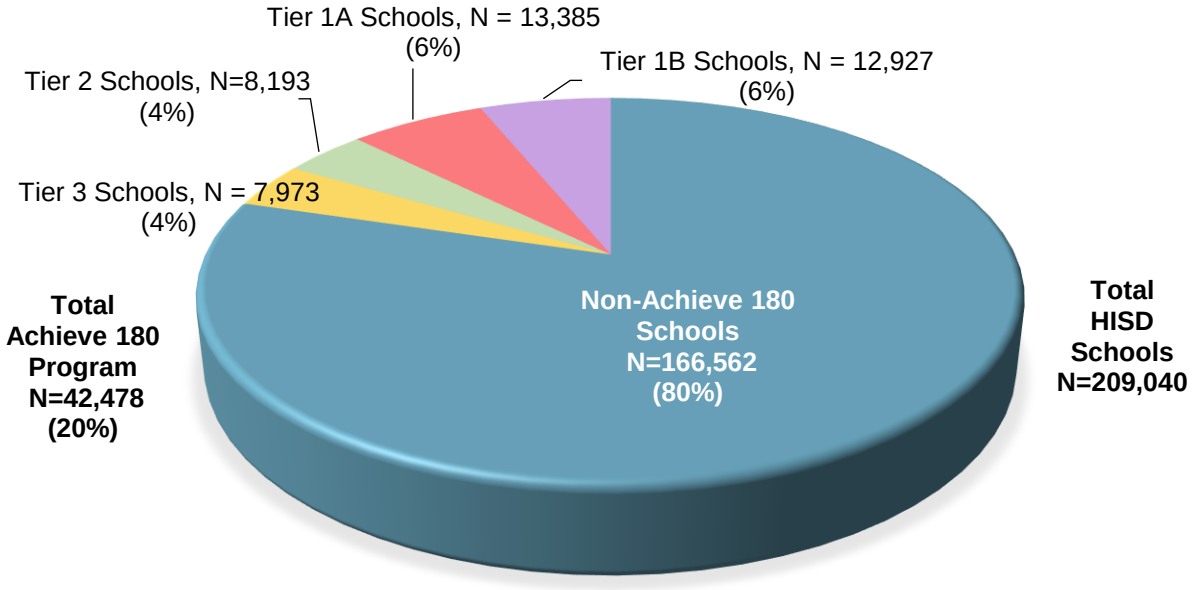
- Schools attended by Achieve 180 Program students included:
  - 26 Elementary
  - 13 Middle
  - 11 High
  - 2 K–8
  - 1 Grade 3–12



Source: Fall PEIMS ADA>0
Note: See Appendix A, pp. 15–16 for HISD student enrollment and demographics by Achieve 180 Program affiliation.

2018–2019 Achieve 180 Program Student Distribution by Tier

- 20% of HISD's students attended Achieve 180 Program Schools in 2018–2019 (Year 2), with most students in Tier 1A and Tier 1B.



Source: Fall PEIMS ADA>0
Note: See Appendix A, pp. 15–16 for HISD student enrollment and demographics by Achieve 180 Program affiliation.

Recommendations

Please refer to the Achieve 180 Program End of Year reports (Appendix D, pp. 28–236) for specific program implementation highlights, outcomes, insights, and recommendations provided by department leaders whose work directly impacted Achieve 180 Program students, families, schools, and communities in 2018–2019. The following recommendations were gleaned from some of these reports.

Pillar I – Leadership Excellence

Professional Development

- Continue to work to effectively engage principals and school leadership teams in Leadership Development professional development experiences designed in collaboration with district departments and subject matter experts to advance the creation of systems of differentiated learning experiences and implementation support, and evaluate, create, and enhance effective school systems and strategies for school improvement.

Pillar II – Teacher Excellence

Staffing

- To further improve teacher vacancy rates, provide effective incentives for campus participation at all relevant Teacher Recruitment and Selection job fairs and differentiated support sessions for schools with two or more teacher vacancies for at least one month.

Professional Development

- Require teachers with 0–2 years of teaching experience or who are new to teaching in the content area to attend professional development sessions provided by the district.

Pillar III – Instructional Excellence

Professional Development

- Through collaborations with Elementary Curriculum and Development, Secondary Curriculum and Development, Student Assessment, and Special Populations supported by campus support teams, Data Driven Instructional Specialists, and Teacher Development Specialists, continue to develop and facilitate targeted, sustained, and job-embedded professional development experiences to help teachers incorporate the use of district literacy initiatives, lead4ward content-specific activities and strategies, student work, and analysis of student performance data to inform planning and instruction.
- Provide Teacher Appraisal and Development System (TADS) training for all Curriculum Specialists.
- To ensure that well-informed experts in literacy are leading the work and supporting teachers, provide professional development for each Literacy Champion at Achieve 180 Program schools.
- Provide additional training for Teacher Development Specialists on helping elementary literacy teachers improve faster.

Elementary Literacy

- Consider shortening the Achieve 180 Program Community of Practice visits by limiting or omitting the initial presentations and beginning the instructional observations as soon as possible.
- Have campus leadership create short- and long-term plans for Teacher Development Specialists.

Special Education

- Continue heightened evaluation efforts to identify struggling learners in need of Special Education services and identify ways to improve access to high-quality instruction, accommodations, and behavioral supports that are designed to promote gains in student outcomes for special needs students.

Multilingual Services

- Consider further advancement of Sheltered Instruction best practices across content areas to reduce the number of English Learners who are long-term beginners and provide them with ongoing support.

Fine Arts

- To further support Fine Arts in Achieve 180 Program schools and provide meaningful, Texas Essential Knowledge and Skills (TEKS)-aligned instruction that aids in developing students' critical thinking and

creativity, provide funding for fine arts events and improve the staffing and professional development of effective Fine Arts and other teachers.

- Provide effective, sustained, and job-embedded professional development in classroom management, teaching strategies, and special populations for Dedicated Associate Teachers based on their 2018–2019 survey responses.

Science

- To ensure teacher preparedness, have campus-based Tier 2 Leaders (deans and assistant principals) monitor science instruction and facilitate instructional planning for science classes.

Library Services

- Identify and address deterrents to filling Library Educator vacancies, participation in Library Educator monthly meetings and mentor program, and completion of all 12 accomplishments expected of Library Educators, as well as deterrents to participation in the Name That Book competition for students.

Data and Instructional Specialists

- In addition to continuing to provide Data Symposiums for non-Achieve 180 schools to develop data and assessment literacy and capacity in 2019–2020, continue Data Driven Instructional Specialists' support to 2018–2019 Achieve 180 Program campuses to further develop sustainability of data and assessment literacy and capacity on these campuses in 2019–2020.

Pillar IV – School Design

Early Childhood

- Assure the alignment of district and campus visions and goals for Early Childhood education, determine practices and routines to achieve the goals, identify and utilize measures to assess progress toward goals, and regularly monitor and adjust these strategies as needed.

College and Career Readiness

- Continue to dedicate college and career readiness resources to improve the performance of struggling advisors and counselors and provide effective advisors for 9th through 12th grade students and to address the college and career readiness needs of English Learners, immigrant students, students with disabilities, HISD's online students, unidentified students who may opt into workforce certificate programs either early or later in the school year, students on the academic border of college preparedness, and students who do not match the traditional profile of college enrollees.
- Continue targeted reviews of students' Career and Technical Education (CTE) codes to help validate the district's College, Career, and Military Readiness (CCMR) data for accountability purposes and Personal Graduation Plans (PGPs) to help fulfill the state's mandate to complete a Personal Graduation Plan for each high school student.

Pillar V – Social and Emotional Learning Support

Health and Medical Services

- To improve school nurse performance and retention, consider creating a dual accountability system between campus administration and Nurse Managers to ensure that appropriate expectations for campus health programs are best understood, addressed, and supported.

Wraparound Services

- Further develop collaborative systems with HISD's Wraparound Services and Academic and Career Counseling Department to provide comprehensive emotional and social supports on all campuses.

Pillar VI – Family and Community Empowerment

Family and Community Engagement

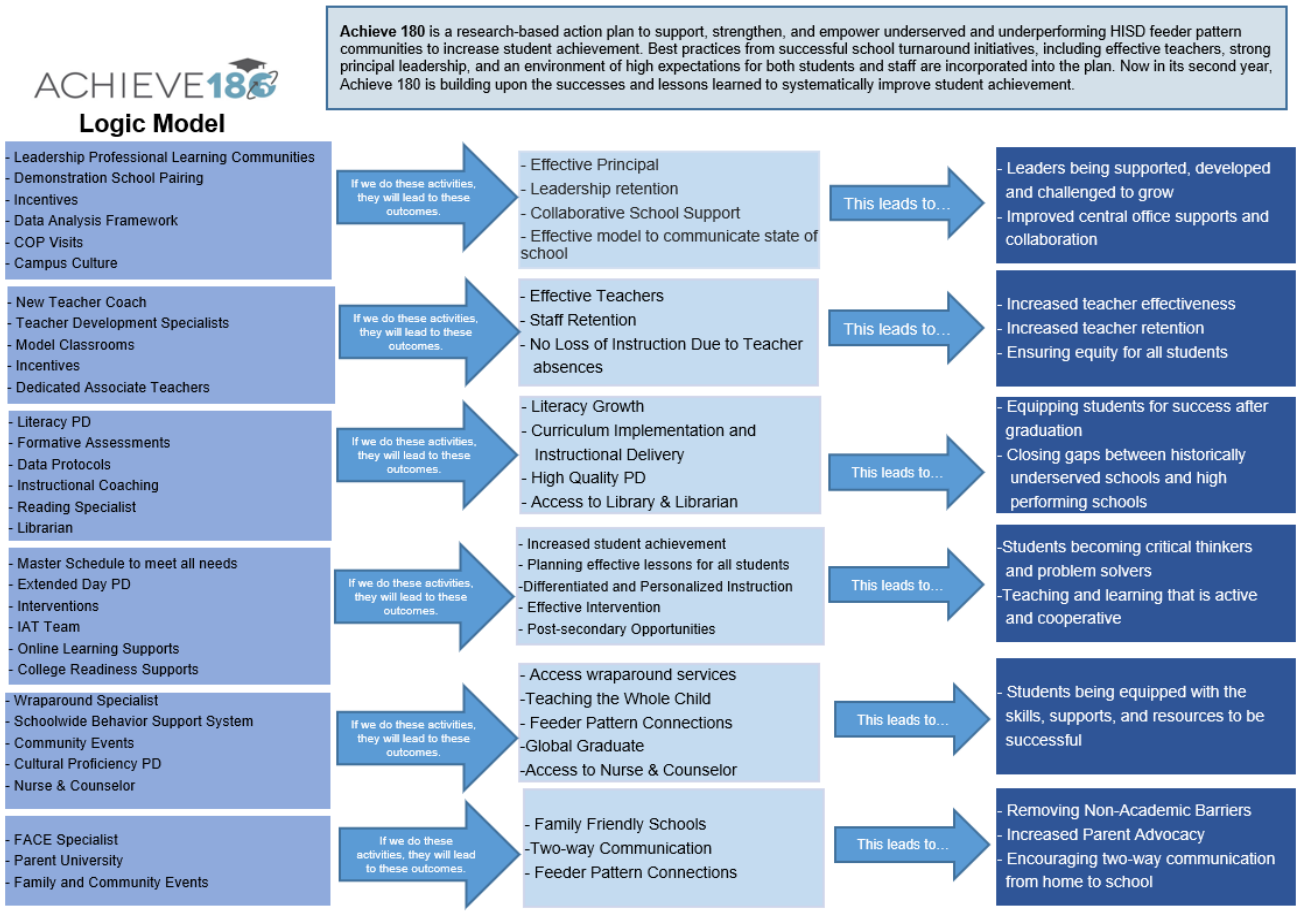
- Continue to build upon the new 2018–2019 Family and Community Engagement (FACE) initiative to build the capacity of families to partner in their children's learning through the Parent Workshops which reached 11% of Achieve 180 Program families.

Achieve 180 Program Logic Model

The Theory of Action for the Achieve 180 Program states, "If HISD provides a package of essential leadership, instructional, social and emotional, and community supports for our historically underserved and underperforming feeder patterns and school communities, then our schools will be equipped to accelerate preparation of our students to fulfill the qualities and characteristics of the HISD Global Graduate Profile (HISD, 2017)."

The 2018–2019 (Year 2) Achieve 180 Program Logic Model (**Figure 1**) depicts expected connections between elements of the program that are intricately connected to data collection to evaluate the program's Theory of Action. The process is dynamic and is used to guide the identification of program linkages that require analyses. Because program implementation may result in changes in strategies and activities that require additional analyses of the implementation and outcomes (Frechtling, 2010; Texas Education Agency, 2018), the 2018–2019 Logic Model differs from the 2017–2018 (Year 1) Logic Model (HISD, 2018).

Figure 1: Achieve 180 Program Logic Model, 2018–2019



Source: Achieve 180 Program Administration, 2018–2019

The 2018–2019 Centralized Support listed in **Table 1** (p. 10) includes refinements and updates made by the end of that school year to the initial plan for the 2018–2019 Achieve 180 Program Centralized Support.

Achieve 180 Program Centralized Support

Table 1: Achieve 180 Program Centralized Support by Pillar and Tier, 2018–2019 – Adapted

PILLAR	CENTRALIZED SUPPORT	Tier 3 IR 2-8 FIR Supt. 12 Schs.	Tier 2 IR 1/NR/ FIR 12 Schs.	Tier 1 IR1 / NR FIR 1-2 29 Schs.
LEADERSHIP EXCELLENCE	~~Data Analysis Framework~~	●	●	●
	Leadership Team Structure & Teacher Structures	●	●	
	~~Leadership Focus on Continuous Instructional Improvements~~	●	●	
	Professional Learning Communities	●	●	
	Demonstration School Pairing (LEAD PRINCIPALS)	●	●	
	~~Turnaround Leadership PD~~	●	●	●
	~~Campus Culture PD~~	●	●	
	Recruitment/Retention Incentive	●	●	●
	Community of Practice Visits	●	●	
	Data Driven Instructional Specialist	●	●	●
TEACHER EXCELLENCE	Teacher Effectiveness Data	●	●	●
	Dedicated Associate Teachers	●	●	●
	Model Classrooms	●	●	●
	Teacher Leaders (TDS, New Teacher Coaches)	●	●	●
	Recruitment/Retention Incentive	●	●	●
INSTRUCTIONAL EXCELLENCE	Curriculum Assessments, Planning & Delivery	●	●	
	Pacing & Formative Assessment Guidance	●	●	
	Data Analysis & Plans for Differentiated/Personalized Learning and Tools	●	●	
	Essential Positions: Librarian	●	●	●
	Reading Specialist	●	●	
	Renaissance 360 Support and Guidance	●	●	
	~~Instructional Support to Address Literacy Gap~~	●	●	
	Intervention and Extension System for All Students	●	●	
	Data Driven Instructional Coaching	●	●	
SCHOOL DESIGN	Wednesday Extended Day PD	●	●	
	Master Schedule Support (Alignment to Student Needs)	●	●	●
	Online Intervention System (Imagine Learning / Imagine Math)	●	●	
	IAT Manager	●	●	●
	Grad Labs (High Schools)	●	●	●
	College and Career Readiness (Access, Readiness & Accountability)	●	●	●
	~~Non-negotiable Scheduling (HB5 College Readiness Course (HS), SRW Courses (MS and HS), Interven. Blocks (ES), Pre-AP (MS and HS) and AP~~	●	●	●
SOCIAL & EMOTIONAL LEARNING SUPPORT	Schoolwide Behavior Support System	●	●	
	Wraparound Resource Specialist or Community in Schools (CIS)	●	●	●
	Essential Positions: Nurse and/or Counselor	●	●	●
	Cultural Proficiency PD	●	●	
FAMILY & COMMUNITY EMPOWERMENT	FACE Specialist	●	●	●
	Parent Communication	●	●	
	~~Family/Community Events Aligned to Data~~	●	●	
	Parent Trainings	●	●	

Source: 2018–2019 Achieve 180 Program Administrators
Notes: Yellow highlights are refinements. Crossed-out supports were not implemented.

Table 1 (p. 10) shows the 2018–2019 centralized program support for each pillar of school improvement for Achieve 180 Program schools by Tier (or treatment group). The updated list of Centralized Support in Table 1 closely parallels the 2018–2019 Logic Model (Figure 1, p. 9). Further, the supports or interventions described in the 2018–2019 Pillar Owners' End of Year reports (Appendix D, pp. 28–236), provide greater details regarding program implementation in 2018–2019.

Achieve 180 Program Implementation Findings

The Achieve 180 Implementation Rubric Dashboard ratings depict the level of implementation fidelity achieved for each Achieve 180 Program centralized support provided at each school in 2018–2019 (**Table 2**, p. 12). Ratings were calculated by Achieve 180 Program administrators in consultation with School Office administrators, Achieve 180 Program cross-functional team leaders and departmental administrators, and campus principals and/or leadership teams, following Achieve 180 Program implementation in 2018–2019. Ratings reflect the overall effectiveness of the support provided by the Achieve 180 Program and the extent to which the support was received by participants at the Achieve 180 Program school.

The possible ratings were: "1" (Non-example), "2" (Emerging example), "3" (Strong example) of program implementation, and "N/A" (not applicable is shown as black shading) which indicated the school did not receive a specific centralized support through the Achieve 180 Program. The three numerical ratings followed descriptors in the 2018–2019 Implementation Rubric (Appendix C, p. 20). An average rating for each Support (Support Average) and each participating school (School Average) was also calculated.

The 2018–2019 Achieve 180 Implementation Rubric Dashboard ratings (Table 2) reveal a mixture of program implementation levels, ranging from non-example to strong examples, including the following:

- The Family and Community Empowerment: Family and Community Specialist (FACE) centralized support received the most "3" (Strong example) implementation ratings across all participating campuses (n=41), followed by the Social and Emotional Learning supports of Wraparound Resource Specialist or Communities in Schools (n=39), Essential Position: Nurse (n=39), and Essential Position: Counselor (n=38) (Table 2).

- The Achieve 180 Program Tier 3, Tier 2, and Tier 1A schools that received the most "3" (Strong example) implementation ratings for the centralized supports provided through the Achieve 180 Schools Office were Kashmere (n=30) and Worthing (n=30) high schools, followed by Blackshear Elementary School (n=27), and Forest Brook (n=27) and Lawson (n=27) middle schools (Table 2).

- The Achieve 180 Program Tier 1B schools that received the most "3" (Strong example) implementation ratings for the centralized supports provided through their regularly assigned offices of school support were Gallegos Elementary School (n=13), followed by Westbury High School (n=12), and Lewis Elementary School (n=11) (Table 2).

- The Teacher Excellence: Model Classrooms and Instructional Excellence: Renaissance Learning 360 (Renaissance 360) centralized supports received the most "1" (Non-example) implementation ratings (n=7) among the Achieve 180 Program Tier 3, Tier 2, and Tier 1A schools that received centralized supports through the Achieve 180 Schools Office (Table 2).

- The Achieve 180 Program schools that received the most "1" (Non-example) implementation ratings for the centralized supports provided through their regularly assigned offices of school support were Thomas Middle School in Tier 1B (n=7) and Wesley Elementary School in Tier 3 (n=6) (Table 2).

Table 2: Implementation Rubric Dashboard Ratings for Achieve 180 Program Centralized Supports by Pillar, Tier and School, 2018–2019

| | | IMPLEMENTATION RUBRIC DASHBOARD | | |

Achieve 180 Program End of Year Reports

Achieve 180 Program (A180) End of Year (EOY) reports were compiled and submitted by the following 15 HISD departments in 2018–2019:

- Leadership Development
- Human Resources
- Library Services
- Multilingual
- Elementary Curriculum
- Secondary Curriculum
- Special Education
- Fine Arts
- Student Assessment
- Interventions
- College Readiness
- Career Readiness
- Health and Medical Services
- Wraparound Services
- Family and Community Engagement

A complete version of each 2018–2019 Achieve 180 Program (A180) End of Year (EOY) Report submitted to Achieve 180 Program administrators following the end of the 2018–2019 school year is provided in this report by Pillar of School Improvement and HISD Department. The A180 EOY reports were prepared by Achieve 180 Program cross-functional team representatives, department heads, and/or their delegates and submitted to Achieve 180 Program administrators in mid-June 2019. Some of the A180 EOY reports are inclusive of all 53 Achieve 180 Program schools, while others include only the 36 participating schools served by the Achieve 180 Schools Office. These reports may be found in Appendix D (pp. 28–236).

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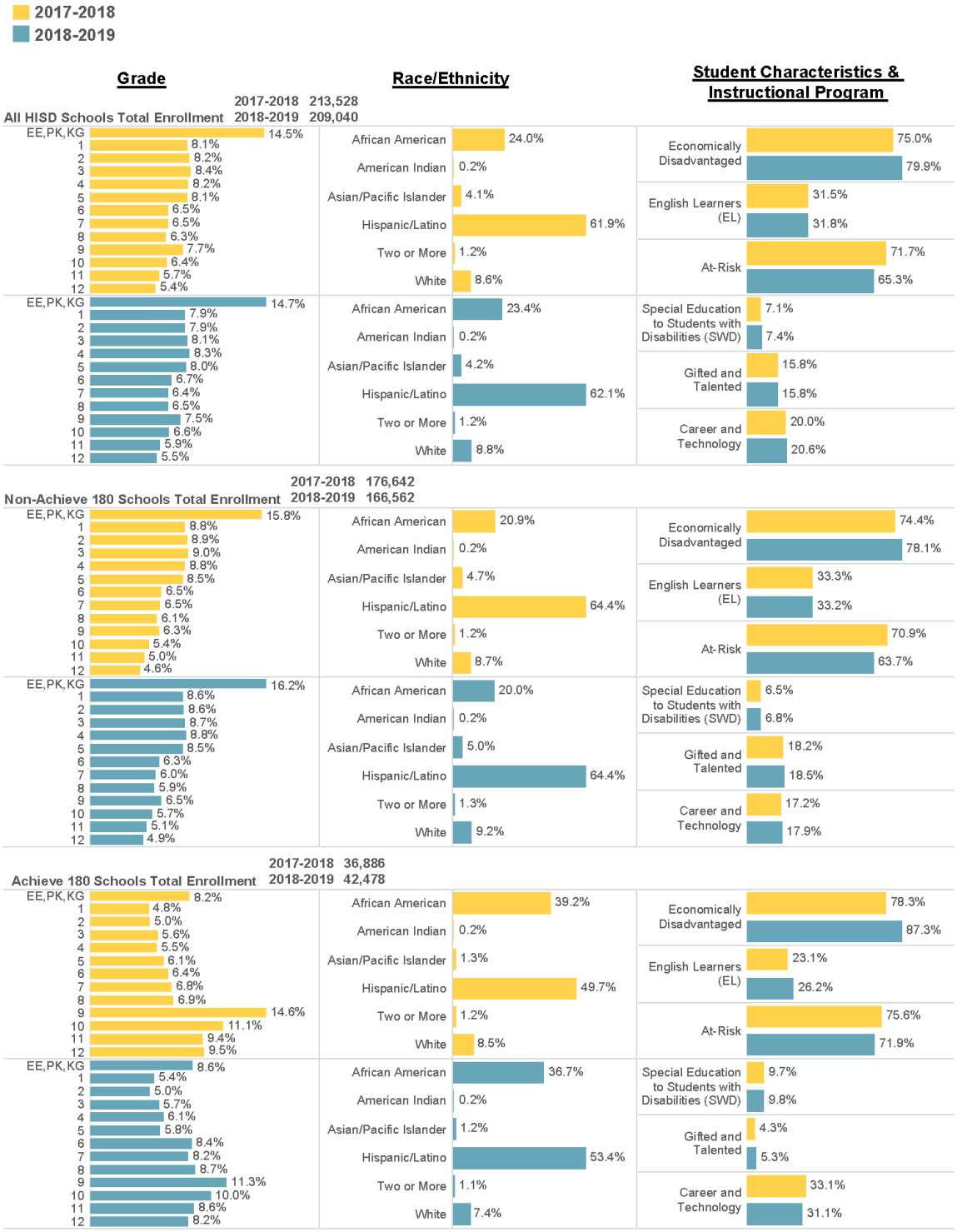
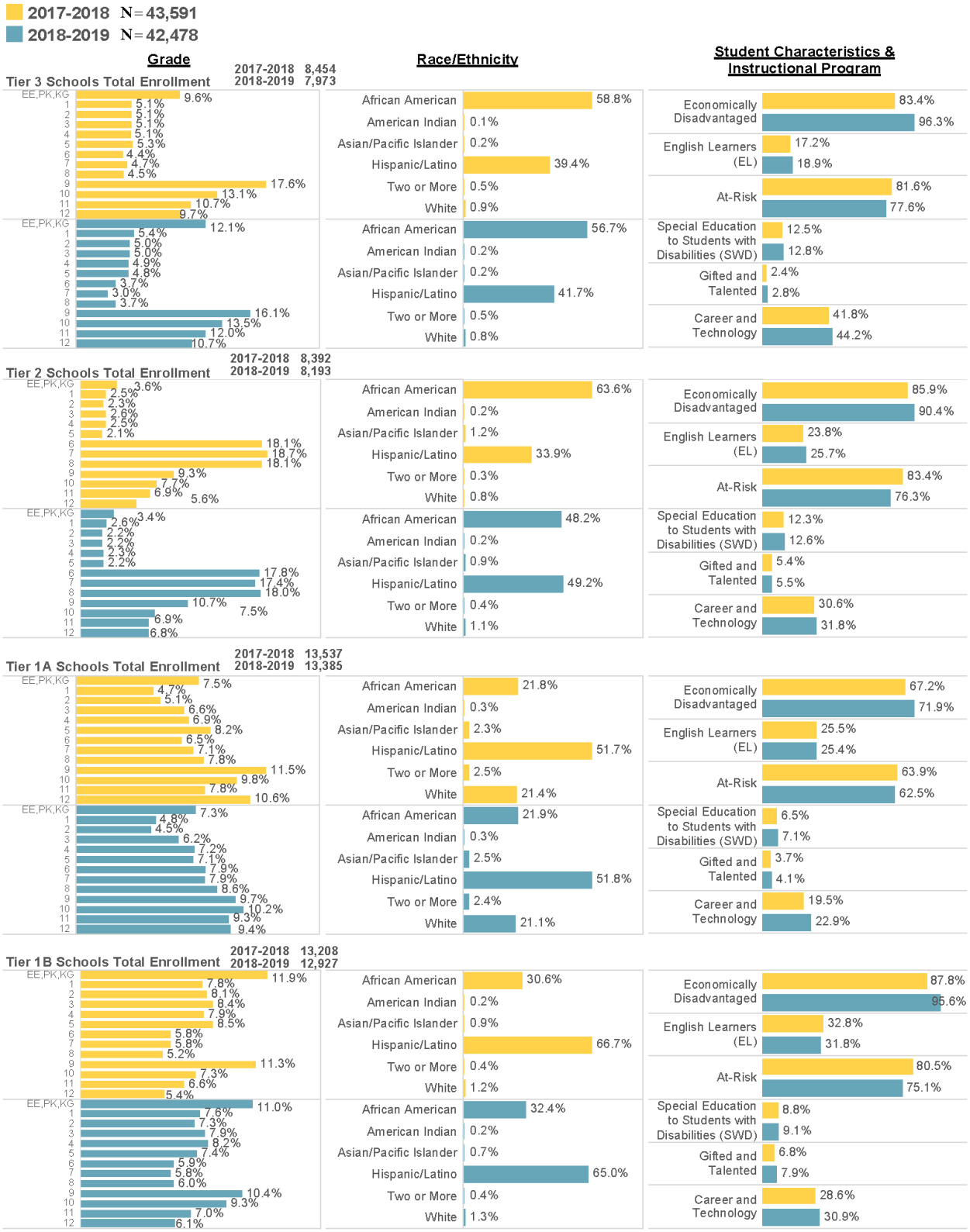
Appendix A: Achieve 180 and Non-Achieve 180 Schools and Student Characteristics

Figure A-1: HISD, Achieve 180 Program and Non-Achieve 180 Student Characteristics, 2017–2018 and 2018–2019



Sources: Fall PEIMS 2017 and Fall PEIMS 2018, ADA>0
Note: In 2017–2018 (Year 1), 44 schools participated and in 2018–2019 (Year 2), 53 schools participated.

Figure A-2: Achieve 180 Program Student Characteristics by 2018–2019 Treatment Group, 2017–2018 and 2018–2019



Sources: Fall PEIMS 2017 and Fall PEIMS 2018, ADA>0
Note: 2017–2018 and 2018–2019 results are shown for the 53 schools participating in 2018–2019 (Year 2).

Appendix B: Methods

Data Collection

District, non-Achieve 180, Achieve 180 Program, and school-level student enrollment and demographic data were obtained using the Fall Public Education Information Management System (PEIMS) statewide data collection and reporting system operated by the Texas Education Agency (TEA), which includes student-level information on students enrolled on the last Friday of October each year. Only students who met the average daily attendance eligibility criterion of greater than zero for the respective year were included in district enrollment counts.

In the table titled "2018–2019 Achieve 180 Program Schools by Tier" (p. 5), school names are followed by an asterisk to identify the 10 schools that participated in the Achieve 180 Program for one year only in 2018–2019. School names are followed by carat (^) to identify the 10 schools that DID NOT receive the federal Teacher and School Leader (TSL) Grant support in 2018–2019.

Figure A-1 (Appendix A, p. 15) provides a comparison of student characteristics for the 2017–2018 cohort of schools and the 2018–2019 cohort of schools. In Figure A-2 (Appendix A, p. 16), 2017–2018 results refer to the 2018–2019 (Year 2) Achieve 180 Program cohort of schools and students as they were in 2017–2018 (Year 1) of the Achieve 180 Program.

The 2018–2019 Achieve 180 Program list of participating schools, Logic Model, Centralized Support, Implementation Rubric, Implementation Rubric Dashboard, and End of Year (EOY) Report documents were provided to the Achieve 180 Program researcher by 2018–2019 Achieve 180 Program administrators.

The Achieve 180 Implementation Rubric Dashboard ratings depict the level of implementation fidelity achieved for each Achieve 180 Program centralized support provided at each school. Ratings were calculated by Achieve 180 Program administrators in consultation with School Office administrators, Achieve 180 Program cross-functional team leaders and departmental administrators, and campus principals and/or leadership teams, following Achieve 180 Program implementation in 2018–2019. Achieve 180 Program administrators report that careful consideration was taken to ensure that the rating did not simply reflect the quality of the Achieve 180 centralized support or the person providing the support (e.g. Teacher Development Specialists, and Intervention Assistance Team Managers, etc.), but rather, the overall effectiveness of the support provided by the Achieve 180 Program and the extent to which the support was received by the Achieve 180 Program participant. Data collected for the ratings were obtained through observations by various stakeholders (such as at Community of Practice Visits and School Support Officers' observations) and from multiple data sources (including departmental databases, Renaissance Learning 360 (Renaissance 360), Imagine Learning, Analytics for Education, etc.)

Each Centralized Support could receive one of five possible ratings, including "3" for "Strong Examples" of implementation, "2" for "Emerging Examples" of implementation, "1" for "Non-Examples" of implementation, "N/A" (or not applicable which is shown as black shading) which indicated the campus did not receive a specific centralized support through the Achieve 180 Program, and "X" which indicated the supports were provided by the program, but were not utilized by the campus. However, after deliberation, it was found that the Implementation Rubric descriptions for "X" ratings actually matched the "1" rating. Therefore, "X" ratings were omitted and "1" ratings were used instead. The three numerical ratings followed descriptors in the 2018–2019 Implementation Rubric. An average of the rating from the departments and the rating from the Achieve 180 Program administrators were calculated to generate a final rating for the campus or the

support. All departments that worked in collaboration with the Achieve 180 Program to provide Centralized Supports were given an opportunity to submit ratings for the supports they provided or that were related to their scope of work. However, not all departments provided ratings and not all supports were rated by the departments. In some cases, such as Community of Practice or Demonstration School Partnerships, the Achieve 180 Program provided the sole rating.

2018–2019 Achieve 180 Program EOY Reports were submitted to Achieve 180 Program administrators by cross-functional team representatives, department heads, or their delegates by June 13, 2019. The reports summarized 2018–2019 (Year 2) program implementation efforts conducted during the 2018–2019 school year and were submitted directly to Achieve 180 Program administrators. Recommendations in this report are based on a review of the Achieve 180 Program EOY reports, including specific insights, concerns, and recommendations provided by department administrators and specialists.

Data Limitations

- The Achieve 180 Program targeted 44 schools in 2017–2018. Following the 2017–2018 school year, one school closed and ten additional HISD schools received the Texas Education Agency Campus Accountability rating of "Improvement Required" (IR) and were added to the 2018–2019 Achieve 180 Program soon after final 2017–2018 accountability ratings were released. Therefore, program implementation for the 10 newly IR schools may be impacted by their subsequent inclusion into the program.

- Fall PEIMS files were used to identify students on Achieve 180 Program campuses. By relying on PEIMS for student enrollment information, it is possible that students served by Achieve 180 Program schools who enrolled after the Fall snapshot were not included in the analysis.

- Due to changes in the state accountability system, caution should be used when attempting to make comparisons between 2017–2018 results and prior year results.

- Victory Prep South, which was initially among the Achieve 180 Program schools, closed following the 2017–2018 school year and was excluded from the 2018–2019 analyses.

- Texas Connections Academy Houston (TCAH) is an Achieve 180 Program (Primary Group) online school for students in grades 3–12. To participate in some testing programs, TCAH students must go to a designated location, whereas other HISD students may, in some cases, be tested at school or may receive district support for test participation that is not readily available to students who participate through an online platform. Therefore, test results for some measures may be lower for TCAH or the Primary Group.

- The format of some information provided in the Appendices is not consistent with Research and Accountability guidelines due to the sources that produced them.

- Some 2018–2019 Achieve 180 End of Year reports prepared by Achieve 180 Program cross-functional team representatives, department heads, and/or their delegates are inclusive of all 53 Achieve 180 Program schools, while others include only the 36 participating schools served by the Achieve 180 Schools Office.

- 2018–2019 Implementation Rubric Dashboard ratings were not provided for some centralized supports that were implemented at the 17 Tier 1 (Tier 1A and Tier 1B) Achieve 180 Program schools. Achieve 180 Program administrators reported the district or assigned Schools Office provided some centralized

supports for these schools that were not identified as Achieve 180 Program Centralized Supports and, therefore, were not documented, monitored, or rated by the Achieve 180 Program.

- Some inconsistency may exist between the intervention strategies listed as 2018–2019 Achieve 180 Program Centralized Supports and the Pillar and Support Focus as listed in the 2018–2019 Implementation Rubric Dashboard document (e.g. Pillar I – campus culture professional development and recruitment/retention incentive and Pillar II – recruitment/retention incentive).

- All departments that worked in collaboration with the Achieve 180 Program to provide Centralized Supports were given an opportunity to submit ratings for the supports they provided or that were related to their scope of work. Some departments did not submit ratings. The departments that provided implementation ratings included Elementary Curriculum, Secondary Curriculum, Student Assessment, College Readiness, Career Readiness, Health and Medical Services, Wraparound Services, and Family and Community Engagement.

- The data collection process and rating procedures for 2018–2019 Implementation Rubric Dashboard ratings differed from those used in 2017–2018. Caution should be used when attempting to make comparisons between results for the two years.

Appendix C: Achieve 180 Program Rubric

Table C-1: Achieve 180 Program Implementation Rubric by Pillar of School Improvement, 2018–2019

Pillar I – Leadership Excellence

RESOURCE	STRONG EXAMPLE	EMERGING EXAMPLE	NON-EXAMPLE
Leadership Team Structures	The leadership team has leaders with clearly defined goals and each administrator oversees a content area or program. The teams have a system of tracking progress of their goals.	The leadership team has leaders with clearly defined goal that meet the needs of students in most of the content areas. Some of the leaders on the team lack the capacity to lead a content area.	The campus does not have a leadership team with a clear vision or instructional goal.
Professional Learning Communities	The campus holds PLCs regularly and the meetings have clear expectations with an instructional focus. The PLC evaluates data to determine next steps and practices high yield instructional strategies before going live in the classroom with students.	The campus holds PLCs regularly and the meetings have clear expectations with an instructional focus.	The campus does not have professional learning communities
Demonstration Principal	An authentic collaboration has formed between the A180 principal and demo principal. The school leaders are actively involved in exchanging ideas and have implemented change due to the pair with the demonstration principal. The classroom instruction at the A180 school has improved due to the collaboration with the demo principal.	Dutiful exchanges between leaders have occurred. There is a gap between the level of classroom instruction in the paired schools. Leaders can articulate when/where meetings have occurred but are not connecting these to changes in practice.	No exchanges have occurred, or leaders report that this experience is not helpful/not desired.
Campus Culture	The campus has a vision that all student can learn. Students, teachers, and the community are excited to be a part of the school. There is a positive student to teacher relationship. The school community collaborates to make the campus a place where everyone is welcome and learning goals are being met.	The campus has a vision that all student can learn and students, teachers, and the community are excited to be a part of the school community. There is a positive student to teacher relationship.	The campus has a vision that all students can learn, but students, teachers, and the community do not feel welcome or want to visit the campus.
Community of Practice Visits	Classroom instructional practices in almost every classroom reflects stated campus instructional priorities and areas of focus which are the subject of Instructional Rounds.	Classroom instructional practices includes a few strong examples of stated campus instructional priorities and areas of focus which are the subject of Instructional Rounds, but these are the exception and not the norm.	Classroom instructional practices do not reflect attention to stated campus instructional priorities and areas of focus which are the subject of Instructional Rounds.
Data Specialists	Specialists are integrated into the administrative team and are utilized to their full potential. Leadership teams can speak to the value and impact of the specialist. Teachers can articulate goals, areas of growth, and instructional changes because of the relationship with the data specialist.	The specialists are running reports and are the keeper of campus data knowledge. The campus has not taken full ownership of data creation and analysis.	There is a disconnect between specialist's strengths and campus needs.

Table C-1: Achieve 180 Program Implementation Rubric, 2018–2019 (continued)

Pillar II – Teacher Excellence

RESOURCE	STRONG EXAMPLE	EMERGING EXAMPLE	NON-EXAMPLE
Teacher Effectiveness Data	According to the TADS rubric and student progress data, the teacher is an exemplar model for effective instructional practices and leads colleagues as needed to drive student learning forward.	According to the TADS rubric and student progress data, the teacher consistently improves in their instructional practices and is receptive to coaching and feedback.	According to the TADS rubric and student progress data, a teacher's instructional practices are ineffective.
Dedicated Associate Teachers	Associate Teachers display evidence of literacy, content knowledge, and classroom culture training that has been provided uniquely to Achieve 180 Associate Teachers. Associate Teachers have excellent attendance. Fill rates are at or above the district average.	Associate Teachers have good attendance and are filling the vacancies but are not sustaining classroom expectations or district priorities regarding literacy, content and classroom culture.	Associate Teachers are not yet hired, have poor attendance, or are demonstrating difficulty carrying out teachers' classroom plans and/or maintaining good rapport with students.
Model Classrooms	All classrooms are models of implementation of Literacy by 3, Literacy in the Middle or Literacy Empowered.	Many/most classrooms are going through the motions of Literacy by 3, Literacy in the Middle or Literacy Empowered, but need work on implementation quality.	Many/most classrooms are not reflective of Literacy by 3, Literacy in the Middle or Literacy Empowered initiatives.
New Teacher Coaches (Tier 3 campuses)	Coaches are visible in the classroom. Goals based on observations are developed. There is a coaching relationship evident (not a supervisory one). Teachers can articulate goals, areas of growth, and instructional changes because of the relationship with the new teacher coach.	The practices of the coach are of an observer or supervisory nature, not yet fully developed into a meaningful coaching relationship. Teachers are unsure of the role and/or impact of the coach.	The new teacher coach is not yet in place or teachers report that this is not helpful or undesired.
Teacher Development Specialist	Specialists are visible in the classroom and during Wednesday PD. Goals based on observations are developed. There is a coaching relationship evident (not a supervisory one). Teachers can speak to the value and impact of the TDS. Teachers can articulate goals, areas of growth, and instructional changes because of the relationship with the TDS. The TDS is willing to do whatever it takes to support campus goals.	The practices of the TDS are not yet fully developed into a meaningful coaching relationship. Teachers are unsure of the role and/or impact of the TDS.	There is a disconnect between the TDS' strengths and teacher needs. It is unclear if evidence exists showing impact of TDS support. TDS is generally passive and inflexible in regards to campus support requests.

Table C-1: Achieve 180 Program Implementation Rubric, 2018–2019 (continued)

Pillar III – Instructional Excellence

RESOURCE	STRONG EXAMPLE	EMERGING EXAMPLE	NON-EXAMPLE
Curriculum Assessment, Planning, and Delivery	Classroom instruction is aligned to the rigor and content assessed on formative assessments. There is evidence of appropriate differentiation and scaffolds in place as needed, in every classroom that takes an assessment.	Classroom instruction is aligned to the rigor and content assessed on formative assessments, with appropriate differentiation and scaffolds in place as needed, in some classrooms that take assessment; OR, classroom instruction is aligned to the rigor and content, but it does not include appropriate differentiation and scaffolding per student needs.	Classroom instruction is not aligned to the rigor and content of formative assessments.
Pacing and Formative Assessment Calendar	The campus has a pacing and formative assessment calendar which includes the dates of all assessments to be given this year as well as PLC dates to review the data from each assessment. The campus has also included a calendar which addresses the content that needs to be spiraled back into the classrooms after the assessments.	The campus has a pacing and formative assessment calendar which includes the dates of all assessments to be given this year.	The campus does not have a pacing and formative assessment calendar.
Data Analysis	Data walls and binders are current. There is evidence that instruction and interventions are aligned to the data. There is evidence of student data tracking and students are knowledgeable of their personal goals and data progress.	Data walls and binders are current. There is no clear alignment of instruction and intervention. Some students are knowledgeable of their goals and data.	Data walls and binders are not present or current.
Essential Position (Librarian)	There is a librarian on campus. There is clear evidence that students are welcome, aware of, and using the library. The presence of the position is making a proactive impact on the campus - e.g. the library is offering opportunities like book clubs, UIL, Name That Book, etc.	Position is staffed. The traditional role of this position is being carried out. Students are visiting the library and checking out books, but evidence of turnaround level impact is not yet present. The librarian is typically in the library and waits for students to approach them.	Position not yet staffed.
Reading Specialist	There is a coaching relationship evident (not a supervisory one). Teachers can speak to the value and impact of the reading specialist. Teachers can articulate goals, areas of growth, and instructional changes because of the relationship with the reading specialist. Teacher improvements are evident in relation to the TADS Rubric.	The practices of the reading specialist are of an observer or supervisory nature, not yet fully developed into a meaningful coaching relationship. Teachers are unsure of the role and/or impact of the coach.	There is a disconnect between the reading specialist's strengths and teacher needs.
Renaissance 360	100% of students are taking Renaissance 360 for math and reading. Students are invested in the screener and have been educated, in a grade-appropriate manner, about why they are taking it and how they can grow as readers and mathematicians. Growth is evident at the campus.	100% of students are taking Renaissance 360 for math and reading. Growth is not evident.	Fewer than 100% of students are taking Renaissance 360 for math and reading.

Table C-1: Achieve 180 Program Implementation Rubric, 2018–2019 (continued)			
Pillar III – Instructional Excellence - continued			
RESOURCE	**STRONG EXAMPLE**	**EMERGING EXAMPLE**	**NON-EXAMPLE**
Intervention and Extension Systems	The campus has an intervention and extension system that has been implemented, and it meets the needs of each individual student. Every student has a goal and is involved in activities to help them meet their goal.	The campus has an intervention and extension system that has been implemented, but it does not meet the needs of each individual student.	The campus does not have an intervention or extension system evident on campus.
Data Driven Instructional Coaching	Evidence of observation and feedback is in TADS. Feedback is aligned to the effectiveness rating and the student assessment data. Data Driven Instructional Coaching (DDIC) protocol is utilized to drive conversations around student growth and teacher growth.	Evidence of observation and feedback is in TADS. Some of the feedback is aligned to the effectiveness rating and the student assessment data. Data Driven Instructional Coaching (DDIC) protocol is not utilized.	There is some evidence of observation and feedback in TADS. The feedback does not support data driven instructional coaching.

Table C-1: Achieve 180 Program Implementation Rubric, 2018–2019 (continued)

Pillar IV – School Design

RESOURCE	STRONG EXAMPLE	EMERGING EXAMPLE	NON-EXAMPLE
Wednesday Extended Day PD	Core teachers are actively engaged in new learning and planning. The teachers and campus are active leaders/facilitators of the PD. District guidance is incorporated meaningfully and authentically.	School is going through the motions, relying more heavily on district personnel to lead. Teachers are less actively engaged	School is unprepared, attendance is low and/or activities are not consistent with district standards.
Master Schedule Guidance	School schedule has planned intervention for students who need it. High Schools and Middle Schools have SRW courses for struggling readers. Elementary Schools are providing additional 30 minutes of reading per day for struggling readers. High Schools have students scheduled appropriately including relevant sequences needed for HB5/accountability. All schools are using space and time in ways that maximize student potential, capitalizing on technology and personalized learning approaches.	School has some avenues of intervention in place. School may still be relying on after-school "tutorials" or other actions as interventions. School has not capitalized on technology or personalized learning approaches to meet student needs.	School does not offer SRW courses and/or additional reading support at the elementary level.
Imagine Learning	All students with a Lexile below 750 are using the program daily.	Some students with a Lexile below 750 are using the program daily.	Very few or no students with a Lexile below 750 are using the program.
Imagine Math	Student use of Imagine Math is strategic, with the correct personalized pathway in place for students.	Student use of Imagine Math is random or very irregular.	There is not an expectation for students to use Imagine Math on campus.
IAT Manager	Campus IAT teams meet regularly, with action-oriented outcomes and clear evidence of progress monitoring and clear evidence that students are making progress. Significant decreases in absences, behavioral referrals and student course failures are evident. Significant increases in math and literacy are evident.	Campus IAT teams exist nominally and meet regularly but there is little evidence of impact.	Campus IAT teams are not meeting.
Grad Labs (High Schools)	The school has a grad lab and grad coach in place. All students who need access to credit recovery can use grad lab. Scaffolds or supports needed are continually available such as: additional face time with a content teacher or tutor, use of the foundational levels of coursework to build readiness, etc. The tone and culture of grad lab is proactive and supportive. The grad coaches actively intervene for students not making progress.	The school has a grad lab and grad coach in place, and students have access to needed courses but not necessarily the needed supports and scaffolds. Grad coach plays more of an evaluative role and less of an intervention role.	The school does not have a grad lab during the day and/or does not have a grad coach available.

Table C-1: Achieve 180 Program Implementation Rubric, 2018–2019 (continued)

Pillar IV – School Design - continued

RESOURCE	STRONG EXAMPLE	EMERGING EXAMPLE	NON-EXAMPLE
College and Career Readiness (High Schools)	The school has a college readiness plan in place that spans Grades 9-12. This plan supports student development of academics and experiences necessary for college admissions. Financial aid, essay, and application workshops are in place. College Success Advisor is used in a meaningful way. Campus attends College Readiness trainings. Khan Academy SAT Prep is regularly used by all students in Grades 9-12. College access is handled in a proactive way, responsive to the needs of students who may be the first in their families to attend college.	The school's college readiness plan focuses primarily on Grades 11-12 or, for Grades 9-12, is inclusive of some but not all the financial, academic and leadership components that students need for college admission and persistence. The approach on the campus is more voluntary than turnaround, without proactive inclusion of reluctant students.	There is not a clear plan in place or campus implementation of the plan is limited/ineffective. District resources that are offered are not being used/leveraged.

Table C-1: Achieve 180 Program Implementation Rubric, 2018–2019 (continued)

Pillar V – Social and Emotional Support

RESOURCE	STRONG EXAMPLE	EMERGING EXAMPLE	NON-EXAMPLE
Schoolwide Behavior Support System	Classroom cultures are supportive, inclusive, and appropriate to the developmental level of students. Approaches to discipline reflect a value for the student as a learner and thinker. There are low rates of discipline referrals. There is a system of accountability for teachers, ensuring that they take proactive steps to address students' needs before referring for disciplinary action outside the classroom. Students are respectful to each other and connected to the school community.	Classroom cultures rely on punitive responses, behavioral approaches that limit student questioning and creativity, and/or developmentally inappropriate or unrealistic expectations. There are moderate rates of discipline referrals, and they are disproportionately higher for some groups of students (low SES, special ed, males, etc.).	Classroom culture is inconsistent and there are high rates of discipline referrals.
Wraparound Resource Specialist	There is clear evidence of resources available to students, including advertisement of resources in student-friendly language. There are avenues in place such as time/processes for students and parents to be able to request help. The resources available match the needs, as evidenced by improvements in overall student attendance and in the attendance of chronic absentees.	There is some evidence that resources are available to the campus, but these are not easy to find and may or may not address the highest needs at the school.	It is very difficult to access resources and/or there is clearly a significant gap between available resources and student/family needs.
Essential Positions: Nurse and Counselor	All positions are staffed. Clear evidence that students are welcome, aware of, and using the resources that each position brings. The presence of the position is making a proactive impact on the campus - e.g. health activities and connections to external resources are evident beyond assistance to students who are sick, resources about college and social and emotional health are evident and abundant.	All positions are staffed. The traditional roles of these positions are being carried out - students are using the clinic when sick. Students are visiting the counselor. Evidence of turnaround level impact is not yet present. Staff typically remain in the clinic, counselor's office and wait for students to approach them.	All positions are not yet staffed.
Cultural Proficiency PD	The campus has participated in Cultural Proficient Professional Development and has implemented systems and best practices. Staff members build a positive and inclusive environment in their classrooms. The data shows that incidents of student behavior has decreased. There is evidence of equity in behavior incidents, referrals, and suspensions. The data shows that student achievement gaps are closing.	The campus has participated in Cultural Proficient Professional Development and has implemented systems and best practices. Staff members are working to build a positive and inclusive environment in their classrooms, but not all classrooms are at the expected level. The data is beginning to show trends in decreased student behaviors.	The campus has not participated in any Cultural Proficient Professional Development.

Table C-1: Achieve 180 Program Implementation Rubric, 2018–2019 (continued)

Pillar VI – Family and Community Empowerment

RESOURCE	STRONG EXAMPLE	EMERGING EXAMPLE	NON-EXAMPLE
Parent Communication	There is clear evidence that parents have a voice. The school has communicated times and avenues for parent conferences, and parents are included in meaningful decision-making activities. Parents taking advantage of these opportunities include all racial and socioeconomic groups at the school.	Some parents are taking part in parent conferences, and some parents have voice in meaningful decision-making capacity, but there are significant racial and/or socioeconomic gaps.	Communication is generally from the school to the parents, with little significant opportunity for parent input.
Family Community Events	The school has high attendance at family community events, inclusive of all racial and socioeconomic groups. There is a variety of different types of events, offering many different points of engagement for parents. There is a significant number of events, held at varied times and on varied days of the week, to provide multiple opportunities for parents to attend.	The school has shown increases in attendance at family community events.	The school is struggling with attendance at family community events.
FACE Specialist	The campus and the FACE Specialist have collaborated and completed multiple family friendly activities including: school climate survey, family friendly campus walk-throughs, parent-teacher conference for parents, PTA/ PTO creation, and other parent workshops.	The campus and the FACE Specialist have collaborated to hold parent workshops on campus but have not successfully completed a family friendly campus walk-through or established a functioning PTA/PTO.	The campus and the FACE Specialist have not had the opportunity to collaborate.

Source: Achieve 180 Program Administration, 5/22/2019

Appendix D: Achieve 180 Program End of Year Reports, Year 2 by Pillar and Department

Pillar I – Leadership Excellence

ANNUAL REPORT 2018-2019

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Overview

LEADERSHIP DEVELOPMENT DEPARTMENT

The Leadership Development Department provides aspiring, novice, and veteran campus-based administrators with knowledge, skills, and disposition needed to lead schools with the HISD urban context. In light of the diverse and specific needs of campuses, effective school leaders in HISD are those with a keen understand of educational leadership in the areas of Instructional Leadership, Human Capital, Executive Leadership, School Culture and Strategic Operations. The Leadership Development Department is committed to growing and developing school leaders through a variety of leadership development cohorts and/or targeted leadership learning experiences to ensure that every student has high-quality school leadership.

The scope of work within the department is divided into four work streams:

1) Campus Leader Induction, Development, and Support;

2) Aspiring Leaders' Development and Support;

3) District-wide Instructional Leadership, Development and Support; and

4) Executive Leadership Development Series.

This document captures the cross-collaborative impact of the Leadership Development Department and its support in the second year of implementation of the Achieve 180 Initiative.

New Initiatives for Achieve 180

INSTRUCTIONAL IMPACT INSTITUTE

In November 2018, Leadership Development developed a two-part training for campus instructional leaders in response to the identified need of increasing their capacity in coaching and improving teachers' effectiveness. Using the suggested resource, Get Better Faster by Paul Bambrick-Santoyo, Leadership Development designed and offered training sessions, which focused on the following learning outcomes: assessing current practices of classroom observation and coaching feedback; identifying the right, granular action steps for addressing specific areas of teachers' growth and prescribing targeted professional development activities; developing a framework for effective feedback conversations; and facilitating perfect practice—"at bat"—as part of the coaching loop. All participants reserved a copy of Get Better Faster and other resources to assist them in daily coaching of teachers.

Thirty-eight leaders from Achieve 180 campuses attended one or both sessions of the Instructional Impact Institute. After the initial launch for Achieve 180 campuses exclusively, Leadership Development opened the training to campus leaders across the district. Eighty-nine campus and district leaders completed the training; thirty-eight of them currently serve on Achieve 180 campuses.

Instructional Impact Institute Attendance by Campus	
Campus	**Number of Leaders**
Attucks Middle	3
Bellfort ECC	2
Cook Elementary	2
Cullen Middle	3
Foerster Elementary	1
Fondren Elementary	1
Henry Middle	2
Highland Heights Elementary	4
Lewis Elementary	2
Madison High	4
Milby High	2
North Forest High	1
Sharpstown High	1
Washington High	3
Wheatley High	4
Williams Middle	3
TOTAL	**38**

Benefits and Limitations: The impact of this training was measured by customer feedback surveys, which indicated an overall satisfaction rate with the quality of the sessions at 4.5 weighted average (based on the 1 to 5 scale, 5 indicating "Strongly Agree" response). The school leaders reported that the learning experience provided them with essential knowledge and skills, which they can apply immediately in their current assignments and provide more targeted feedback to teachers to improve their effectiveness. The LD team would like to create a system of implementation support for the leaders who participated in this training, so the follow-up in the fall semester of the 2019-2020 school year would be essential.

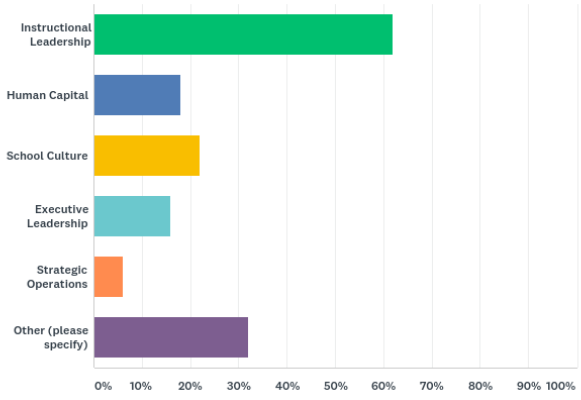
Recommendations: Based on the data collected during and after the training and current requests for workshops for campus leadership teams, Leadership Development will offer a one-day Instructional Impact Institute at PLS Pre-conference on June 19-20, 2019, and will continue to offer this training as one of the choice course offerings during the 2019-2020 school year.

TARGETED CAMPUS SUPPORT

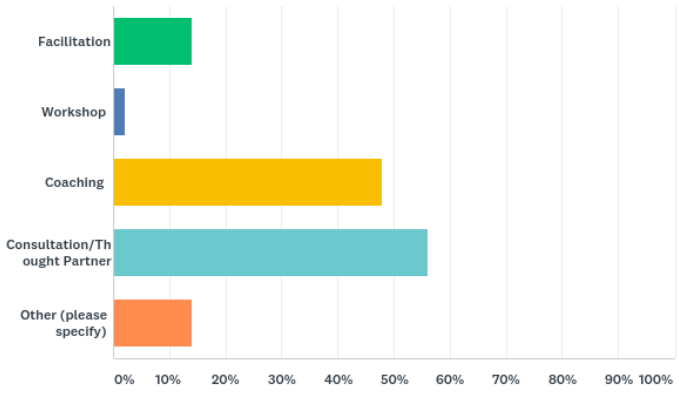
During Community of Practice visits at Achieve 180 campuses, Leadership Development analyzed available campus data and identified support for campus leaders. Following these visits, members of the team provided a number of targeted professional development opportunities for individual leaders and campus leadership teams, as determined by the principal and executive leaders.

Over the course of the school year, targeted leadership development was delivered to 24 Achieve 180 campuses in over 50 interactions, 36% of which were offered in a group setting and 56% individually. The total number of contact hours of targeted leadership support on Achieve 180 campuses equaled 68 hours.

Principal Standard Addressed



Type of Support Provided



Benefits and Limitations: Participation in the Community of Practice visits allowed Leadership Development to work closely with campus leadership on Achieve 180 campuses and other departments so we could maximize our efforts in providing development and support to school leaders and their leadership teams in critical areas.

Recommendations: Leadership Development is eager to continue this work with Achieve 180 schools in order to analyze trends in leadership preparation and provide necessary support. Additionally, based on the identified need, New Leaders' Institute will offer a three-day structured training for first-time instructional specialists and a year-long induction cohort experience for these instructional leaders.

Campus Leader Induction, Development, and Support

NEW LEADERS' INSTITUTE 2018

The New Leaders' Institute (NLI) is a unique training and development opportunity for the first-year principals and assistant principals/deans in Houston ISD. It aims to close the gap between campus-based performance and professional practices of new campus leaders. NLI equips new leaders with the knowledge, skills, and disposition to lead schools that are consistently safe and provide a rigorous instructional program for all students.

The content for NLI 2018 was developed by the Leadership Development Department in collaboration with other district departments and subject matter experts. It included the best practices and strategies for leading urban schools and provided essential training on current district initiatives. Additionally, new campus leaders were provided multiple opportunities to work collaboratively with their peers and mentors.

Twenty-six first-year principals attended all or part of the nine-day institute in July-August 2018, depending on the timing of their appointment to principalship. Seven of the principals were assigned to Achieve 180 campuses: Attucks Middle School, Cullen Middle School, Foerster Elementary, Kashmere Gardens Elementary, Looscan Elementary, Thomas Middle School, and Yates High School. Five of them participated in NLI.

The learning outcomes for the Achieve 180 campus leaders included the following:

1. Learn tools to build a collaborative school culture.
2. Develop skills to establish efficient campus systems.
3. Learn strategies to leverage instructional leadership.
4. Learn strategies to lead high performing teams that impact student achievement.

Date	Topics
July 9, 2018	▪ Building Highly Effective School Teams ▪ Knowing Your Strengths ▪ Articulating Your Mission, Vision, and Values ▪ Managing the Campus Leadership Team ▪ OneSource Manager Self-service Training ▪ HISD School Finance Overview/Budget Coding Process
July 10, 2018	▪ Talent Acquisition/Business Services ▪ Title Grants and External Funding ▪ Investigations and Grievances ▪ Peer Collaboration
July 11, 2018	▪ TEA Accountability System ▪ A4E Dashboards ▪ SIP/SDMC Training ▪ Federal and State Compliance ▪ Student Records, Grading Policy, and School Guidelines ▪ Peer Collaboration
July 12, 2018	▪ Formative Assessments and Data Analysis ▪ Instructional Planning with lead4ward
July 16-19 and 23-26, 2018	▪ Individualized Learning Weeks
July 30, 2018	▪ Debrief of Individualized Learning Weeks ▪ Leading Instruction in Special Education ▪ Make-up Sessions: TEA Accountability System; A4E Dashboards
July 31, 2018	▪ Q&A with Interim Supt. Dr. Lathan ▪ Multilingual Education ▪ Response to Intervention/Campus Systems of Support ▪ Communication Resources ▪ HISD Facilities, Transportation, and Nutrition Services ▪ Safety and Risk Management ▪ In-service Planning and Opening of School Procedures

August 1, 2018	▪ TEACH Presentation ▪ Socio-emotional Learning ▪ TADS, SLAS, and Non-teacher Appraisal Systems for Principals ▪ Managing the Campus Appraisal Team ▪ Planning Campus Data Presentations ▪ Make-up Session: Formative Assessments and Data Analysis (OnTrack)
August 2, 2018	▪ In-service Planning and Opening of School Procedures ▪ Make-up Sessions: SIP SharePoint Open Labs; HISD School Finance Overview/Budget Coding Process; OneSource Training—Manager Self-service ▪ Peer Tuning and Feedback for Campus Data Presentations
August 3, 2018	▪ Data Presentations to Area Superintendents and School Support Officers

Benefits and Limitations: The impact of NLI was measured by a series of customer satisfaction surveys, which indicated an overall satisfaction rate with the quality of the sessions at 4.4 weighted average (based on the 1 to 5 scale, 5 indicating "Strongly Agree" response). Further, the school leaders reported that NLI helped prepare them for the first 30/60/90 days in the new role by providing in-time training on essential district systems, initiatives, and best practices in effective and efficient school leadership.

Recommendations: Based on the Achieve 180 data, the New Leaders' Institute 2019 will deliver a differentiated learning experience for the first-year principals, where they will be able to select the learning opportunities during the weeks of July 22-25 and July 29-31, 2019. Their selections will be directly related to the campus needs or their own professional development needs. Additionally, the leaders will be provided more time and opportunities to focus on evaluating and creating effective school systems and strategies for school improvement. The school principals who were assigned during the school year 2018-2019 will be invited to attend the New Leaders' Institute alongside the new cohort of school leaders.

FIRST-YEAR PRINCIPALS' COHORT

The State of Texas requires "a principal or assistant principal employed for the first-time as a campus administrator (including the first time in the state)" to "participate in an induction period of at least one year." The induction period is "a structured, systemic process for assisting the new principal or assistant principal in further developing skills in guiding the everyday operation of a school, adjusting to the particular culture of a school district, and developing a personal awareness of self in the campus administrator role."

First-year principals in Houston ISD participated in the cohort experience, which provided them with opportunities to continue developing their skills and knowledge in the new leadership role, as well as receive support from their colleagues and other leaders in the district. The Leadership Development Department developed content for the monthly cohort meetings in collaboration with other departments and subject matter experts. During the meetings, the principals were provided multiple opportunities to work collaboratively with their peers and principal mentors and share best practices and solutions to current campus issues.

Forty-four first-year principals participated in the cohort; twelve of them were assigned to Achieve 180 schools: Attucks Middle School, Bellfort ECC, Bruce Elementary, Cullen Middle School, Deady Middle School, Edison Middle School, Foerster Elementary, Kashmere Gardens Elementary, Looscan Elementary, Thomas Middle School, Wesley Elementary, and Yates High School.

First-year Principals' Induction			
Session	**Learning Outcomes**	**Total Attendance**	**Achieve 180 Attendance**
September 18, 2018 Leadership Focus	▪ Establish clear campus vision and expectations for their leadership teams and determine their next steps based on self-assessment of current practices;	35	9

	▪ Increase knowledge and skills in the areas of employee management and documentation and review Board policy updates; ▪ Reflect on the principal's role in leading literacy instruction on campus and discuss current literacy practices and routines across all subject areas.		
October 16, 2018 Principal's Factor in Creating and Sustaining Positive School Culture	▪ Reflect on the principal's role as the leadership team manager and identify current successes and next steps; ▪ Assess campus culture and identify next steps for creating and/or sustaining positive school culture; ▪ Discuss best practices and district curriculum resources in writing instruction.	34	9
November 13, 2018 Principal's Factor in Growing and Developing Teacher's Craft	▪ Reflect on the principal's role as the coach of teachers and leadership team members and share best practices in growing and developing staff; ▪ Discuss current literacy practices and routines across all subject areas; ▪ Increase knowledge and skills in the areas of employee management and documentation and review Board policy updates.	22	3
December 4, 2018 Principal's Leadership in Socio-emotional Learning	▪ Reflect on the status of socio-emotional learning on campus and learn about levels of support provided at district level; ▪ Identify behaviors, triggers and events that cause distress and determine strategies for managing levels of stress; ▪ Discuss best practices and district curriculum resources in literacy instruction.	25	6
January 15, 2019 Principal's Self-efficacy	▪ Reflect on the importance of leading with emotional intelligence and discuss strategies for strengthening personal efficacy; ▪ Discuss the best practices in leading special education programs on their campuses.	26	4
February 12, 2019 Equitable Leadership	▪ Reflect on the principal's role in ensuring equitable practices and student outcomes on campuses; ▪ Learn about the file review process; ▪ Discuss best practices in literacy across all subject areas.	17	5
			*Total attendance includes Achieve 180 campuses.

Benefits and Limitations: The impact of the first-year principals' induction was measured by a series of customer satisfaction surveys, which indicated an overall satisfaction rate with the quality of the sessions at 4.5 weighted average (based on the 1 to 5 scale, 5 indicating "Strongly Agree" response). Further, the school leaders reported that the cohort experience provided them with essential knowledge, skills, and support in the new role. Among the most beneficial topics stated by the principals were self-efficacy and stress management. In addition to monthly cohort meetings, the principals were supported by principal mentors who provided individualized and in-time feedback and coaching. The LD team determined the need for alignment of targeted support for the first-year principals based on common areas of concern and development needs; therefore, the principal mentors will revise the mentoring calendar and use it as a framework in coaching new leaders.

Recommendations: Based on the Achieve 180 data, the first-year principals' induction will continue to focus on the most relevant content aimed at improving efficiency and effectiveness of the novice school leaders. The principals' self-assessment of their skills and preparedness for the new role, as well as surveys of the principals who have completed the first year in the principal's role, will guide the content development and specific learning outcomes.

ASSISTANT PRINCIPALS' INDUCTION

Pursuant to the State of Texas requirement, the Assistant Principal induction period is "a structured, systemic process for assisting the new principal or assistant principal in further developing skills in guiding the everyday operation of a school, adjusting to the particular culture of a [school or] school district, and developing a personal awareness of self in the campus administrator role."

The Assistant Principal Induction program was launched on September 25, 2018 with a cohort of 92 school leaders and thereafter met once per month through April 2019. The learning experiences were designed to grow and develop the knowledge and skills of assistant principals and deans of instruction around the five school leader support standards: instructional leadership, human capital, executive leadership, school culture, and strategic operations. The cohort members engaged in learning experiences that included, but were not limited to the following topics:

- Team Building
- Building Relationships
- Restorative Discipline
- Data analysis
- Professional Learning Communities
- Response to Intervention and Instruction

Of the 92 cohort members, 26 or 28% are assigned to the following Achieve180 Campuses: Attucks Middle School (1), Bonham Elementary School (1), Cook Elementary School (1), Cullen Middle School (1), Henry Middle School (2), High School Ahead Academy (1), Hilliard Elementary School (1), Kashmere Gardens Elementary School (2), Key Middle School (2), Lawson Middle School (2), Looscan Elementary School (1), Mading Elementary School (1), Madison High School (2), North Forest High School (1), Pugh Elementary School (1), Sugar Grove Middle School (1), Thomas Middle School (1), Washington High School (1), Williams Middle School (2), and Yates High School (1).

Note: The Thomas Middle School Assistant Principal resigned from her position in November 2018.

Assistant Principals' Induction			
Date of Session	**Session Topics**	**Total Attendance**	**Percent Present**
September 2018 **Leader Standards:** 1: Instructional Leadership 3: Executive Leadership	▪ Team Building ▪ Forming Ground Rules ▪ HISD Instructional Leader Profile ▪ Texas Principal Evaluation & Support System ▪ Building Relationships	65	71%
October 2018 **Leader Standards:** 1: Instructional Leadership 3: Executive Leadership 4: School Culture	▪ Team Building Exercise ▪ Leadership Team Management ▪ School Leader Support ▪ Transformational Leadership	64	70%
November 2018 **Leader Standards:** 1: Instructional Leadership 2: Human Capital 4: School Culture	▪ Team Building Exercise ▪ Culturally Responsive Leadership ▪ Instructional Coaching	59	64%
December 2018 **Leader Standards:** 1: Instructional Leadership	▪ Team Building Exercise ▪ Data Driven Instruction	45	50%
January 2019 **Leader Standards:** 1: Instructional Leadership	▪ Team Building Exercise ▪ Leadership Challenge ▪ Code of Student Conduct	46	51%

4: School Culture	▪ Best Practices in Literacy ▪		
February 2019 **Leader Standards** 1: Instructional Leadership 3: Executive Leadership 4: School Culture	▪ Team Building Activity ▪ Classroom Visits ▪ Best Practices in Special Education Service	46	51%
March 2019 **Leader Standards** 1: Instructional Leadership 3: Executive Leadership 5: Strategic Operations	▪ Team Building Activity ▪ Classroom Visits ▪ School-Based Budgeting	44	49%
April 2019 Leader Standards 1: Instructional Leadership 3: Executive Leadership 5: Strategic Operations	▪ School Leader Standard Review ▪ Leadership Challenge ▪	43	48%
			*Total attendance includes Achieve 180 campuses

The 26 cohort members assigned to Achieve 180 campuses attended the monthly cohort meetings at a rate of 52%.

Achieve 180 Attendance								
A180 Campus	**09/2018**	**10/2018**	**11/2018**	**12/2018**	**01/2019**	**02/2019**	**03/2019**	**04/2019**
Attucks MS	P	P	P	P	A	P	E	P
Bonham ES	A	A	A	A	A	A	A	A
Cook ES	P	P	P	P	P	P	P	P
Cullen MS	P	A	A	A	A	A	A	A
Henry MS - CB	A	A	A	A	P	A	A	A
Henry MS -AL	A	A	P	A	A	A	A	A
High School Ahead Academy	A	P	P	A	E	P	P	P
Hilliard ES	P	P	P	E	P	P	E	P
Kashmere Gardens ES -KD	P	A	P	A	P	A	P	P
Kashmere Gardens ES - CF	A	A	A	A	P	P	A	A
Key MS - AA	A	P	P	A	P	A	A	A
Key MS - JD	P	P	P	P	A	A	A	A
Lawson MS - TH	P	P	P	P	P	P	P	P
Lawson MS - KJ	P	P	P	P	P	P	P	P
Looscan ES	A	A	A	A	A	A	A	A
Mading ES	P	P	P	P	A	P	P	A
Madison HS - CC	A	A	P	A	A	A	A	A
Madison HS -SS	P	P	P	A	P	A	A	A
North Forest HS	A	A	A	A	A	A	A	A
Pugh ES	P	P	P	P	P	P	P	P
Sugar Grove ES	A	P	P	A	P	P	P	P
Thomas MS	P	P	A	R	R	R	R	R
Washington HS	P	P	P	P	E	P	P	P
Williams MS - EH	P	P	P	P	P	P	P	P
Williams MS - BW	P	P	A	P	P	P	P	P
Yates HS	A	P	A	P	A	P	A	P
% Present	**62%**	**62%**	**69%**	**36%**	**40%**	**52%**	**48%**	**52%**
			***P = Present**	**A = Absent**		**R = Resigned**		**E = Excused**

Benefits and Limitations: School leaders reported that the cohort experience provided them with essential knowledge, skills, and support in the new role. Additionally, the leaders were supported by principal mentors who provided

individualized and in-time feedback and coaching. Looking forward to the new school year, the LD staff will be diligent in collecting the leaders' feedback and making adjustments to the meetings' content and format in order to meet the leaders' development needs.

Recommendations: Based on the Achieve 180 data, the first-year assistant principals' induction will continue to focus on the most relevant content aimed at on developing instructional leadership capacity and strengthening skills in creating and sustaining a positive school culture. The assistant principals' self-assessment of their skills and preparedness for the new role, as well as surveys of the assistant principals who have completed the first year in the assistant principal role, will continue to guide content development and specific learning outcomes.

Aspiring Leaders' Development and Support

PRINCIPAL CANDIDATE DEVELOPMENT OPPORTUNITY

The Principal Candidate Development Opportunity (PCDO) was developed by the Leadership Development Department to fill anticipated principals' vacancies in the Houston ISD with highly qualified internal candidates. This rigorous learning experience was created in partnership with Human Resources-Office of Talent Acquisition and the Office of School Support, and is aligned with the District's grow-your-own model of leadership development of aspiring campus principals.

PCDO 2018-2019 was focused on expanding the aspiring principals' knowledge and skills in the areas of instructional leadership, human capital, executive leadership, school culture, and strategic operations in the context of urban schools. Sitting HISD principals, School Support Officers, and other district leaders, along with the Leadership Development staff served as guest speakers and facilitated the learning.

PCDO participants had multiple opportunities to apply the new learning in their current assignments and during monthly field experiences created for them to apply new knowledge and skills. Throughout the learning process, candidates received individual feedback for continued professional growth. Additionally, the PCDO candidates participated in real-time skills demonstration activities called "Combine" on February 27, 2019.

Three out of twenty-one participants were assigned to Achieve 180 campuses: Deady Middle School, North Forest High School, and Wheatley High School.

Principal Candidate Development Opportunity			
Session	**Learning Outcomes**	**Total Attendance**	**Achieve 180 Attendance**
September 17, 2018 Principal Standard 4—School Culture	▪ Learn and discuss the leader's role in shaping a campus culture and how one's vision ties into it. ▪ Increase understanding of PCDO's program design and its foundational support in the aspiring leaders' growth.	21	3
October 15, 2018 Principal Standard 1—Instructional Leadership	▪ Learn about establishing a campus instructional culture and systems for monitoring instruction/improving teachers' instructional practices aligned with TADS. ▪ Be able to analyze a lesson plan for the appropriate level of rigor and differentiation strategies to meet the students' needs. ▪ Establish a common understanding of rigor, engagement, and differentiation. ▪ Discuss the field activity and candidate's behavior aimed at improving the campus PLC effectiveness.	21	3
November 12, 2018 Principal Standard 1—Instructional Leadership	▪ Self-assess and reflect on their Emotional Intelligence (EQ) scores and analyze how personal strengths and areas of improvement are integral part of leadership.	21	3

	▪ Self-assess and reflect on increasing current level of effectiveness in accordance with the Texas Principal Standards.		
December 10, 2018 Principal Standard 2—Human Capital	▪ Learn how the feedback cycle leverages the process for continuous school improvement. ▪ Identify effective strategies to encourage teacher development. ▪ Identify collaborative structures and systems to increase teacher capacity.	21	2
January 22, 2019 Principal Standard 3 – Executive Leadership	▪ Engage in a coaching and feedback conversation for analysis and reflective feedback. ▪ Participate in a discussion of effective systems pertaining to Executive Leadership. ▪ Ascertain and analyze level of focus on Instructional Leadership activities to inform Executive Leadership.	21	3
February 11, 2019 Principal Standard 5 – Strategic Operations	▪ Discuss tracking of clear goals, targets, and strategies aligned to a school vision, which improves teacher effectiveness and student outcomes and maximizes learning time. ▪ Work on ensuring that one's vision is aligned with one's core values.	21	3
February 27, 2019 Combine Skills Demonstration	▪ Demonstrate knowledge, skills, and disposition in the areas of Texas Principal Standards for Instructional Leadership and Human Capital.	21	3
			*Total attendance includes Achieve 180 campuses

Benefits and Limitations: The impact of the PCDO cohort was measured via one-on-one exit conferences, in which participants were able to reflect on and discuss the individual feedback received from the hiring managers and other assessors at the Combine and during their overall cohort experience. The participants reported that the PCDO provided them with essential knowledge and skills to prepare for the principal's role and the current principal's selection process in the district. In comparison to the other cohort members, Achieve 180 participants communicated they felt better prepared for their Combine presentation due to in-depth experiences in data-driven instruction. They found a great value in making connections with aspiring leaders across the district and exchanging ideas and best practices on different types of campuses and school levels.

Recommendations*:* Based on the Achieve 180 data, the aspiring principals' cohort —PCDO—will focus on school improvement strategies and best practices in feedback and coaching for teachers, managing leadership teams, and implementing systems of effective PLCs. The candidates' self-assessment of their skills and preparedness for the new role, as well as surveys of the current principals who have participated in the PCDO cohort in the past, will guide content development and specific learning outcomes. Additionally, participants will engage in the Capstone project aimed at developing their capacity in action planning and implementation of continuous improvement initiatives.

ASSISTANT PRINCIPAL CANDIDATE DEVELOPMENT OPPORTUNITY

APCDO 2018-2019 was the third cohort of aspiring assistant principals. It was launched on October 29, 2018, with 15 members, three of them were from Achieve 180 campuses. The learning experiences were designed to grow and develop knowledge and skills of aspiring assistant principals and deans of instruction around the five school leader support standards: instructional leadership, human capital, executive leadership, school culture, and strategic operations. The cohort members engaged in learning experiences that included but were not limited to the following:

- Development of teacher coaching & feedback plans using the Six Steps for Effective Feedback model;
- Creating a common language around differentiation, engagement, and rigor;

- Understanding the role of the assistant principal and his or her role in creating a positive school culture;
- Equitable outcomes for student behavior in the context of the HISD Student Code of Conduct.

Note: Three cohort members discontinued participation for objective reasons; none of them were at Achieve 180 campuses.

Assistant Principal Candidate Development Opportunity			
Session	**Learning Outcomes**	**Total Attendance**	**Achieve 180 Attendance**
October 29, 2018 Principal Standard 4—School Culture	▪ Learn and discuss the assistant principal's role and effectiveness in shaping a campus culture ▪ Increase understanding of APCDO's program design and its foundational support in their growth.	15	3
November 26, 2018 Principal Standard 1—Instructional Leadership	▪ Establish a common understanding of rigor, engagement, and differentiation. ▪ Build capacity in Observing teacher lessons and recording low inference evidence. ▪ Self-assess and reflect on their Emotional Intelligence (EQ) scores and analyze how personal strengths and areas of improvement are integral part of leadership.	15	3
December 17, 2018 Principal Standard 1—Instructional Leadership	▪ Learn about establishing a campus instructional culture and systems for monitoring instruction/improving teachers' instructional practices aligned with TADS ▪ Be able to analyze a lesson plan for the appropriate level of rigor, and differentiation and determine how they relate to the mastery of the learning objective. ▪ Utilize 6 Steps for Effective Feedback Protocol ▪ Engage in a role play of an observation and feedback session	14	3
January 28, 2019 Principal Standard 1 and 2—Instructional Leadership and Human Capital	▪ Learn how the feedback cycle leverages the process for continuous school improvement. ▪ Identify effective strategies to encourage teacher development. ▪ Identify collaborative structures and systems to increase teacher capacity.	14	2
February 9, 2019 Resume Review and Mock Interviews	▪ Engage in Mock Interview and resume review with AHSA's Red Hot Tips for Administrators ▪ Self-selection of learning opportunities with AHSA's Red Hot Tips for Administrators	12	2
March 23, 2019 Principal Standard 5 – Strategic Operations and School Culture	▪ Deepen comprehension of processes and procedures that will support the creation of an atmosphere of safety that encourages the social, emotional, and physical well-being of staff and students. ▪ Build foundational knowledge in providing an orderly environment, maintaining expectations for student behavior while implementing a variety of student discipline techniques to meet the needs of individual students	12	3
April/May, 2019 Tripod Coaching Activity	▪ Increase capacity in coaching and developing teachers by giving individualized feedback and aligned professional opportunities ▪ Analysis and reflection of coaching activity for continued growth	** Ongoing	3
June 11, 2019	**Combine Skills Demonstration will take place on June 11, 2019**		
			*Total attendance includes Achieve 180 campuses

SCHOOL LEADERSHIP ACADEMY

The School Leadership Academy (SLA) is a year-long program designed to identify, train, and support aspiring instructional leaders to meet the district's need for effective Tier II campus leadership. The School Leadership Academy bridges the gap between the roles of teacher leader and first-time school instructional leader. The Leadership Development Department has designed a curriculum that focuses on the preparation of instructional leaders with an emphasis on data driven instruction, school culture, and observation and feedback in the context of the unique needs of HISD schools and students. SLA 2018-2019 started with 13 cohort members, five of them serving on Achieve 180 campuses. One participant was promoted to a role of academic program manager in the spring semester but continued in the program. One non-Achieve 180 member discontinued participation in the spring semester for a personal reason.

Members of the cohort engaged in learning experiences that included but were not limited to the following:

- Development of teacher coaching & feedback plans using the Six Steps for Effective Feedback model;
- Use of a descriptive evidence to capture teacher instructional practices with an emphasis on low-inference data;
- Equitable outcomes for student behavior in the context of the HISD Student Code of Conduct and Emergency Management plan;
- Resume writing and mock interviews.

School Leadership Academy			
Session	**Learning Outcomes**	**Total Attendance**	**Achieve 180 Attendance**
October 27, 2018 Principal Standard 4—School Culture	▪ Learn and discuss the leader's role and effectiveness in shaping a campus culture ▪ Increase understanding of the SLA program design and its foundational support in their growth.	13	5
November 10, 2018 Principal Standard 1—Instructional Leadership	▪ Establish a common understanding of rigor, engagement, and differentiation. ▪ Build capacity in observing teacher lessons and recording low inference evidence. ▪ Self-assess and reflect on their Emotional Intelligence (EQ) scores and analyze how personal strengths and areas of improvement are integral part of leadership.	13	5
December 8, 2018 Principal Standard 1—Instructional Leadership	▪ Learn about establishing a campus instructional culture and systems for monitoring instruction/improving teachers' instructional practices aligned with TADS ▪ Be able to analyze a lesson plan for the appropriate level of rigor, and differentiation and determine how they relate to the mastery of the learning objective. ▪ Utilize 6 Steps for Effective Feedback Protocol ▪ Engage in a role play of an observation and feedback session	13	5
January 12, 2019 Principal Standard 1 and 2—Instructional Leadership and Human Capital	▪ Learn how the feedback cycle leverages the process for continuous school improvement. ▪ Identify effective strategies to encourage teacher development. ▪ Identify collaborative structures and systems to increase teacher capacity.	13	5
February 9, 2019 Resume Review and Mock Interviews	▪ Engage in mock interview and resume review with AHSA's Red Hot Tips for Administrators ▪ Self-selection of learning opportunities with AHSA's Red Hot Tips for Administrators	12	4
March 23, 2019 Principal Standard 5 – Strategic Operations and School Culture	▪ Deepen comprehension of processes and procedures that will support the creation of an atmosphere of safety that encourages the social, emotional, and physical well-being of staff and students.	7	4

	▪ Build foundational knowledge in providing an orderly environment, maintaining expectations for student behavior while implementing a variety of student discipline techniques to meet the needs of individual students		
April/May, 2019 Tripod Coaching Activity	▪ Increase capacity in coaching and developing teachers by giving individualized feedback and aligned professional opportunities ▪ Analysis and reflection of coaching activity for continued growth	** Ongoing	2
June 11, 2019	**Combine Skills Demonstration will take place on June 11, 2019**		
			*Total attendance includes Achieve 180 campuses

Benefits and Limitations: The impact of the aspiring leaders' cohorts was measured via one-on-one exit conferences, in which participants were able to reflect on and discuss the individual feedback received from the hiring managers and other assessors at the Combine and during their overall cohort experience. The participants reported that the programs prepared for a campus leadership role and the current leadership selection process in the district. Due to different backgrounds and prior leadership experiences of the cohort participants, there is a need to create individual development plans with recommended activities in addition to training provided through these programs.

Recommendations*:* Based on district student achievement data and identified deficits in the leaders' preparation, the Leadership Development Department will create scope and sequence documents, which will align learning outcomes with the essential duties and responsibilities of each leadership role. Learning experiences will be enriched by field activities and on-the-job coaching to increase the candidates' current roles.

District Wide Instructional Leadership, Development, and Support

Leadership development created multiple opportunities for leaders to engage in learning, including workshops and customized sessions that targeted their specific development needs and supported school improvement on their campuses. Learning and development offerings included STAAR Planning workshops, Staff Documentation training, lead4ward Instructional Leadership webinars and face-to-face sessions, choice courses, as well as campus leadership workshops tailored to meet specific needs of leaders and leadership teams.

SUPERINTENDENT'S MONTHLY PRINCIPALS' MEETINGS

During the 2018-2019 school year, monthly Superintendent's meetings with principals focused on information sharing as well as specific areas of learning and development for HISD school principals. Meetings consisted of a general session with the Superintendent and/or other Cabinet members, tailored learning sessions, and collaborative, action-planning meetings with Area Superintendents. Also, the framework of the experience incorporated several innovative structures and differentiated approaches, such as highlighting district initiatives and programs by means of targeted leadership skills development, choice courses, campus learning visits, etc.

The general sessions during the 2018-2019 school year focused on curriculum resources, school policies and guidelines, district- and school-level data, and other topics related to school operations in general. Learning sessions were held following the general session or Area Superintendents' meetings.

At the beginning of the year, principals were surveyed to determine their learning priorities; therefore, content in learning sessions was guided by principals' input and current needs on campuses. Principals had opportunities to learn from each other as many of them led the learning sessions.

Meetings with Area Superintendents focused on clarifying information and creating campus action plans, celebrating successes and working collaboratively within their areas.

Benefits and Limitations: More than 85 learning sessions were provided via collaboration between departments, area schools offices, and campus leaders, organized and vetted by the Leadership Development Department. Topics included Data Driven Instruction, Social Emotional Learning, Special Populations, Curriculum and Instruction with a distinct focus on Writing, Wraparound Services, Restorative Practices, the School Leader Appraisal System, Instructional Technology, School Culture, and other relevant subjects identified by campus principals. All Achieve180 campus leaders attended the principals' learning sessions at monthly principals' meetings.

***Recommendations*:** For the 2019-2020 school year, LD plans to continue to gain input from the campus principals regarding their learning priorities and seek more opportunities to develop them in the areas they deem most relevant to their personal development needs and their campus goals. Additionally, the summer leadership conference, Professional Learning Series, will provide multiple learning opportunities aligned with current district initiatives.

LEAD4WARD INSTRUCTIONAL LEADERSHIP PLANNING AND SUPPORT WORKSHOPS

lead4ward staff worked with the Leadership Development team to propose a sequence of learning sessions to support instructional leadership practices on campuses, including instructional planning by campus teams. lead4ward updated their instructional support content and resources to align with new 2018-2019 STAAR and EOC standards and strengthened the outcomes of the Leading Instruction series of trainings. Further, lead4ward added Principals as the Process Champion sessions to build capacity of leaders in driving student learning from "ways to know" and "ways to show" in all content areas. HISD leaders and campus teams were able to access new webinars, field guides, and instructional planning resources, as well as take advantage of the opportunities to attend updated content planning sessions to support rigorous instruction for all students.

Benefits and Limitations*:* All Achieve 180 schools were supported through lea4ward training. More in-depth learning sessions for campus leadership teams were offered as well. An average of 105 participants attended lead4ward training

offerings in all curriculum content areas. The partnership between Leadership Development, Student Assessment, and lead4ward had a great impact on increased accountability and student learning success.

Recommendations: Leadership Development will continue to work with the Office of Student Assessment to determine support needed in the areas of data analysis and instructional planning support and how lead4ward consultants can help provide it for HISD leaders.

EMPOWERING INNOVATIVE INSTRUCTIONAL LEADERS

This leadership development cohort offers a new approach to building leadership competencies and skills of campus Tier II instructional leaders (Instructional Coordinators/Specialists or Teacher Specialists). These leaders are supported in all areas of the Texas Principal Standards defined in Chapter 149 of the Texas Administrative Code and HISD Global Leader Profile competencies, and grounded in research-based best practices.

Of the 24 participants enrolled in the cohort, 68% actively participated in their development; 40% of the group applied to the HISD Assistant Principal/Dean Pipeline for the 2019-2020 school year. Additionally, 10% of the leaders also participated in Data Driven Instructional Specialist cohorts to extend their understanding of the impact of formative student data on instructional goals.

Benefits and Limitations: District data indicate that first-time instructional leaders may benefit from structured professional development opportunities like the current model. However, experienced instructional leaders (3-5 years) who currently serve on many Achieve 180 campuses had not have learning and development opportunities, which would raise their effectiveness and impact on student performance and achievement.

Recommendations: As a result of this cohort opportunity, many participants desire to continue development for the second year. In the 2019-2020 school year, Leadership Development will create an induction cohort experience for the first-year instructional specialists or similar campus leadership roles, which will increase the leaders' capacity to bridge the knowing and doing gap.

STAFF DOCUMENTATION

Leadership Development along with the HISD Legal Services hosted a series of training sessions to provide campus and central office leaders with training on appropriate documentation for employee improvement or separation. The three-hour sessions were offered to school and central office appraisers and included the following topics: best practices for effective documentation; processes and timelines for documentation; and File Review process.

Benefits and Limitations: A total of 160 district leaders took advantage of this learning opportunity; 20 leaders from 13 Achieve 180 schools attended this training.

Recommendations: Based on feedback from attendees, future training sessions will include a pre-training survey and data collection on common issues related to effective documentation. Also, participants will engage in practical application of learning through hands-on activities. Leadership Development will work closely with Legal Services and Human Resources to provide sessions, webinars, and labs to support learning in this area.

STAAR PLANNING WORKSHOPS

Leadership Development collaborated with the Office Special Education, Multilingual Programs, and Student Assessment Department to share critical information and outline compliance procedures, which included STAAR 3-8 and STAAR EOC updates for the 2018-2019 school year. These planning workshops assisted schools with effective and efficient facilitation of campus assessments.

Benefits and Limitations: A total of 100 participants including 19 individuals from 9 Achieve 180 campuses.

Recommendations: Leadership Development will encourage more participation by campus teams and communicate the importance of effective and timely identification of support for all student groups. Two layers of support are needed on campuses: functional logistics and compliance component of STAAR administrations and strategic planning for student achievement. Office of Special Populations, Student Assessment, Leadership Development, and campus teams utilized the frequency reporting, instructional strategies for implementation (both by lead4ward), and best practices to create a learning session to target "Instructional Engagement for High Yield Results." LD will continue to build on this cross-functional team collaboration in order to increase knowledge of leadership teams.

CHOICE COURSES

Leadership Development offered a series of workshops designed to support campus leaders' unique development needs and interests. Each of the engaging workshops cited the most current research and allowed leaders to interact and collaborate with peers to build their knowledge and strengthen instructional practices. These courses were open to campus principals, assistant principals, and other district administrators.

Thirteen separate courses were offered in response to the data identifying needs for targeted leadership development: Raising Effectiveness of Campus PLCs; Instructional Impact Institute; R.E.D. (Rigor, Engagement, and Differentiation), Parts I and II; Crucial Conversations; School Culture, and School Systems. Parts I and II; Strategies for Implementing and Sustaining Change; Overview of Authentic Instructional Rounds; and Business Chemistry.

Benefits and Limitations: Of all the leaders who attended these choice sessions, 25 served on Achieve 180 campuses. For the 2019-2020 school year, LD will provide multiple course offerings in the fall semester in response to the need for training opportunities early in the school year.

Recommendations: Leadership Development will develop follow-up strategies in order to support implementation of new learning and skills post-training.

Executive Leadership Development Series

The Leadership Development Department collaborated with the Schools Office to create training and development opportunities for the district's executive leaders directly reporting to the Interim Superintendent Dr. Grenita Lathan and Area Superintendents. In the spring semester of the 2019-2020 school year, the Area Superintendents, School Support Officers, Directors, and Lead Principals assembled for monthly learning sessions and engaged in discussions and planning directly related to the student achievement on school campuses. Depending on the content, other district leaders joined the executive leaders in the learning. The Leadership Development Team facilitated planning and preparation for each session, as well as vetting of the sessions' content.

The learning outcomes of each three-hour session focused on the following:

- Increase knowledge and awareness of district wide systems, processes, and supports, which lead to systematic campus improvements and outcomes;
- Align and leverage district wide resources to target the differentiated needs of campuses.

Below is the summary of topics for each training session. Also, enclosed in the chart of attendance counts per session by area and job title (for central office employees).

Date of Training	Topics	Attendance
February 1, 2019	▪ Demonstration of the New Budget Template ▪ Best Practices in Campus Wide Literacy Instruction ▪ School Leader Appraisal System Updates	64
March 1, 2019	▪ Tools to Insure All Special Populations Are Ready for STAAR ▪ CCMR Updates ▪ Legal Updates	66
April 26, 2019	▪ PLS Pre-Work Training for Root Cause Analysis ▪ August 2019 Pre-service Review ▪ Strategic Vision Presentation ▪ Presentation of Best Practices by Area School Offices	51

Attendance by Area Schools Office			
	02/01/2019	03/01/2019	04/26/2018
North	10	7	5
Northwest	8	8	5
West	12	9	11
South	8	8	8
East	10	8	7
Achieve 180	8	10	8

Benefits and Limitations: The impact of the ELDS was measured by a series of customer satisfaction surveys, which indicated an overall satisfaction rate ranging from 4.22 to 4.5 weighted average (based on the 1 to 5 scale, 5 indicating "Strongly Agree" response). Further, the participants reported that they appreciated the in-time training and an opportunity to develop a common understanding of the key district initiatives and school improvement strategies. They found a great value in sharing best practices across the areas.

Recommendations: Based on the Achieve 180 data, the Leadership Development Department will continue its cross-departmental collaboration and partnership with central office teams to provide training on district initiatives to principals' supervisors and other executive leaders in the district. Their deep understanding of critical topics will enable them to provide support to campus leadership teams and increase effectiveness of implementation processes.

Pillar II – Teacher Excellence

HISD | Human Resources
RECRUIT. INVEST. GROW.

ACHIEVE180

2018-2019 End of the Year Report

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2018-2019 Achieve 180 Vacancies

Teacher Recruitment and Selection implemented priority recruitment staffing for all instructional positions at Achieve 180 campuses. The team monitored Achieve 180 campus vacancies throughout the school year. Each member was assigned campuses to monitor, meet with administrative staff and source candidates for each vacancy. The table below contains the number of vacancies at Achieve 180 campuses each month and the following table contains a breakdown of monthly vacancies by campus.

Total A180 Vacancies	JULY	AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MAR
	62	20	20	21	26	23	8	17	10

Achieve 180 Campus Teacher Vacancies by Month									
Schools	End of the Month Vacancies								
	JUL	AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MAR
Blackshear ES	0	0	0	0	0	0	0	0	0
Dogan ES	0	1	0	0	0	0	0	0	0
Henry MS	0	0	0	1	1	1	0	0	0
Highland Heights ES	1	0	0	0	0	0	0	0	0
Kashmere HS	0	0	0	0	0	0	0	0	0
Mading Es	2	0	0	0	0	0	0	0	0
North Forest HS	6	0	5	6	6	5	4	7	2
Washington HS	0	0	0	0	0	0	1	2	1
Wesley ES	1	0	0	0	0	0	0	0	0
Wheatley HS	0	4	3	1	1	1	0	2	3
Woodson ES	1	0	0	0	0	0	0	0	0
Worthing HS	5	2	0	0	2	0	1	0	2
Attucks MS	1	0	0	0	0	0	0	1	0
Bruce ES	0	0	0	0	0	0	0	0	0
Cullen Ms	2	1	0	0	0	0	0	0	0
Deady MS	0	0	1	1	0	0	0	0	0
Foerster ES	3	0	0	0	0	0	0	0	0
Forest Brook MS	2	0	0	0	0	0	0	0	0
Holland MS	0	3	1	0	0	0	0	0	0
HS Ahead MS	2	0	1	0	0	0	0	0	0
Madison HS	8	2	3	5	5	5	1	0	0
Sugar Grove MS	0	0	1	1	2	1	0	0	0
Williams MS	0	2	1	3	4	3	0	0	0
Yates HS	3	1	1	1	3	3	0	2	1
Bonham ES	4	0	1	0	0	2	0	0	0
Fondren ES	0	0	0	0	0	0	0	0	0
Gregory-Lincoln	0	0	0	1	1	1	0	1	1
Hilliard ES	0	0	1	0	0	0	0	0	0
Lawson MS	0	0	0	0	0	0	0	0	0
Liberty HS	0	0	0	0	0	0	0	0	0
Looscan ES	0	0	0	0	0	0	0	0	0
Montgomery ES	1	0	0	0	0	0	0	0	0
Pugh ES	2	1	0	0	0	0	0	0	0
Sharpstown HS	0	3	1	1	1	1	1	2	0
Stevens ES	0	0	0	0	0	0	0	0	0
Bellfort ECC	0	0	0	0	0	0	0	0	0
C. Martinez ES	2	0	0	0	0	0	0	0	0
Cook ES	2	0	0	0	0	0	0	0	0
Edison MS	0	0	0	0	0	0	0	0	0
Gallegos ES	1	0	0	0	0	0	0	0	0
Kashmere Gardens ES	0	0	0	0	0	0	0	0	0
Key MS	0	0	0	0	0	0	0	0	0
Lewis ES	0	0	0	0	0	0	0	0	0
Milby HS	5	0	0	0	0	0	0	0	0
Westbury HS	7	0	0	0	0	0	0	0	0
Young ES	1	0	0	0	0	0	0	0	0
Codwell ES	0	0	0	0	0	0	0	0	0
Marshall ES	0	0	0	0	0	0	0	0	0
Reagan K-8	0	0	0	0	0	0	0	0	0
Shearn ES	0	0	0	0	0	0	0	0	0
Sherman ES	0	0	0	0	0	0	0	0	0
Thomas MS	0	0	0	0	0	0	0	0	0
TOTAL VACANCIES	**62**	**20**	**20**	**21**	**26**	**23**	**8**	**17**	**10**

Houston ISD Teacher Selection Events

Teacher Recruitment and Selection hosted numerous district wide and area Teacher Selection Events (job fairs) in the spring and summer to assist in staffing the campuses for the upcoming school year. Participation in Teacher Selection events provided campus hiring teams with the ability to meet, interview and hire quality candidates for teacher vacancies.

Achieve 180
2018-2019
HISD Teacher Selection Event Participation

Tier 3	
Blackshear ES	4
Dogan ES	3
Henry MS	2
Highland Heights ES	2
Kashmere HS	4
Mading ES	4
North Forest HS	5
Washington HS	2
Wesley ES	2
Wheatley HS	4
Woodson ES	3
Worthing HS	3

Tier 2	
Attucks MS	1
Bruce ES	1
Cullen MS	3
Deady MS	2
Foerester ES	3
Forest Brook MS	4
Holland MS	5
HS Ahead MS	3
Madison HS	2
Sugar Grove MS	4
Williams MS	3
Yates HS	3

Tier 1A	
Bonham ES	3
Fondren ES	4
Gregory-Lincoln	2
Hilliard ES	1
Lawson MS	2
Liberty HS	0
Looscan ES	2
Montgomery ES	0
Pugh ES	4
Sharpstown HS	3
Stevens ES	1

Tier 1B	
Bellfort ECC	0
C. Martinez ES	2
Cook ES	3
Edison MS	2
Gallegos ES	2
Kashmere Gardens ES	3
Key MS	3
Lewis ES	1
Milby HS	3
Westbury HS	5
Young ES	3
Codwell ES	3
Marshally ES	4
Reagan K-8	3
Shearn ES	6
Sherman ES	2
Thomas MS	3

The table on the next page summarizes the spring 2018 HISD Teacher Selection Events attendance of Achieve 180 campuses to staff campuses for the 2018-2019 school year. All events are listed by dates and location/area and campus attendance is indicated by an “x” under the event. The events highlighted in blue were held for a certain area.

Achieve 180 2018 Teacher Selection Event Participation								
Tier	A180 Campus	5/5/18 @Del mar	5/22/18 South Area Fair	6/6/18 East Area Fair	6/21/18 @KBC	6/26/18 SPED	7/24/18 @Del mar	8/8/18 @Del mar
Tier 3	Blackshear ES	X			X	X	X	
Tier 3	Dogan ES	X					X	X
Tier 3	Henry MS	X			X			
Tier 3	Highland Heights ES	X			X			X
Tier 3	Kashmere HS	X			X		X	X
Tier 3	Mading Es	X			X		X	X
Tier 3	North Forest HS	X			X	X	X	X
Tier 3	Washington HS	X			X			
Tier 3	Wesley ES	X			X			
Tier 3	Wheatley HS	X			X		X	X
Tier 3	Woodson ES	X			X		X	
Tier 3	Worthing HS	X			X			X
Tier 2	Attucks MS	X						
Tier 2	Bruce ES	X						
Tier 2	Cullen Ms	X			X			X
Tier 2	Deady MS			X	X			
Tier 2	Foerster ES				X		X	X
Tier 2	Forest Brook MS	X			X		X	X
Tier 2	Holland MS	X			X	X	X	X
Tier 2	HS Ahead MS	X			X		X	
Tier 2	Madison HS						X	X
Tier 2	Sugar Grove MS	X			X		X	X
Tier 2	Williams MS	X			X			X
Tier 2	Yates HS	X			X		X	
Tier 1A	Bonham ES				X		X	X
Tier 1A	Fondren ES	X			X	X		X
Tier 1A	Gregory-Lincoln				X			X
Tier 1A	Hilliard ES						X	
Tier 1A	Lawson MS	X			X			
Tier 1A	Liberty HS							
Tier 1A	Looscan ES	X					X	
Tier 1A	Montgomery ES							
Tier 1A	Pugh ES	X			X		X	X
Tier 1A	Sharpstown HS				X		X	X
Tier 1A	Stevens ES				X			
Tier 1B	Bellfort ECC							
Tier 1B	C. Martinez ES	X					X	
Tier 1B	Cook ES	X			X		X	
Tier 1B	Edison MS				X			X
Tier 1B	Gallegos ES	X					X	
Tier 1B	Kashmere Gardens ES				X		X	X
Tier 1B	Key MS	X				X	X	
Tier 1B	Lewis ES	X						
Tier 1B	Milby HS	X			X		X	
Tier 1B	Westbury HS	X	X		X		X	X
Tier 1B	Young ES				X		X	X
Tier 1B	Codwell ES	X	X				X	
Tier 1B	Marshall ES				X	X	X	X
Tier 1B	Reagan K-8		X				X	X
Tier 1B	Shearn ES	X	X		X	X	X	X
Tier 1B	Sherman ES	X					X	
Tier 1B	Thomas MS		X		X		X	

Campus Vacancies

A180 Dedicated Associate Teachers

A180 Dedicated Associate Teacher (DAT) positions were 91% filled by the end of the Fall 2018 semester and 92% of the DAT positions were filled by the end of the Spring 2019 semester. Campuses with vacancies were contacted to identify hiring needs. Candidate lists and prescreened candidate resumes were sent to campus principals followed by periodic check-ins on hiring progress.

Achieve 180 Campus Vacancies
Dedicated Associate Teacher
2018-2019

Campus	August	September	October	November	December	January	February	March	April	May
Tier 3										
Blackshear ES	100%	100%	100%	100%	100%	100%	50%	50%	50%	50%
Dogan ES	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Henry MS	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Highland Heights ES	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Kashmere HS	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Mading ES	100%	50%	100%	100%	50%	100%	100%	100%	100%	100%
North Forest HS	0%	0%	50%	50%	100%	100%	100%	50%	100%	100%
Washington HS	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Wesley ES	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Wheatley HS	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Woodson ES	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Worthing HS	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Tier 2										
Attucks MS	100%	100%	100%	100%	100%	100%	100%	100%	100%	50%
Bruce ES	100%	100%	100%	100%	50%	50%	100%	100%	100%	100%
Cullen MS	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Deady MS	0%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Foerster ES	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Forest Brook MS	100%	50%	100%	50%	100%	100%	100%	100%	100%	100%
HS Ahead Academy	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Holland MS	0%	0%	50%	50%	50%	50%	50%	50%	50%	50%
Madison HS	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Sugar Grove MS	0%	0%	0%	100%	100%	100%	100%	100%	100%	100%
Williams MS	0%	0%	100%	100%	100%	100%	100%	100%	100%	100%
Yates HS	0%	0%	0%	0%	0%	0%	50%	0%	0%	50%
Tier 1A										
Bonham ES	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Fondren ES	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Gregory Lincoln Ed Ctr	100%	50%	50%	100%	100%	100%	100%	100%	50%	100%
Hilliard ES	100%	100%	100%	50%	100%	100%	100%	100%	100%	100%
Lawson MS	50%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Liberty HS	50%	50%	50%	100%	50%	50%	50%	50%	50%	50%
Looscan ES	100%	100%	100%	50%	100%	100%	100%	100%	100%	100%
Montgomery ES	100%	100%	100%	100%	100%	50%	0%	0%	50%	50%
Pugh ES	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Sharpstown HS	0%	0%	50%	50%	50%	50%	50%	50%	50%	100%
Stevens ES	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Tier 1B (FIR)										
Bellfort ECC	100%	100%	100%	100%	100%	100%	100%	100%	100%	50%
Cook JR ES	50%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Edison MS	100%	100%	100%	100%	50%	100%	100%	100%	100%	100%
Gallegos ES	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Kashmere Gardens ES	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Key MS	50%	100%	100%	50%	50%	50%	100%	100%	100%	100%
Lewis ES	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Martinez C ES	100%	100%	100%	100%	100%	100%	100%	100%	100%	50%
Milby HS	100%	100%	100%	100%	100%	50%	100%	100%	100%	100%
Westbury HS	100%	100%	100%	100%	100%	100%	50%	100%	100%	100%
Young ES	100%	50%	50%	100%	100%	100%	100%	100%	100%	100%
Tier 1B (IR)										
Codwell ES	50%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Marshall ES	0%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Reagan Ed Ctr PK-8	0%	50%	100%	100%	100%	100%	100%	100%	100%	100%
Shearn ES	0%	100%	100%	100%	100%	50%	100%	100%	100%	100%
Sherman ES	0%	0%	0%	100%	100%	100%	100%	100%	100%	100%
Thomas MS	0%	0%	100%	50%	100%	100%	50%	100%	100%	100%
Total Vacant	72%	79%	88%	90%	91%	90%	91%	91%	92%	92%

Campus Visits

The Associate Teacher Trainer communicated with all the A180 campuses regarding their vacancies and the A180 DATs on campus. The trainer visited several of A180 campuses to meet with administrators and DATs. Data gathered is being utilized to address immediate campus needs, promote retention, develop training and strategies to increase DAT effectiveness and to provide support.

Achieve 180 Campus Visits and Principal Check in	
Schools	2018-2019 School Year
Tier 3	
Blackshear ES	2
Dogan ES	1
Henry MS	1
Highland Heights ES	1
Kashmere HS	1
Mading ES	2
North Forest HS	2
Washington HS	1
Wesley ES	1
Wheatley HS	2
Woodson ES	2
Worthing HS	2
Tier 2	
Attucks MS	2
Bruce ES	2
Cullen MS	2
Deady MS	1
Foerster ES	2
Forest Brook MS	2
High School Ahead Academy	2
Holland MS	2
Madison HS	1
Sugar Grove MS	1
Williams MS	2
Yates HS	2
Tier 1A	
Bonham ES	1
Fondren ES	2
Gregory Lincoln Education Center	1
Hilliard ES	1
Lawson MS	2
Liberty HS	2
Looscan ES	2
Montgomery ES	1
Pugh ES	2
Sharpstown HS	1
Stevens ES	1
Tier 1B (FIR)	
Bellfort ECC	2
Cook JR ES	1
Edison MS	2
Gallegos ES	2
Kashmere Gardens ES	1
Key MS	1
Lewis ES	1
Martinez C ES	1
Milby HS	2
Westbury HS	2
Young ES	2
Tier 1B (IR)	
Codwell ES	1
Marshall ES	1
Reagan Ed Ctr PK-8	2
Shearn ES	2
Sherman ES	1
Thomas MS	2
Total	**81**

Training and Professional Development

An A180 DAT training session was offered in the summer prior to the start of the 2018-2019 school year. The A180 DATs had an opportunity to attend New Teacher Academy along with the new incoming district teachers. They had access to all professional development, both in-person and online, offered to HISD teachers. All the returning and new A180 DATs for 2019-2020 will have the opportunity to attend New Teacher Academy. In addition, a training plan is being developed specifically geared toward A180 DATs. All the A180 DATs were surveyed to determine which training would be most beneficial for their current assignment. Based on the survey responses, we started to work with the Professional Development Online team to create courses to target the needs identified. The training courses will be in the following areas; classroom management, teaching strategies, and special populations. These trainings will be available on OneSource at the start of the 2019-2020 school year.

Fill Rate

For the Fall semester, the entire district had 55,484 teacher absences requiring associate teacher coverage. 46,026 of those assignments were filled (82.95% filled). A180 campuses had 9,997 teacher absences needing coverage, with 7,458 filled (74.60% filled).

For the 2019 Spring semester, 82,957 teacher absences needed coverage and 62,457 were filled (75.29% filled). A180 campuses had 14,923 teacher absences with 10,166 filled (68.12% filled).

The fill rate for the district decreased by 7.66% from Fall 2018 to Spring 2019 while the fill rate for the A180 campuses decreased 6.48%.

All HISD Schools
Associate Teacher Summary 2018-2019

Semester	Absences	Need Sub	Filled	UnFilled	% of Total	% Filled	% UnFilled
Fall 2018	58553	55484	46026	9458	100.00%	82.95%	17.05%
Spring 2019	87662	82957	62457	20500	100.00%	75.29%	24.71%
Total	146215	138441	108483	29958	100.00%	78.36%	21.64%

All A180 Campuses
Associate Teacher Summary 2018-2019

Semester	Absences	Need Sub	Filled	UnFilled	% of Total	% Filled	% UnFilled
Fall 2018	10633	9997	7458	2539	100.00%	74.60%	25.40%
Spring 2019	15774	14923	10166	4757	100.00%	68.12%	31.88%
Total	26407	24920	17624	7296	100.00%	70.72%	29.28%

A180 Campuses
Associate Teacher Summary 2018-2019
Fall 2018

Campus	Absences	Need Sub	Filled	UnFilled	% of Total	% Filled	% UnFilled
Tier 3							
Blackshear ES	134	132	68	64	100.00%	51.52%	48.48%
Dogan ES	202	202	164	38	100.00%	81.19%	18.81%
Henry MS	316	315	175	140	100.00%	55.56%	44.44%
Highland Heights ES	75	73	41	32	100.00%	56.16%	43.84%
Kashmere HS	160	152	100	52	100.00%	65.79%	34.21%
Mading ES	13	12	8	4	100.00%	66.66%	33.34%
North Forest HS	247	247	156	91	100.00%	63.16%	36.84%
Washington HS	141	134	91	43	100.00%	67.91%	32.09%
Wesley ES	82	82	59	23	100.00%	71.95%	28.05%
Wheatley HS	482	422	323	99	100.00%	76.54%	23.46%
Woodson ES	122	119	78	41	100.00%	65.55%	34.45%
Worthing HS	257	214	174	40	100.00%	81.31%	18.69%
Tier 2							
Attucks MS	112	112	76	36	100.00%	67.86%	32.14%
Bruce ES	133	133	98	35	100.00%	73.68%	26.32%
Cullen MS	19	19	12	7	100.00%	58.33%	48.33%
Deady MS	212	212	125	87	100.00%	58.96%	41.04%
Foerster ES	171	170	150	20	100.00%	88.24%	11.76%
Forest Brook MS	285	187	81	106	100.00%	43.32%	56.68%
HS Ahead Academy	100	98	71	27	100.00%	72.45%	27.55%
Holland MS	113	104	71	33	100.00%	68.27%	31.73%
Madison HS	650	642	578	64	100.00%	90.03%	9.97%
Sugar Grove MS	444	442	333	109	100.00%	75.34%	24.66%
Williams MS	192	187	78	109	100.00%	41.71%	58.29%
Yates HS	318	331	275	36	100.00%	88.42%	11.58%
Tier 1A							
Bonham ES	506	501	386	115	100.00%	77.05%	22.95%
Fondren ES	154	153	132	21	100.00%	86.27%	13.73%
Gregory Lincoln Ed Ctr	5	5	4	1	100.00%	80.00%	20.00%
Hilliard ES	127	127	71	56	100.00%	55.91%	44.09%
Lawson MS	33	0	0	0	100.00%	100.00%	0.00%
Liberty HS	4	4	4	0	100.00%	100.00%	0.00%
Looscan ES	88	88	47	41	100.00%	53.41%	46.59%
Montgomery ES	140	56	40	16	100.00%	71.43%	28.57%
Pugh ES	112	112	79	33	100.00%	70.54%	29.46%
Sharpstown HS	568	561	512	49	100.00%	91.27%	8.73%
Stevens ES	99	99	83	16	100.00%	83.84%	16.16%
Tier 1B (FIR)							
Bellfort ECC	0	0	0	0	100.00%	100.00%	0.00%
Cook JR ES	70	69	15	54	100.00%	21.74%	78.26%
Edison MS	103	102	65	37	100.00%	63.73%	36.27%
Gallegos ES	175	175	144	31	100.00%	82.29%	17.71%
Kashmere Gardens ES	18	16	10	6	100.00%	62.50%	37.50%
Key MS	162	159	76	83	100.00%	47.80%	52.20%
Lewis ES	251	249	192	57	100.00%	77.11%	22.89%
Martinez C ES	197	196	136	60	100.00%	69.39%	30.61%
Milby HS	617	507	456	51	100.00%	89.94%	10.06%
Westbury HS	590	488	445	43	100.00%	91.19%	8.81%
Young ES	129	122	97	25	100.00%	79.51%	20.49%
Tier 1B (IR)							
Codwell ES	122	122	104	18	100.00%	82.25%	14.75%
Marshall ES	273	272	148	124	100.00%	54.41%	45.59%
Reagan Ed Ctr PK-8	312	309	262	47	100.00%	84.79%	15.21%
Shearn ES	413	413	343	70	100.00%	83.05%	16.95%
Sherman ES	196	189	125	64	100.00%	66.14%	33.86%
Thomas MS	189	182	97	85	100.00%	53.30%	46.70%
Total Vacant	10633	10017	7458	2539		71.32%	28.75%

A180 Campuses
Associate Teacher Summary 2018-2019
Spring 2019

Campus	Absences	Need Sub	Filled	UnFilled	% of Total	% Filled	% UnFilled
Tier 3							
Blackshear ES	173	173	59	114	100.00%	34.10%	65.90%
Dogan ES	210	210	162	48	100.00%	77.14%	22.86%
Henry MS	337	337	214	123	100.00%	63.50%	36.50%
Highland Heights ES	147	146	108	38	100.00%	73.97%	26.03%
Kashmere HS	432	428	226	202	100.00%	52.80%	47.20%
Mading ES	123	123	54	69	100.00%	43.90%	56.10%
North Forest HS	223	220	113	107	100.00%	51.36%	48.64%
Washington HS	271	260	162	98	100.00%	62.31%	37.69%
Wesley ES	51	51	32	19	100.00%	62.75%	37.25%
Wheatley HS	714	690	386	304	100.00%	55.94%	44.06%
Woodson ES	128	128	90	38	100.00%	70.31%	29.69%
Worthing HS	537	506	396	110	100.00%	78.26%	21.74%
Tier 2							
Attucks MS	199	198	94	104	100.00%	47.47%	52.53%
Bruce ES	107	107	59	48	100.00%	55.14%	44.86%
Cullen MS	3	3	2	1	100.00%	66.66%	33.34%
Deady MS	823	823	528	294	100.00%	64.16%	35.84%
Foerster ES	320	313	234	79	100.00%	74.76%	25.24%
Forest Brook MS	312	154	34	120	100.00%	22.08%	77.92%
HS Ahead Academy	63	61	39	22	100.00%	63.93%	36.07%
Holland MS	221	221	82	139	100.00%	37.10%	62.90%
Madison HS	1262	1258	1073	185	100.00%	85.29%	14.71%
Sugar Grove MS	593	591	376	215	100.00%	63.62%	36.38%
Williams MS	173	172	61	111	100.00%	35.47%	64.53%
Yates HS	448	424	305	119	100.00%	71.93%	28.07%
Tier 1A							
Bonham ES	506	369	291	78	100.00%	78.86%	21.14%
Fondren ES	225	222	138	84	100.00%	62.16%	37.84%
Gregory Lincoln Ed	21	21	12	9	100.00%	57.14%	42.86%
Hilliard ES	74	74	50	24	100.00%	67.57%	32.43%
Lawson MS	48	0	0	0	100.00%	100.00%	0.00%
Liberty HS	26	26	25	1	100.00%	96.00%	4.00%
Looscan ES	97	96	31	65	100.00%	32.29%	67.71%
Montgomery ES	188	175	132	43	100.00%	75.43%	24.57%
Pugh ES	224	220	122	98	100.00%	55.45%	44.55%
Sharpstown HS	704	699	629	70	100.00%	89.99%	10.01%
Stevens ES	207	207	123	84	100.00%	59.42%	40.58%
Tier 1B (FIR)							
Bellfort ECC	5	4	3	1	100.00%	75.00%	25.00%
Cook JR ES	43	43	22	21	100.00%	51.16%	48.84%
Edison MS	144	143	63	80	100.00%	44.06%	55.94%
Gallegos ES	171	171	113	58	100.00%	66.08%	33.92%
Kashmere Gardens ES	19	18	14	4	100.00%	77.70%	22.23%
Key MS	222	216	95	121	100.00%	43.98%	56.02%
Lewis ES	310	310	175	135	100.00%	56.45%	43.55%
Martinez C ES	269	267	178	89	100.00%	66.67%	33.33%
Milby HS	1298	1135	950	163	100.00%	83.70%	16.30%
Westbury HS	1092	953	869	84	100.00%	91.19%	8.81%
Young ES	101	94	73	21	100.00%	77.66%	22.34%
Tier 1B (IR)							
Codwell ES	92	92	78	14	100.00%	84.78%	15.22%
Marshall ES	378	377	195	182	100.00%	51.72%	48.28%
Reagan Ed Ctr PK-8	554	544	420	124	100.00%	77.21%	22.79%
Shearn ES	409	409	281	128	100.00%	68.70%	31.30%
Sherman ES	248	238	122	116	100.00%	51.26%	48.74%
Thomas MS	229	226	73	153	100.00%	32.30%	67.70%
Total Vacant	15774	14946	10166	4757		63.23%	36.77%

Campus Roles

A180 DATs filled two roles on campuses: floater or fill-in for teacher absences. Fifty-three A180 DATs floated daily filling in where needed for teacher absences, pullouts, etc. Twenty-three A180 DATs were used primarily for intervention. Twenty-one A180 DATs filled the same vacancy on a daily basis. Each campus offered varying strategy and activity supports to the individual DATs including, but not limited to PLC inclusion, department lead/administrator feedback/coaching, and professional development.

Achieve 180 Campus Roles 2018-2019

	Dedicated Associate Teacher 1		Dedicated Associate Teacher 2	
Campus	**Name**	**Role**	**Name**	**Role**
Tier 3				
Blackshear ES	Fontaine Clark, Tanya	Long term -Writing	Vacant	N/A
Dogan ES	Edmonson, Barron	Floating	Hubbard, Generra	Long term -3rd
Henry MS	Idlebird, Derick	Intervention-ISS	Smith, Jasmine G	Floating
Highland Heights ES	Felder, Renee H	Long term -Vacancy	Ford, Regina Faye	Intervention
Kashmere HS	Hillard, Eleanor	Floating	Horn, Barry Craig	Floating
Mading ES	Taylor, Queen	Floating	Johnson, David Shawn	Floating
North Forest HS	Allen, Chance	Intervention-Math	Redmon, Heather	Long term -Vacancy
Washington HS	Daniel, Fregens	Intervention	Kent, Phillip R	Long term -Vacancy
Wesley ES	Haynes, Marilyn R	Floating	Moore, Debra Denise	Floating
Wheatley HS	Bookman, Tracy A	Floating	Reed, Mashon Lavelle	Floating
Woodson ES	Merritte, Airiel	Long Term-Pre-K Class vacancy	Smith, Mary Olean	Floating
Worthing HS	Jones, Kayla	Intervention-ESL/Social Studies	Wheat, Justin Cardell	Floating
Tier 2				
Attucks MS	Ross Jr, Charles	Intervention-Science	O'Quinn, Gloria	Intervention
Bruce ES	Fraley, Bryonna	Intervention	Norris, Dionna	Floating
Cullen MS	Caston, Donovan D	Intervention-Science	Kirk, Sheryl	Floating-Clerical
Deady MS	Dalton, Shameria D	Floating	Garcia, Graciela	Floating
Foerster ES	Ferrell, Tahzse	Long term-Teacher on leave	Howell, Tiffany	Long term -In class support BSC
Forest Brook MS	Lowe, Mysti	Intervention-Reading	Solomon, Tamara	Floating
HS Ahead Academy	Yarbrough, Frances	Floating	Palmer, Cedric B	Intervention-Math Online
Holland MS	Joseph, Ashlee	Long term -Vacancy	Vacant	N/A
Madison HS	Kemp, Carrie M	Intervention	Stiggers, Jherrod	Floating
Sugar Grove MS	Hicks, Gourdan	Floating	Williams, Grace	Floating
Williams MS	Harrell, Tasmine D	Floating	Robinson, Harriet	Floating
Yates HS	Vacant	N/A	Vacant	N/A
Tier 1A				
Bonham ES	Imo, Alozie	Floating	Simples, Carolyn R	Intervention-Writing
Fondren ES	Nmeregini, Gloria	Long term -In class support PPCD	Rivera Montoya, Ana	Library Aide-Floating
Gregory Lincoln Ed Ctr	Chaires, Maria	Floating	Vacant	N/A
Hilliard ES	Navarro, Consuelo	Floating	Bogany, Andrew Wayne	Floating
Lawson MS	Pitre, Alice Jordan	Floating	Bradley, Kyssemee	Long term -Social Studies
Liberty HS	Aguiluz Flores, Katerin	Floating	Vacant	N/A
Looscan ES	Cordoba, Jennifer	Long Term-Pre-K Class	King, Tamela Shante	Long term-Technology Class
Montgomery ES	Jamison, Angela	Floating	Vacant	N/A
Pugh ES	Hampton, Christopher	Floating-In class support Pre-K	Simpson, Gloria	Floating
Sharpstown HS	Griffin, Lashon	Intervention-English	Lavalais, Myclette	Floating
Stevens ES	Castello, Florence	Floating	Laday, Jessica Deneice	Intervention
Tier 1B (FIR)				
Bellfort ECC	Gonzalez, Angelita	Intervention-Reading	Molina Rodriguez, Nancy	Intervention
Cook JR ES	Frampton, Nickey	Intervention-English and Math	Gundy, Cynthia Ann	Intervention
Edison MS	Lopez, Darrell Anthony	Long term	Samayoa, Marissa	Floating
Gallegos ES	Moreno, Stephanie	Floating	Osegueda, Elena	Floating
Kashmere Gardens ES	Mosley, Kendra	Long term -Pre-K	Stewart Jr, Roger	Long term -1st
Key MS	Hester, Leonia L	Floating	Navy Jr, Alvin	Floating
Lewis ES	Porter, Maurice	Floating	Villarreal, Bianca I	Floating
Martinez C ES	Burten, Taquette Lacole	Floating	Evans, Amethyst	Floating
Milby HS	Del Rio, Jose Eduardo	Floating	Lewis, Keondra	Floating
Westbury HS	Micheaux, Latasha	Floating	May, Beveraly	Intervention-English
Young ES	Broussard, Lisa Marie	Long Term- Kinder Class	Mitchell, Dessie R	Floating
Tier 1B (IR)				
Codwell ES	Foster, Chelsea Renee	Floating	Thomas, Jessica	Floating
Marshall ES	Ammons, Sharon	Long term	Thomas, Sando	Long term assigment
Reagan Ed Ctr PK-8	Haynes, Vasquez	Floating	Kinney, Lisa Gail	Intervention
Shearn ES	Kobeissi, Zeinab	Floating	Orellana, Stephanie	Long term -Special Education
Sherman ES	Bravo, Vianey	Intervention	Kloepper, Eulalia G	Intervention
Thomas MS	Fields, Laronda Patrice	Long Term-Social Studies vacancy	Gipson, Amber	Floating

Pillar III – Instructional Excellence

Annual Overview

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Library Services Staffing

- ***21 certified librarians (40%):*** *Bellfort, Blackshear, Bonham, Bruce, Cook, Foerster, Highland Heights, Lewis, Kashmere Gardens, Mading, Montgomery, Attucks, Forest Brook, Henry, Lawson, Kashmere, Madison, Milby, Thomas, Washington, Yates*
- ***19 certified teachers (37%):*** *Codwell, Cullen, Deady, Dogan, Edison, Gallegos, Marshall, C Martinez, Pugh, Sharpstown, Shearn, Sherman, Stevens, Wesley, Westbury, Wheatley, Woodson, Worthing, Young*
- ***4 paraprofessionals (8%):*** *Fondren, Hilliard, Looscan, Sugar Grove*
- ***8 vacant positions (15%):*** *Gregory Lincoln, Holland, HS Ahead, Key, Liberty HS, North Forest, Reagan, Williams*

Collection Statistics

Achieve 180 school	Circulation per Student			Average Age of the Collection			Books per Student		
	2017-2018	2018-2019	% Increase	2017-2018	2018-2019	% Increase	2017-2018	2018-2019	% Increase
Bellfort ECC	10.50	8.27	-21.22	2003	2003	0.00	18.80	22.33	18.76
Blackshear ES	6.42	5.79	-9.86	2001	2001	0.00	20.40	27.07	32.69
Bonham ES	10.90	12.89	18.23	2003	2005	0.10	13.30	15.58	17.15
Bruce ES	15.50	13.07	-15.66	2000	2000	0.00	26.70	31.99	19.81
C. Martinez ES	22.00	0.93	-95.76	2000	2007	0.35	7.30	17.37	137.90
Cook ES	2.00	8.62	330.96	2001	2002	0.05	16.90	19.90	17.77
Dogan ES	4.14	2.85	-31.12	2007	2007	0.00	20.90	23.47	12.30
Foerster ES	6.30	7.15	13.48	1998	1998	0.00	14.20	10.08	-28.99
Fondren ES	0.11	4.49	3985.12	2002	1999	-0.15	5.50	9.18	66.99
Gallegos ES	0.00	6.11	6.11	1998	1998	0.00	21.70	25.17	16.01
Highland Heights ES	3.10	1.85	-40.48	2002	2002	0.00	24.00	28.11	17.14
Hilliard ES	7.40	18.05	143.93	2006	2006	0.00	8.90	11.18	25.67
Lewis ES	10.20	11.21	9.94	2003	2004	0.05	20.00	21.51	7.55
Looscan ES	2.80	7.05	151.75	1996	1996	0.00	29.00	34.83	20.10
Kashmere Gardens ES	1.30	0.12	-91.15	1999	1999	0.00	25.40	23.34	-8.12
Mading ES	2.59	4.40	69.78	1998	2001	0.15	25.70	29.95	16.52
Montgomery ES	0.00	14.27	14.27	2002	2002	0.00	10.60	12.15	14.63
Pugh ES	0.00	10.55	10.55	2003	2008	0.25	14.60	9.75	-33.21
Stevens ES	5.40	6.27	16.11	2001	2001	0.00	10.40	12.97	24.69
Wesley ES	0.00	4.71	4.71	1994	1997	0.15	39.80	23.89	-39.98
Young ES	0.00	0.00	0.00	2014	2014	0.00	0.60	0.66	10.74

Attucks MS	1.64	2.51	53.05%	1995	2014	.95%	33.7	17.24	-48.84%
Cullen MS	1.34	3.43	155.97%	2004	2013	.45%	27.7	28.52	2.96%
Edison MS	1.91	6.47	238.74%	1989	1993	.2%	19.6	24.08	22.86%
Forest Brook MS	1.05	1.98	88.57%	2001	2010	.45%	14.2	6.24	-56.06%
G. Lincoln Education Center	1.52	2.21	45.39%	2002	2003	.05%	17.8	20.75	16.57%
Henry MS	1.77	1.04	-41.24%	2007	2009	.1%	10	13.30	33%
High School Ahead	0	0		NA	2015		NA		
Key MS	.45	0	-100%	2004	2005	.05%	15.4	17.21	11.75%
Lawson MS	1.57	.17	-89.17%	1996	2001	.25%	14	5.74	-59%
Victory Prep K-8	0	0		NA			NA		
Woodson K-8	.40	.28	-30%	1995	2001	.3%	14.6	34.04	133.15 %
Kashmere HS	0.67	.015	.015	2003	2003	0	18.7	18.35	-1.87
Liberty HS	0	.03	NA	NA	2015	NA	NA	3.9	NA
Madison HS	0.3	0.17	-46.8	1999	1997	-0.1	9.3	2.41	-74.09
Milby HS	2.16	2.48	14.8	2007	2008	.05	7.4	7.75	4.73
North Forest HS	0	0	0	2006	2006	0	15.5	0	100
Sharpstown HS	0.24	0	NA	2000	2000	0	10	10.77	7.15
Washington HS	0.001	0.26	25900	1989	1991	0.1	17	19.68	2.68
Westbury HS	0.35	0.17	-51.43	1991	2006	0.75	8.5	3.33	-60.82
Wheatley HS	0	0	0	2002	2006	0.2	7.56	8.37	10.71
Worthing HS	0	0	0	1996	2008	0.6	17.2	13.35	-22.38
Yates	0.5	0.65	30	2010	2011	.05	14	13.2	-5.71

From this data, we can see that many library collections were updated, expanded and circulated more amongst our students at these campuses.

Professional Development Opportunities

Our Library Educator meetings were held once a month at Ryan PLC to provide staff working in the library an opportunity to collaborate, receive responses to questions/concerns, receive PD credit for library related training, and hear updates regarding initiatives, programs, policies and procedures that pertain to the district, department, and their campus libraries.

Monthly Meetings	Support Topics
Sept	8 attended: Attucks MS, Bellfort ECC, Blackshear ES, Cook ES, Forester ES, Lewis ES, Mading ES, Yates HS
Oct	**Appraisals, Learning.com, Google Drives** 12 attended: Attucks MS, Blackshear ES, Bonham ES, Cullen MS, Kashmere HS, Mading ES, Washington HS, Westbury HS, Woodson ES, Yates HS
Nov	**Grants, Book Talks** 11 attended: Bellfort ECC, Bruce ES, C. Martinez ES, Cullen MS, Foerster ES, Forest Brook MS, Henry MS, Lawson MS, Washington HS.
Dec	**12 Days of Code, Winter Reading Program, PLN, Library Hacks** 7 attended: Attucks MS, Bruce ES, Cook ES, Forest Brook MS, Marshall ES, Milby HS, Westbury HS.,
Feb	**Advocating for Your Library, Breakout EDU, Follett Bookfairs** 9 attended: Bellfort ECC, Blackshear ES, Bruce ES, Cook ES, Forest Brook MS, Henry MS, Montgomery ES, Washington HS
Mar	**Sheltered Instruction, Language Technology, Every Child a Super Reader** 9 attended: Attucks MS, Bellfort ECC, Blackshear ES, Foerster ES, Lewis ES, Mading ES, Washington HS, Westbury HS, Yates HS)
May	**EOY Reporting, HPL Summer Reading Program, Conference Takeaways** 7 attended: Cullen MS, Foerster ES, Forest Brook MS, Mading ES, Montgomery ES, Washington HS, Yates HS .
Additional PD	
Oct	**Early Dismissal Training: Name That Book Technology Support and Practice** 6 attended: Bonham ES, BT Washington HS, Foerster ES, Lawson MS, Mading ES, Montgomery ES
Oct	**Saturday PD: Google Mini Academy** 5 attended: Bonham ES, BT Washington HS, Foerster ES, Mading ES, Montgomery ES
Jan	**Learning.com** 3 attended: Dogan ES, Highland Heights ES, Mading ES
Mar	**Flipgrid Training** 3 attended: Attucks MS, Montgomery ES, Yates HS.
May	**Promoting Your Library with Web 2.0 Tools** 2 attended: Montgomery ES, Yates HS
May	**Destiny EOY Reporting & Inventory** 2 attended: Cullen MS, Forest Brook MS

These Professional Development opportunities provide the A180 library educators with training on tools, methods, and information that will assist them in their library instruction, management, and development.

All campuses were emailed meeting minutes to review all information and materials shared at monthly meetings. However, this should not replace the face-to-face interaction. It is imperative that all campuses participate in monthly library educator meetings.

Mentor Support Program

Mentors will…

· Meet monthly with their mentee (in-person or over the phone)

· Mentors will be provided a monthly list of talking points for discussion with their mentee

· A follow up survey will be completed by the mentor/mentee to record what was addressed in their monthly check-in.

MENTOR SCHOOL	MENTEE SCHOOL
Attucks MS- A180	Cullen MS - A180
Bellaire HS	Madison HS - A180
Carnegie HS	Wheatley HS - A180 Gregory Lincoln K-8 - ~~**A180**~~
Cornelius ES	Mading ES - A180
Cunningham ES	Bonham ES - **A180**
Helms ES	Wesley ES - **A180**
Janowski ES	Hilliard ES - ~~**A180**~~
MacGregor ES	Blackshear ES - **A180**
Meyerland PVAMS (Johnston)	Woodson ES - **A180**
Milby HS - ~~**A180**~~	Kashmere HS - **A180**
Neff ES	Foerster ES - **A180**
Oak Forest ES	Highland Hts. ES - **A180**
Pershing MS	Edison MS - ~~**A180**~~
Port Houston	Bruce ES - **A180** Pugh ES -~~**A180**~~
Sinclair ES	Looscan ES -**A180**
Travis ES	Dogan ES - **A180**
Waltrip HS	Forest Brook MS - **A180**
West Briar MS	Worthing HS - **A180**
Yates HS -**A180**	Washington HS - **A180**
Library Services	Yates HS -**A180**

MONTH	AVG. TIME MEETING	CONTENT DISCUSSED	CONDUCTED MENTOR/MENTEE CHECK-IN
October	30-45 mins.	Literacy Budget and Resources Curriculum and Instruction	Forest Brook Washington HS Yates HS
November / December	30-45 mins.	Literacy Budget and Resources	Blackshear ES Bruce ES Foerster ES

		Curriculum and Instruction Collaboration Technology/Infrastructure Space and Time Management Professional Learning	Kashmere HS T. Marshall ES Pugh ES Washington HS Wesley ES Yates HS
January	30-45 mins.	Literacy Curriculum and Instruction Professional Learning Budget and Resources Community Partnerships Collaboration Space and Time Management	Kashmere HS Washington HS Yates HS
February	60+ minutes	Literacy Curriculum and Instruction	Washington HS Yates HS

All A180 campus library educators were included in the mentor program where they were connected with a mentor and received monthly discussion topics, as well as the survey link. Participation was minimal. Next year we will reduce the number of mentor meetings in hopes of increasing participation.

Accomplishments

SCHOOL	Administered reading program	Hosted author/speaker	Book Fair	Conducted yearly inventory	Maintained library computers	Ordered new books/AV materials	Ran/Distributed Overdue Notices	Plan collaborative lessons	Plan independent library lessons	Provide Professional Dev. Opportunity	Pull resources for teachers	Library collection maintenance
Attucks MS												
Blackshear EL												
Bellfort ECC												
Bonham EL												
Bruce EL	X		X	X				X	X		X	X
C Martinez EL												
Cook EL	X	X	X	X	X	X	X	X	X		X	X

Cullen MS			X		X	X	X	X	X	X	X	X
Dogan	X			X			X				X	X
Edison MS	X	X	X	X	X	X	X	X	X	X	X	X
Foerster EL												
Fondren EL												
Forest Brook MS												
Gallegos EL												
Gregory Lincoln Education Center												
Henry MS												
Highland Heights EL												
Hilliard EL												
Kashmere Gardens EL												
Kashmere HS												
Key MS												
Lawson MS												
Lewis EL												
Looscan EL												
Mading EL	X	X	X	X	X		X		X		X	X
Madison HS												
Milby HS	X	X	X	X	X	X	X	X	X	X	X	X
Montgomery	X	X		X	X		X	X	X		X	X
North Forest HS												
Pugh EL												
Sharpstown HS												
Stevens EL												
Washington HS	X			X	X	X	X	X	X	X	X	X
Wesley EL												
Westbury HS				X	X	X	X					X
Wheatley HS												
Woodson K-8												

Worthing HS												
Yates HS	X	X		X		X	X	X	X	X	X	X
Young EL												

All accomplishments are self-reported for the current school year. Reports are to be conducted in January and May. We did not receive reports from the campuses that appear empty.

These accomplishments are part of the "State of the Library" report that is to be completed by the library staff 2-3 times per year. The final submission should be accompanied by collection development reports that highlight the circulation statistics, library collection's age and number of items per student.

One of the reading programs that was administered at several of our campuses, was our district-wide Name That Book competition. See Appendix for more details. All campuses are encouraged to participate. A nominal cost is associated with the purchase of the books in each year's competition.

APPENDIX: Accomplishments

Can You…Name That Book?

The Name That Book competition has a deep rooted history in HISD, originating over 20 years ago. This means over 20 years of memories fostering a love of reading. Each year, a new group of schools add to that rich history.

This year several of our A180 campuses participated in the Name That Book competition by developing a team that would read, practice, and compete in one of four age group competitions. The competitions were K-2, 3-6, Middle School, and High School. The competitions were held on various days between February and April. For 3-6, MS, and HS, the winners of each daily round went on to compete in a Finals round held at Hattie Mae White. The finals rounds were streamed on HISD tv and the HISD website.

The A180 campuses that participated were:

K-2 competition	3-6 competition	High School competition
Mading ES		Milby HS
		Washington HS
		Yates HS

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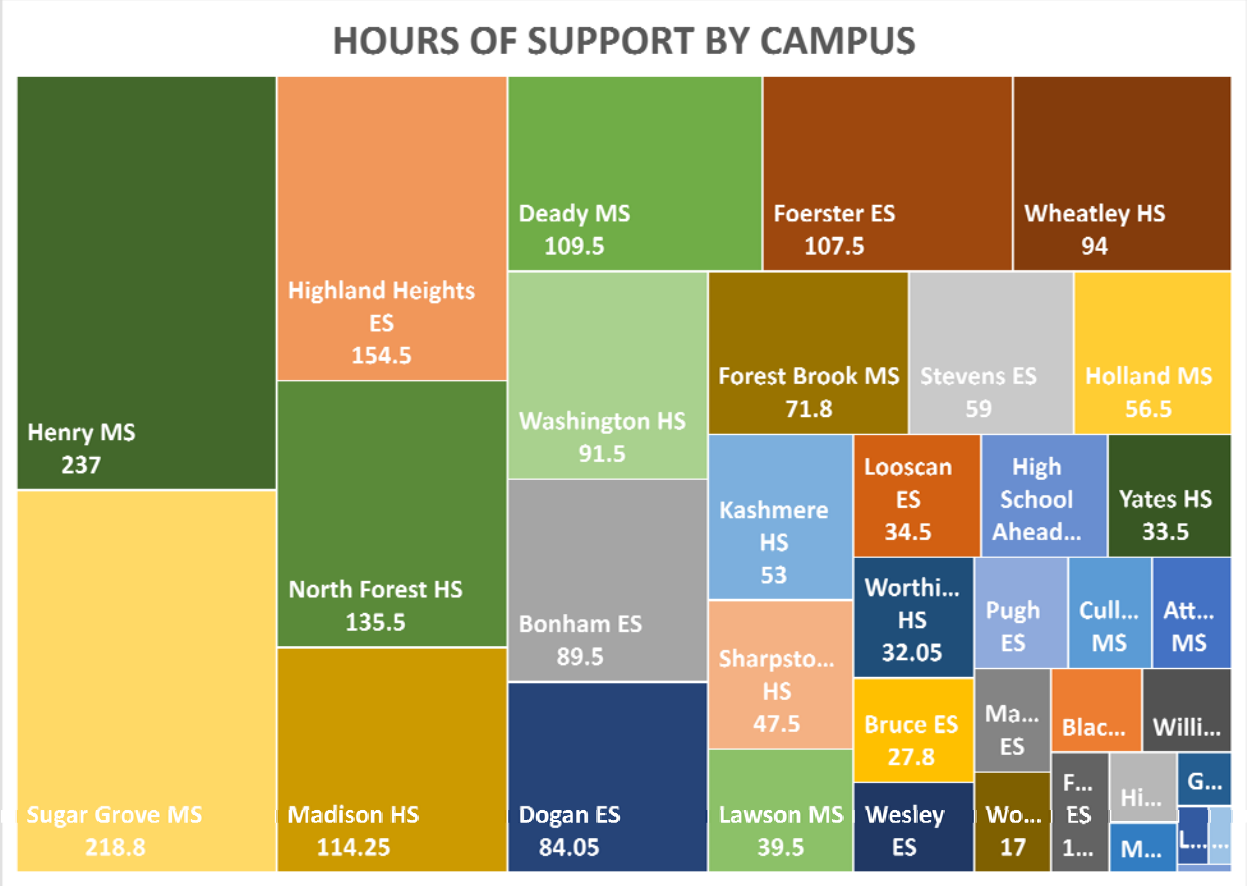
Multilingual Programs Department

Summary for the 2018-2019 School Year

The Multilingual Programs Department conducted 784 campus visits to 37 Achieve 180 campuses, spending 2,128.25 hours of support. The focus areas were: English Language Arts and Reading, English as a Second Language, Math, Science, Social Studies, Sheltered Instruction, and Compliance/LPAC.



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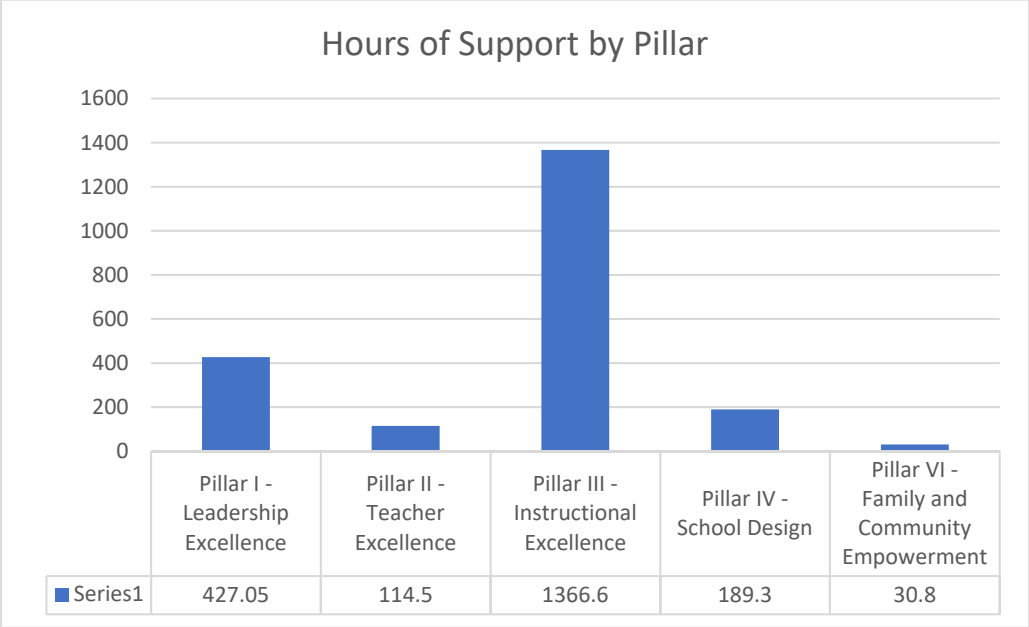

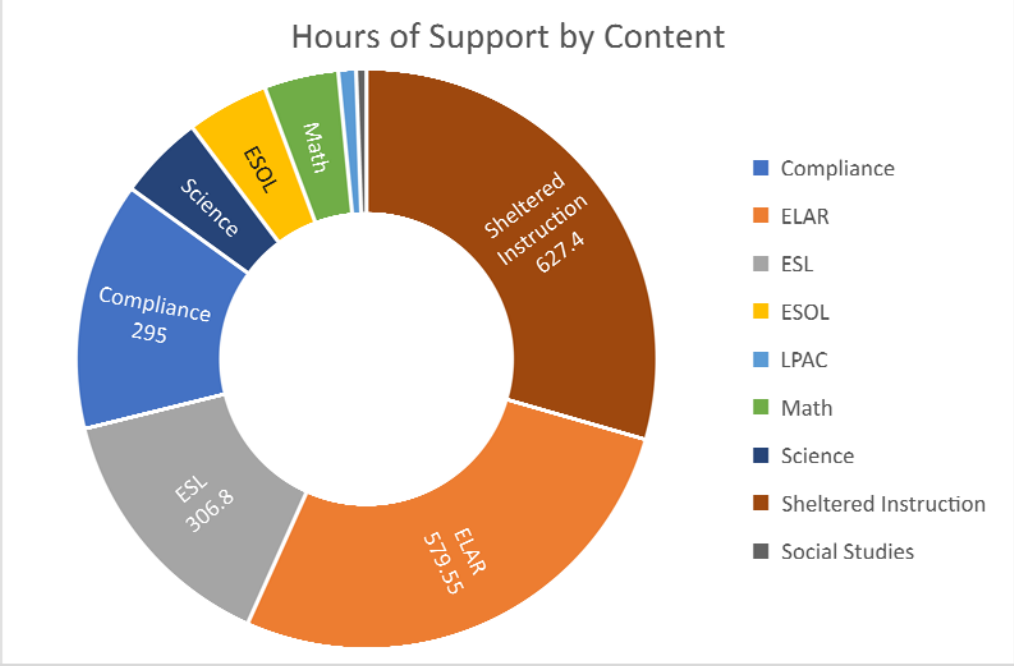

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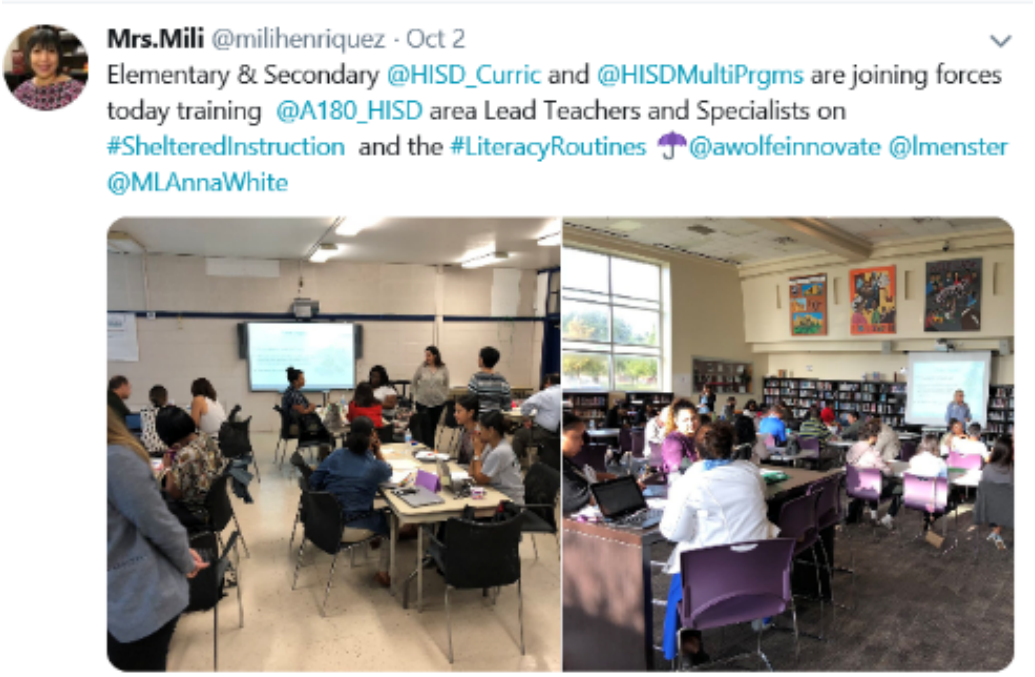
Sheltered Instruction – HISD Literacy Routines

The Multilingual and Curriculum Departments partnered to offer a district-wide systematic approach to shelter instruction for English Learners. The goal is to provide a unified and effective way to equip all bilingual and ESL teachers with the best research-based practices to serve the needs of our English Learners (ELs). Our district's Sheltered Instruction approach is the eight Literacy Routines based on John Seidlitz's work. These are designed to be used as a Sheltered Instruction model across all disciplines in grades PreK-12. They are simple and flexible enough to be used daily to engage all students across content areas in reading, writing, listening, speaking, and thinking in every classroom.



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Professional Development Plan

Literacy Routines as a Sheltered Instruction Model Institute PK-12th (2-Days)	
Day 1	Bilingual, ESL & Content teachers of English Learners (ELs) will understand and be able to explain the goals of sheltered instruction and the Literacy Routines. They will also have an opportunity to create language objectives to plan differentiated sheltered lessons across content areas using the ELPS.
Day 2	Bilingual, ESL & Content teachers of English Learners (ELs) will analyze, practice and use the Literacy Routines to plan sheltered lessons integrating reading and writing across content areas.

2018 Fall Professional Development Offerings

Literacy Routines Institute - Day 1

Elementary Audience: DL Coordinator, Bilingual & ESL Lead Teachers only - Limited to 2 staff members per campus
Secondary Audience: ESL & Content Lead Teachers only - Limited to 3 staff members per campus
~Sign up for the offering assigned to your Area~

	A180	North	Northwest	South	East	West
OneSource #	October 2	October 3	October 4	October 9	October 10	October 11
Elementary **1267010** 8:00am- 3:00pm	Ryan PD Center – PL8	Ryan PD Center - Auditorium	Ryan PD Center – PL8	Ryan PD Center - Auditorium	Ryan PD Center - Auditorium	Ryan PD Center - Auditorium
Secondary **1268002** 8:30am- 3:30pm	Wheatley HS	McReynolds MS	Barbara Jordan Career Center	Sterling HS	TBA	TBA

Literacy Routines Institute - Day 2

Elementary Audience: DL Coordinator, Bilingual & ESL Lead Teachers only - Limited to 2 staff members per campus
Secondary Audience: ESL & Content Lead Teachers only - Limited to 3 staff members per campus
~Sign up for the offering assigned to your Area~

	A180	North	Northwest	South	East	West
OneSource #	October 16	October 17	October 18	October 23	October 24	October 25
Elementary **1268001** 8:00am- 3:00pm	Ryan PD Center – PL8	Ryan PD Center - Auditorium	Ryan PD Center - Auditorium	Ryan PD Center - Auditorium	Ryan PD Center - Auditorium	Ryan PD Center - Auditorium
Secondary **1269001** 8:30am- 3:30pm	Wheatley HS	McReynolds MS	Barbara Jordan Career Center	TBA	TBA	TBA

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ELs in Texas: What Administrators Need to Know

On February 19, 2019 nearly 50 principals and LPAC administrators attended the training by John Seidlitz ELs in Texas: What Administrators Need to Know. The session is part of the continued effort to improve English learner's academic achievement where nearly 700 educators have been trained on Sheltered Instruction practices.

Multilingual's Assistant Superintendent, Anna White, pointed out that "the goal is to continue implementing and spreading the wealth across the district of core principles and best practices for second language acquisition methods." This includes linguistically accommodating instruction to reach proficient levels of implementation that increase content mastery and academic language of English Learners.

John Seidlitz, Founder and CEO of Seidlitz Education, focused the training on best practices for teachers in the classroom to meet the needs of ELs for full inclusion and equity in the classroom and also to develop their academic language. More specifically, Seidlitz went over Sheltered Instruction across content areas, ways to reduce the number of long-term ELs that are beginners, and ways to provide continued support.

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Parent University

The Houston Independent School District launched the Parent University for the 2018-2019 school year. This new program supports parents and families in the education of their children and introduces them to district programs, resources, and parent-engagement strategies. Multilingual Programs Specialist and Outreach Workers supported this initiative at different campuses and focused on four topics:

- The Dual Language program
- The importance of TELPAS
- Personal Graduation Plans
- Useful strategies to help English Learners with academic achievement

parent UNIVERSITY

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Dual Language Summit

51 Schools Participate in the Inaugural Dual Language Summit

On Saturday, March 23rd, Multilingual Programs and its Dual Language team hosted the Inaugural Dual Language Summit for teachers and administrators.

The 112 participants, from 51 campuses, had the opportunity to choose from sessions that went over effective practices to implement a Dual Language program, how to build parental engagement, scaffolding strategies for all content areas, ways to support newcomers, among other 23 sessions of which, 5 were delivered in Spanish.

Teachers, administrators and teacher development specialists interacted with educational professionals, colleagues and experts in the field such as session presenters professors emeriti Dr. Viginia Collier and Dr. Wayne Thomas, renowned researchers for their work on Dual Language long-term effectiveness for linguistically and culturally diverse students.

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Dual Language Parent Conference

Great outcome of Inaugural Dual Language Parent Conference

The Inaugural Dual Language Parent Leadership Conference that gathered almost 100 parents from 25 schools was held with one sole purpose: to learn how to support their children at home with new and effective instructional second language acquisition strategies.

The four-hour event organized by the Multilingual Dual Language team offered parents the opportunity to attend empowering workshops with experts in the field, a Dual Language model lesson, and a parent panel where they were able to clarify doubts and questions.

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Dream Summit

Guiding HISD students from around the world to go to college

Three hundred students from across the district gathered on December 15, 2018 for a day of college exploration specially designed for students born outside of the U.S. like DREAMers, DACA (Deferred Action for Childhood Arrivals) recipients, visa holders, permanent residents, refugees, and asylum grantees, along with their families.

This event hosted by College & Career Readiness and Multilingual Programs departments prepared sessions where scholars clarified doubts about college life, navigating high school as a DREAMer, entrepreneurship careers, college applications, scholarships, and financial aid. Students also met with college recruiters, representatives from community-based organizations and consulted one-on-one with immigration attorneys.

As the summit came to an end, five seniors from Wisdom, Scarborough, Jane Long Academy, and Sharpstown High School each won $500 college scholarship.

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English Learner (EL) Talks

Students from Deady and Marshall participated in English Learner Talks

English Learners from Deady and Marshall Middle Schools had individual conferences with Multilingual program specialists to learn about the benefits and requirements of exiting the ESL program.

The event hosted at each campus informed 6th-8th graders about their English Learner status, the critical components of TELPAS/STAAR, Linguistic Accommodations, the exit criteria of the program, and how to reach specific goals in the year.

Multilingual Programs Specialist and Outreach Workers provided assistance with this task. “This is a great way to empower students with the knowledge they need to be successful and move forward with their educational career,” said Nereyda Salas, Programs Specialist.

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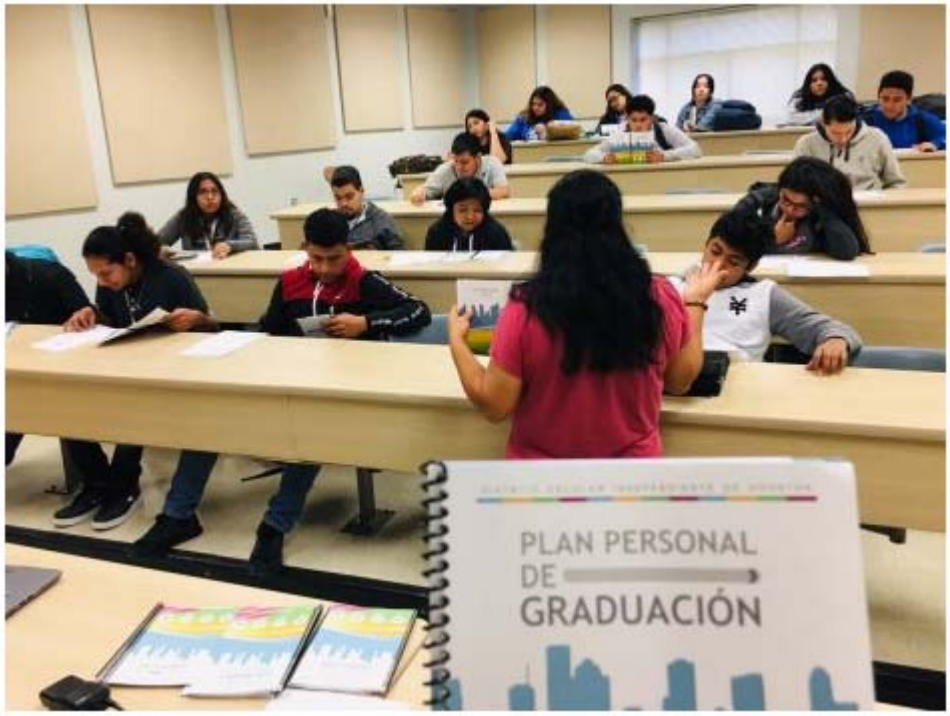
Personal Graduation Plan

Empowering English Learners

The Multilingual Outreach team and Westbury HS Wraparound held a data talk session with 32 English Learners. Rosa Gonzalez-Decou, ML Outreach Worker, presented the Personal Graduation Plan booklet where students are able to make sure that they are taking the academic courses that support their post-secondary plans.

Craig Zeno, Wraparound Specialist also supported by reviewing with students their individual academic record. Both presenters collaborated to aid and give the appropriate tools to students so that they can focus on the courses, credits earned, test information, and graduation plan.

Gonzalez-Decou mentioned that the session is “Key to help them become empowered students that take responsibility for their own education.”



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Achieve 3000

Build Fluency and Comprehension Reading Skills through the HISD HUB

Sometimes the ESL classrooms face a double challenge: English learners (ELs), as a group, have unique needs but not every EL is at the same stage of learning, and each student requires different supports and has particular abilities.

This is why the Multilingual Department has purchased the Access program option of the Achieve 3000 program for the 2018-2019 school year. This extra support provides ELs with differentiated instruction: one on one that features grade-appropriate content to each student's individual reading level, with 12 levels in English and 8 in Spanish.

The software lowers the readability of expository text so that ELs can build fluency and comprehension reading skills with text that they can access at their independent reading level. As a student's reading level progresses, the program increases the complexity to continue expanding each learners' language development.

Teachers can utilize the Access program through the HISD HUB.

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ACHIEVE180

Language Proficiency Assessment Committee (LPAC) Assessment Decision-Making

The Multilingual Compliance Team offered various professional development sessions on assessment decision-making and end-of-year annual review for English Learners. The purpose of these trainings is to equip new and returning LPAC Administrators with the tools to lead the LPAC in making the best TELPAS, STAAR, and placement decisions for English Learners participating in a Bilingual or ESL program.

ESL TExES Preparation

Full day ESL TExES preparation sessions were offered to teachers on ESL certification waiver or ESL emergency permit. Teachers were provided with a comprehensive coverage of the teacher competencies tested on the TExES ESL Supplemental Examination. Teachers learned about language acquisition theories, second language teaching methodologies, English language development and assessing English Learners.

Elementary Curriculum Dashboard

CVL Date Range

8/23/2018 5/24/2019

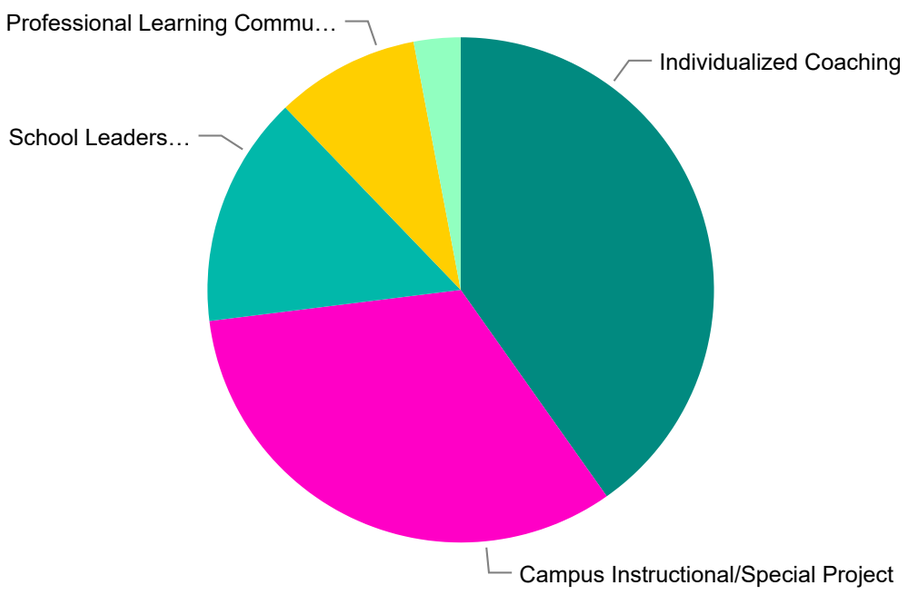
Time with Teachers

27.18K

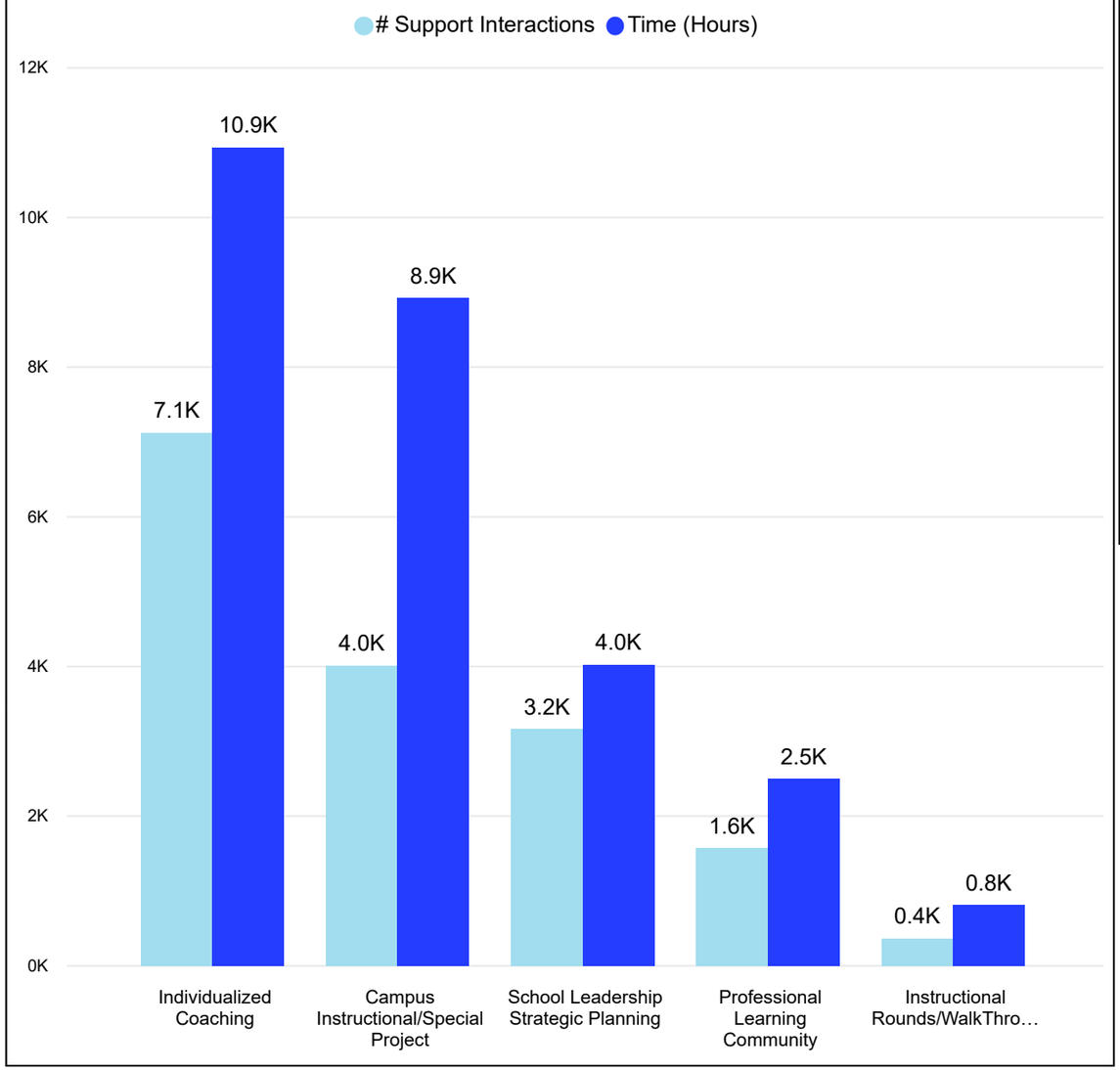
A180 Schools

- Blackshear ES
- Bonham ES
- Bruce ES
- Dogan ES
- Foerster ES
- Fondren ES
- Gregory Lincoln K-8
- Highland Heights ES
- Hilliard ES
- Looscan ES
- Mading ES
- Montgomery ES
- Pugh ES
- Stevens ES
- Wesley ES
- Woodson ES

Support Interactions



Support Interactions



Support Interactions

Type of Support	# Support Interactions	Time (Hours)
Individualized Coaching	7126	10,932.25
Campus Instructional/Special Project	4007	8,919.75
School Leadership Strategic Planning	3162	4,022.50
Professional Learning Community	1570	2,496.50
Instructional Rounds/WalkThroughs	365	811.25
Total	**16230**	**27,182.25**

CVL Date Range

8/23/2018 5/24/2019

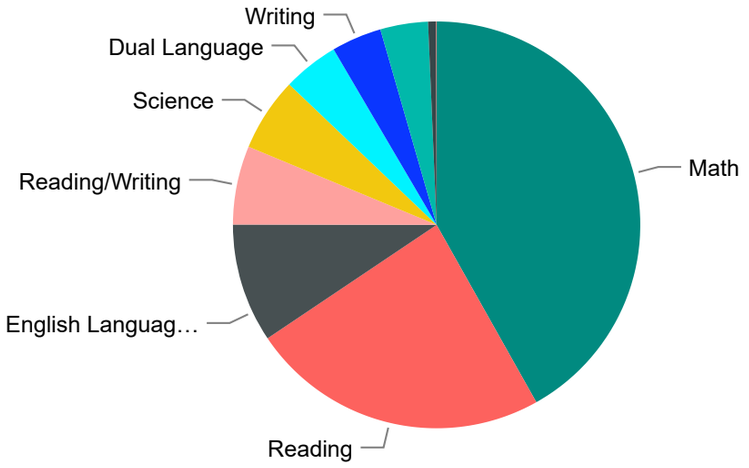
Time with Teachers

27.18K

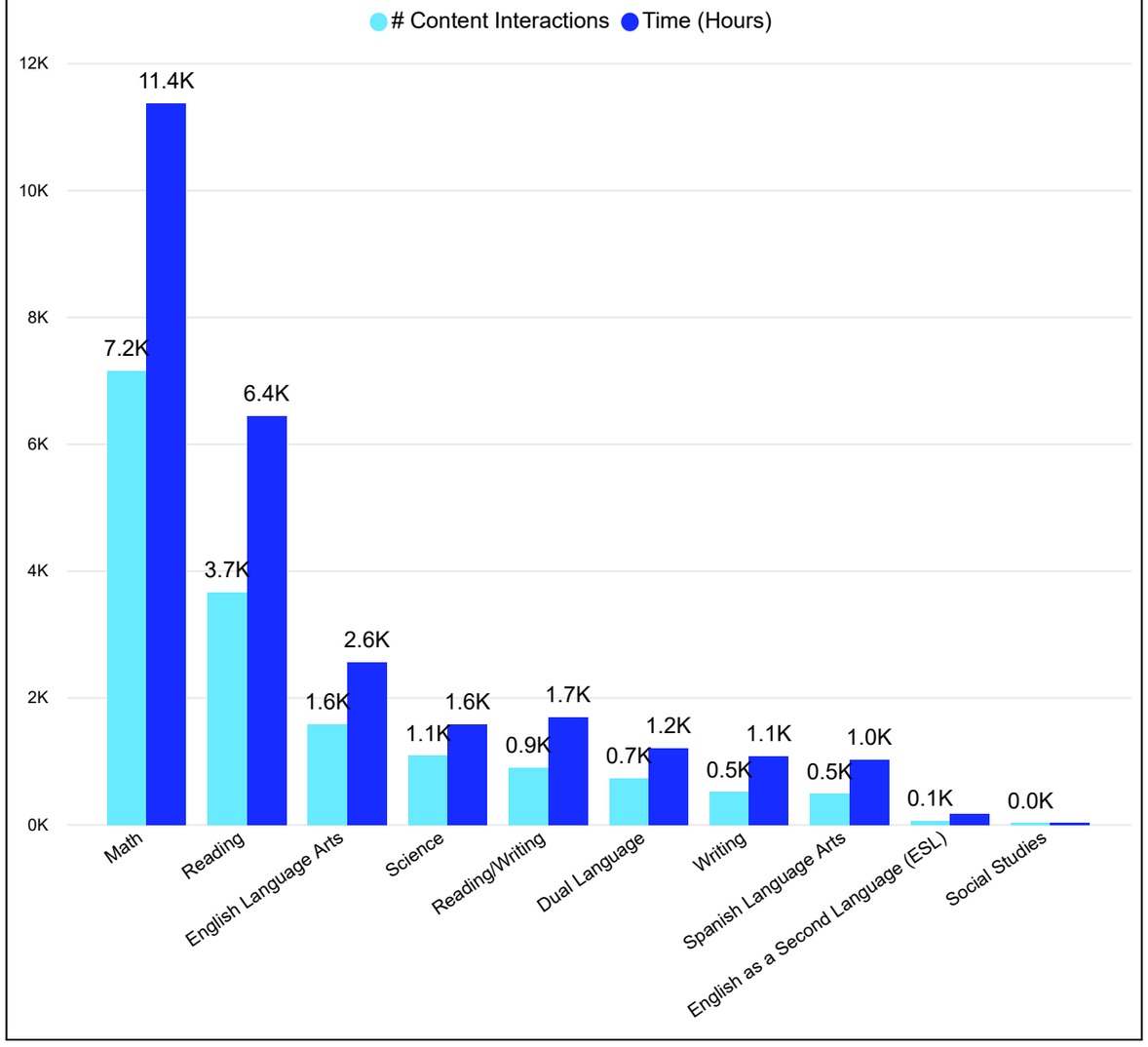
A180 Schools

- Blackshear ES
- Bonham ES
- Bruce ES
- Dogan ES
- Foerster ES
- Fondren ES
- Gregory Lincoln K-8
- Highland Heights ES
- Hilliard ES
- Looscan ES
- Mading ES
- Montgomery ES
- Pugh ES
- Stevens ES
- Wesley ES
- Woodson ES

Content Interactions



Content Interactions



Content Interactions

Content Coached	# Content Interactions	Time (Hours)
Math	7163	11,377.25
Reading	3667	6,449.50
English Language Arts	1583	2,566.75
Science	1090	1,590.75
Reading/Writing	900	1,698.75
Dual Language	737	1,205.50
Writing	518	1,082.75
Spanish Language Arts	491	1,028.75
English as a Second Language (ESL)	65	171.25
Social Studies	16	11.00
Total	**16230**	**27,182.25**

CVL Date Range

8/23/2018 5/24/2019

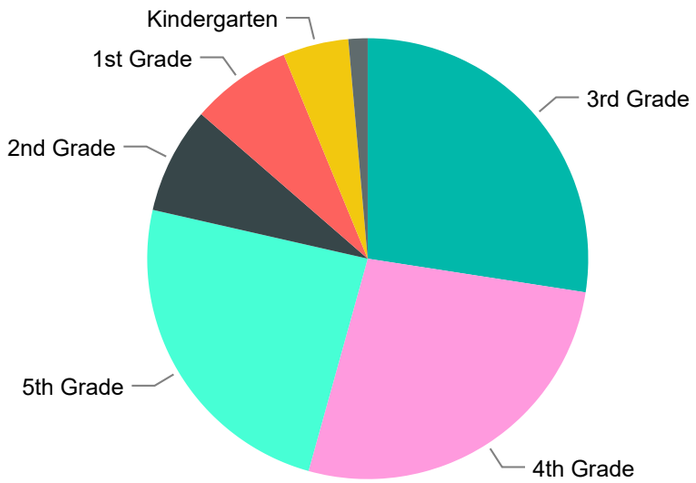
Time with Teachers

27.18K

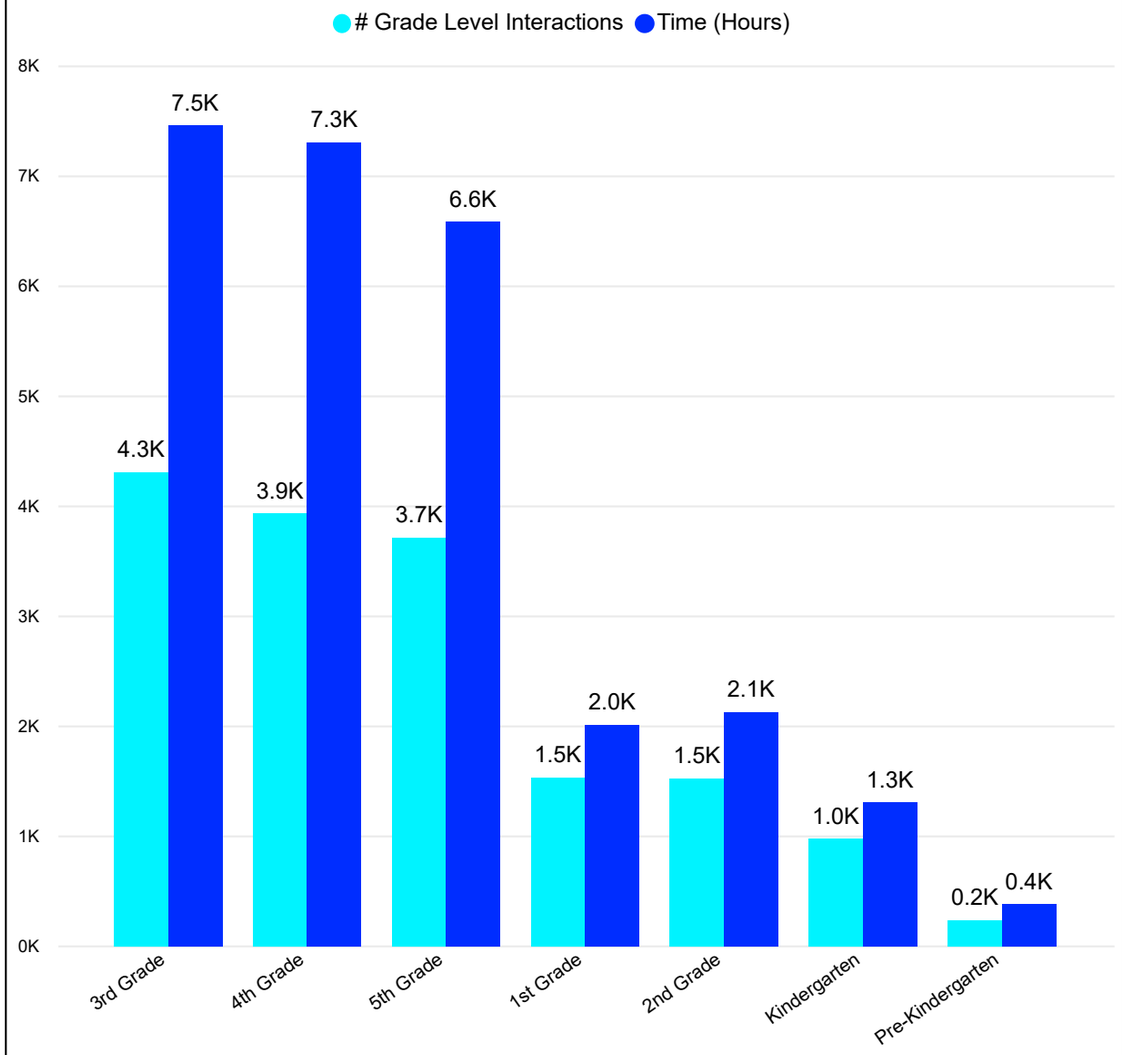
A180 Schools

- Blackshear ES
- Bonham ES
- Bruce ES
- Dogan ES
- Foerster ES
- Fondren ES
- Gregory Lincoln K-8
- Highland Heights ES
- Hilliard ES
- Looscan ES
- Mading ES
- Montgomery ES
- Pugh ES
- Stevens ES
- Wesley ES
- Woodson ES

Grade Level Interactions



Grade Level Interactions



Grade Level Interactions

Grade Level	# Grade Level Interactions	Time (Hours)
3rd Grade	4312	7,460.00
4th Grade	3933	7,307.00
5th Grade	3713	6,586.75
1st Grade	1534	2,011.75
2nd Grade	1525	2,127.00
Kindergarten	977	1,307.25
Pre-Kindergarten	236	382.50
Total	**16230**	**27,182.25**

CVL Date Range

8/23/2018 5/24/2019

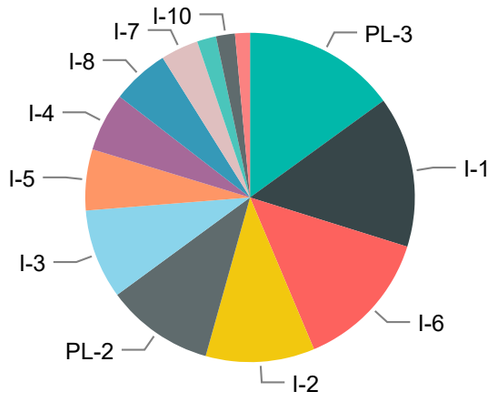
Time with Teachers

67.27K

A180 Schools

- Blackshear ES
- Bonham ES
- Bruce ES
- Dogan ES
- Foerster ES
- Fondren ES
- Gregory Lincoln K-8
- Highland Heights ES
- Hilliard ES
- Looscan ES
- Mading ES
- Montgomery ES
- Pugh ES
- Stevens ES
- Wesley ES
- Woodson ES

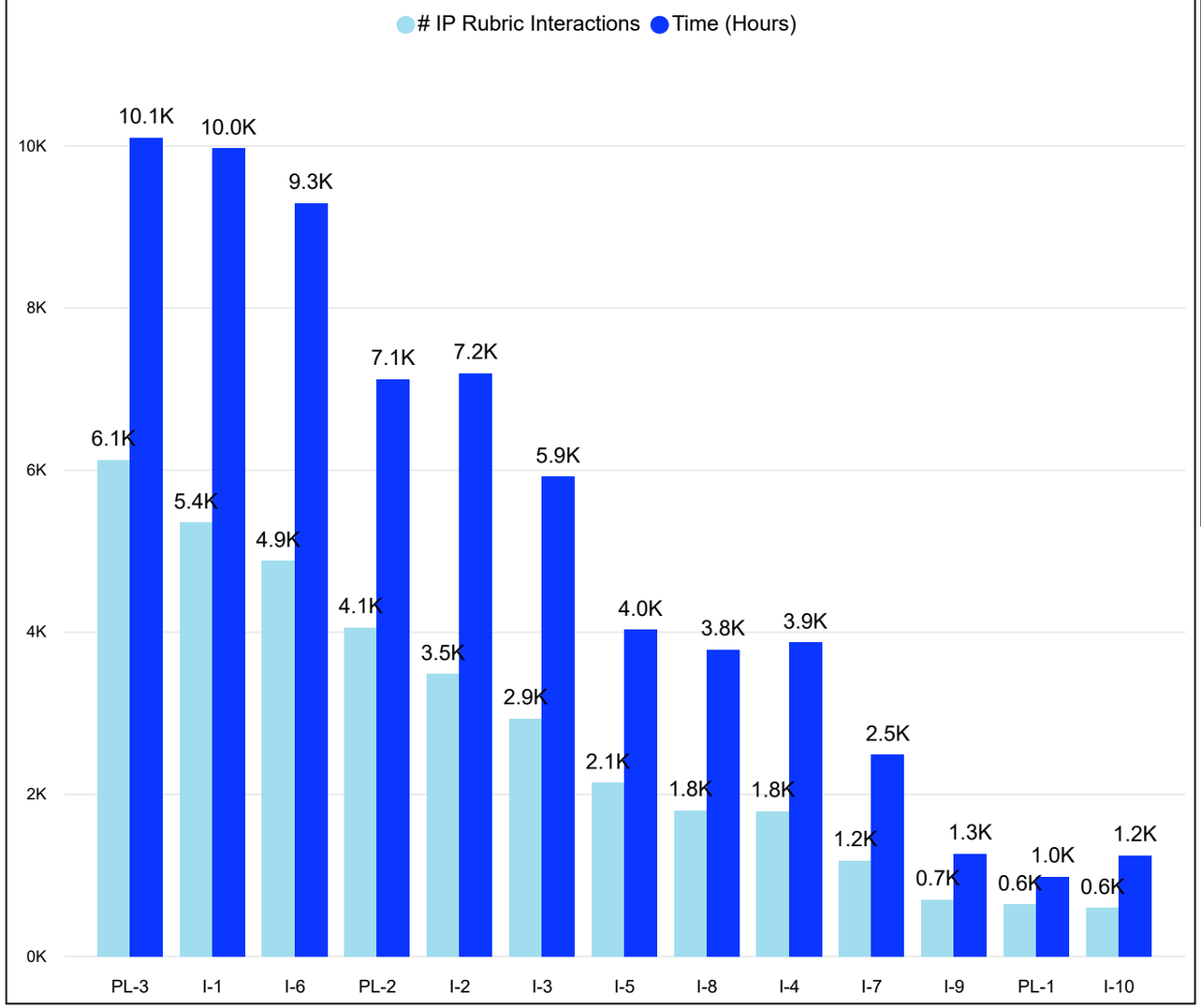
IP Rubric Interactions



Grade Level Interactions

IP Rubric	# IP Rubric Interactions	Time (Hours)
PL-3	6121	10,098.25
I-1	5352	9,971.50
I-6	4882	9,296.75
PL-2	4056	7,123.00
I-2	3485	7,191.50
I-3	2933	5,920.50
I-5	2142	4,031.75
I-8	1801	3,785.75
I-4	1792	3,872.25
I-7	1182	2,487.25
I-9	700	1,263.75
PL-1	642	983.50
I-10	600	1,248.25
Total	**35688**	**67,274.00**

IP Rubric Interactions



CVL Date Range

8/23/2018 5/24/2019

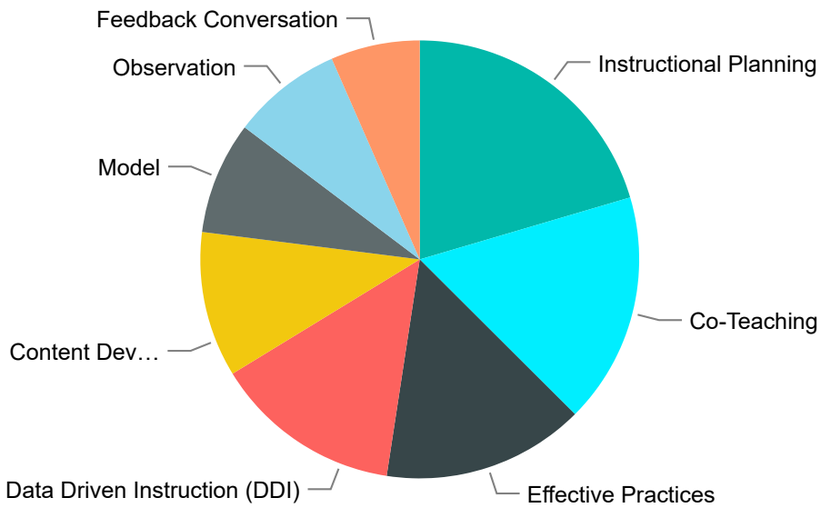
Time with Teachers

45.02K

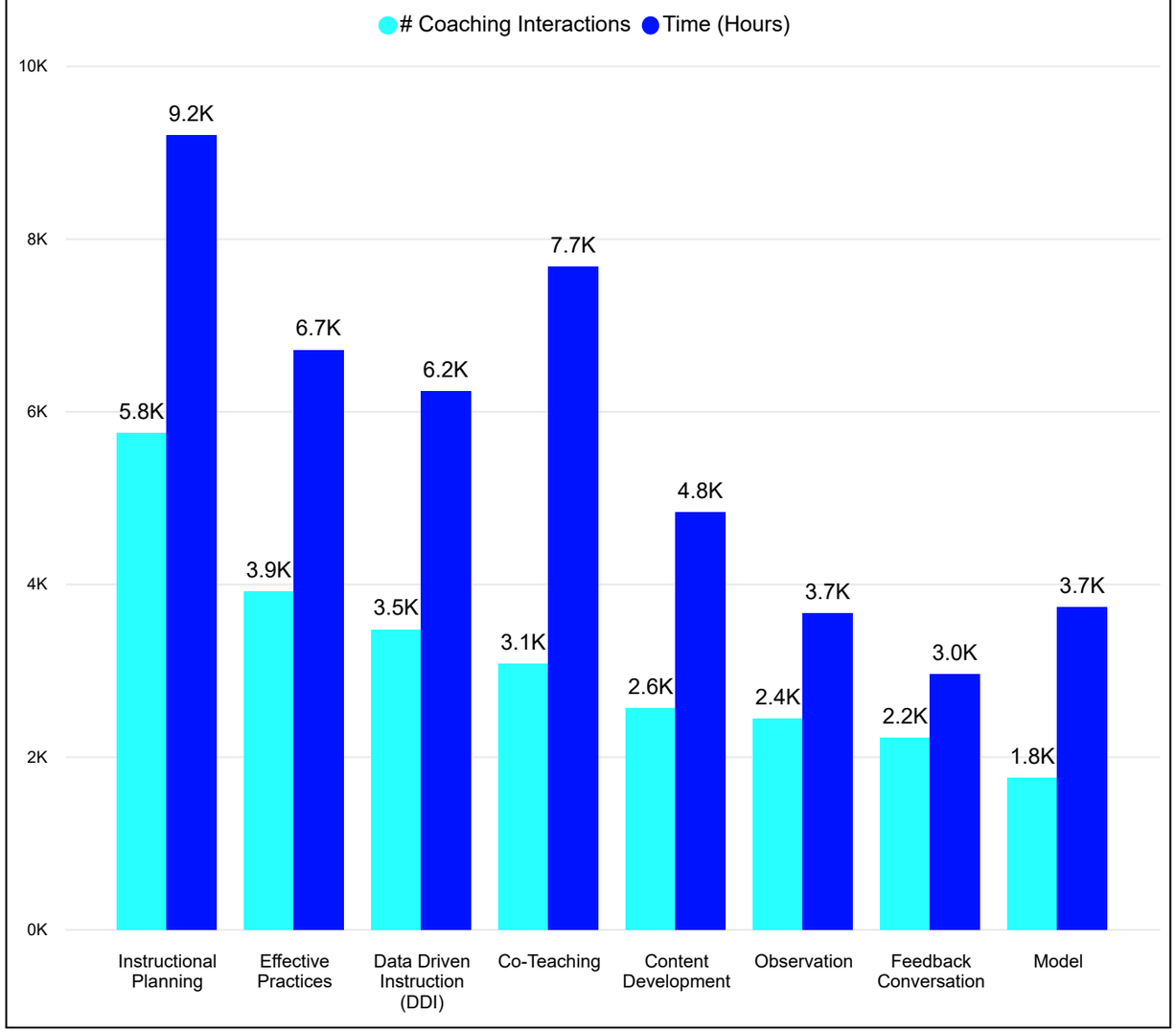
A180 Schools

- Blackshear ES
- Bonham ES
- Bruce ES
- Dogan ES
- Foerster ES
- Fondren ES
- Gregory Lincoln K-8
- Highland Heights ES
- Hilliard ES
- Looscan ES
- Mading ES
- Montgomery ES
- Pugh ES
- Stevens ES
- Wesley ES
- Woodson ES

Coaching Interactions



Coaching Interactions



Coaching Interactions

Type of Coaching	# Coaching Interactions	Time (Hours)
Instructional Planning	5752	9,197.75
Effective Practices	3916	6,715.75
Data Driven Instruction (DDI)	3477	6,235.50
Co-Teaching	3077	7,679.00
Content Development	2567	4,835.50
Observation	2442	3,662.25
Feedback Conversation	2220	2,955.25
Model	1757	3,734.00
Total	**25208**	**45,015.00**

Highland Heights ES
Hilliard ES
Gregory Lincoln K-8
Bonham ES
Fondren ES
Bruce ES
Foerster ES
Blackshear ES
Pugh ES
Woodson ES
Montgomery ES
Stevens ES
Looscan ES
Dogan ES
Mading ES
Wesley ES

Early Childhood A 180 Support

2018-2019 Summative Report

The Early Childhood Team supported Woodson Elementary as their primary A180 focus as they expanded Pre-K offerings in the South.

Resources and Support

Resources and Support	Benefits of Resources
Extended Wednesday:	
September Independent Practice for Pre-K Students	Teachers uncovered the value of independent practice of taught skills in large and small group. Strategies for management of stations, rotation options, and assuring rigor were addressed.
October Guided Reading for Pre-K Students	Teachers trained to support students who are ready for pre-A guided reading. The teachers actively disaggregated data, grouped their students, and delivered Jan Richardson's strategies as "at bat's" in preparation for classroom use.
October Differentiated Independent Practice for Pre-K Students	Teachers discovered how to differentiate independent practice in workstations based upon student needs communicated via data. Guided and interactive small group instruction informed and prepared students for success in their workstations.
January Small Group Instruction for Pre-K Students	Teachers identified needs based upon their feedback, classroom observations, and student data. Reexamining the needs of students and how to best address the needs in small group instruction were the focus. Strategies targeted to common needs were practiced.
February Guided Reading for Pre-K Students	Teachers studied student data and determined which students were ready for formal guided reading. Teachers prepared lessons to deliver Jan Richardson's strategies for emergent small group instruction.
February Word Walls for Pre-K Students	Teachers determined that increased vocabulary was a need shared by most students. The sessions focused on how to increase vocabulary across all instruction, HFW usage and interactive word walls.
April Technology and Coding for Pre-K Students	Teachers participated in a make & take using their Bee Bot resource. They created mats for literacy and mathematics.

Additional Woodson support:	
June Carnival/PK Round Up at Woodson – ECH team assisted with enrollment process	Assisted with enrollment process and increased enrollment on campus
August Administrative Support Beginning of the Year Classroom Support Beginning of the Year Professional Development	Assure that PK expansion logistics are considered and addressed Assure that routines and procedures are in place Support new teachers with classes Identified areas of need Teachers aligned expectations for routines and practices during the first days of school. Teachers who serve 3-year-old students, uncovered how to adapt the curriculum using Frog Street resources.
September Early Childhood Expectations	Teachers attended a special session to clarify Pre-K expectations for classroom environment, classroom management, best practices, and high-quality instruction.
November and December Children's Leaning Institute Special Sessions Best Practices in Prekindergarten Phonological Awareness Written Expression	 Teachers reviewed best instructional practices. Teachers expanded their phonological knowledge. Teachers increased literacy opportunities through increasing writing opportunities.
Year-long Personalized Coaching	Both early childhood staff and CLI served 11 teachers with personalized coaching.

Professional Development:
Available to all Pre-K teachers, including Woodson, and other A180 campuses

September	*January*
iPads in Pre-K	Pre-K Lead Teacher
Pre-K Workstations	*February*
Pre-A Guided Reading	Pre-K Lead Teacher
Beebots Coding	Pre-A Guided Reading
Pre-K Writing	Emergent Guided Reading
Pre-K Lead Teacher	Using Data in Pre-K
October	Dramatic Play in Pre-K
Beebots Coding	Recruitment and Registration 2019-2020
November	*March*
Pre-A Guided Reading	Beebots Coding
Digital Storytelling with the iPad	Pre-K Lead Teacher
Pre-K Lead Teacher	Writing Extensions
	April
	Secrets to Increasing CIRCLE Scores

"The benefits of the support we received from the early childhood team was an increase in student data and teacher growth." Jennifer Pardue, teacher specialist, Woodson Elementary

Improvements and Needs

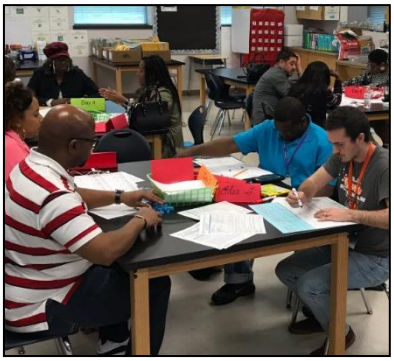
Limitations and Issues	How We Can Improve
Alignment Campus and District Goals	Assure that campus and district goals are aligned. Determine practices and routines that will be used to assure goals are achieved. Identify assessments and measures of movement towards goal. Check-in regularly to assure vision is aligned and whether adjustments are needed.
Curriculum Curriculum for 3 Year-old Students	In 2018-2019, 3 year-old curriculum did not exist. In 2019-2020 a 3 year-old curriculum will be published.
Professional Development More TDS support	"More early childhood TDS" is needed. We currently have 2 curriculum specialists to serve 147 elementary campuses with Pre-K, 7 magnet schools with Pre-K, and 8 Pre-K centers.

"The early childhood specialists did a wonderful job with support and the teachers really benefited from the support." Jennifer Pardue, teacher specialist, Woodson Elementary

Elementary Math Highlights for 2018-2019

Elementary Math Early Dismissal and Math Lead Teacher Meetings

The Elementary Math Curriculum and Development TDS and Curriculum Specialists provided just-in-time curriculum based professional development and instructional planning sessions during Early Dismissal. Sessions were aligned to the HISD Elementary Scope and Sequence and Unit Planning Guides. Math Lead Teacher Meetings are designed to support the 2018-2019 appointed elementary math lead teachers who serve as liaisons between the math department and their campus. Each month, math lead teachers choose to attend one of two offerings and engage in activities aligned to the HISD district curriculum, assessment, and resources.



Math and Science Summit and Transforming Math Teaching and Learning

Participants engaged in a variety of sessions centered on effective math and science instruction. Sessions were facilitated by HISD teachers, TDS, Curriculum Specialists, and local experts. Participants had opportunities to network with colleagues, expand their learning, and deepen their understanding of effective instruction, targeted to engage students and scaffold learning. The Elementary Math Curriculum and Development team in collaboration with Math Solutions provided a mathematics learning opportunity for elementary campuses. At the end of the fall sessions, participants were able to articulate a vision for leadership that included collaboration among all stakeholders to promote effective mathematics teaching and learning.

Elementary Math Supports, Resources, and Benefits

Supports and Resources	Benefits
The Teacher Development Specialists assigned to Achieve 180 (A180) campuses: • Co-taught lessons with teachers as well and taught lessons with and without teachers • Modeled lessons and small-group instruction • Facilitated small-group instruction • Conducted classroom observations to inform PD plans • Created personalized PD plans with teachers • Provided personized PD to teachers and campuses • Facilitated PLC sessions with campuses and departments • Created intervention plans/lessons and additional resources • Met with campus administration to inform instruction • Conducted classroom observations with campus administration to calibrate expectations	• Increased meets and masters STAAR results for A180 for Spring 2019 • Increased content capacity with those teachers consistently supported by TDS • Supported campuses with consistent content development opportunities and coaching • Personalized teacher resources and support
The HISD Elementary Math Curriculum Specialists provided the following math resources and supports: • Techer Planning Tools: Pacing Calendar, Scope and Sequence , Curriculum Map, Snapshot Outline, District-Level Assessment Blueprint, District Pre-Approved Assessment Blueprint, Vertical Alignment Matrix, Guided Math & Workstations Implementation Mini-Lessons, Problem Solving Journal Teacher Guide, Problem Solving Model, UPG: Lesson Planning Teacher Guide, Planning for Unit of Instruction, 5E Model Lessons, The Math 5E Block, The Elementary Mathematics Guide, Elementary Math Best Practices, The Elementary Math Rubric, Math Walk-Through Guide, Background Knowledge for Teachers, and Unit Planning Guides w/ Daily Objectives, Daily CFUs, Daily Guided Questions, Daily Explains, Diverse Learners Section, and TELPAS Writing Prompts • Student-Facing Resources (English and Spanish): Unit Vocabulary Cards, Unit Spanish Supporting Documents, Unit Workstations, Unit Teaching Tools, Unit Designated Supports, Problem Solving Journals, Number Concept Maps, and Specific Unit Created Resources • Assessments: Unit Check for Understanding, Unit Pre- and Post- Assessments, Snapshots, District-Level Assessments, and District Pre-Approved Assessments • Campus: All elementary math curriculum specialists were assigned to A180 campuses who requested an additional layer of TDS support after District-Level Assessments (DLA).	• Provided teachers and leaders with curriculum resources to effectively plan and prepare for first-time instructional delivery • Increased student engagement due to embedded Lead4Ward strategies into Curriculum UPGs • Met the needs of all learners via the various resources in our diverse learners section as well as embedded special populations support

Our team offered a variety of high-quality professional learning sessions for elementary math kinder through grade 5 teachers. Some of the most high-leveraging sessions included but were not limited to: • Lead Teacher Meetings • Campus Math Specialists Collaboratives • Math Manipulative Mondays • Snapshot Reviews • STAAR Review • Early Dismissal Instructional Planning Session • Math & Science Summit • Guided Math & Workstations Professional Learning • Preservice Planning Sessions	• Provided teachers an opportunity to increase their content capacity • Provided opportunity for teachers to network with peers • Provided opportunity to build teacher leaders
After data analysis of DLA, additional layers of support were put in place by our team for elementary math teachers on Achieve 180 campuses.	• Provided campuses additional human capital for content and coaching
Our team planned, facilitated, and supported, in conjunction with campus leaders and teachers, Extended Wednesday Professional Development focused on planning for delivery of effective first-time instruction.	• Developed teachers' content knowledge via consistent planning support and opportunity to develop
Our elementary math team provide representation and support at all 2018-2019 Community of Practice visits scheduled by the Achieve 180 School Office, including the West Area campuses.	• Calibrated expectations and best practices to improve student outcomes

Elementary Math Limitations, Issues, and Improvements for 2019-2020

Limitations / Issues with Support	**Recommendations / Improvements for 2019-2020**
Teacher Development Specialists (TDS) were tasked to support minimal number of teachers, or only one teacher, at their assigned campus(es). Some TDS were tasked to teach full-time and thus preventing them from being able to continue building capacity in campus teachers and leaders. Some TDS were only asked to support grades three through five.	• Maintain integrity of coaching role in order to build long-term capacity in teachers and leaders • Support Kindergarten through grade 2 math teachers • Provide Leading the Learning Series for Tier II campus leaders targeting research-based strategies and coaching • Just in Time Professional Development sessions targeting low-performing upcoming standards in the grade-level scope and sequence

Curriculum Specialists were unable to update and provide Just-In-Time resources in the Spring due to their assignments on A180 campuses.	• Kinder through grade 5 Guided Math Resources
	  ○ Workstations
	  ○ Pre- and post- assessments
	• Grade three through five OnTrack Item Bank
	• Unit Planning Guides:
	  ○ Addition of Instructional Tools and Supplemental Aides
	  ○ Addition of Manipulative Recommendations
	• Problem Solving Journals (PSJ): Modify the PSJ arrangement by TEKS

Although offered and promoted district-wide, attendance by A180 teachers and leaders at Professional Development sessions offered, was limited. In addition, due to our Director, Manager, and Curriculum Specialists being assigned as additional layers of support at A180 campuses, most of our previously planned Spring sessions had to be cancelled.	• Market professional development via all stakeholders and social media outlets: Twitter, School Office, HISD Departments, etc.
Some campuses who received additional layers of support from multiple departments and partners had difficulty maintaining consistent messaging regarding best practices and effective instructional delivery with all stakeholders.	• Encourage campuses to send their contracted partners to district professional learning opportunities offered by our department • Provide opportunities for TDS to train campus partners in best practices and effective instructional delivery.
On some Extended Wednesday campuses, Elementary mathematics planning and professional development was only a focus for grades three through five.	• Provide kinder through grade 5 elementary math professional development and planning opportunities during Extended Wednesday sessions.
The COPs, although extremely beneficial, were frequent and time consuming.	• Provide presentation prior to COP for leaders to review thereby allowing COP visitors to begin observations upon arrival. • Submit specific recommendations electronically and only big ideas in person

Elementary and Secondary Fine Arts Updates

What support was offered?

The support offered:

- Participation in a variety of professional development training for dance teachers such as: early dismissals, lead teachers' trainings, Fine Arts Summit and similar
- Students participation in K-12 HISD Honor Dance Ensembles
- Students participation in dance workshops offered on the district level, sponsored by the Fine Arts Team
- Students and teachers' participation in dance festivals and competitions on the district level, sponsored by the Fine Arts Team
- Students participation in the Honor Dance Recital at HMW: a culminating, celebratory event of students' achievements in dance over the school year
- Mentoring and visiting teachers on their campuses; sharing teaching practices and classroom management strategies specifically tailored for the campus needs and culture
- Development of K-12 dance curriculum with specific resources to assist teacher's modifications for a specific campus
- Continuous email correspondence, dance newsletters, and social media communication and support
- Supplying schools with specific dance materials and equipment such as dance floor, sound systems, elementary dance activities equipment package supported with the textbook, and creative movement materials.

What are the benefits of this support?

We were able to work on campuses identified district wide as campuses needing immediate support. This involved:

- Mentoring teachers in challenging situations in classroom management, program organizations, planning out the year for continuous student growth;
- Campuses received equipment based on type of Fine Art programs, i.e. dance floor, sound system, dance equipment, choral risers, pianos, band instruments, instrumental repairs, visual art supplies, theatre equipment, reported increased participation of students, higher motivation and interest in classes and higher cultural sensitivity and acceptance;
- Teachers were able to purchase technology through Fine Art Department funding to better teach and integrate core content subject matter;
- Specialists gained better perspectives as to the diversity of the problems that exist across the district. We were able to design more relevant professional development for teachers and direct our own professional development experiences to meet campus needs.
- Direct involvement in helping to restructure programs to work more efficient
- Working with campus administration with master scheduling to optimize student engagement, enrollment and student learning
- Working with campus administration to bring clarity to teacher concerns, budgetary request, and how students should be placed into classes based on ability;
- Providing resources and developing plans for long term program growth instead of only addressing immediate problems
- Meeting with community members to gain a greater broader perspective to the problems a campus faced. Many community members asked how they can help to keep students in their community, how can they help to prevent teachers from leaving for "better" positions in and out of the district and understand the best way to support the program.
- Developing recruitment and retention strategies tailored to the campuses.
- Mentor teachers teaching content they are not familiar.

Elementary and Secondary Fine Arts Updates

What are the limitations/issues with this support?

There are little methods to enforce suggestions are being implemented. As we are not part of the appraisal system and cannot receive training as an appraiser, the work we do amount to suggestions. Suggestions include:

- Classroom management strategies to be implemented
- Effective program planning practices
- Effective use of funds
- Following district guidelines
- Participation in Dance Montage and Emerging Choreographers Festival was the highlight of the year. Many teachers expressed a need for this event to be mandatory for all teachers due to the lack of district preapproved and recommended student performance assessments.
- The absence of collaboration or presentation for the school counselors contributed to the misplacement of students and their schedules; very often being placed in the wrong class, receiving physical education credits instead of fine arts credits, or being placed in an advanced level class instead of the appropriate level.
- Many teachers expressed the need for their campuses to financially support activities to be able to fully participate.
- The absence of possible communication with principals due to the hierarchy caused very limited discussions about specific needs for the campus, as well as a possible new hire and opening Fine Art positions on campuses, especially on the secondary level.

What can we put in place or change to improve this support?

To ensure that the system is improved, the following measures can be made:

- Have all curriculum specialist go through TADS training
- Give Teachers/Directors the ability to put in place practices that are clearly beneficial to the designated group and health of a program/content and school, i.e. Advanced Performance Group class, Intermediate Group, Art II where students have had Art I.
- Allow Fine Art Campus teachers the ability to guide and have input on campus schedules and budgets pertaining to the department.
- Make all guidelines policy. Campus administrators can choose to ignore school guidelines with no administrative consequences but unfortunately students and communities often suffer negative impacts.
- Develop specific professional development for counselors and magnet coordinators
- All Fine Arts teachers from A-180 campuses should be mandated to attend all professional developments offered on the district level, i.e. early dismissals, specific Fine Arts events, Fine Arts Summit, etc., unless in direct conflict to required A180 training.
- Curriculum specialist should be allowed to suggest the type of the fine arts program and/or a specific fine art program to be added / developed on certain campuses with input of campus community and feeder pattern focus. Often times administrators randomly add programs that are not aligned with feeder pattern development and sustainability.
- Develop a budget for Achieve 180 schools to support their attendance and participation in the district fine arts events that require participation fee

It is the goal for the 2019-2020 school year that the Fine Arts Department will have the opportunity to support more Achieve 180 schools by staffing more fine arts teachers in those schools that currently do not offer classes in the arts. As well as, continue to support the schools that are currently providing Fine Arts instruction. It is critical to the development of each child to have the opportunity to experience and explore the arts. By staffing the schools with an adequate certified teacher, students will have a chance for meaningful, TEKS aligned instruction to aid their critical thinking, collaboration and creativity.

Elementary and Secondary Fine Arts Updates

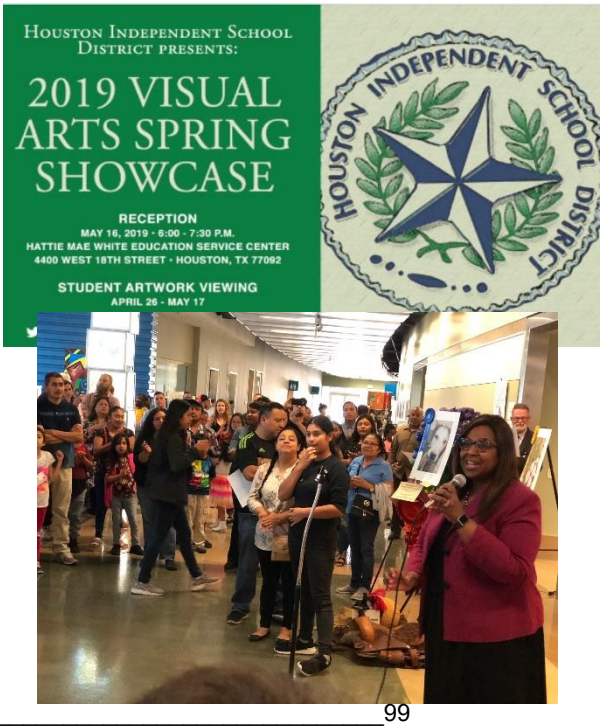
Fine Arts Extravaganza-Visual Arts Students were showcased on Miller Outdoor Theatre's grand stage. Artwork was presented on screen as audience members enjoyed artwork and videos. Campuses showing artwork: (*indicated special recognition)

B. T Washington HS
Bonham ES
C. Martinez ES
Edison MS
Fonville Middle School
North Forest HS
Sherman ES
Stevens ES
Yates HS
*Kashmere HS Digital Class
*Madison High School

Logo created by Kashmere HS Digital Class

May 16 Visual Arts Spring Showcase Reception
The HISD Visual Arts Spring Showcase at the Hattie Mae White Educational Center this year features over 750 works of art representing student from Pre-Kindergarten to Twelfth grade. Works have been derived from a multitude of art media, including, Photography, Printmaking, Drawing, Painting, Mixed Media, Sculpture, Literary Works, Digital Art, as well as Art Cars. The show features various works from the first ever HISD Teacher Art Exhibition, Works presented on CW9, Award Winning works from the Houston Livestock Show and Rodeo, Scholastic VASE Accolades, HISD Special Education Art Show and many other local and state contests and competition winners and participants.

Booker T. Washington HS
C. Martinez ES
Deady MS
Edison MS
Gregory Lincoln K-8
Kashmere Gardens ES
Liberty HS
North Forest HS
Sharpstown HS
Sherman ES
Stevens ES
Sugar Grove MS
Westbury HS
Yates HS



Elementary and Secondary Fine Arts Updates

HISD Artwork Displayed on CW39 Houston, Morning Dose Featured Campus: Yates HS

Through an amazing partnership with CW39 Houston, HISD student artwork has been displayed on set and shared with their viewing artist every morning. The artwork of 8-10 young artists along with videos, artists statements and information about the campus is shared with producers, they turn the information and artwork into fabulous a fabulous segment called the "Art Spot." The week ends with a visit to the studio by participating artists, art teacher and Principal.

Teacher of the Year Excellence Banquet Art Display

Over 1,700 guests were able to celebrate the district's TOYs. HISD is saddling up to highlight the district's "2018-19 Shining Stars" at a western-themed event. Artwork displayed welcomed guests as they arrived at the Hilton Americas.

Booker T. Washington HS
Madison HS
North Forest HS
Westbury HS

Final 2019-2020 A180 Report
Arts Integration and Arts Partnerships

2018-2019 Arts Integration and Arts Partnership support to A180 campuses included:

1) Immersive Arts Integration PD for seven **Stevens ES** teachers that included three group PD session at the beginning of the year and sixteen one-on-one coachings for each teacher. Teachers in the professional development were in agreement that arts integration is a positive tool for enhancing student engagement, that arts integration improved academic comprehension, and would recommend the program to their colleagues and administration.

   Quotes from participating teachers:

   - "Alley Theatre's Arts Integration PD has allowed me to maintain focus of the students at the beginning of class when we need to focus and listen. It allows students that are very active to release some energy while still being a part of the class/lesson." – PK-5th Art, Stevens Elementary
   - "I am now able to get the students to be more accountable for their own learning." – 2nd, Stevens Elementary
   - "Grades have increased due to the students able to recall more information learned while using arts integration teaching strategies." – 2nd, Stevens Elementary
   - "Throughout the program, Ms. Jasmine has shown me and my students another way to learn Kindergarten content—a way that is much more engaging for the kids than the typical structured teacher lesson. I strongly agree that Arts should be much more integrated in the classroom." – Stevens Elementary

2) Arts Connect relationships at four elementary campuses that resulted in the following partnerships that ranged from on-campus and field-trip performances to extended campus residencies:

   Blackshear ES (Houston Ballet)
   Bonham ES (Houston Ballet)
   Dogan ES (Houston Ballet)
   Gregory Lincoln (Houston Ballet)
   Highland Heights ES (Ensemble Theatre)
   Hilliard ES (Houston Ballet)
   Mading ES (FotoFest and Main Street Theatre)
   Pugh ES (Writers in the Schools)
   Stevens ES (Aperio and Main Street Theatre)
   Wesley ES (Houston Ballet)

   Lawson MS (Houston Ballet)

   Kashmere HS (Houston Ballet)
   North Forest HS (Houston Ballet)
   Washington HS (Houston Ballet)

   * This list is based on partial data. A complete final report on Arts Connect partnerships is expected in July.

3) Fourteen arts experiences at nine A180 elementary and middle schools by six Houston Arts Organizations during the final two weeks of the year, including:

   Dogan ES (Express Children's Theatre)
   Fondren ES (Express Children's Theatre)
   Highland Heights ES (Mercury)
   Hilliard ES (Da Camera and Houston Grand Opera)
   Mading ES (Express Children's Theatre)
   Pugh ES (Express Children's Theatre)
   Stevens ES (Main Street Therater

Attucks MS (Ensemble Theatre)
Deady MS (Ensemble Theatre)

4) Two teachers from **Sugar Grove MS** (one foundation and one fine arts) attended the Kennedy Center Southwest Arts Integration Conference in June 2019 in preparation for next year with expenses fully covered by Arts Connect.

5) Students from **Highland Heights ES** attended performances that were a part of the Discovery Series at the Hobby Center with all expenses, including transportation, covered. Additionally, students with autism from **Sharpstown HS** and **Yates HS** attended sensory-friendly performances that were part of the Discovery Sensory-Friendly Series with all expenses, including transportation, covered.

What are the benefits of this support?

Every student benefits academically, socially, and emotionally from an education rich in the arts. On A180 campuses, where literacy and math scores are under a microscope, it could be easy for campuses to overlook elements that contribute to a well-rounded education. The provided supports contribute to the whole student.

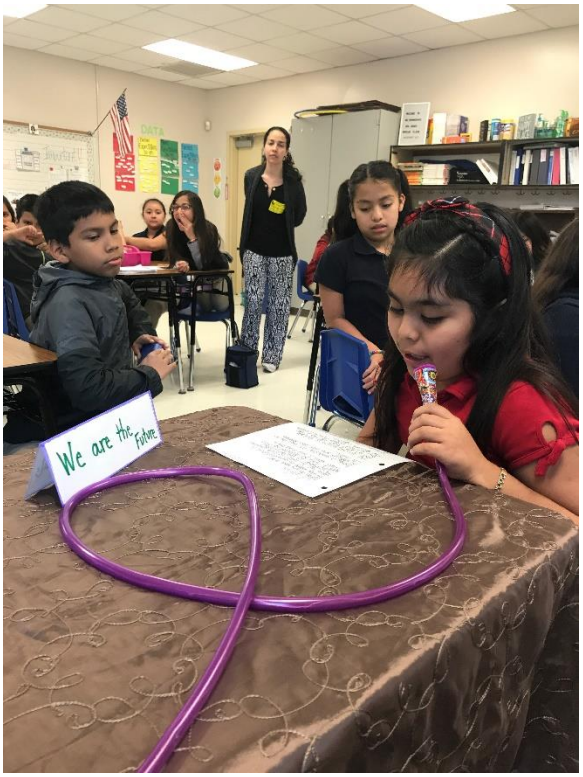
What are the limitations/issues with this support?

Not all campus leaders fully engaged with the opportunities offered the campuses, especially regarding support from arts organizations and funding from Arts Connect.

What can we put in place or change to improve this support?

Moving into 2019-2020, I would like to see a targeted session for campus leaders at A180 school and their district support personal to ensure that everyone understands both the baseline expectations of the law as it pertains to the fine arts as well as the full benefits that an education rich in the arts can provided every student.

Writers in the Schools at JR Harris ES



Express Children's Theatre at Pugh ES

Elementary Literacy Updates

The support offered:

- A wide variety of high-quality professional development trainings for ELAR and SLAR teachers such as:
    - Lead teacher meetings
    - Early Dismissal Planning sessions
    - Pk-12th Grade Writing Summit
    - STAARting Write grade band sessions
    - Just in Time After School Writing Sessions
    - DLA Expository Composition Scoring Party'
    - Social Studies and Literacy Summit
- Teacher Development Specialists assigned to A180 campuses:
    - Provided job-embedded coaching for assigned teachers
    - Planned and modeled lessons for teachers based on student data
    - Assisted in small group instruction for assigned students (some push-in/some pull-out)
    - Aided with Extended Wednesday PD sessions
- Curriculum specialists and managers assisted with small group instruction for assigned students at a few A180 campuses (some push-in/some pull-out)
- Literacy team members attended all scheduled Community of Practice walks on A180 campuses and provided feedback and guidance on instructional practices observed, shared suggestions for improvement along with kudos for systems in place
- Administrators were provided with professional development targeting writing instruction and supporting effective literacy instruction (guided reading) on their campus

Some benefits for the supports offered are as follows:

- The professional development offerings for teachers provided opportunities for teachers to network with teachers across the district while learning new strategies
- Teacher Development Specialists serving A180 campuses were able to provide intensive support to teachers and students who were struggling.
- Curriculum specialists were able to provide support to teachers and students, which afforded them the opportunity to use the instructional strategies they include in the curriculum with students
- Community of Practice walks provided the team with areas of focus when planning professional development for teachers, TDS (Teacher Development Specialists) and administrators.
- Since principals are the instructional leaders on the campus, being able to provide professional development for principals is crucial for improvement in instruction and student achievement.

Elementary Literacy Updates

Some limitations/issues with the support offered by the Elementary Literacy team are as follows:

- While a wide-variety of professional development sessions were offered during and after school, attendance by A180 teachers was minimal for most of the offerings.
- All Teacher Development Specialists were not always afforded the opportunity to coach all teachers K-5, the focus in some cases was placed on 3rd to 5th grade.
- Curriculum specialists supporting campuses has compromised the timelines for curriculum production for the upcoming year especially since the curriculum has to be rewritten to support new TEKS.
- The only issue with the Community of Practice walks was in some cases the time it took to complete them.
- Principal meeting sessions are heavily attended but the TSL grant sessions for tier-2 leaders were not heavily attended.

Some changes that we can put in place for next year to improve this support are as follows:

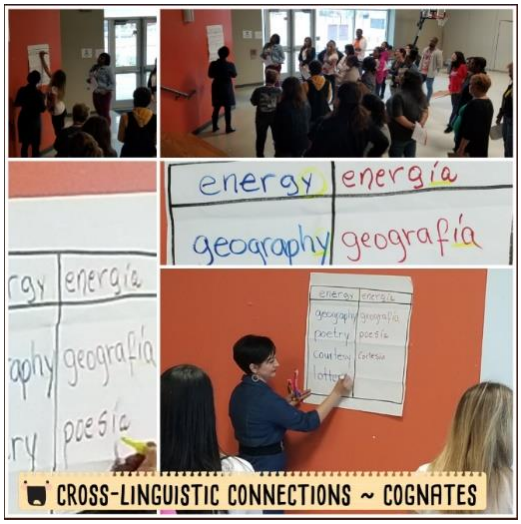
- Offering professional development to the literacy champion on each A180 campus to ensure that every campus has a well-informed expert to lead the work and perhaps provide professional development on campus for teachers.
- Teacher Development Specialist need more training on how to grow teachers faster and perhaps leadership teams could create a short-term and long-term plan for the Literacy TDS assigned to the campus.
    - This plan can include steps for addressing literacy instruction in the lower grades as well as the upper grades.
- Curriculum specialists are partnering with TDS to ensure that all TDS have the content expertise of the curriculum specialists.
- Community of Practice walks can be shortened by omitting the presentations at the beginning of each scheduled walk, focusing on getting to classrooms as soon as possible.
- Tier-2 Leaders should be required to attend trainings designed specifically to for them with the expectation that they share their learning with teachers either in PLCs or campus PD with support from the TDS if needed. The goal is to build the capacity of campus leaders.

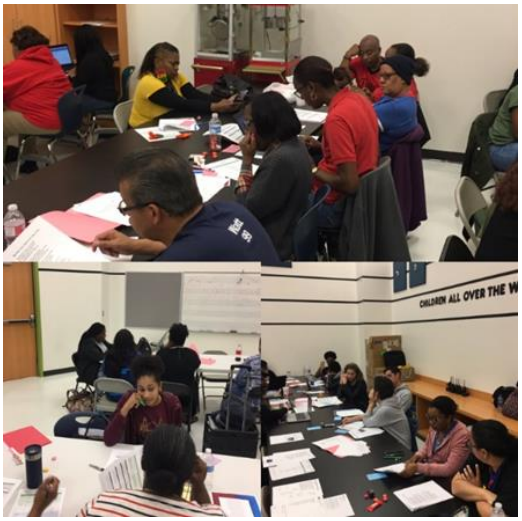
Elementary Literacy Updates

Early Dismissal PD

Elementary Curriculum and Development TDS and Curriculum Specialists provide just-in-time curriculum based professional development and instructional planning sessions for grades Kinder through 5th in reading/writing aligned to the HISD Elementary Scope and Sequence and Unit Planning Guides.

The following campuses participated in this opportunity: ***Blackshear, Bonham, Bruce Dogan, Foerster, Hilliard, Mading, Montgomery and Woodson***

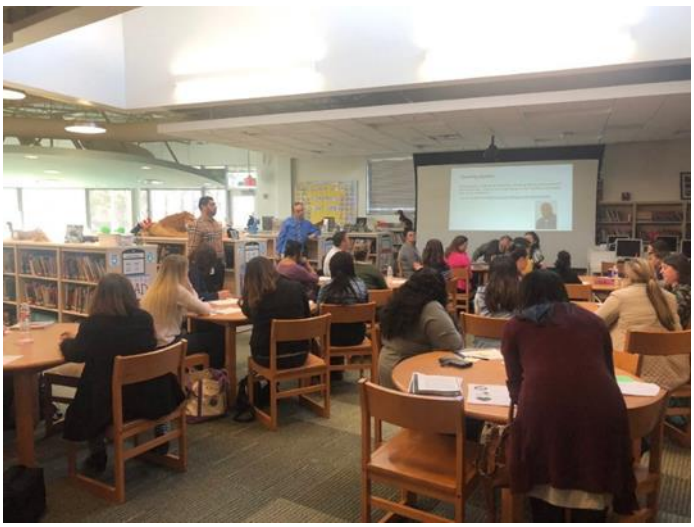




Lead Teacher Meeting

This course is designed to support the 2018-2019 appointed elementary reading/writing lead teachers who serve as liaisons between the literacy department and their campus. Each month, reading/writing lead teachers engage in activities aligned to the HISD district curriculum, assessment, and resources and will receive timely communication around district data points, research-based best practices, and engage in opportunities to collaborate with colleagues in comparable K-2 and 3-5 grade bands.

The following campuses participated in this meeting opportunity: ***Mading and Hilliard***



Writing Summit

The following campuses participated in this opportunity: ***Blackshear, Bonham, Bruce, Foerster, Looscan, Mading, Pugh, and Wesley,***

Social Studies and Literacy Summit

Participants will learn ways to enhance Social Studies and Literacy instruction and have the opportunity to engage in a variety of sessions centered around it.

The following campuses participated in this opportunity: ***Highland Heights, Looscan, and Foerster***

Scholastic Guided Reading Model Lesson

Instructional leaders will gather at one school site to observe a Scholastic literacy leadership specialist facilitate two guided reading lessons. Leaders will be given directions before the lesson model begins to focus their observation. After the lesson demonstrations, the participants will debrief the lesson by examining the instructional practices, what they learned about students, and next steps students need.

The following campuses participated in this opportunity: ***Foerster***

DLA Writing Composition Scoring Party

Participants will develop a stronger understanding of the STAAR Expository Writing Rubric by calibrating composition scoring with colleagues and experts from the Elementary Curriculum and Development Department

The following campuses participated in this opportunity: ***Bruce, Fondren, Looscan, Mading, Montgomery and Pugh***

Just in Time: 4th Grade Writing

Instructional leaders will gather at one school site to observe a Scholastic literacy leadership specialist facilitate two guided reading lessons. Leaders will be given directions before the lesson model begins to focus their observation. After the lesson demonstrations, the participants will debrief the lesson by examining the instructional practices, what they learned about students, and next steps students need.

The following campuses participated in this opportunity: ***Bonham, Bruce, Dogan, and Montgomery***

Principal's Meetings

Instructional leaders will gather at one school site to observe a Scholastic literacy leadership specialist facilitate two guided reading lessons. Leaders will be given directions before the lesson model begins to

focus their observation. After the lesson demonstrations, the participants will debrief the lesson by examining the instructional practices, what they learned about students, and next steps students need.

The following campuses participated in this opportunity: ***Blackshear, Bonham, Bruce, Dogan, Foerster, Gregory-Lincoln, Highland Heights, Hilliard, Looscan, Mading, Montgomery, Pugh, Stevens, Wesley, and Woodson***

Elementary Science
Early Dismissal Instructional Planning

The Elementary Science Team provided just-in-time curriculum based professional development and instructional planning sessions for grades K-5 teachers, aligned to the HISD scope and sequence and unit planning guides. During each session, teachers experienced a deep dive into the planning and delivery for upcoming units of instruction. Benefits of this support included alignment of best practices of science instruction, quality control of pacing, and adjustments with coaching supports in response to assessment outcomes. Participating campuses are as followed:

Schools		
Wesley ES	Fondren ES	Cook ES
Blackshear ES	Highland Heights ES	Shearn ES
Woodson ES	Stevens ES	Bruce ES
Dogan ES	Hilliard ES	C. Martinez ES
Mading ES	Looscan ES	Montgomery ES

Lead Teacher Collaboratives

Principal appointed lead teachers are provided with 2 opportunities each month to serve as liaisons between the science department and the respective campus. Each month, science lead teachers engage in high-priority, TEKS aligned learning experiences that are aligned to the HISD curriculum, assessments, and accompanying resources. Lead teachers receive timely communication around district data points (highlights and hotspots), designated supports, and leverage the Walk-through Guide for Administrators and Coaches, to build school-wide content capacity. Benefits of this support included dedicated time and space for building content leaders to plan with colleagues from like campus groups and common messaging from district supports to align practices with expectations.

Teacher and School Leader Grant Series

The Elementary Science team hosted a 4-part series of 6-hour sessions, aimed at increasing teacher and leader capacity and student achievement in grades K-5. After each session, leaders were equipped with tools to articulate, identify, and coach campus-based science teachers on effective practices in planning and instructional delivery that will lead to student mastery of standards. The sessions were open to all Tier 2 leaders, including deans, assistant principals, instructional coordinators, and lead teachers. Benefits of this support including equipping Tier 2 leaders with tools to monitor, coach, and adjust science capacity and outcomes building-wide. Participating campuses are as followed:

Schools
Dogan ES
Woodson ES
Highland Heights ES
Hilliard ES

Opportunities for Improvement

Elementary Curriculum and Development science team members, including all TDS, curriculum specialists, and content directors, developed and facilitated targeted professional development and planning sessions around the topics in need of support in collaboration with A180 leadership, Student Assessment, and Special Populations. Sessions incorporate a regular focus on the district's initiatives, content-specific activities and strategies, lead4ward resources, and analysis of student performance data to inform planning and instruction.

Positive gains have been noted in Grade 5 Science STAAR outcomes across A180 schools. To sustain and build momentum in leveraging talent, opportunities to strengthen data include—

- Establish and maintain strong science programs, beginning in PK classes
- Evidence of science instruction, as outlined by TEA, is reflected within daily program and instructional delivery
- Campus-based Tier 2 leaders monitor instruction and facilitate planning sessions to ensure teacher preparedness
- Year 0-2 teachers and those new to teaching science are required to attend district provided professional development
- Grades 1-5 students are administered DFAs and Snapshot assessments, aligned to scope and sequence, to ensure student mastery of standards and/or teacher support [if needed] is tailored accordingly.

Elementary Social Studies Updates

Support offered:

- Participation in a variety of professional development training for teachers such as: early dismissals, lead teachers' trainings, Literacy Summit, Workstations Make and Take, Coaching teachers, modeling in various classrooms, and conducting PLC at various campuses.
- Mentoring and visiting teachers on their campuses;
- Development of K-5 curriculum and assessments, providing guidance around customized campus assessment development.
- Continuous email correspondence and updates for lead teachers.
- Supplying schools with additional social studies materials and support with Studies Weekly and implantation (digital access)
- Providing guidance around purchasing additional social studies materials.

Benefits:

- Strengthening lead teachers
- Working with tier II leadership to identify the benefits of social studies instruction with fidelity
- Working with campus administration to help crave out time and implement social studies within the literacy block (integrated approach)
- Providing resources and researched based practices
- Mentor teachers teaching content they are not familiar.

Limitations:

- Consistent Teaching of the content
- Effective planning sessions (at bats)
- Following district guidelines
- Teachers are required to give a grade but seldom teaching the content effectively
- Instructional Minutes

Suggested Improvements:

- District and School Leadership need to message the importance of teaching social studies
- Require Administrators to Inspect correlation of grades (compare reading to social studies)
- Increase the number of curriculum writers and teacher development specialist

ACHIEVE180

Year-End Report 2018-2019

Secondary Curriculum & Development, Houston ISD, Achieve 180 Report, June 2019

Secondary A180, Campus-Based Professional Learning

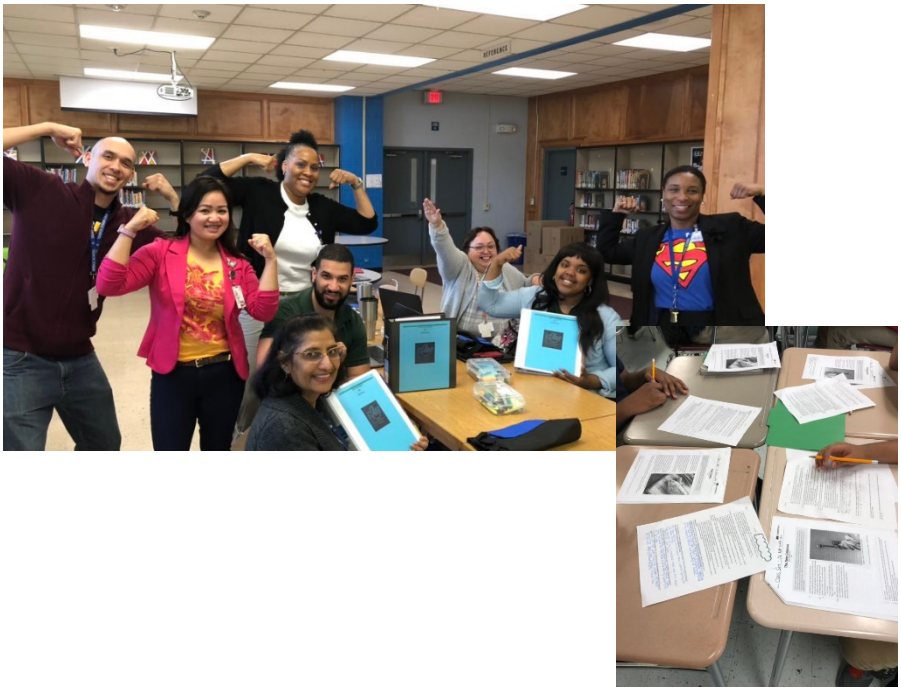
Secondary Curriculum and Development, in collaboration with Elementary Curriculum and Development, Student Assessment, and the Office of Special Populations developed and facilitated targeted professional development sessions throughout the school year for teachers at the A180 schools. Also, in partnership with each campus, Wednesday professional learning occurred almost every other Wednesday. The general format for each session is included below. All sessions incorporated a regular focus on the district's literacy initiatives, Lead4ward content-specific activities and strategies, use of student work, and analysis of student performance data to inform planning and instruction.

Number of Minutes	Activity	Presenter(s)
10	Welcome, Goals for the Day, and Review of Campus Instructional Priorities and Non-negotiables	Principal
15	Data Connection (based on current formative and summative assessment data)	Campus Support Team, DDIS, and TDS
30	New Learning anchored in Lead4ward*	Campus Support Team, DDIS, and TDS
60	Backwards Design, Lesson Planning, and/or Practice	Campus Support Team, DDIS, and TDS
5	Next Steps, Deliverables, and Implementation Expectations	Principal

*New learning will vary based on formative assessment data and campus needs

Completed Sessions:

September 12th
September 26th
October 10th
October 24th
November 14th
November 28th
December 12th
January 9th
January 23rd
February 13th
February 27th
March 27th
April 24th
May 8th



Use of District-Wide Instructional Resources by A180 Secondary Students

***Imagine Math* Resource**	**Usage by Scoped Users*, Students (%)**	**Unique Users, Students (n)**	**Total Logins, Students (n)**	**Schools' Percentage Usage by Scoped Student Users***
Imagine Math *provides an adaptive, standards-aligned resource to support vertical alignment of standards mastery, including support for Algebra I STAAR EOC and SAT, and a set of TSI pathways.*	94.7 % *For school year 2018-2019 (as of 6/10/19) via Clever Achieve180 grades 6-12* ***Texas Connections access is not captured by Clever* Percentage of students in Achieve180 secondary schools that have accessed the resource at least once during school year 2018-19	13,807 *For school year 2018-2019 (as of 6/10/19) via Clever Achieve180 grades 6-12* ***Texas Connections access is not captured by Clever* Number of students in Achieve180 secondary schools that have accessed the resource at least once during school year 2018-19	241,338 *For school year 2018-2019 (as of 6/10/19) via Clever Achieve180 grades 6-12* ***Texas Connections access is not captured by Clever* Total number of student logins in the secondary Achieve180 schools during school year 2018-19	Attucks MS 100.0% Cullen MS 100.0% Deady MS 100.0% Forest Brook MS 83.0% Gregory-Lincoln Ed Ctr 100.0% H S Ahead Academy 100.0% Henry MS 100.0% Holland MS 100.0% Kashmere HS 100.0% Lawson MS 98.4% Liberty HS 74.0% Madison HS 48.0% North Forest HS 95.3% Sharpstown HS 100.0% Sugar Grove Academy 99.0% TCAH n/a** Washington HS 100.0% Wheatley HS 79.9% Williams MS 100.0% Worthing HS 72.7% Yates HS 91.1%

**Scoped Users* are those students enrolled in a school and eligible to use (i.e., scoped to) the resource.

Resource	**Usage by Scoped Users*, Students (%)**	**Unique Users, Students (n)**	**Total Logins, Students (n)**	**Schools' Percentage Usage by Scoped Student Users***
Imagine Language + Literacy *provides an adaptive, standards-aligned resource to support vertical alignment of standards mastery. Students receive explicit, targeted instruction within an individualized learning path that continually adjusts to their needs, and addresses reading and listening comprehension, basic vocabulary, academic language, grammar, phonological awareness, phonics, and fluency.*	47.6 % *For school year 2018-2019 (as of 6/10/19) via Clever Achieve180 grades 6-12* ***Texas Connections access is not captured by Clever* Percentage of students in Achieve180 secondary schools that have accessed the resource at least once during school year 2018-19	7,167 *For school year 2018-2019 (as of 6/10/19) via Clever Achieve180 grades 6-12* ***Texas Connections access is not captured by Clever* Number of students in Achieve180 secondary schools that have accessed the resource at least once during school year 2018-19	205,035 *For school year 2018-2019 (as of 6/10/19) via Clever Achieve180 grades 6-12* ***Texas Connections access is not captured by Clever* Total number of student logins in the secondary Achieve180 schools during school year 2018-19	Attucks MS 87.0% Cullen MS 71.2% Deady MS 91.5% Forest Brook MS 95.5% Gregory-Lincoln Ed Ctr 83.4% H S Ahead Academy 100.0% Henry MS 52.7% Holland MS 75.6% Kashmere HS 44.4% Lawson MS 83.1% Liberty HS 43.8% Madison HS 29.9% North Forest HS 36.4% Sharpstown HS 28.4% Sugar Grove Academy 66.2% TCAH n/a** Washington HS 12.5% Wheatley HS 6.9% Williams MS 43.7% Worthing HS 8.2% Yates HS 6.0%

**Scoped Users* are those students enrolled in a school and eligible to use (i.e., scoped to) the resource.

Teacher Development Specialist Survey, May 2019

Campus Survey Regarding Teacher Development Specialist Supports, 2018-2019

81 secondary responses were collected:

- 62 teachers
- 19 principals and assistant principals

The Teacher Development Specialist assigned to my campus provided adequate support, i.e. setting instructional practice goals, observation/feedback, modeling effective strategies, co-planning, and revisiting/revising goals.

88% agree or strongly agree

The Teacher Development Specialist assigned to my campus provided adequate support for PLCs and/or encouraged professional growth through other professional development opportunities.

93% agree or strongly agree

The support provided by the Teacher Development Specialist assigned to my campus positively impacted classroom practices.

91% agree or strongly agree

The support provided by the Teacher Development Specialist assigned to my campus impacted student learning and achievement.

89% agree or strongly agree

Additional Comments from Campuses:

Ms XXXX was instrumental in our lesson planning and building teacher confidence in their craft.

Mrs. XXXX was extremely helpful, being that this was my 1st year in Texas coming from out of state. Do to the extreme need for extra support with XXXX environment, and populations. Mrs. XXXX went over and beyond to help support not only the staff members with TEKS driven task, but the students. I was not familiar with the TEKS alignment, but through a lot of one on one support with helping me understand how to properly utilize leadfoward, and their TEKS specific resources. I feel more comfortable with preparing, and utilizing the materials.

Mrs. XXXX went above and beyond to help our campus! She stepped in to teach Alg 1 and the kids loved her! They were sad to see her go.

TDS maintained an instructional relationship with the SS administrator and attended the extra SS meetings that were scheduled after school hours.

Mr. XXXX was an asset to your science department. He worked closely with our first year 8th grade teacher supporting her with coaching in the classroom as well as with resources. He also worked alongside a teacher who needed support in the classroom. He helped go over lesson plans, common assessments, and gave input on how we could proceed with our STAAR review. Mr. XXXX was a vital part of our team and it was a pleasure having him on campus.

XXXX was awesome! She provided excellent feedback that impacted the achievement in my classroom. Ms. XXXX made my first year as a teacher great!

XXXX was blessed to have amazing ELA specialists who truly dedicated their time to creating curriculum that was TEK driven, accessible to students and invigorating, engaging for the students to read and write about. Thank you thank you XXXX and XXXX!

Mrs. XXXX and Ms. XXXX were a blessing to us at XXXX. They provided services to the ELAR team that went FAR ABOVE the call of duty. They (along with Ms. XXXX) assisted us in staying grounded within the task of targeting student needs through the use of immediate scan-tron data, created small group atmospheres in every classroom, encouraged cohorts to remain focused and allow the students to do the heavy lifting, filled-in when staff members were absent so that the student focus was consistent, and provided ongoing PLC training weekly to capture any misconceptions within the concepts needed to teach. I truly thank them for enduring the pressure, keeping the positive attitude when it was tough, and being that "strong foundation" needed when the administration was not there to provide it hands-on. I pray that they both return to this campus next year to see the fruits of their labor. WELL DONE!

Mr. XXXX is a true professional and helped me grow as a first year teacher. Mr. XXXX was there to help my team and I with whatever we needed. He modeled lessons, provided copies, resources, etc whenever needed. I look forward to working with him in the future.

Professional Learning Participation for Department Chair Meetings & Early Release

2018-2019 Department Chair Meeting Attendance:

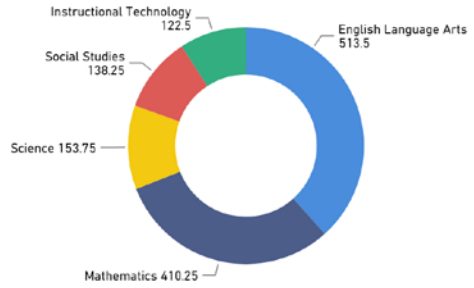
ELA	Math	Science	Social Studies
Attucks MS Cullen MS Deady MS Henry MS Holland MS Kashmere HS Key MS Lawson MS Sugar Grove Academy North Forest HS Worthing HS Yates HS	Attucks MS Cullen MS Deady MS Forest Brook MS Gregory-Lincoln PK-8 Henry MS Holland MS Key MS Washington HS Wheatley HS Williams MS	Cullen MS Deady MS Washington HS	Attucks MS Cullen MS Deady MS Forest Brook MS Henry MS Holland MS Kashmere HS Key MS North Forest HS Sugar Grove Academy TX. Connections Academy Wheatley HS Williams MS Worthing HS Yates HS

2018-2019 Early Release Professional Learning Attendance:

ELA	Math	Science	Social Studies
Attucks MS Cullent MS Deady MS Forest Brook MS Gregory-Lincoln PK-8 Henry MS Holland MS HS Ahead MS Kashmere HS Lawson MS Liberty HS Madison HS North Forest HS Washington HS Wheatley HS Williams MS Worthing HS Yates HS	Attucks MS Cullen MS Deady MS Forest Brook MS Gregory-Lincoln PK-8 Henry MS Holland MS HS Ahead MS Kashmere HS Lawson MS Liberty HS North Forest HS Sugar Grove Academy Washington HS Wheatley HS Williams HS Worthing HS Yates HS	Attucks MS Cullen MS Deady MS Forest Brook MS Gregory-Lincoln PK-8 Henry MS Holland MS Kashmere HS Liberty HS Lawson MS Sugar Grove MS Sharpstown HS Washington HS Wheatley HS Worthing HS Yates HS	Attucks MS Cullen MS Deady MS Forest Brook MS Gregory-Lincoln PK-8 Henry MS Holland MS HS Ahead MS Kashmere HS Lawson MS Liberty HS North Forest HS Sugar Grove Academy Washington HS Wheatley HS Williams MS Worthing HS Yates HS

PowerUp Instructional Supports at Achieve180 High Schools 8/1/2018-6/1/2019

Hours of Support by Department

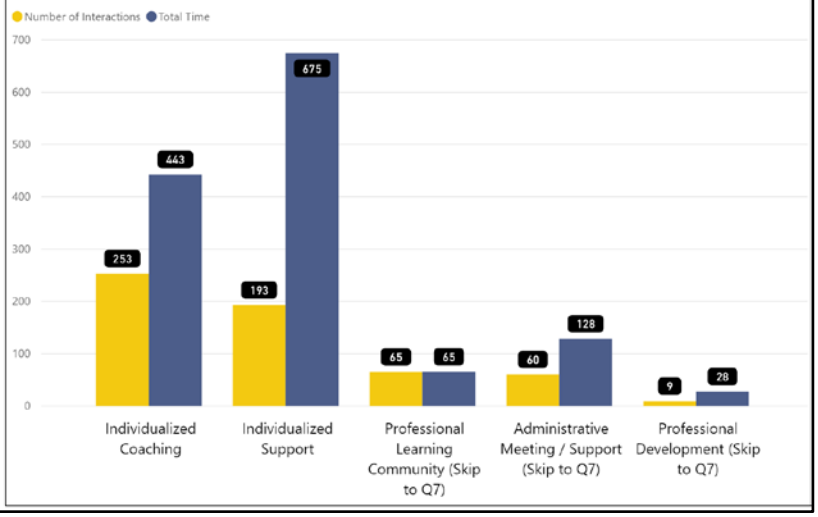


1.34K
Hours of Support

Campus: Yates HS

Date of Support: 8/20/2018 – 5/24/2019

Interactions by Type



Interactions by Mode of Support

Mode of Support	Number of Interactions	Total Time
Content Development	9	22.25
Data Driven Instruction (DDI)	12	13.50
Effective Practices	21	45.25
Feedback Conversation	23	44.00
Instructional Planning	21	52.00
Model	16	39.75
Observation	18	40.00
Technology Integration	14	15.75
Total	**134**	**272.50**

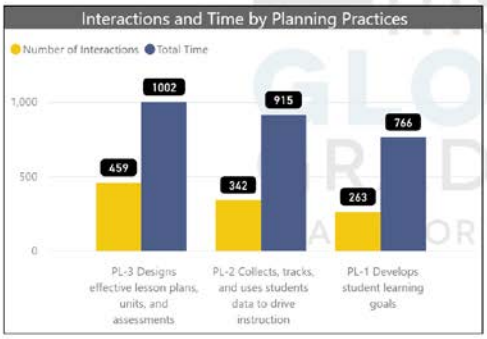
Interactions by IP Rubric

PowerUp HISD | TRANSFORMING TEACHING AND LEARNING

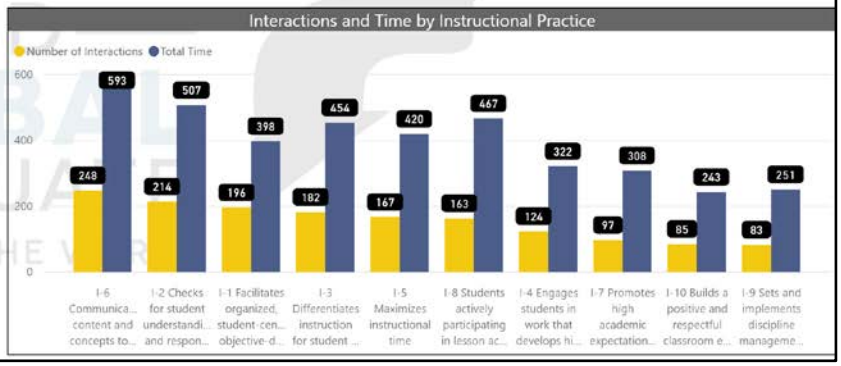
#DLDAY In physics using tech to prep the instruction then a hands on lab. Finishing up with a lab report. #GlobalGraduates @madisonmarlins Thanks for letting me in the group @Jvckooo @HISD_Inst_tech @HISDPowerUp @HoustonISD

Interactions and Time by Technology Integration and Literacy Support

Interactions and Time by Planning Practices

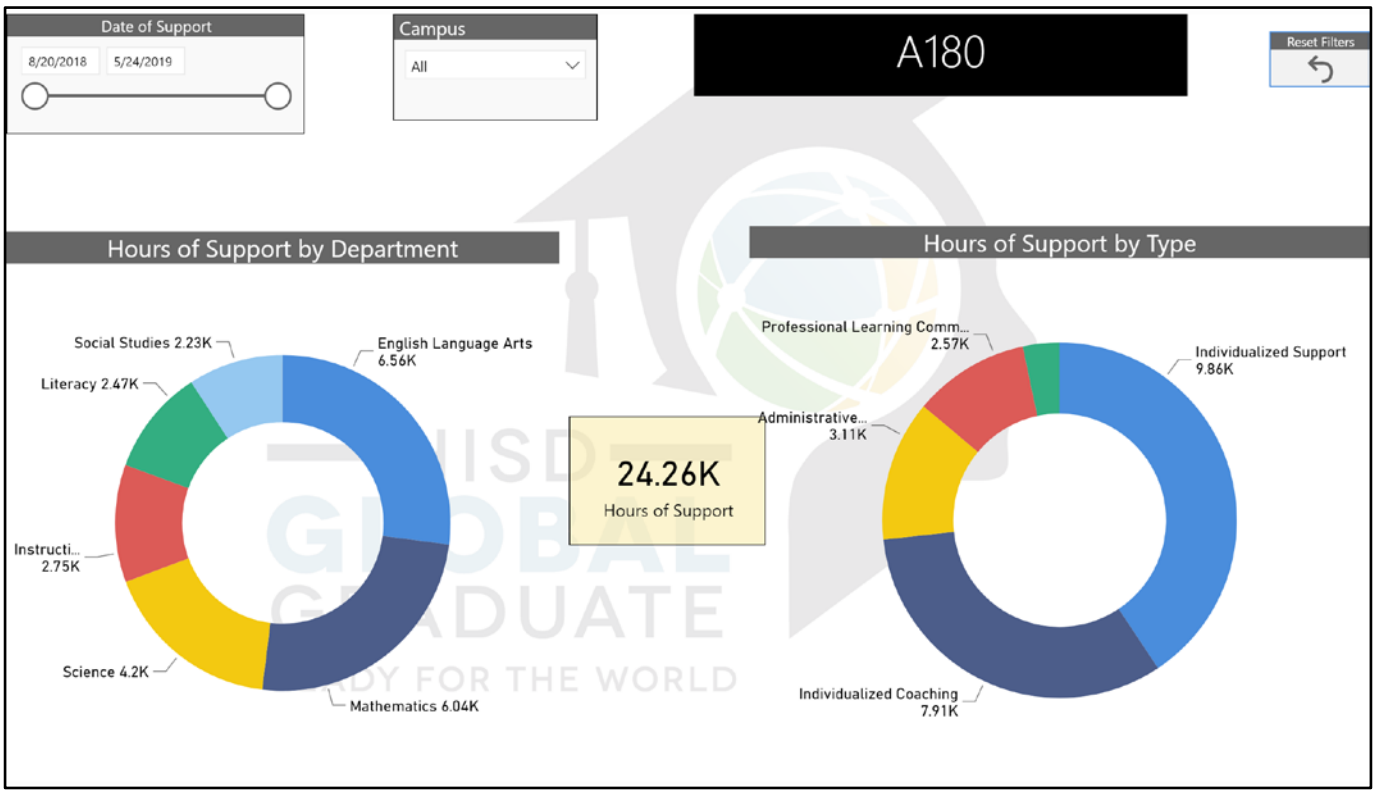


Interactions and Time by Instructional Practice



Secondary Curriculum & Development, Houston ISD, Achieve 180 Report, June 2019

Secondary TDS Campus Visitation Log Summary for 8/1/2018-6/1/2019



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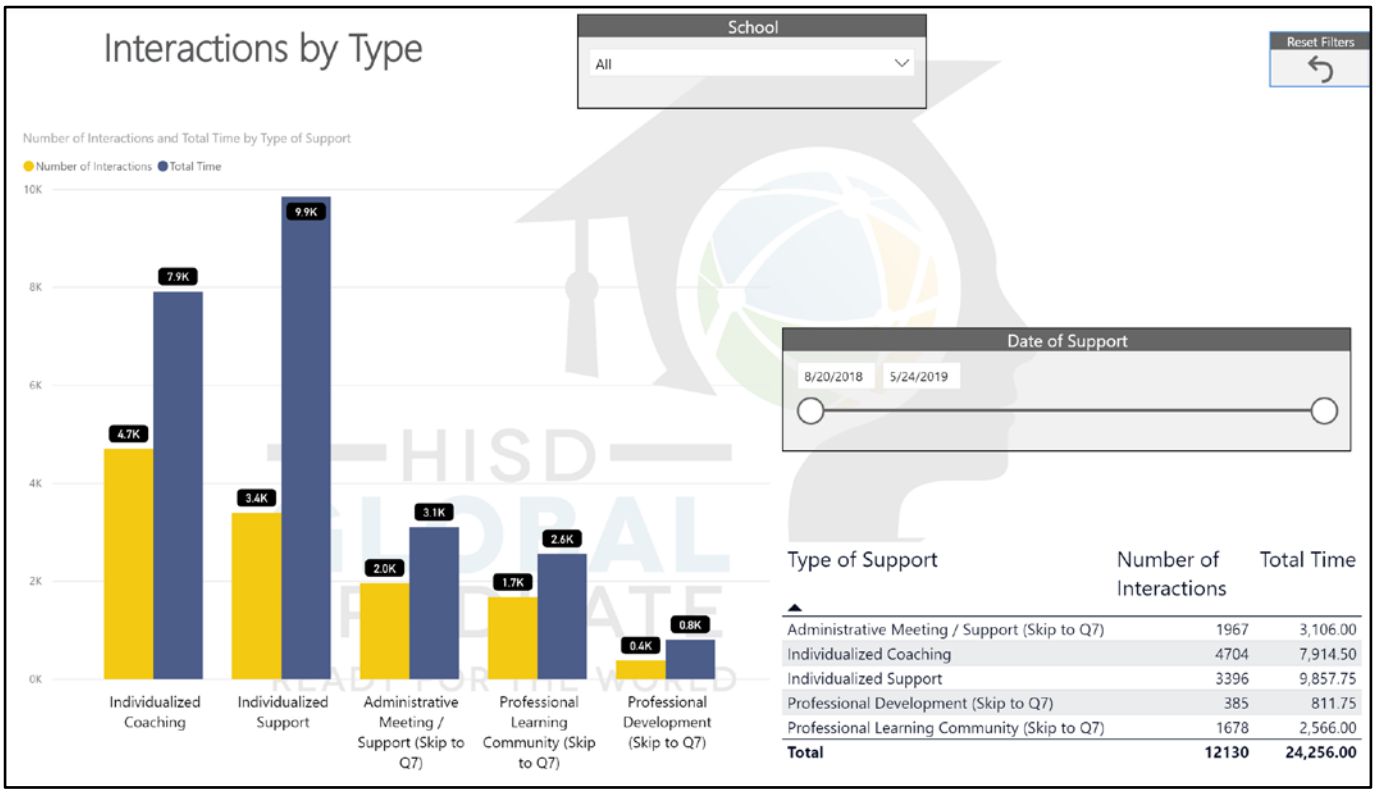
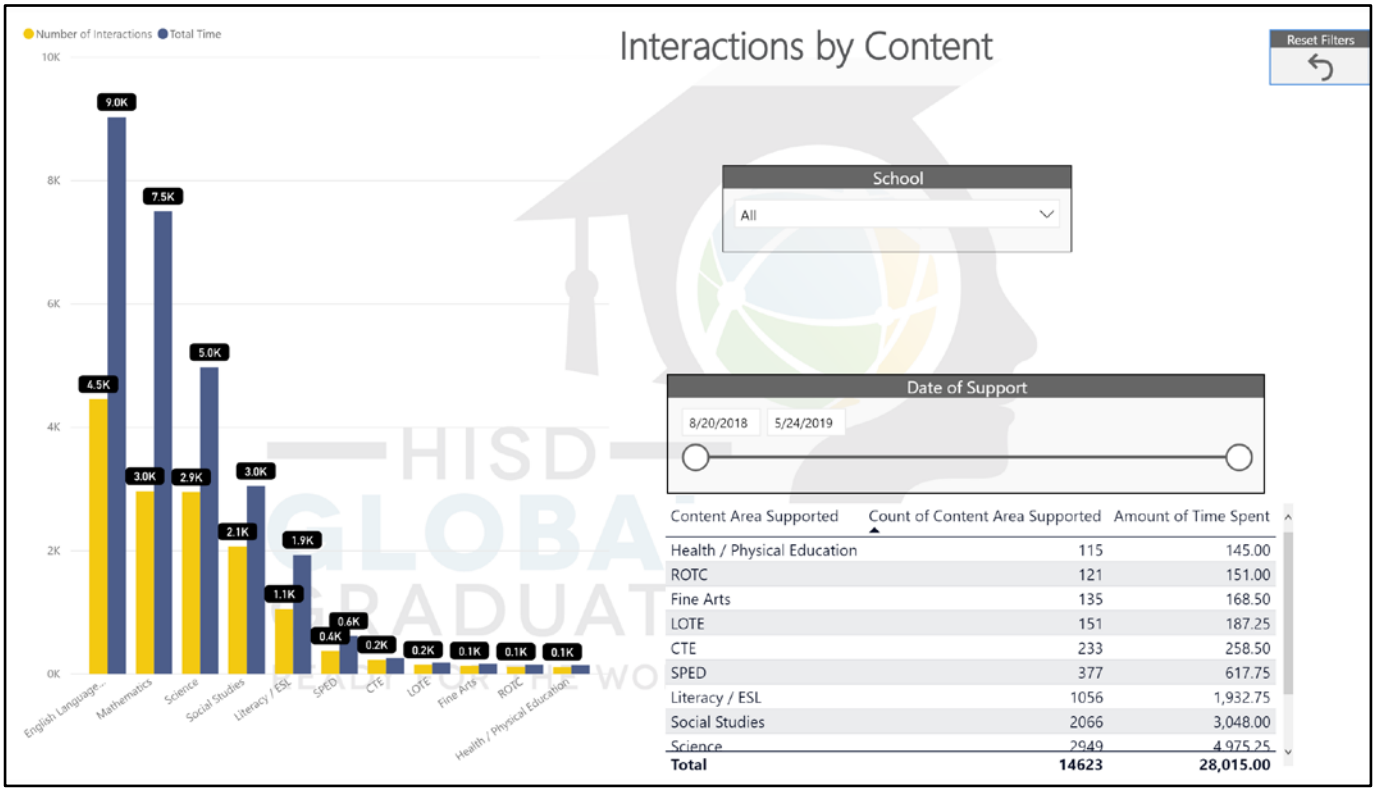
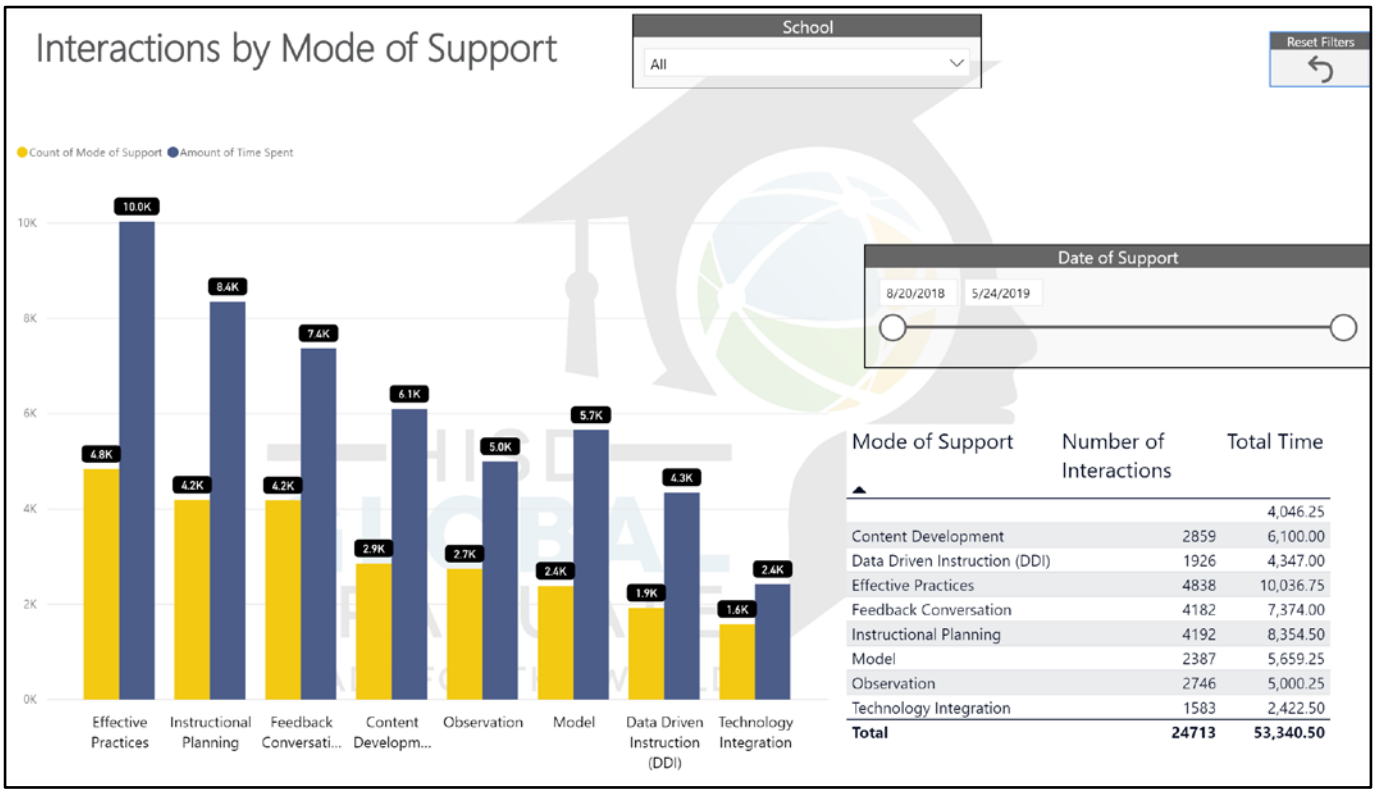


Type of Support	Number of Interactions	Total Time
Administrative Meeting / Support (Skip to Q7)	1967	3,106.00
Individualized Coaching	4704	7,914.50
Individualized Support	3396	9,857.75
Professional Development (Skip to Q7)	385	811.75
Professional Learning Community (Skip to Q7)	1678	2,566.00
Total	**12130**	**24,256.00**



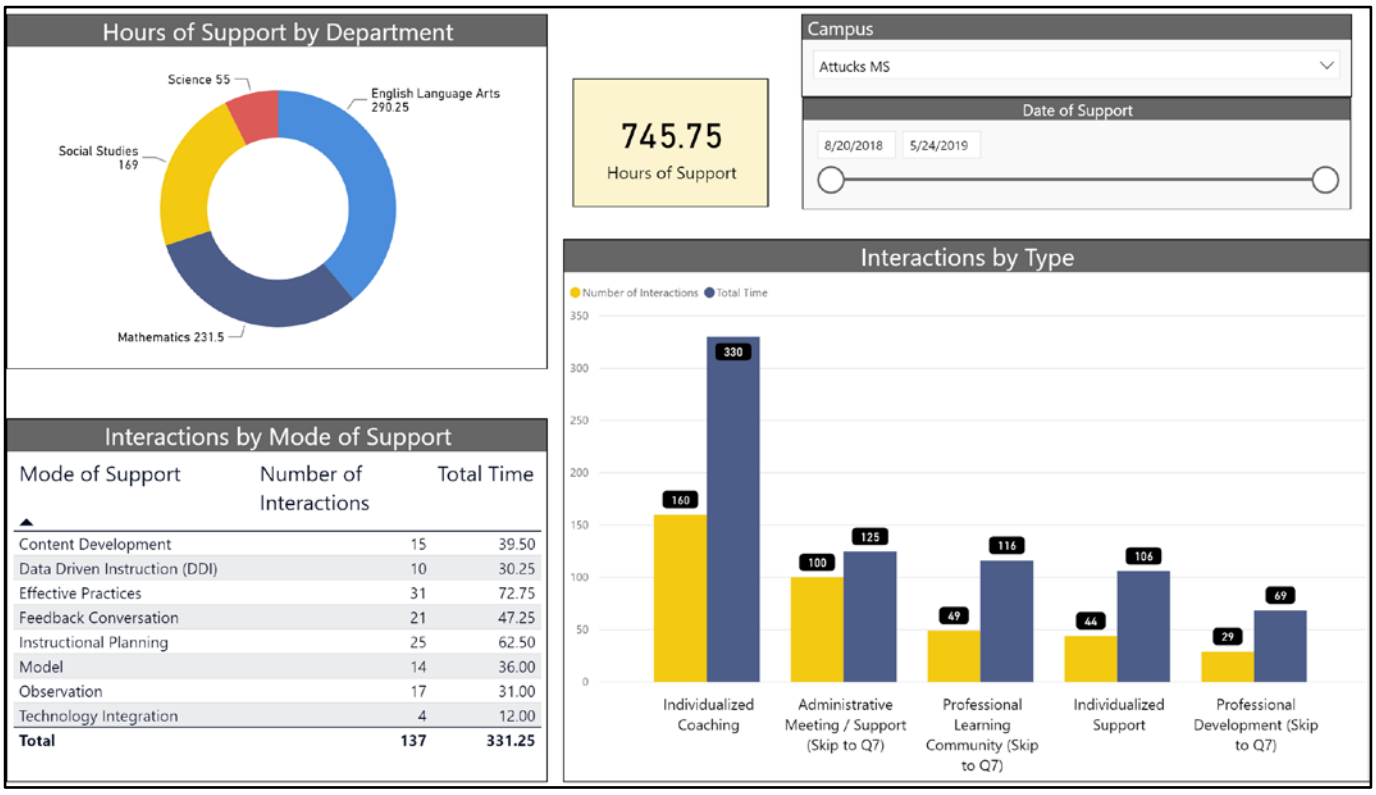
Content Area Supported	Count of Content Area Supported	Amount of Time Spent
Health / Physical Education	115	145.00
ROTC	121	151.00
Fine Arts	135	168.50
LOTE	151	187.25
CTE	233	258.50
SPED	377	617.75
Literacy / ESL	1056	1,932.75
Social Studies	2066	3,048.00
Science	2949	4,975.25
Total	**14623**	**28,015.00**



Mode of Support	Number of Interactions	Total Time
		4,046.25
Content Development	2859	6,100.00
Data Driven Instruction (DDI)	1926	4,347.00
Effective Practices	4838	10,036.75
Feedback Conversation	4182	7,374.00
Instructional Planning	4192	8,354.50
Model	2387	5,659.25
Observation	2746	5,000.25
Technology Integration	1583	2,422.50
Total	**24713**	**53,340.50**

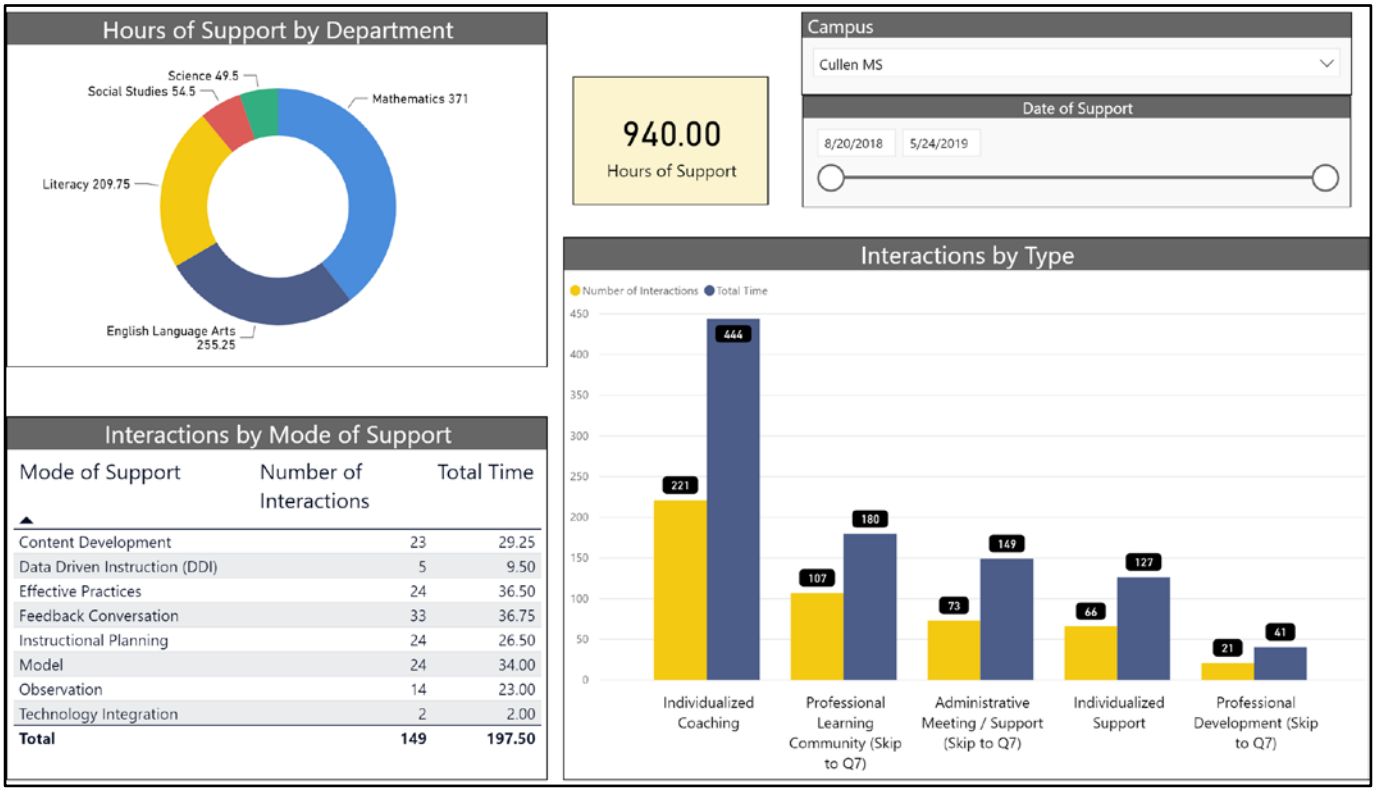
Instructional Practice/Effective Practice Focus	# of Interactions	Total Time
I-1 Facilitates organized, student-centered, objective-driven lessons	3959	7,959.00
I-10 Builds a positive and respectful classroom environment	755	1,754.75
I-2 Checks for student understanding and responds to student misunderstanding	3744	7,694.25
I-3 Differentiates instruction for student needs by employing a variety of instructional strategies	1990	3,973.25
I-4 Engages students in work that develops higher-level thinking skills	1633	3,522.00
I-5 Maximizes instructional time	2232	4,592.50
I-6 Communicates content and concepts to students	2910	6,203.25
I-7 Promotes high academic expectations for students	969	2,542.00
I-8 Students actively participating in lesson activities	1592	3,377.25
I-9 Sets and implements discipline management procedures	974	2,237.00
Literacy: Independent Reading	400	872.50
Literacy: Read Aloud/Think Aloud	627	1,308.75
Literacy: Small Group Instruction/Work	1651	3,781.50
Total	**34749**	**76,457.00**

Secondary Curriculum & Development, Houston ISD, Achieve 180 Report, June 2019



Interactions by Mode of Support

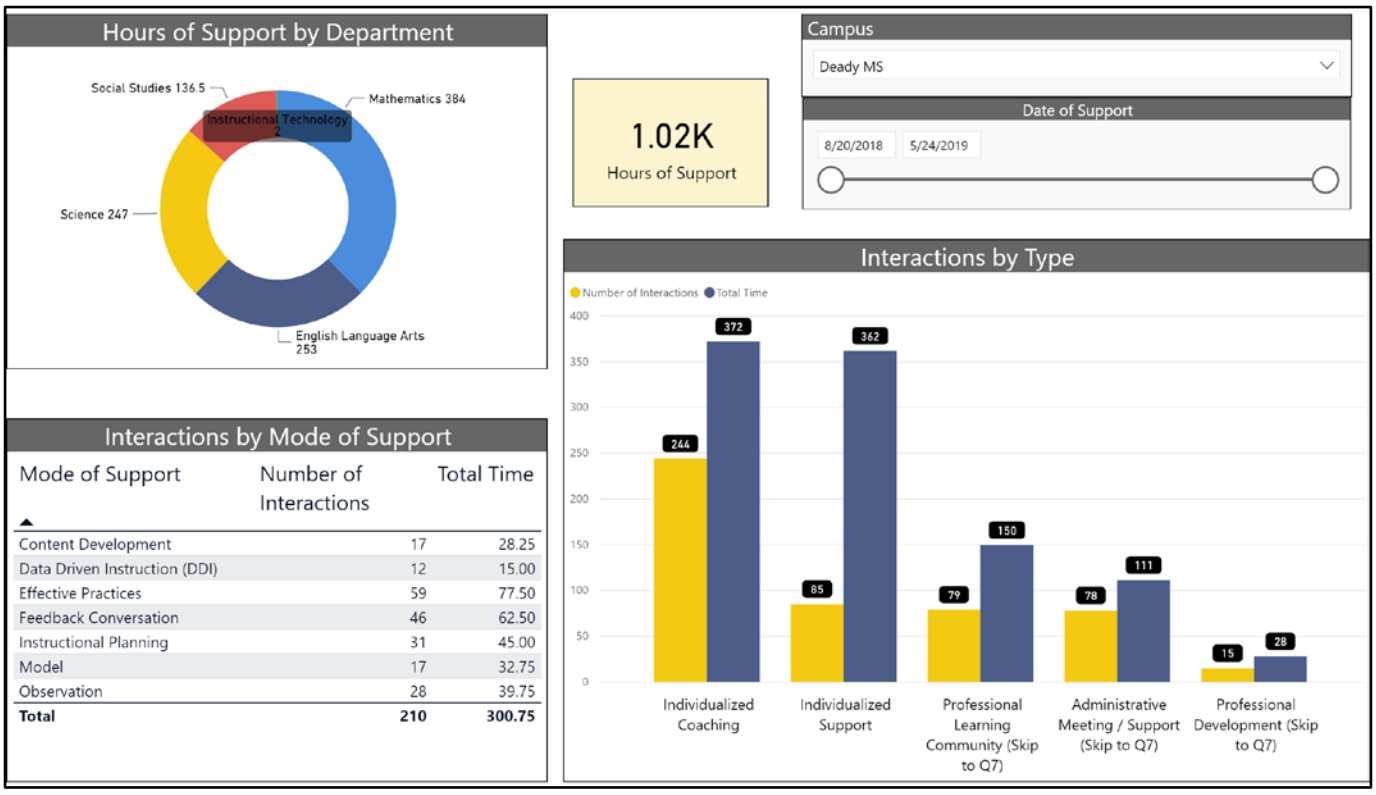
Mode of Support	Number of Interactions	Total Time
Content Development	15	39.50
Data Driven Instruction (DDI)	10	30.25
Effective Practices	31	72.75
Feedback Conversation	21	47.25
Instructional Planning	25	62.50
Model	14	36.00
Observation	17	31.00
Technology Integration	4	12.00
Total	**137**	**331.25**



Interactions by Mode of Support

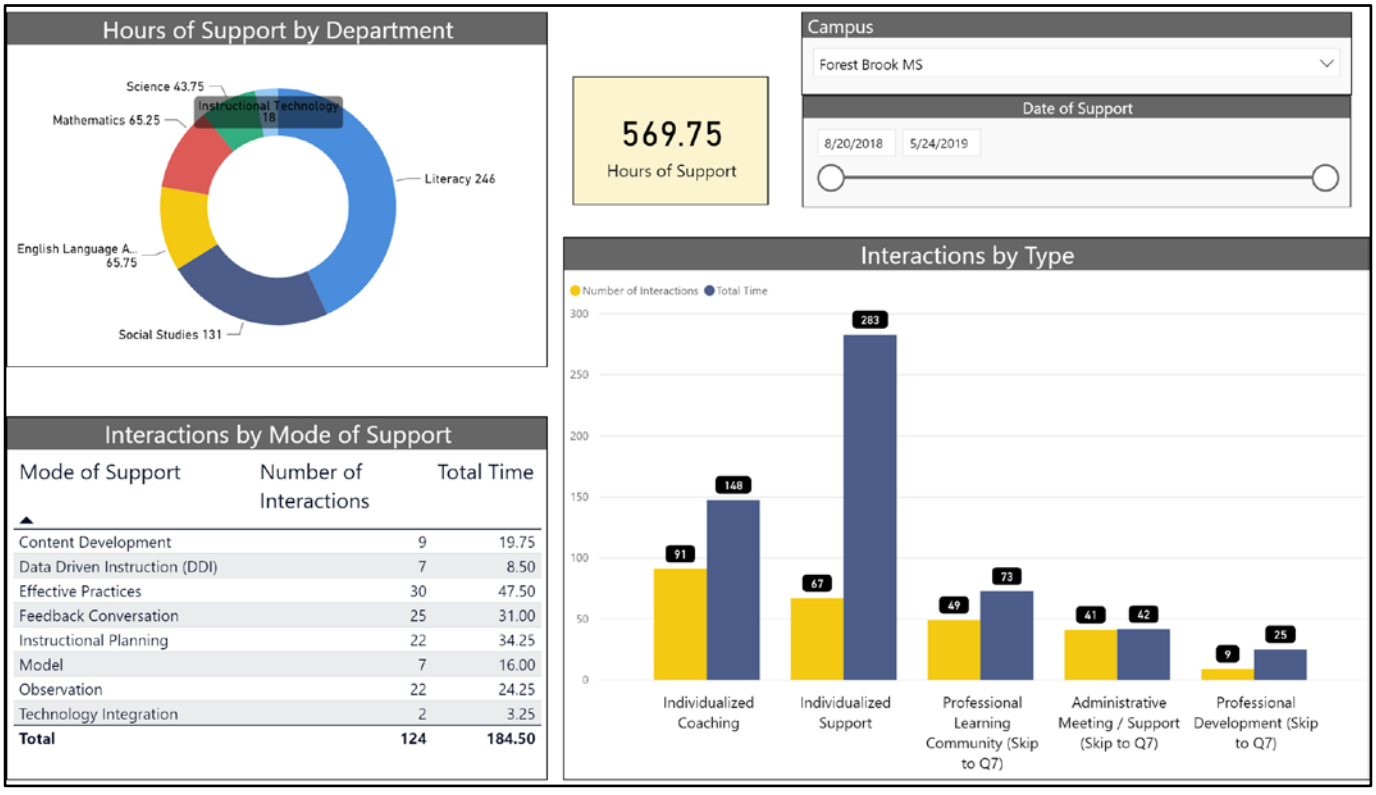
Mode of Support	Number of Interactions	Total Time
Content Development	23	29.25
Data Driven Instruction (DDI)	5	9.50
Effective Practices	24	36.50
Feedback Conversation	33	36.75
Instructional Planning	24	26.50
Model	24	34.00
Observation	14	23.00
Technology Integration	2	2.00
Total	**149**	**197.50**

Secondary Curriculum & Development, Houston ISD, Achieve 180 Report, June 2019



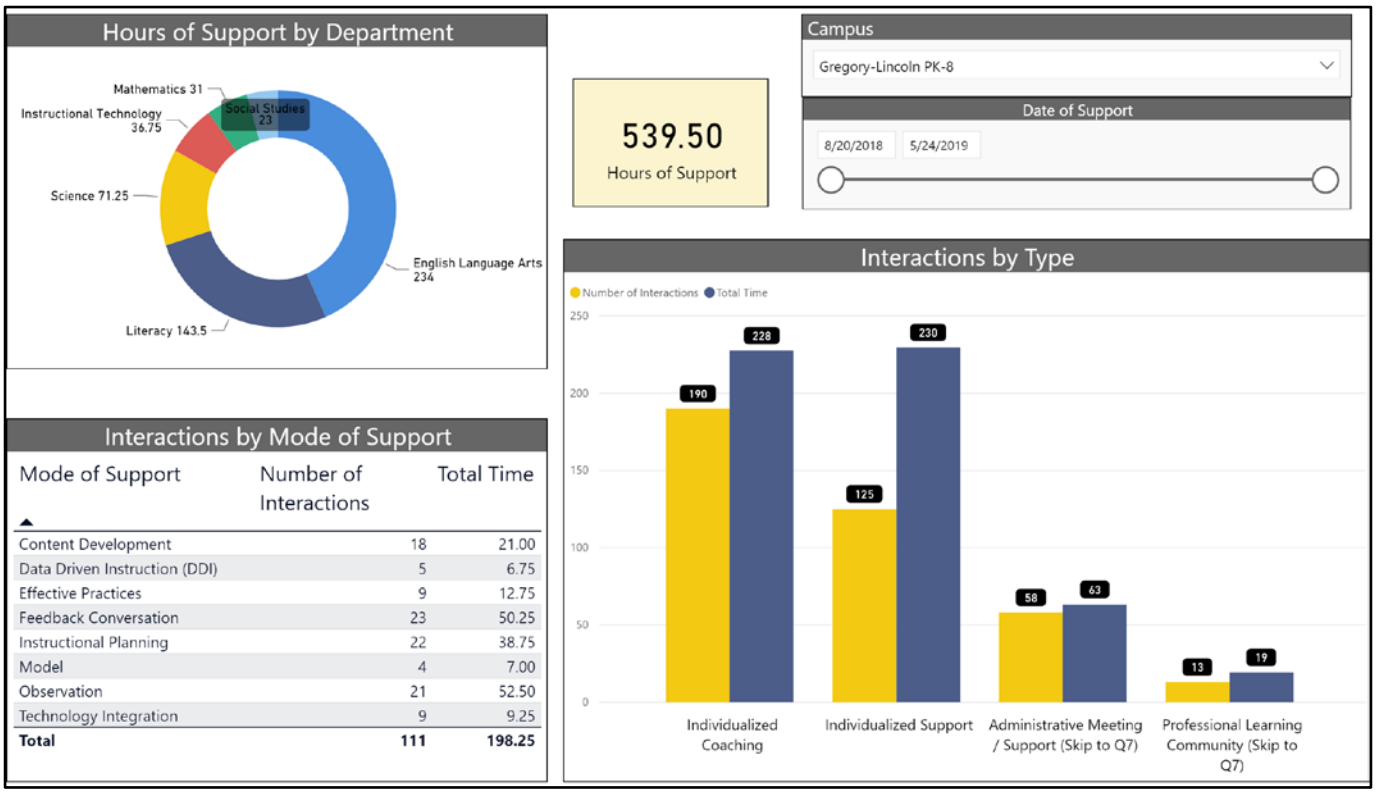
Interactions by Mode of Support

Mode of Support	Number of Interactions	Total Time
Content Development	17	28.25
Data Driven Instruction (DDI)	12	15.00
Effective Practices	59	77.50
Feedback Conversation	46	62.50
Instructional Planning	31	45.00
Model	17	32.75
Observation	28	39.75
Total	**210**	**300.75**



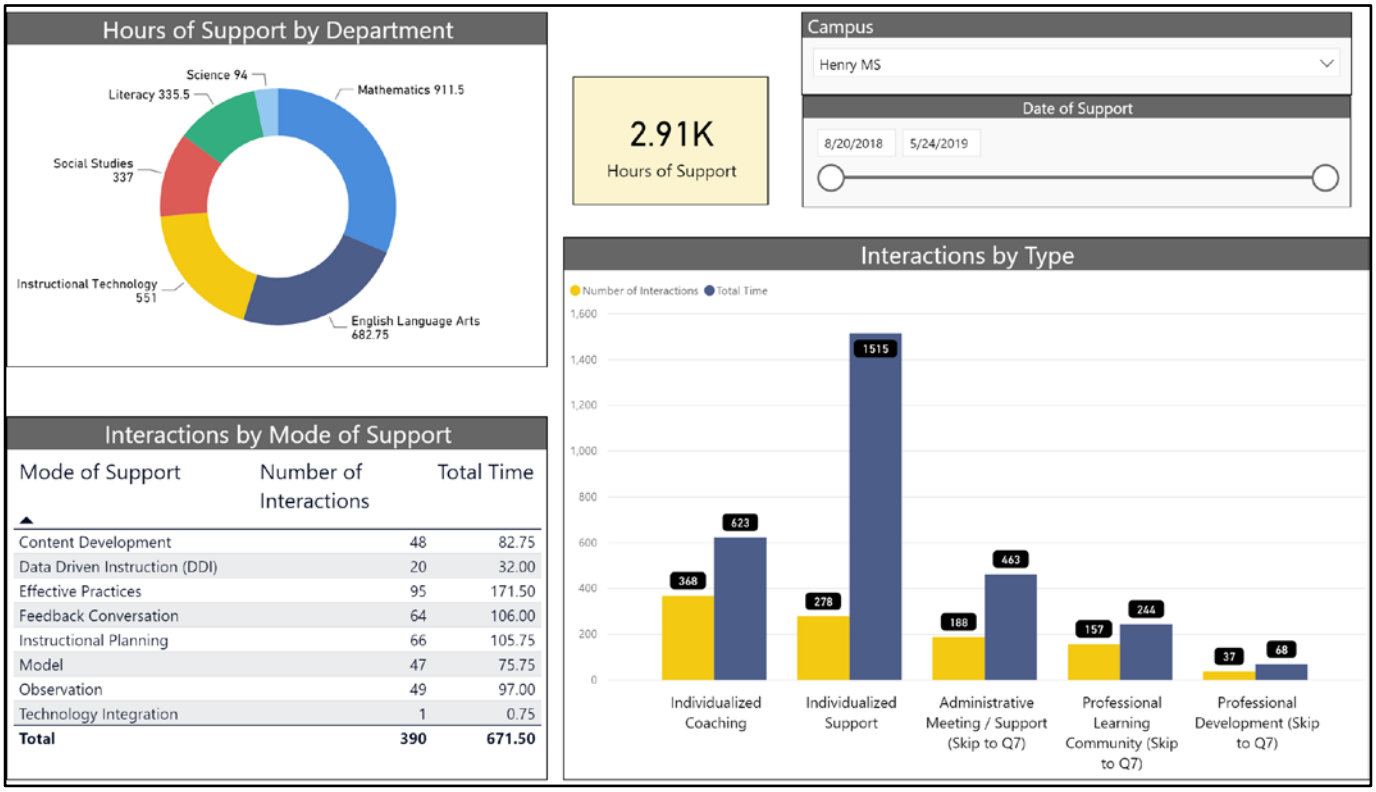
Interactions by Mode of Support

Mode of Support	Number of Interactions	Total Time
Content Development	9	19.75
Data Driven Instruction (DDI)	7	8.50
Effective Practices	30	47.50
Feedback Conversation	25	31.00
Instructional Planning	22	34.25
Model	7	16.00
Observation	22	24.25
Technology Integration	2	3.25
Total	**124**	**184.50**



Interactions by Mode of Support

Mode of Support	Number of Interactions	Total Time
Content Development	18	21.00
Data Driven Instruction (DDI)	5	6.75
Effective Practices	9	12.75
Feedback Conversation	23	50.25
Instructional Planning	22	38.75
Model	4	7.00
Observation	21	52.50
Technology Integration	9	9.25
Total	**111**	**198.25**



Interactions by Mode of Support

Mode of Support	Number of Interactions	Total Time
Content Development	48	82.75
Data Driven Instruction (DDI)	20	32.00
Effective Practices	95	171.50
Feedback Conversation	64	106.00
Instructional Planning	66	105.75
Model	47	75.75
Observation	49	97.00
Technology Integration	1	0.75
Total	**390**	**671.50**

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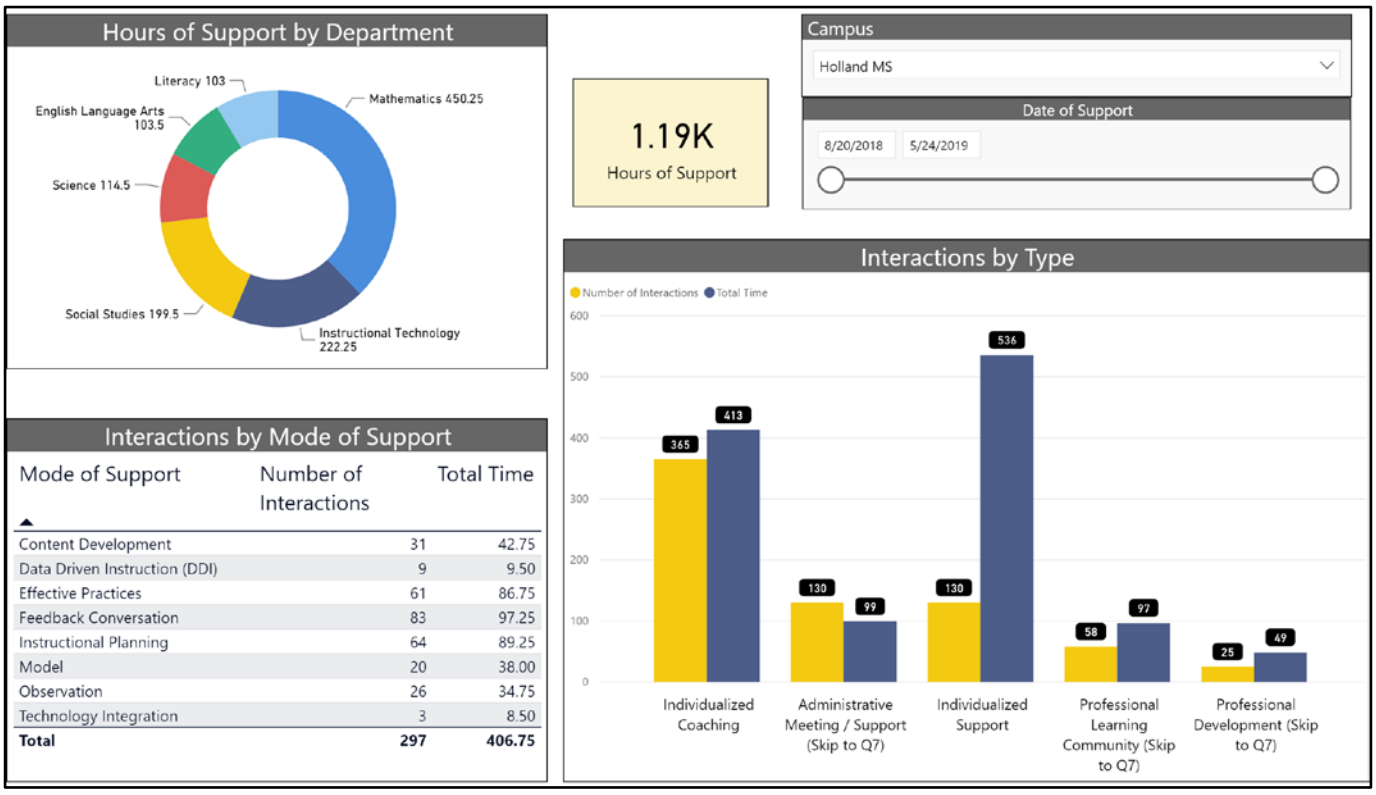
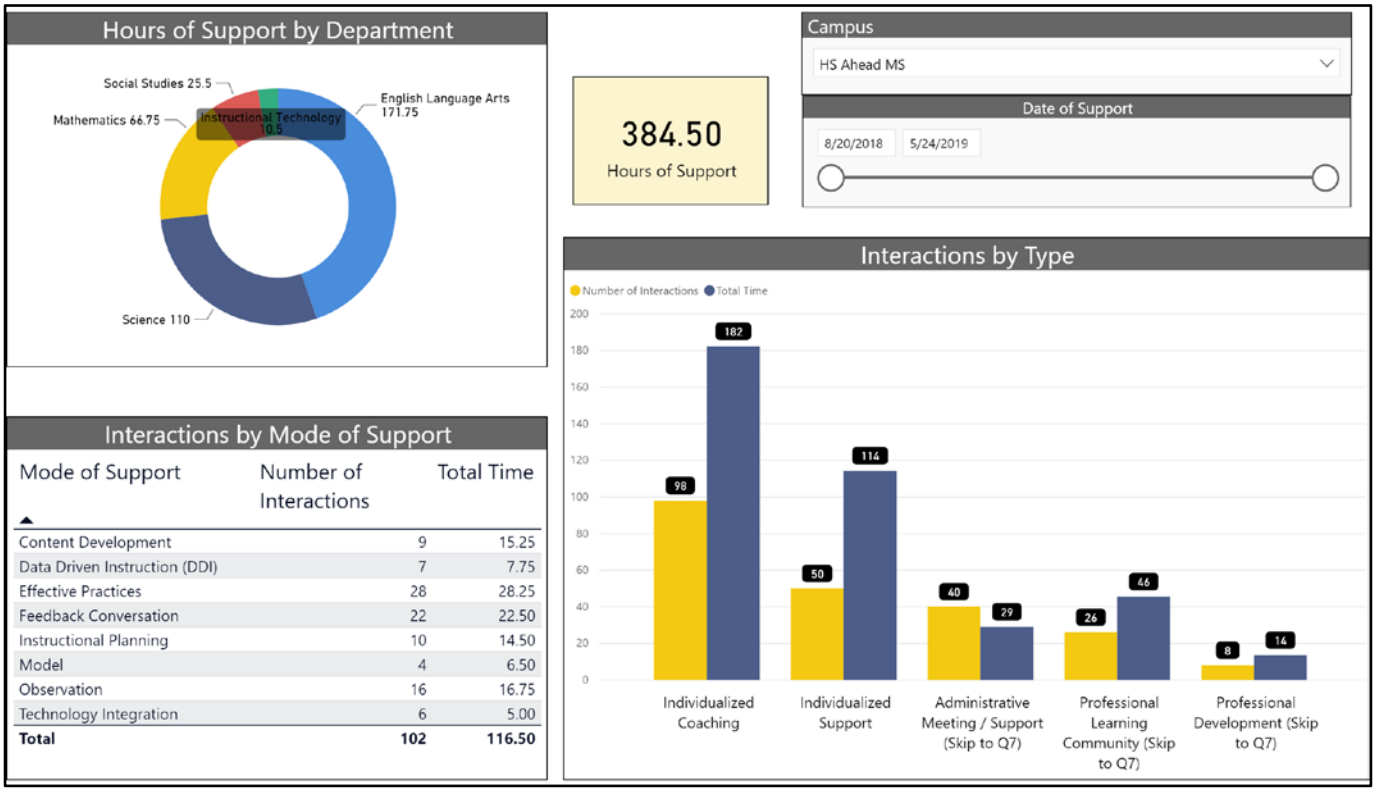


Interactions by Mode of Support

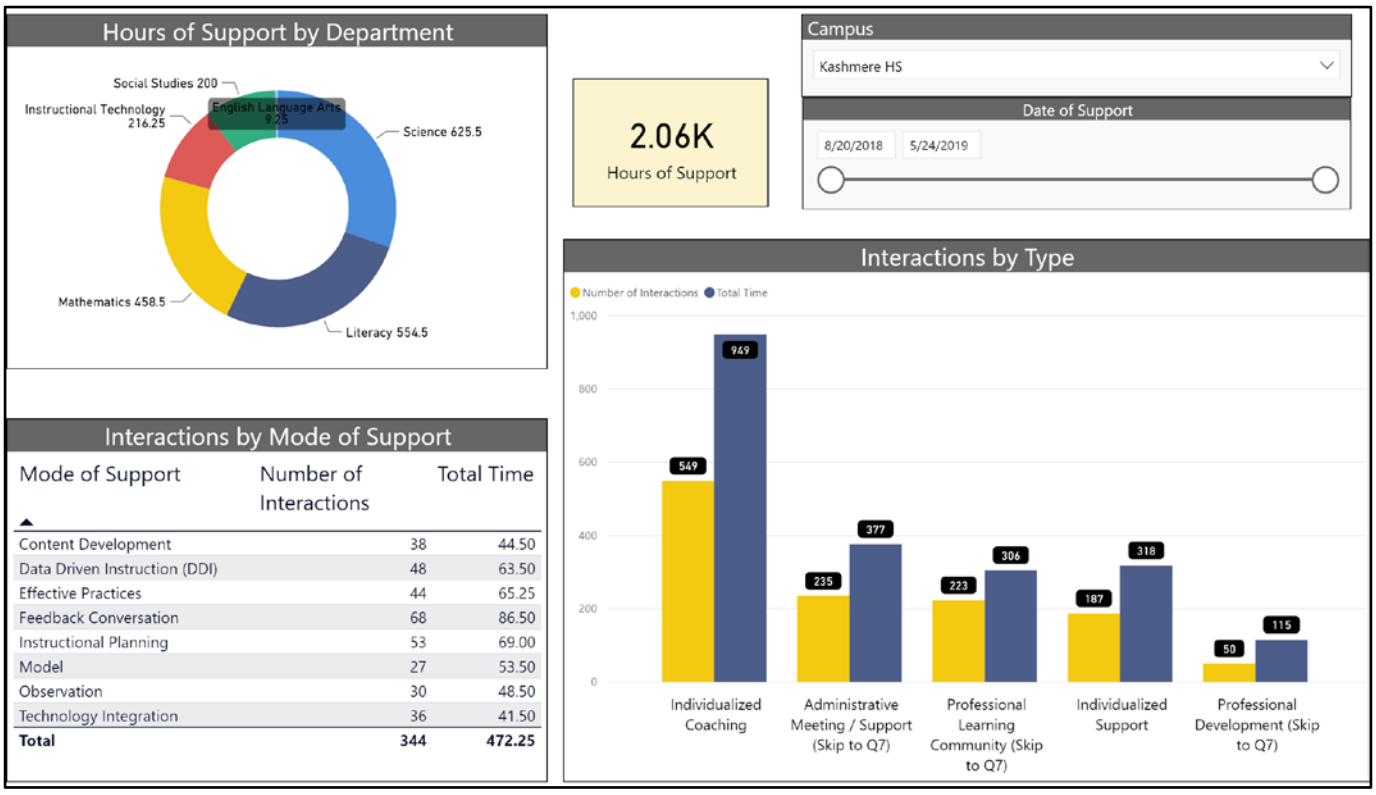
Mode of Support	Number of Interactions	Total Time
Content Development	31	42.75
Data Driven Instruction (DDI)	9	9.50
Effective Practices	61	86.75
Feedback Conversation	83	97.25
Instructional Planning	64	89.25
Model	20	38.00
Observation	26	34.75
Technology Integration	3	8.50
Total	**297**	**406.75**



Interactions by Mode of Support

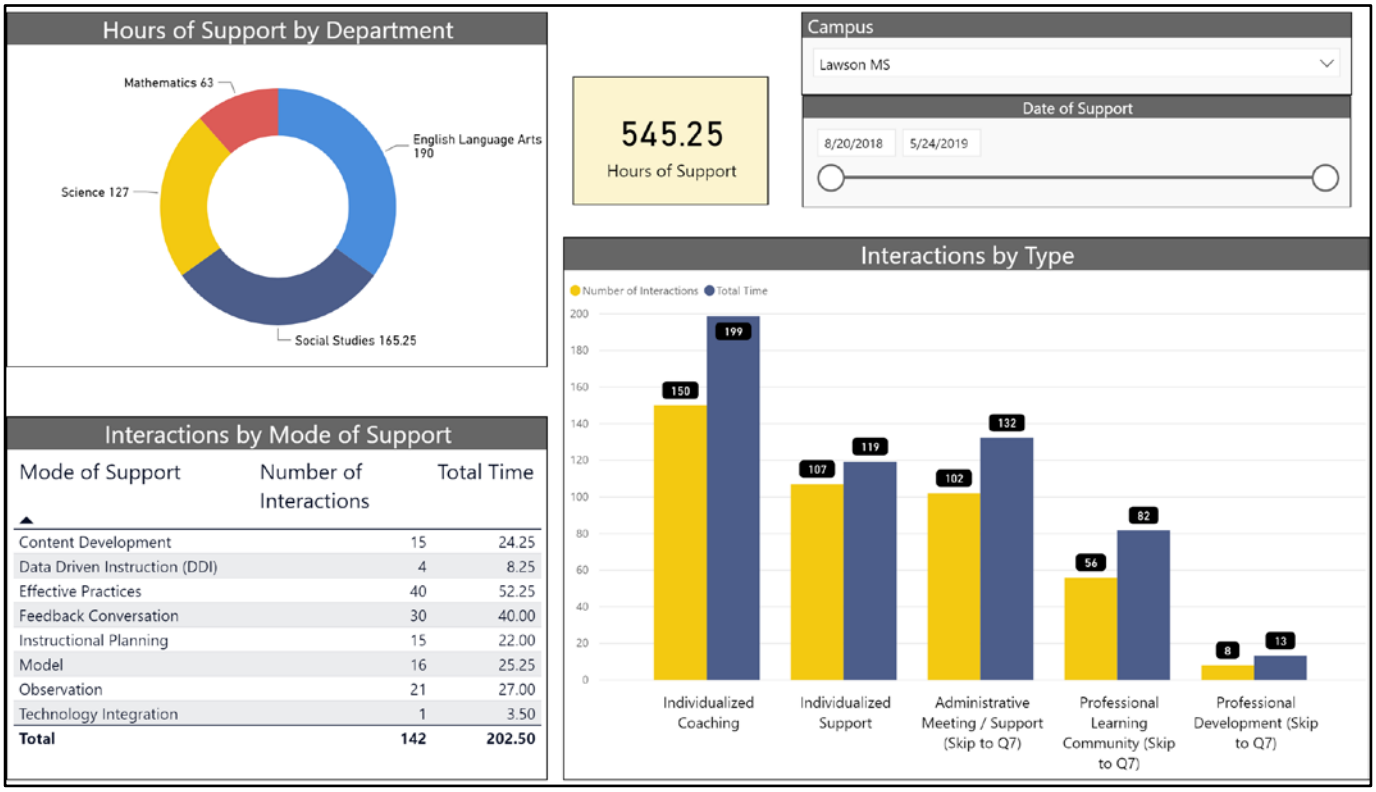
Mode of Support	Number of Interactions	Total Time
Content Development	9	15.25
Data Driven Instruction (DDI)	7	7.75
Effective Practices	28	28.25
Feedback Conversation	22	22.50
Instructional Planning	10	14.50
Model	4	6.50
Observation	16	16.75
Technology Integration	6	5.00
Total	**102**	**116.50**

Secondary Curriculum & Development, Houston ISD, Achieve 180 Report, June 2019



Interactions by Mode of Support

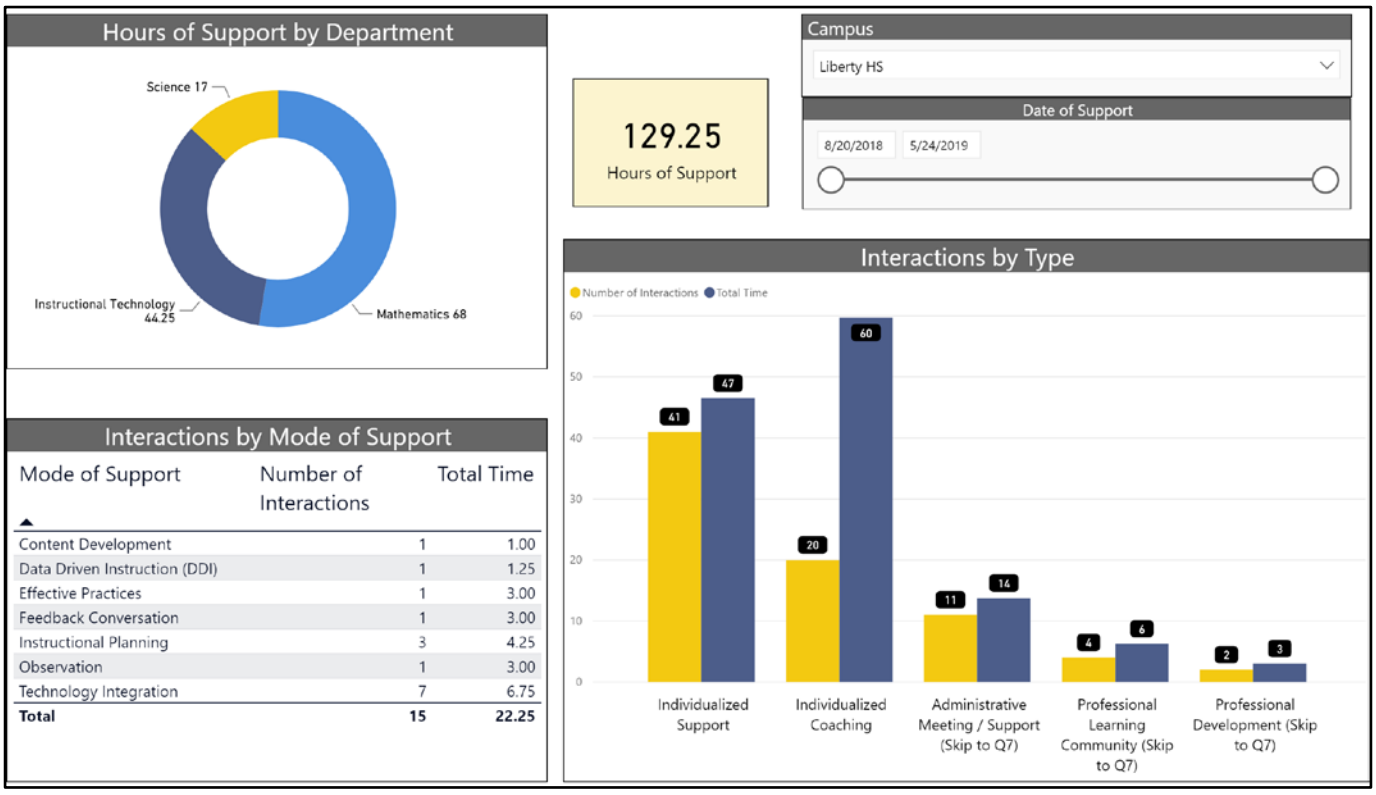
Mode of Support	Number of Interactions	Total Time
Content Development	38	44.50
Data Driven Instruction (DDI)	48	63.50
Effective Practices	44	65.25
Feedback Conversation	68	86.50
Instructional Planning	53	69.00
Model	27	53.50
Observation	30	48.50
Technology Integration	36	41.50
Total	**344**	**472.25**



Interactions by Mode of Support

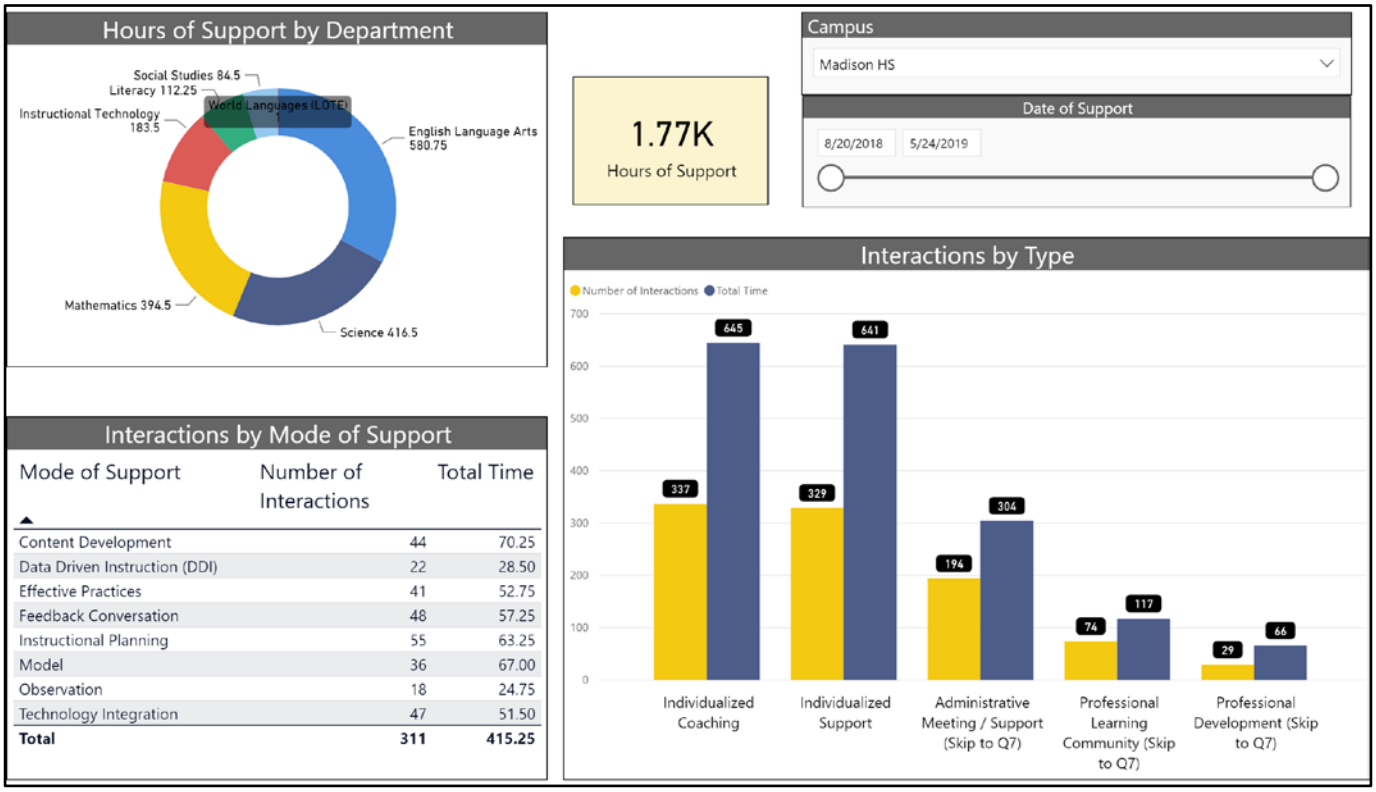
Mode of Support	Number of Interactions	Total Time
Content Development	15	24.25
Data Driven Instruction (DDI)	4	8.25
Effective Practices	40	52.25
Feedback Conversation	30	40.00
Instructional Planning	15	22.00
Model	16	25.25
Observation	21	27.00
Technology Integration	1	3.50
Total	**142**	**202.50**

Secondary Curriculum & Development, Houston ISD, Achieve 180 Report, June 2019



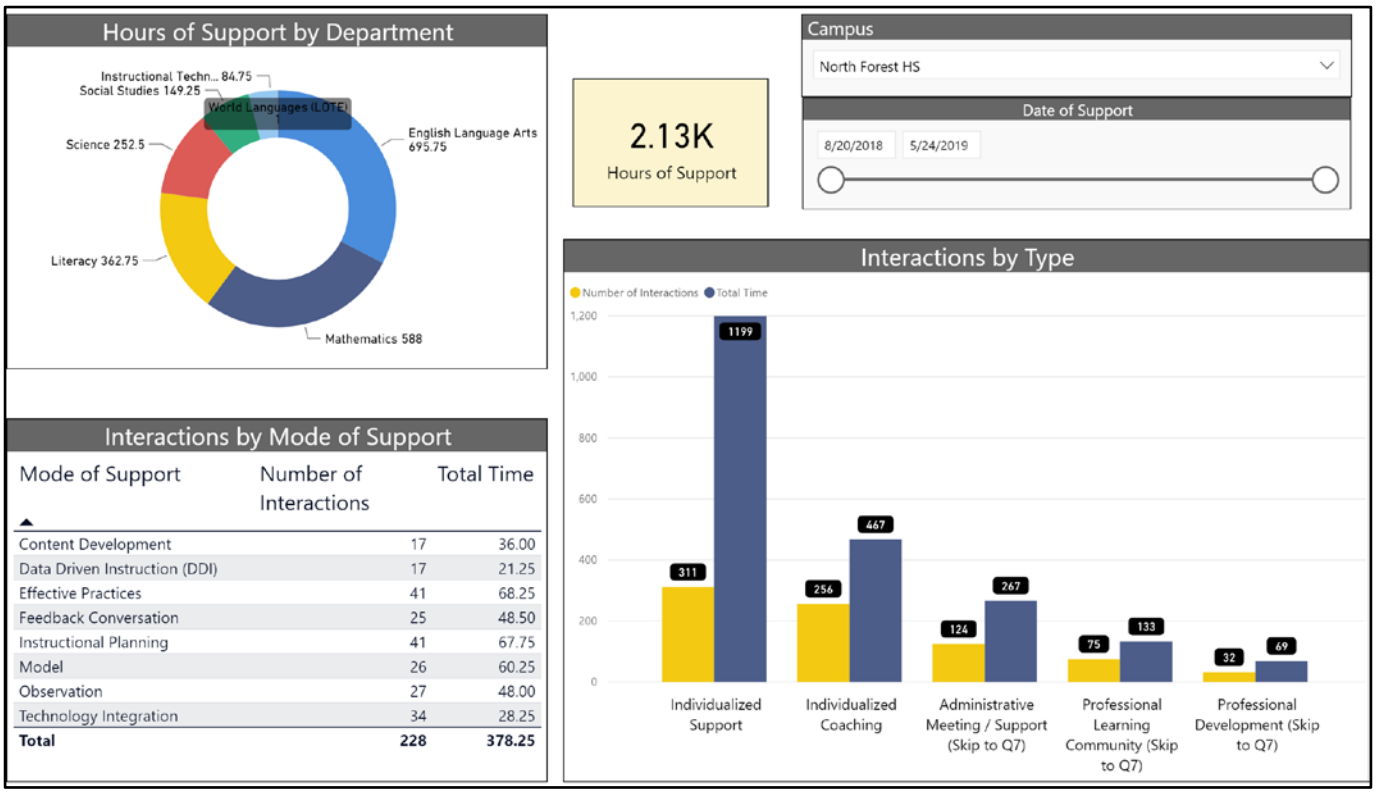
Interactions by Mode of Support

Mode of Support	Number of Interactions	Total Time
Content Development	1	1.00
Data Driven Instruction (DDI)	1	1.25
Effective Practices	1	3.00
Feedback Conversation	1	3.00
Instructional Planning	3	4.25
Observation	1	3.00
Technology Integration	7	6.75
Total	**15**	**22.25**



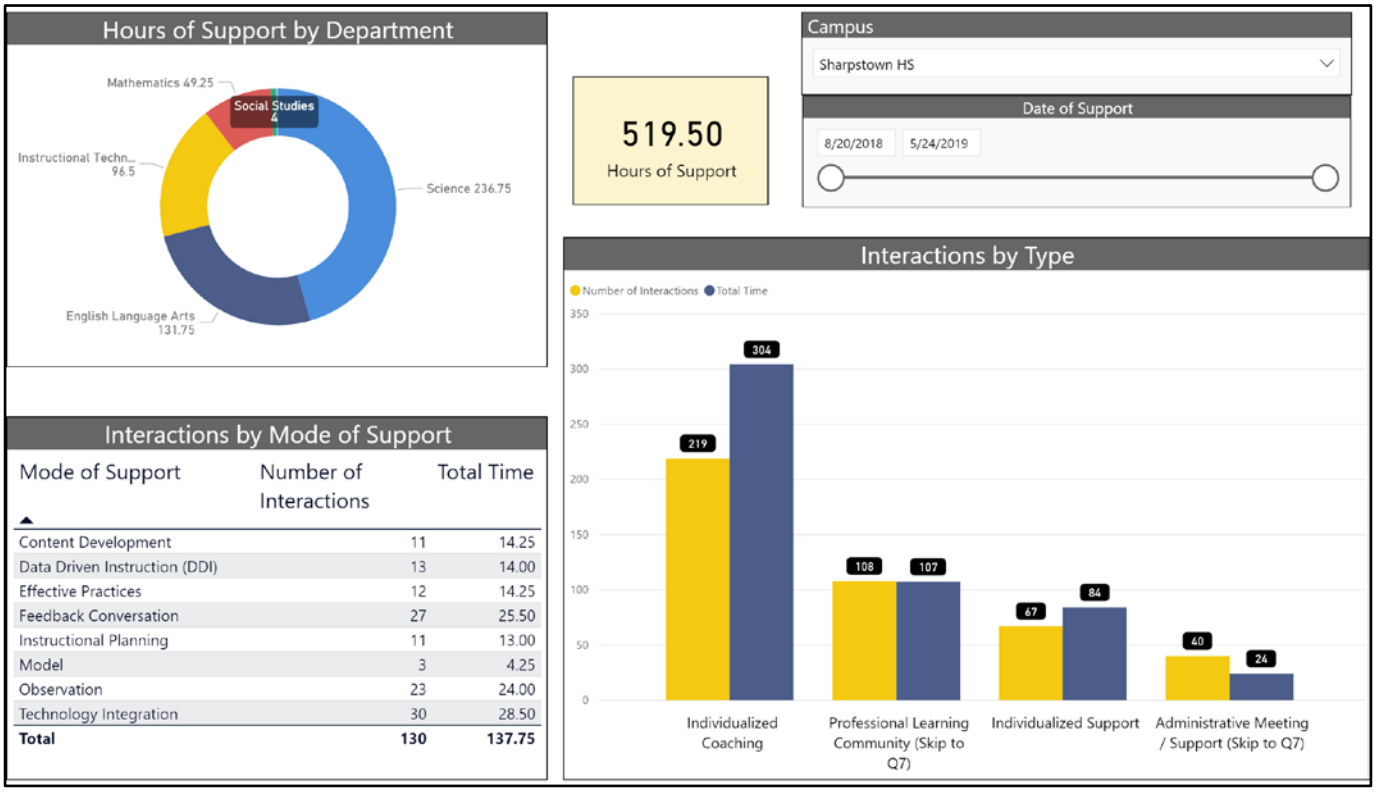
Interactions by Mode of Support

Mode of Support	Number of Interactions	Total Time
Content Development	44	70.25
Data Driven Instruction (DDI)	22	28.50
Effective Practices	41	52.75
Feedback Conversation	48	57.25
Instructional Planning	55	63.25
Model	36	67.00
Observation	18	24.75
Technology Integration	47	51.50
Total	**311**	**415.25**



Interactions by Mode of Support

Mode of Support	Number of Interactions	Total Time
Content Development	17	36.00
Data Driven Instruction (DDI)	17	21.25
Effective Practices	41	68.25
Feedback Conversation	25	48.50
Instructional Planning	41	67.75
Model	26	60.25
Observation	27	48.00
Technology Integration	34	28.25
Total	**228**	**378.25**



Interactions by Mode of Support

Mode of Support	Number of Interactions	Total Time
Content Development	11	14.25
Data Driven Instruction (DDI)	13	14.00
Effective Practices	12	14.25
Feedback Conversation	27	25.50
Instructional Planning	11	13.00
Model	3	4.25
Observation	23	24.00
Technology Integration	30	28.50
Total	**130**	**137.75**

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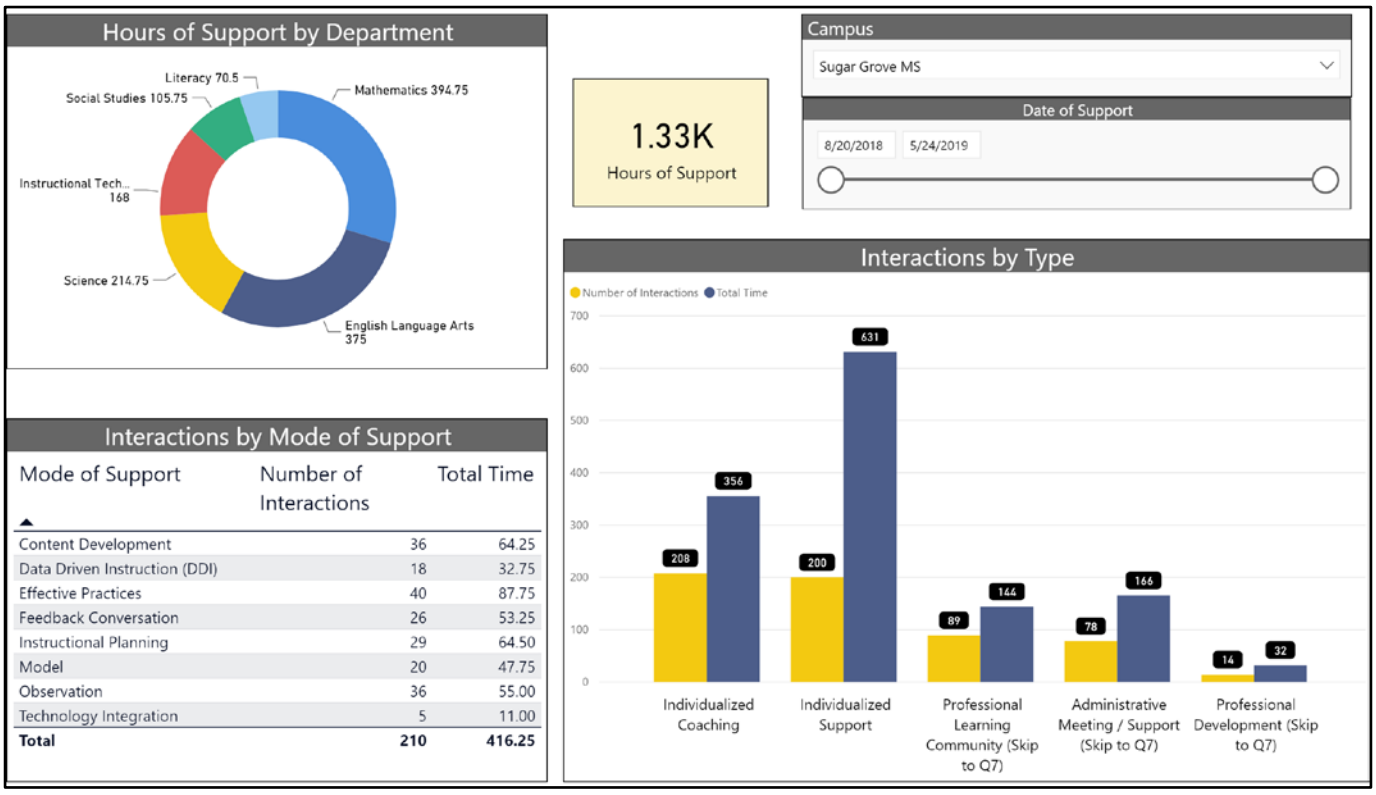
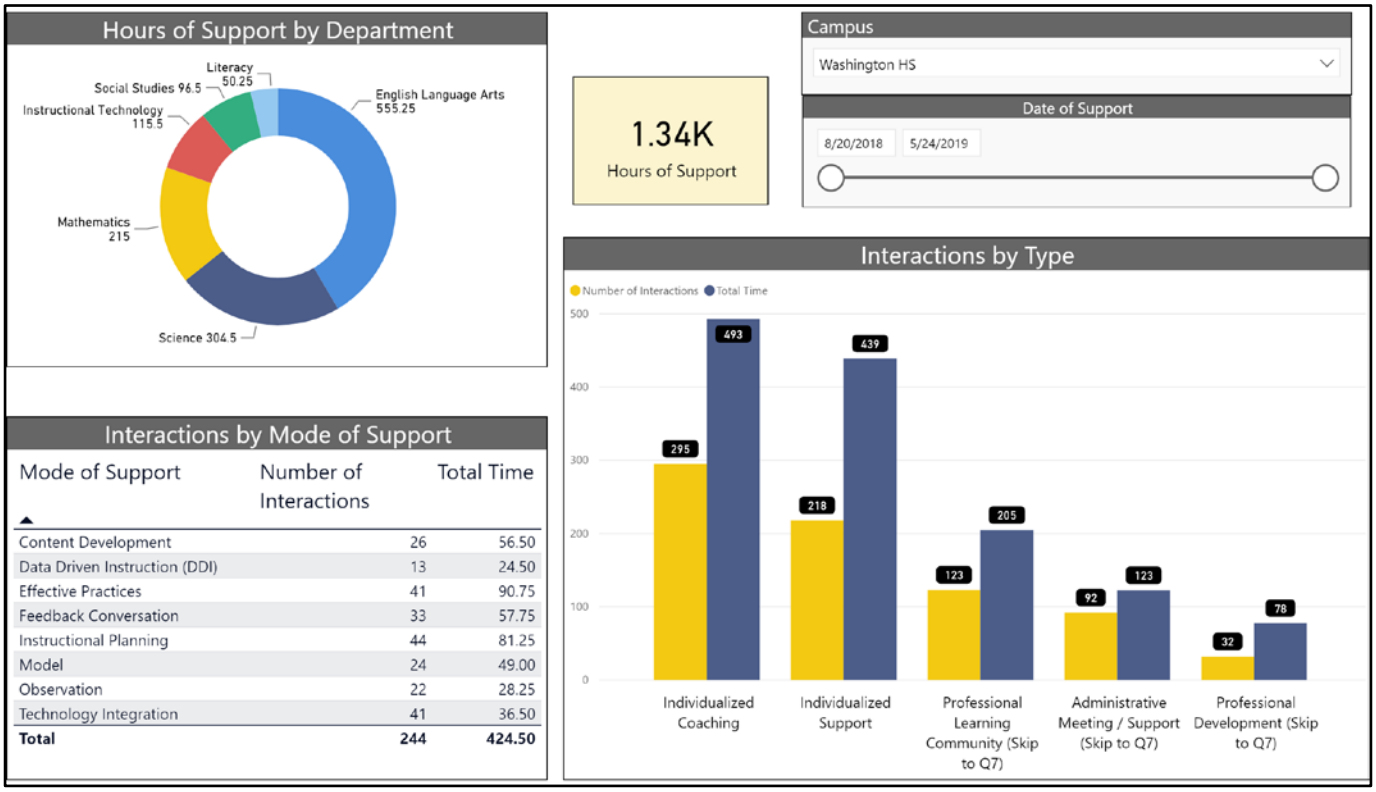


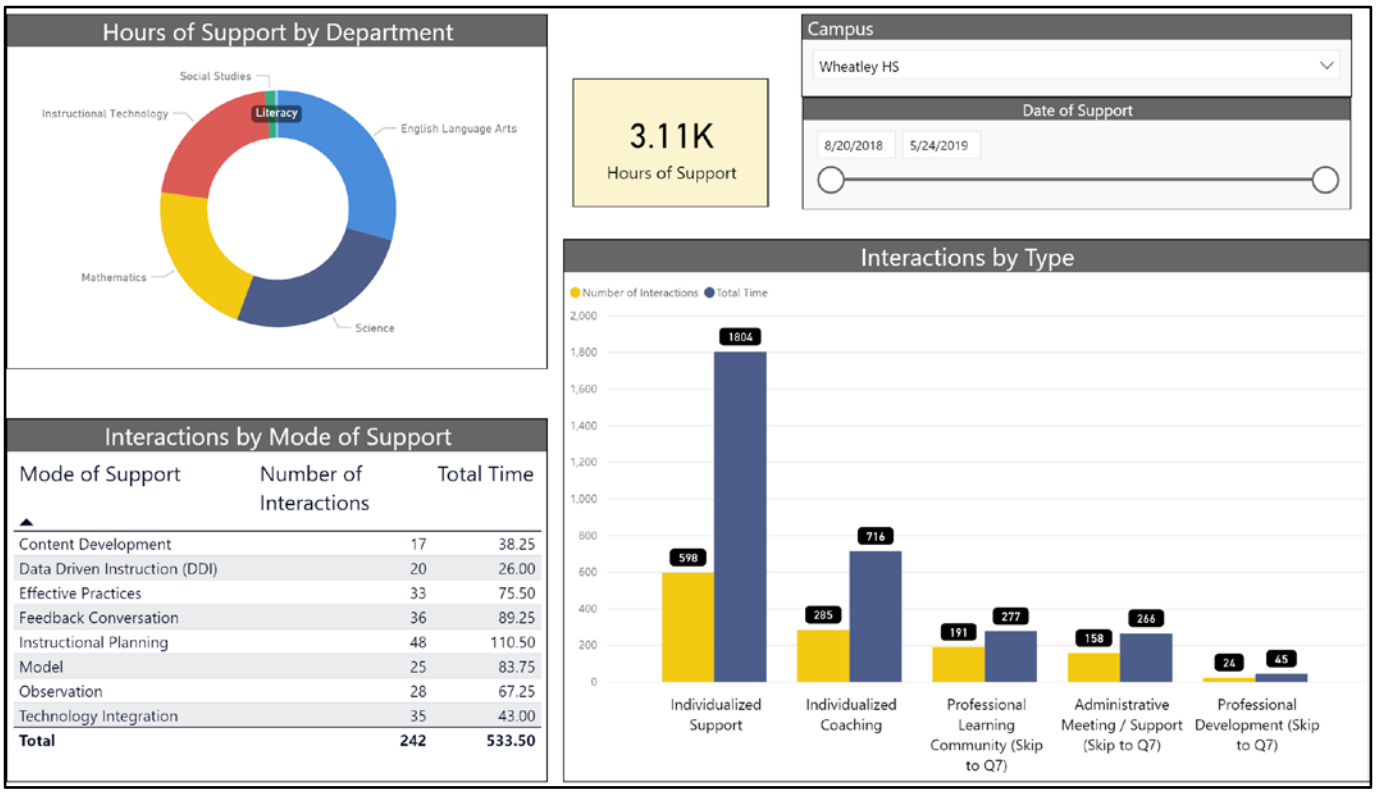
Interactions by Mode of Support

Mode of Support	Number of Interactions	Total Time
Content Development	36	64.25
Data Driven Instruction (DDI)	18	32.75
Effective Practices	40	87.75
Feedback Conversation	26	53.25
Instructional Planning	29	64.50
Model	20	47.75
Observation	36	55.00
Technology Integration	5	11.00
Total	**210**	**416.25**



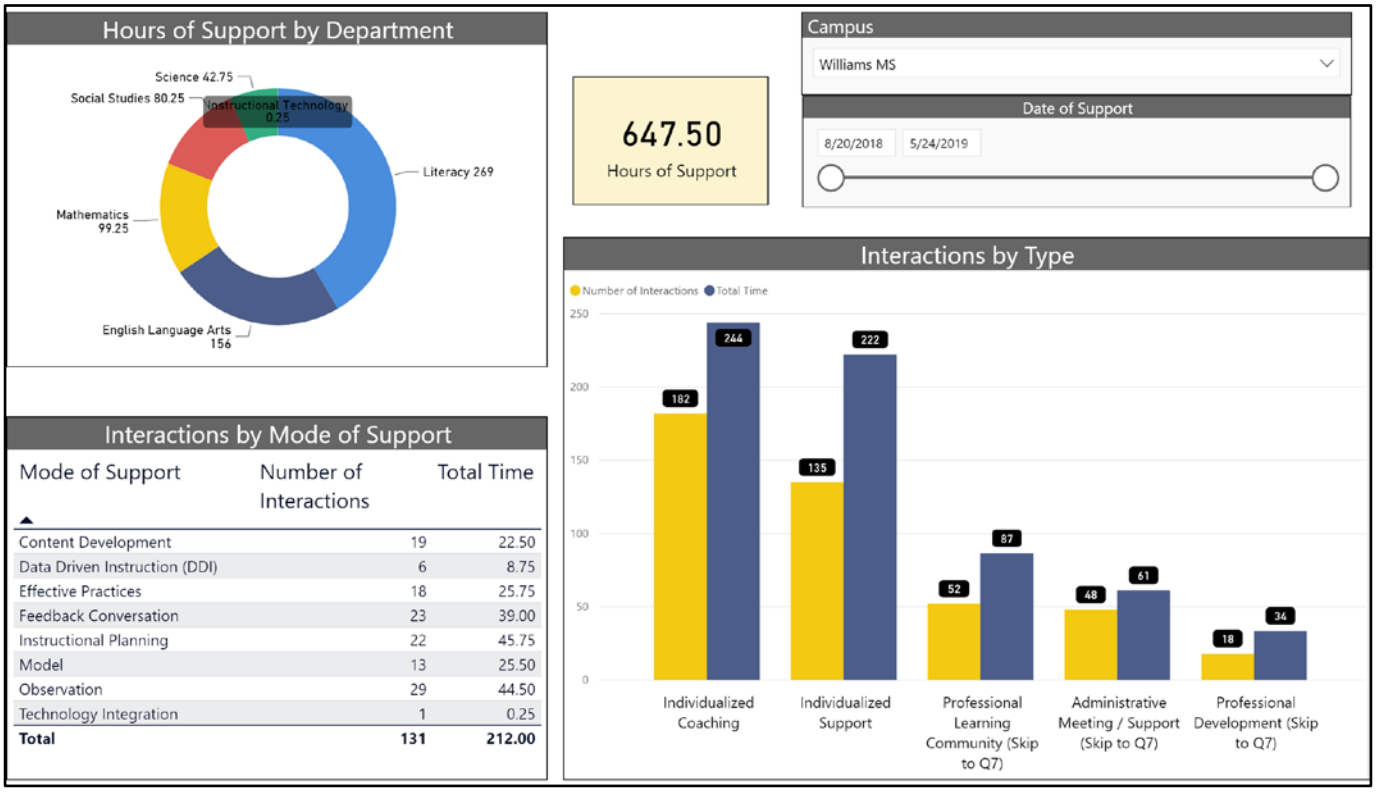
Interactions by Mode of Support

Mode of Support	Number of Interactions	Total Time
Content Development	26	56.50
Data Driven Instruction (DDI)	13	24.50
Effective Practices	41	90.75
Feedback Conversation	33	57.75
Instructional Planning	44	81.25
Model	24	49.00
Observation	22	28.25
Technology Integration	41	36.50
Total	**244**	**424.50**



Interactions by Mode of Support

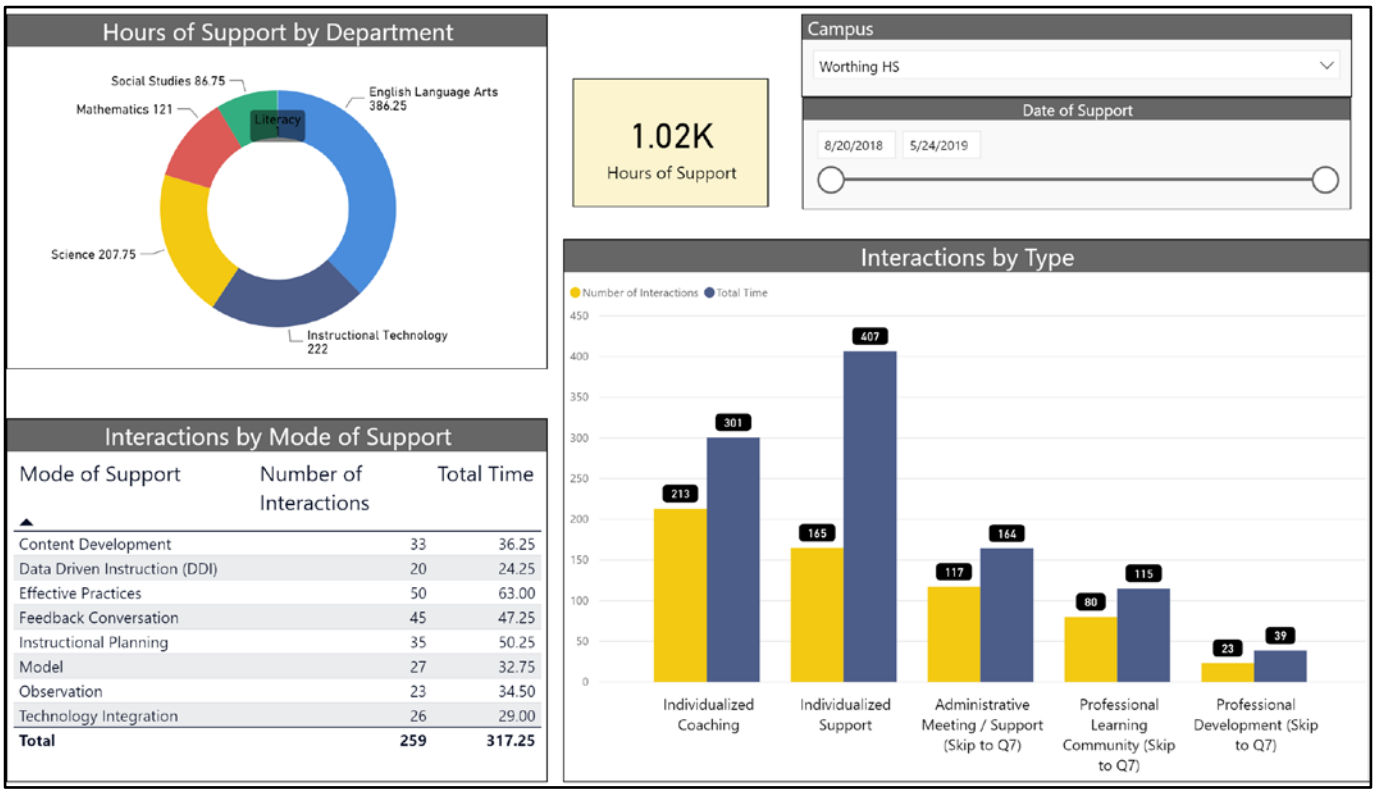
Mode of Support	Number of Interactions	Total Time
Content Development	17	38.25
Data Driven Instruction (DDI)	20	26.00
Effective Practices	33	75.50
Feedback Conversation	36	89.25
Instructional Planning	48	110.50
Model	25	83.75
Observation	28	67.25
Technology Integration	35	43.00
Total	**242**	**533.50**



Interactions by Mode of Support

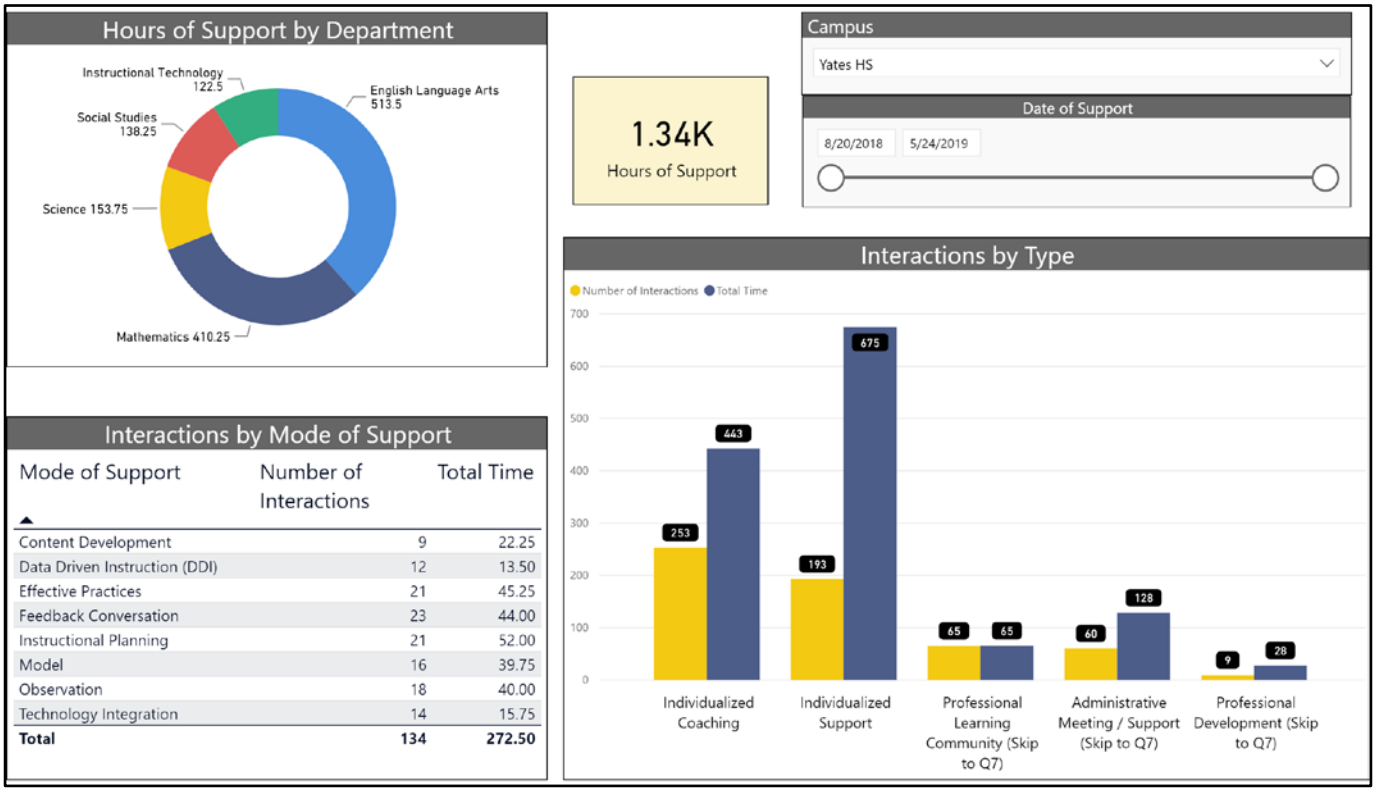
Mode of Support	Number of Interactions	Total Time
Content Development	19	22.50
Data Driven Instruction (DDI)	6	8.75
Effective Practices	18	25.75
Feedback Conversation	23	39.00
Instructional Planning	22	45.75
Model	13	25.50
Observation	29	44.50
Technology Integration	1	0.25
Total	**131**	**212.00**

Secondary Curriculum & Development, Houston ISD, Achieve 180 Report, June 2019



Interactions by Mode of Support

Mode of Support	Number of Interactions	Total Time
Content Development	33	36.25
Data Driven Instruction (DDI)	20	24.25
Effective Practices	50	63.00
Feedback Conversation	45	47.25
Instructional Planning	35	50.25
Model	27	32.75
Observation	23	34.50
Technology Integration	26	29.00
Total	**259**	**317.25**

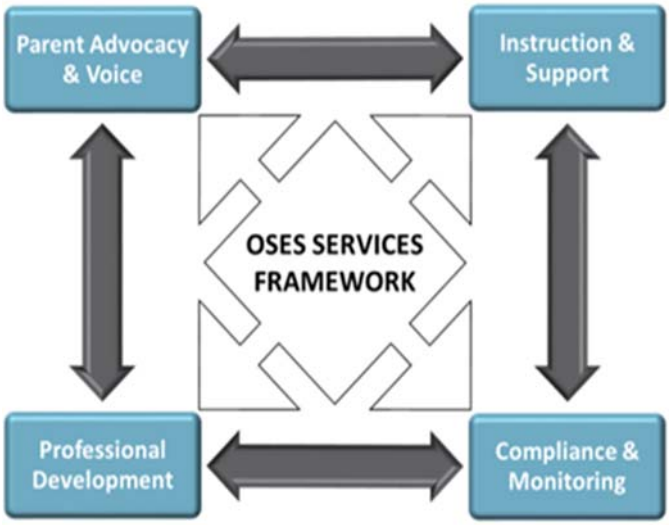


Interactions by Mode of Support

Mode of Support	Number of Interactions	Total Time
Content Development	9	22.25
Data Driven Instruction (DDI)	12	13.50
Effective Practices	21	45.25
Feedback Conversation	23	44.00
Instructional Planning	21	52.00
Model	16	39.75
Observation	18	40.00
Technology Integration	14	15.75
Total	**134**	**272.50**

Office of Special Education Services

During the course of the 2018-2019 academic year, the Office of Special Education Services (OSES) revolved the daily work around the central four interconnected pillars of the OSES Services Framework. This framework was engineered to support the critical pillars of Parent Advocacy and Voice, Professional Development, Instruction and Support, and Compliance and Monitoring that lead to favorable outcomes for students with disabilities that attend Achieve 180 campuses. The illustration below exhibits the collaboration among the four pillars that drives the work of the OSES to fortify successful outcomes for all learners.



For the duration of the 2018-2019 school year, the OSES team cooperatively provided prescriptive and needs-based support to campuses in the three focal areas of instruction, behavior, and compliance to ensure that students with disabilities at Achieve 180 campuses had access to high-quality specially designed instruction (SDI), designated supports (accommodations), and behavioral supports. The data-based support that was centered around these three identified areas was critical to the positive movement the needle of academic success on each campus. Accordingly, for any instructional and behavioral support that was provided, the basis for such support was driven and fostered by the team's knowledge and utilization of multiple sources of data such as EasyIEP, Review 360, GoalBook, A4E, OnTrack and classroom observations. Based on disaggregation of both quantitative and qualitative data sources, the Achieve 180 Special Education team concentrated its work on providing professional development for teachers and associated staff. Such support was geared to increase the achievement for students with disabilities in

general education classes with support, and on those accessing the alternate curriculum. Additionally, the Office of Special Education Services committed its team members to attend and actively participate in each Community of Practice (COP) visit for Achieve 180 campuses and others within the district. The team partnered with the curriculum department to provide specific feedback on high-leverage practices that reflected in the affirmative outcomes for learners. In an effort to move the needle of success forward on the Achieve 180 campuses this academic year, the OSES team focused it work on providing support for administrators, teachers, and department chairpersons with their day to day instructional and compliance responsibilities. Ongoing strategic training and support were also done via monthly Special Education Department Chairpersons meetings which covered a wide range of instructional, behavioral and compliance topics such as the Manifestation Determination and Review (MDR) process, Autism Services guidance, progress monitoring, data collection, Extended School Year Services (ESY) preparation, Transition Services updates, facilitating and supporting dual credit status and adjudicated youth, STAAR Alt 2 training and requirements, promotion ARD meetings, and transportation and nursing services updates. As the academic year neared to a close, the team's focus shifted toward how Achieve 180 campuses would utilize all testing groups and areas (i.e. English Language Learners and STAAR Alt 2 testers) to impact the outcomes in each of the three accountability domains. To further support the effort to move the Achieve 180 campuses out of their Improvement Required status and to impact the performance of all other campuses, the OSES partnered with Region IV in the month of May to learn more about the state's accountability system with a specific focus on College Career and Military Readiness (CCMR).

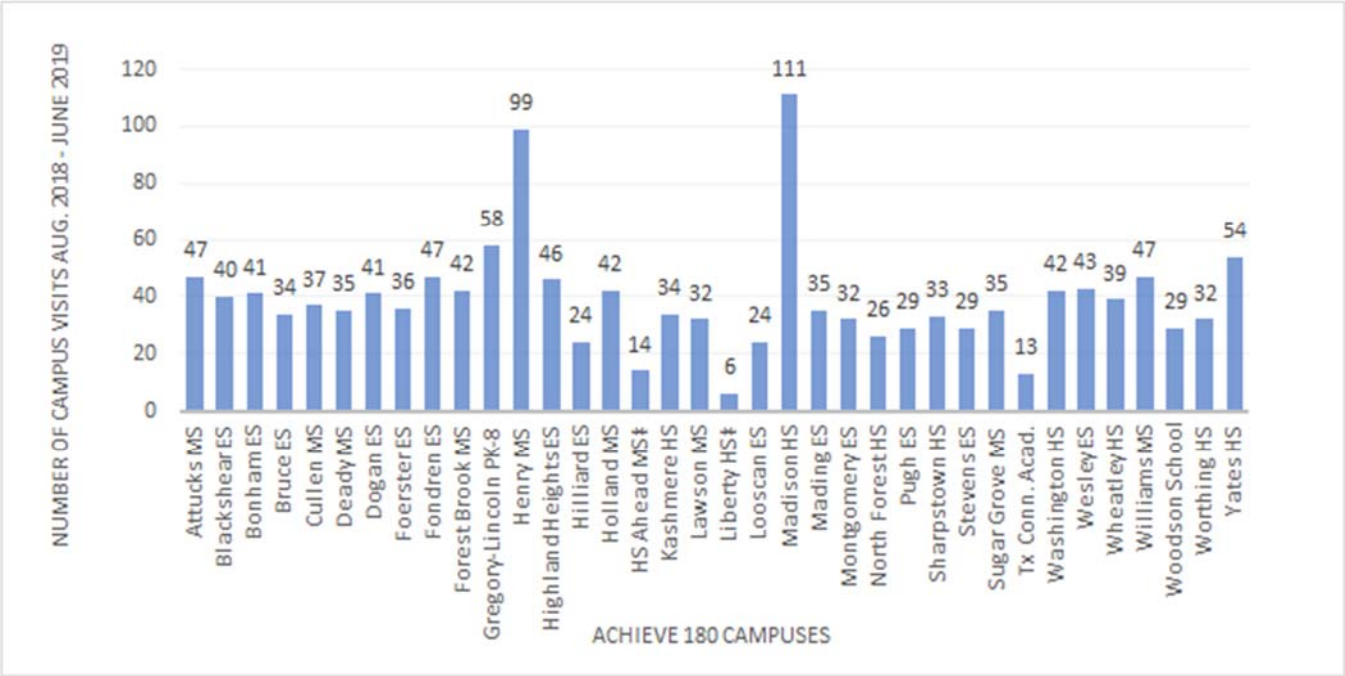
INSTRUCTION & SUPPORT

During the course of this academic year, Senior Managers, Program Managers and Programs Specialists, Special Education Department Chairpersons continuously provided fundamental knowledge and expertise that drove the work of the Special Education team on each campus. Collaboratively, they engaged in campus-based and district-level student supports, evaluations, and ARD/IEP meetings for the students on each campus. Accordingly, Special Education Department Chairpersons at all Achieve 180 campuses received strategic training and support at the monthly Special Education Department Chairpersons' meeting. Following each meeting, Special Education Department Chairpersons were charged with disseminating the learned information to their campus teams.

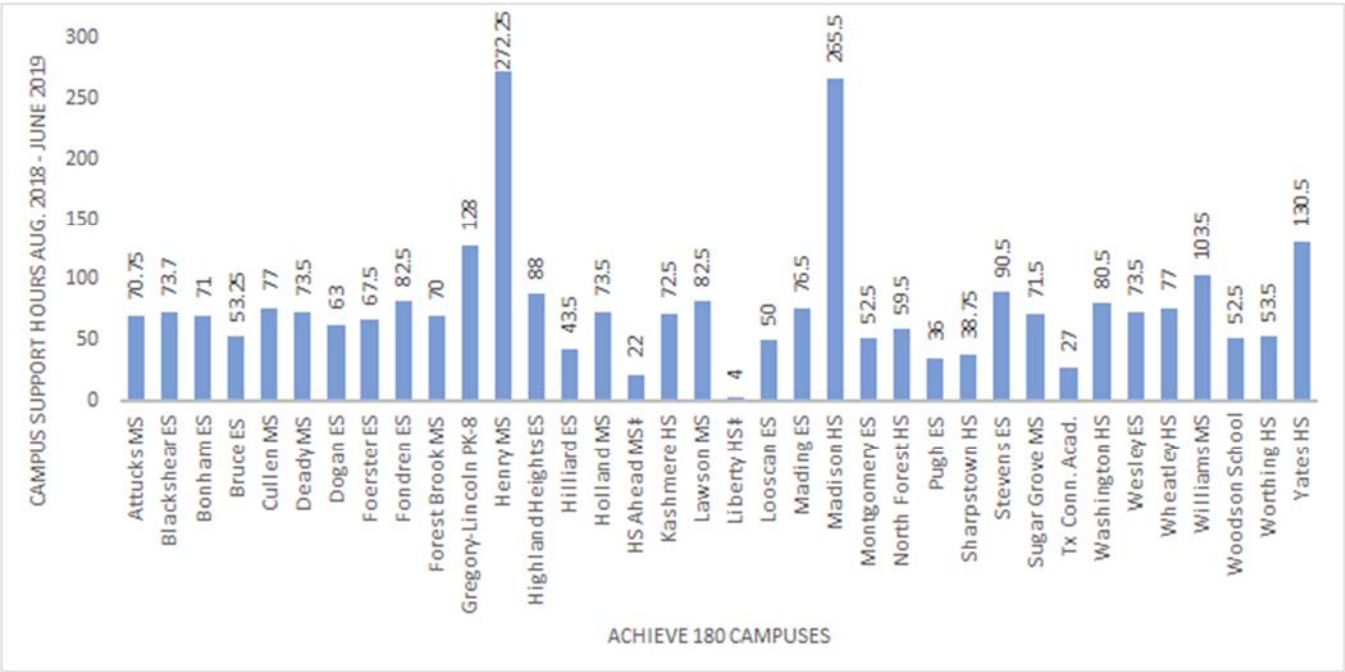
DIRECT CAMPUS SUPPORT

As a critical part of the daily work, the special education team conducted weekly campus visits to provide specific support in the areas of instruction, behavior, and compliance. Throughout the 2018-2019 academic year, the Achieve 180 Special Education team provided **1,408 campus support visits**, totaling over **2,827 hours**. Emphasis was also placed on supporting the ARD/IEP process for several campuses where personnel vacancies existed. Individualized coaching and individualized teacher support, along with direct support for Special Education Department Chairpersons and campus leaders were also provided on a regular basis. The OSES team also conducted several Instructional and Behavioral Consultation Review (IBCR) meetings to provide guidance to campuses pertaining to appropriate services for students with disabilities. Particularly, the bulk of this work revolved around ensuring that students exiting PALS programs were able to go through the IBCR progress and that ARD meetings were conducted to review placement and services in a timely manner. The charts below represent the number of Achieve 180 campus visits and the hours of support provided by the Achieve 180 support team.

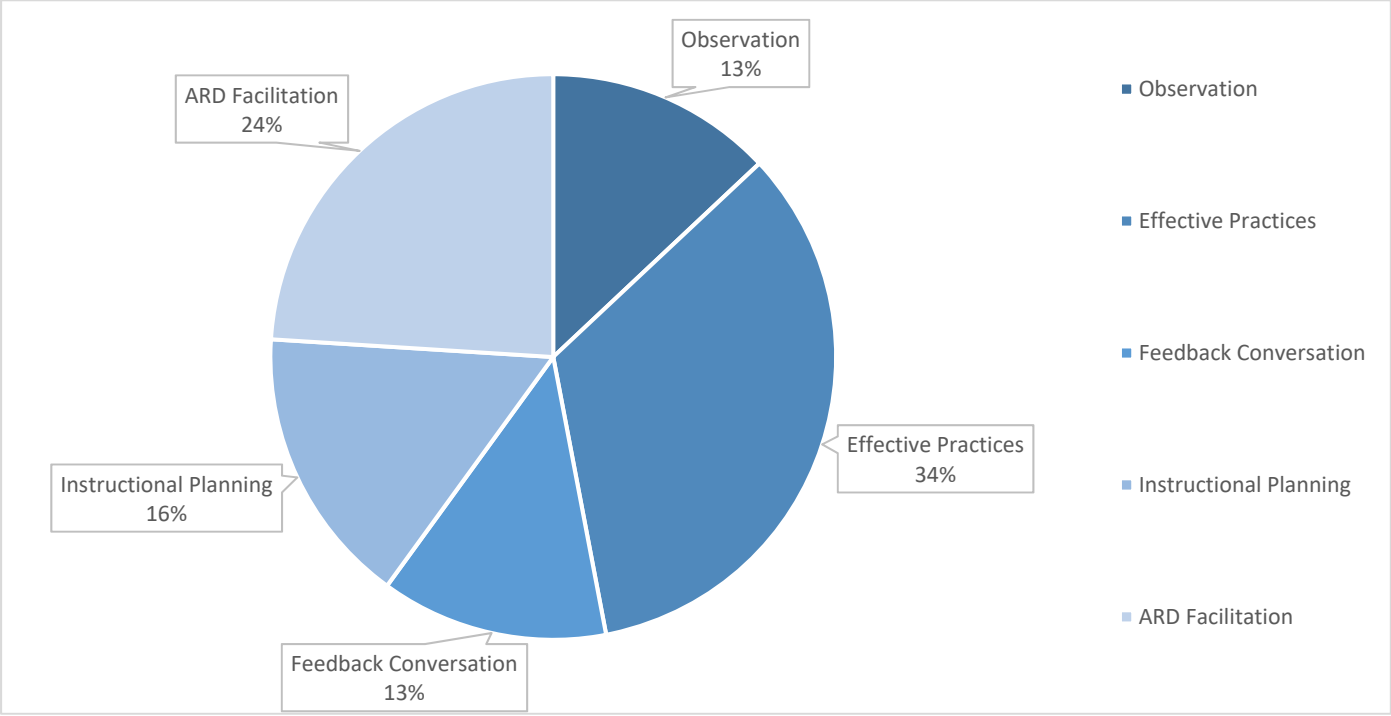
OSES SUPPORT VISITS



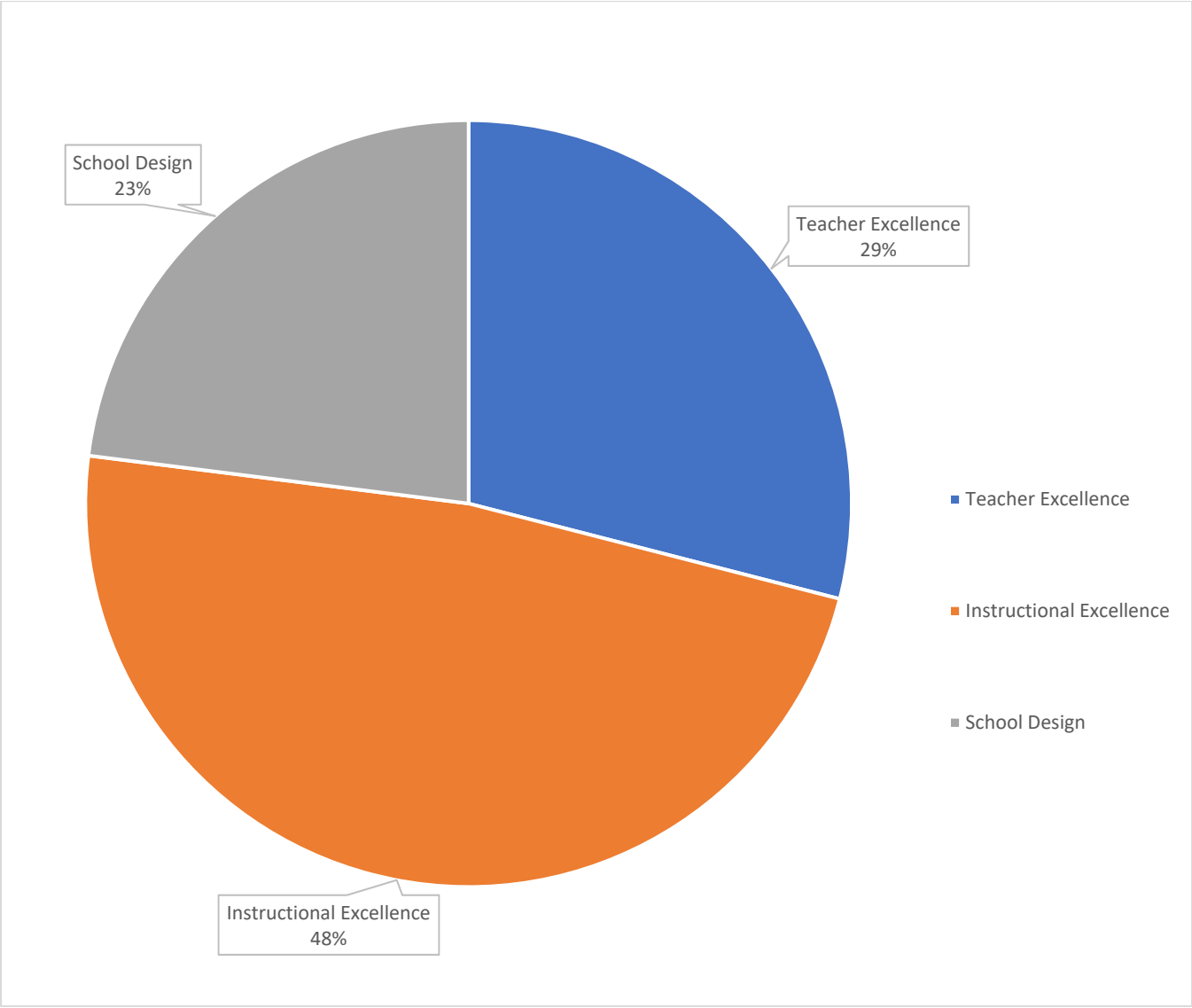
OSES SUPPORT HOURS



METHOD OF SUPPORT



ACHIEVE 180 PILLARS SUPPORTED



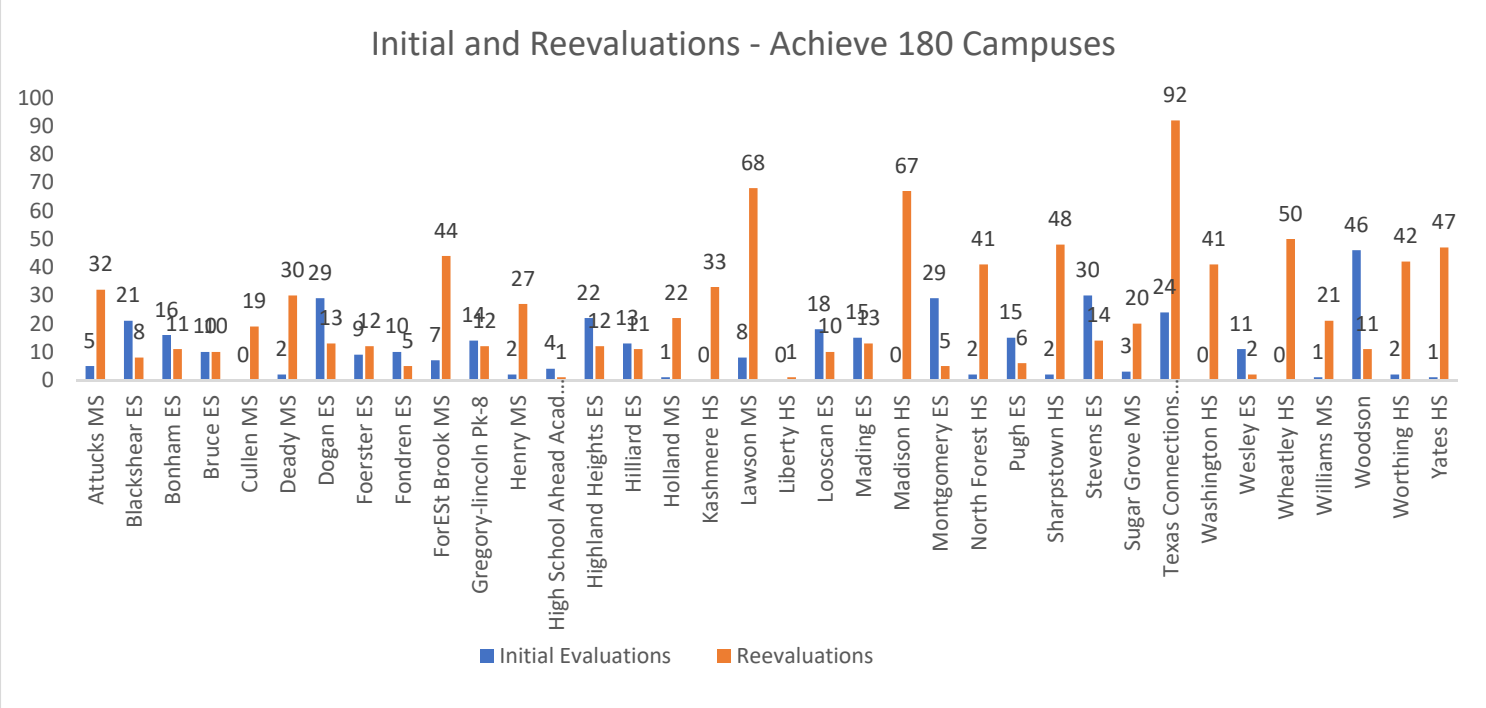
COMPLIANCE AND MONITORING

Compliance and monitoring served as the foundation for supporting students from prevention and early identification on through the development of high-quality Individualized Education Programs (IEPs) when students are identified to receive specialized services. The areas of compliance and monitoring are fundamental to the OSES as we ensure that all ARD/IEP meetings are kept in compliance and that students receive appropriate services that are geared to precipitate their academic and functional growth. To this end, **3189 ARD/IEP meetings** were conducted on Achieve 180 campuses this academic year. The focus of compliance and monitoring at this time of the year center around ensuring that appropriate services for students are planned for the following year, Extended School Year Services, graduation, and transition services.

EVALUATION

The evaluation staff members that support Achieve 180 campuses (Educational Diagnosticians, Licensed Specialists in School Psychology (LSSPs), and Speech-Language Pathologists (SLPs), partner with the Intervention Assistance Teams (IAT), campus administrators, parents, and teachers to proactively identify struggling learners who may require a Full and Individual Evaluation on each campus. From the start of this academic year through June 13th, 2019, evaluators conducted a grand total of 372 initial evaluations. Additionally, evaluators also conducted 690 reevaluations, for a total of 1,062 Full and Individual Evaluations (FIEs).

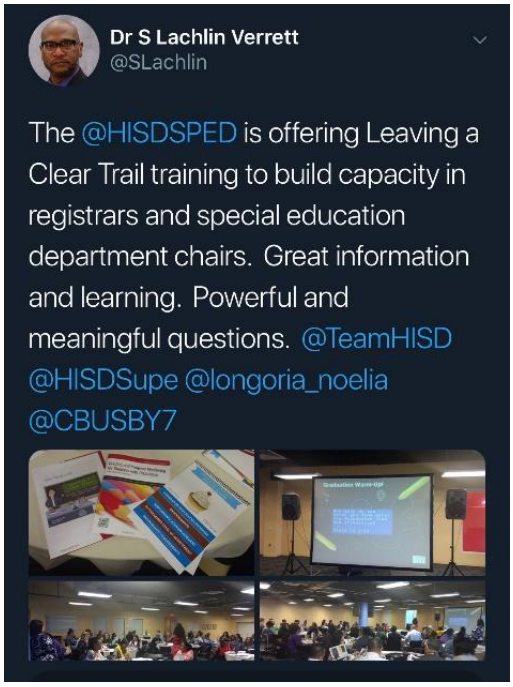
The chart below represents the number of initial Full and Individual Evaluations (FIE) and reevaluations completed by the Evaluation Specialists, LSSPs, and SLPs from the start of this academic year until June 13, 2019, on Achieve 180 campuses.



PROFESSIONAL DEVELOPMENT

During this academic year, the Achieve 180 Special Education team conducted targeted professional development and coaching to campus-based teachers, administrators and staff. Each training and coaching session was designed to address specific campus needs such as data collection, accommodation implementation, Autism Supplement completion, ARD/IEP paperwork, Present Level of Academic Achievement and Functional

Performance (PLAAFP) and goal writing, GoalBook, Kurzweil, OnTrack, Crisis Prevention Intervention (CPI), Restorative Circles, Review 360, Extended School Year (ESY) documentation and understanding the state accountability system, especially as it pertains to the documentation and coding of College, Career, and Military Readiness (CCMR) for students with disabilities. The Achieve 180 team also joined campus staff at Region IV training on graduation options, Leaving a Clear Trail. This training highlighted master scheduling, transcripts and CCMR coding to better support our campuses with this important work.



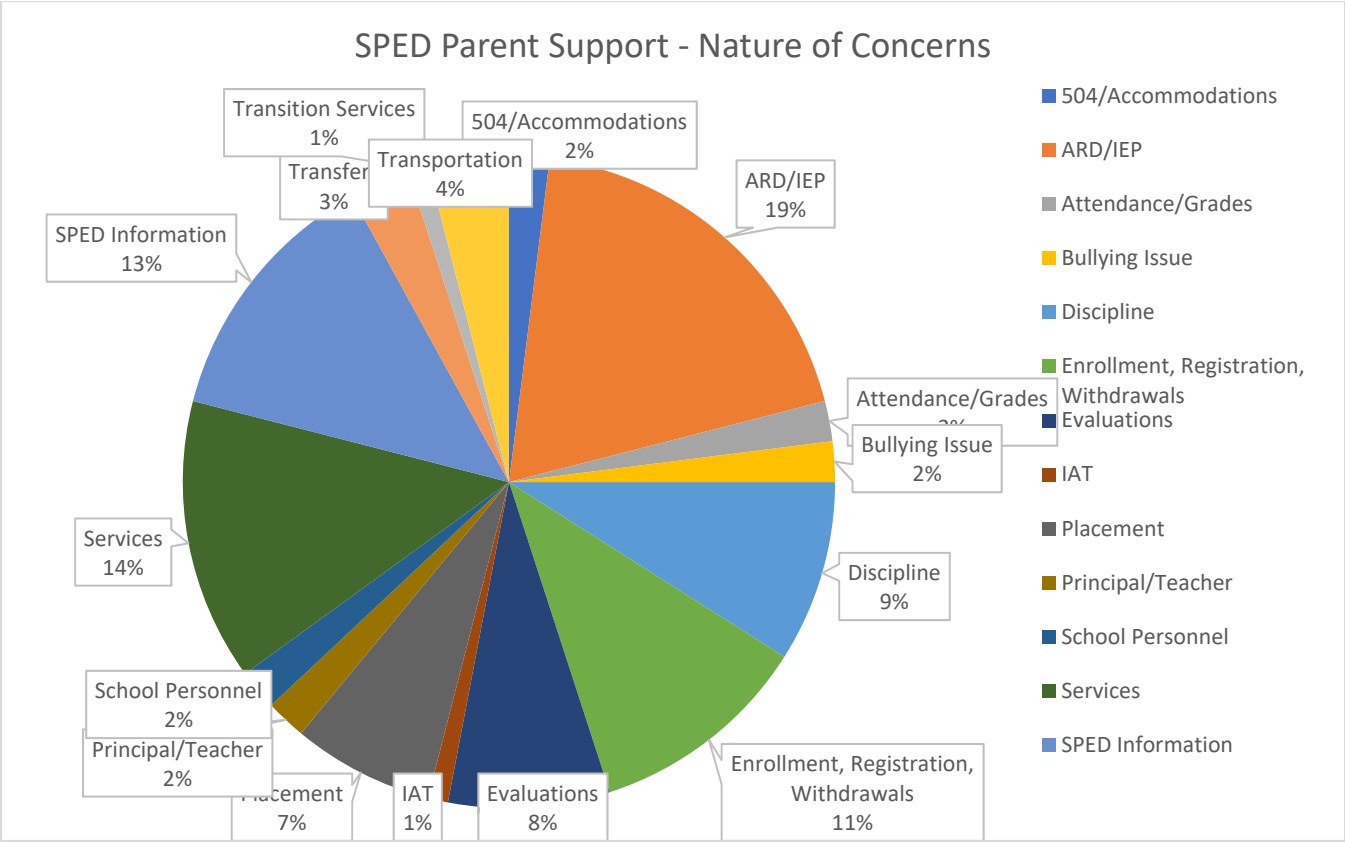
PARENT ADVOCACY AND VOICE

The Parent Liaisons made meaningful contributions to providing parents with information regarding district procedures, instructional programs, and overall advocacy of the special education ARD/IEP process. This group of dynamic individuals served as a bridge between home and school or home and the community. Parents were treated as partners along the way.

The Special Education Parent Liaisons also supported parents through phone calls, support visits, contact with Senior Managers and Program Specialists and school staff to share parent concerns, and through active participation at Parent University sessions throughout the district. During this academic year, the team organized a Spring and Fall Special Education Parent Summit to further strengthen the partnership between OSES and parents.

They were also an instrumental part of the organization of the many Parent University sessions that were conducted across the district. The Parent Liaisons also participated in the Office of School Choice fairs, parent autism training meetings and transition meetings.

The graph below shows the Achieve 180 parent support interaction data that helps to inform our work through ongoing Professional Development with parents, teachers and campus leaders. It also intensifies our commitment to parents to offer unwavering support and training in the areas of Child Find, the ARD/IEP process and the services provided to students.


SPED Parent Support - Nature of Concerns
Transition Services 1%
504/Accommodations 2%
Transportation 4%
Transfer 3%
ARD/IEP 19%
SPED Information 13%
Attendance/Grades
Bullying Issue 2%
Services 14%
Discipline 9%
School Personnel 2%
Principal/Teacher 2%
Placement 7%
IAT 1%
Evaluations 8%
Enrollment, Registration, Withdrawals 11%
504/Accommodations
ARD/IEP
Attendance/Grades
Bullying Issue
Discipline
Enrollment, Registration, Withdrawals
Evaluations
IAT
Placement
Principal/Teacher
School Personnel
Services
SPED Information

Student Assessment

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Data Driven Instructional Specialists (DDIS)

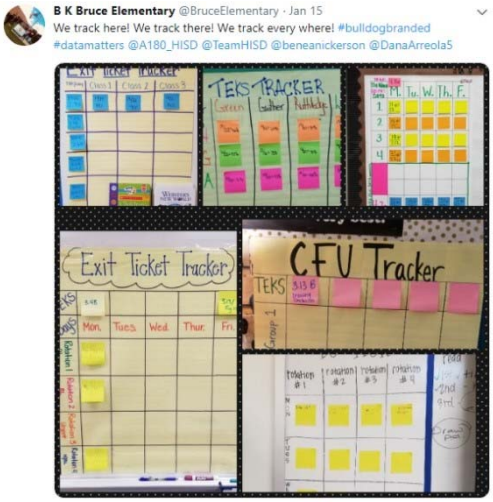
Overview

As part of the Achieve 180 program's six pillars, HISD Student Assessment worked extensively with the Achieve 180 campuses in Pillar III: Instructional Excellence focused on effective, aligned, differentiated, and rigorous lessons in every classroom. In 17-18 academic year, Student Assessment created data protocols for Achieve 180 campuses to use after specific assessment windows. While the work was effective at the Achieve 180 campuses, it revealed the need for a more structured data support at the campuses. To build on the work from the previous year, the position of Data Instruction Specialist was created.

The goal of the DDIS was to build data and assessment literacy and capacity at their assigned campuses to the extent that the DDIS were no longer needed at the campus. Based upon the needs of Achieve 180 campuses and other campuses who are considered at-risk of falling into Intervention Required status, a new team of 20 DDIS was created to support this critical work at the campuses during the 2018-2019 school year.

Each DDIS was assigned a case load of A180 and strategic on-demand campuses to support in their data processes. Each DDIS is trained in the use of HISD's data systems (e.g., OnTrack, RL360, A4E) and the use of effective data protocols to use with assigned campuses. To maintain and develop additional data skills, all DDIS participated in continued professional development on scheduled Fridays to front load data topics on relevant assessment data (e.g., District Level Assessment data).

The overall work of the DDIS was well-received at the supported campuses. Other HISD administrative areas and academic departments requested DDIS support throughout the year. The success of the initial DDIS initiative was well received to the point that the district plans to expand the model with other identified at-risk campuses in each administrative area.



DDIS as Instructional Data Coaches

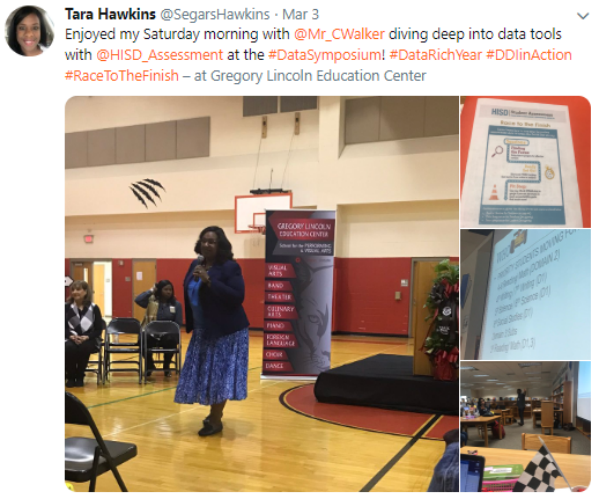
DDIS worked to support their assigned campuses in larger professional development settings, as well in smaller content area professional learning communities (PLCs). DDIS became integral parts of the campus leadership teams and help guide the conversations that included intervention plans and next steps after each district level assessment administration. DDIS helped their assigned campuses to create mini assessments geared to assess if reteaching was successful. DDIs used these data to assist Achieve 180 campuses to create student data TEKS trackers and data walls (both virtual and physical). The report creation and PLC work helped the DDIS coach teachers on the use of data to identify student learning groups and high priority learning standards. Additionally, DDIS modeled and supported teachers with monitoring students' progress throughout the school year.

The DDIS educated the campus leaders and teachers about the Texas accountability system so teachers understood the importance of challenging all students to move pass the threshold of simply passing assessments. Teachers began to understand the necessity of all students showing learning progress. Because Achieve 180 campuses are closely monitoring what accountability might look like at the end of the school year, the DDIS assisted campuses with ways to monitor campuses' accountability goals and to identify students who might be at-risk of not achieving learning targets.

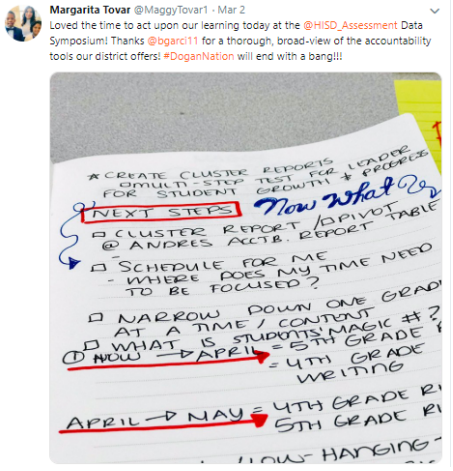
As a best practice, A180 campuses participate in Communities of Practice (COP) where HISD departments visited the campus to learn about the systems in place and observed classrooms to view instructional practices. DDIS played a critical part in the preparation of the campuses' data for the Pre-Community of Practice (Pre-COP) meetings and assisted or participated in the campus presentations.

Changing District-Wide Data Practices and Establishing Cross-Academic Supports

Because of the DDIS work at the Achieve 180 campuses, many non-Achieve 180 campuses sought data resources and tools that were used at the Achieve 180 schools. In response, the Office of Student Assessment planned and hosted a Data Symposium which focused on the use of data in an accountability lens and how to use the data to place as campuses planed for classroom instruction and review prior to the administration of the STAAR assessments. The success of the Data Symposium led to planned district-wide Fall and Spring Data Symposiums for the 2019-2020 school year.



As schools improved based on the TEA accountability standards and were no longer in Improvement Required status, some campus leaders voiced concerns regarding the possibility of losing their DDIS support. Understanding the data capacity is not often sustainable in one year, the DDIS support will remain in place with a plan to gradually remove supports as the campuses build data capacity. The data and assessment literacy gaps filled by the DDIS at the Achieve 180 campuses will be expanded into other identified HISD campuses across the district with the goal of building capacity by using of data protocols and data best practices to make effective instructional changes in classrooms.



Ito be effective, the Achieve 180 support could not be performed in isolation by the various HISD Academic Departments. The Office of Student Assessment partnered with various HISD Academic Departments to support campuses. A partnership with the Interventions Team was created to focus on students designated supports. A partnership with Research and Accountability facilitated professional development to schools when reviewing HISD benchmark data in an accountability lens.

Other Assessment Support

Summative Assessment and Test Material Center

The Summative Assessment Team met with Achieve 180 campuses to prepare for all state and national assessment administrations throughout the year. Achieve 180 campuses received personalized and targeted support with all assessment processes, as needed. Examples of personalized support included: assessment best practices, campus testing plan reviews, and computer and headphone support for online assessments.

Because TEA's assessment rules regarding the use of designated supports was critical to the support of special education students, Student Assessment presented "To Accommodate or Not to Accommodate – Designated Supports" to Achieve 180 campuses.

Following up on the 2017-2018 support to make assessment processes easier for Achieve 180 campuses, Student Assessment continued to fund access to Test Hound Pro for all Achieve 180 campuses. The Test Hound software assisted Campus Testing Coordinators with required assessment planning elements such as TEA required seating charts and assessment materials control forms. Achieve 180 campuses continued to received concierge service from the Test Materials Center with assessment materials distribution and retrieval. Both teams supported the DDIS work at the Data Symposium by providing logistic support.

Formative Assessment

The Formative Assessment Support Team supported the DDIS team in their Achieve 180 work throughout the year. Because of the high demand of the DDIS support, the Formative Team worked to fill in when additional support was needed for DDIS professional development.

The Formative Assessment Support Team worked closely with the DDIS to verify OnTrack and Renaissance Learning Universal Screener are working appropriately for Achieve 180 campuses. Based upon request from campus principals and other Academic Offices, additional campus personnel were given campus data access. The team worked with the DDIS to support the use of Gradecam for student exit tickets and quick checks for understanding.

Because of the importance of effective data capture at the Achieve 180 campuses, support personnel were sent to multiple Achieve 180 high school campuses during the universal screener Beginning of the Year windows. Understanding the difficulties that some high schools faced in administering the assessments within the window, the Student Assessment team started to proactively work with campuses to establish an assessment plan prior to each screening window.

STAAR EOC retesting groups were created for each Achieve 180 campus to ensure that the students had access to the HISD Mock STAAR assessments, even if they were not enrolled in a corresponding STAAR EOC subject area.

Formative Assessment coordinated the lead4ward professional development sessions across the district. The lead4ward consultant and members of the Formative Assessment team worked directly with the Achieve 180 principals on lead4ward data reports and learning data prioritization. After the scheduled sessions, the Achieve 180 principals requested campus specific sessions focused on Rockin' Review planning.

Instructional Support

Student Assessment provided instructional support to two Achieve 180 elementary campuses as needed. The Online Assessment manager supported Highland Heights Elementary School and Woodson Elementary School with direct science instruction throughout the year. Data support and analysis were also provided with specific science data sessions. Additionally, the Online Assessment manager organized a Pep Rally at Highland Heights Elementary School to motivate and encourage students to do their best academically as they prepared for STAAR assessments.

A Spring Break Camp was planned for Highland Heights Elementary students. Student Assessment helped obtain Houston Public Library services and resources to support literacy initiatives during the camp. A field lesson was organized for Woodson Elementary students to visit Houston City Hall and integrate social studies concepts into their learning. Highland Heights students attended ReelAbilities: Houston Film & Arts Festival field lesson at Edwards Theater where they learned and celebrated the lives and talents of people with disabilities through short films and speakers. Students also had an opportunity to participate in a Children's Museum field lesson.

Campus Incentive Activities

With the direct support provided at Highland Heights and Woodson Elementary Schools, students incentive programs and activities were planned and supported by Student Assessment. Some activities included: attendance celebrations with pizza from California Pizza Kitchen and students receiving gift certificates for free pizza at the future visit. Student Assessment planned and organized a student trip to Dave and Busters. To facilitate the school incentive programs, donations were secured for each campus.

Data and Reporting

Specific Achieve 180 reports were developed to support campuses in identifying students in need of additional instructional or support interventions. Specific reports developed by Student Assessment included: correlation between students' out of school suspensions in relationship to their English I and English II EOC retesters status, STAAR retester information displaying the number of times students have not successfully passed the STAAR EOC assessments, and Campus Data pages for DDIS and Area Superintendents to give them a glimpse of overall campus progress throughout the year.

Pillar IV – School Design

HISD | Interventions Office
Everyone Successful Everyday!

ACHIEVE180

2018-19 Overview of Supports

Intervention Assistance Team (IAT) Managers

A180 IAT Managers and Interventions TDS provide campus support around the implementation of IAT meetings, master schedule design, Tier 2 and Tier 3 interventions for academics and behavior, the identification for students taken through RtI, and progress monitoring. Their goal is to ensure students at Achieve 180 campuses have access to high-quality instruction and the necessary supports. Campus support visits are focused on building the capacity of intervention teachers, the effective implementation of IAT meetings and improving learning outcomes for all students.

IAT Managers assisted campuses with developing a team designed to support students, parents, and teachers. All campus IAT consists of school personnel including administrators, teachers, and counselors who works with parents to identify possible ways to help students experience greater success. During IAT meetings, the team discusses information regarding students' progress and strategies which have been implemented to address all areas of concern up to this time. The IAT meetings serve as problem-solving sessions in which the team, including parents, can discuss the concerns, attempt to identify potential causes, develop potential ways to address the concerns, and then analyze the possible interventions.

Instructional Support

Interventions Office worked side by side with campus leader(s) to brainstorm intervention strategies that could be used to maintain a campus' current instructional program. Our work also included the desegregation of triangulated data to ensure students were being strategically targeted for interventions. We also provided campuses with a list of suggested resources and timely feedback based on observation of intervention classes and planning sessions.

Evidence of this support:

- Provided guidance around the selection of research-based intervention programs for students performing more than 3-4 grade levels below

- Provided Renaissance screen shots of directions were created for campuses to share with teachers
- Developed a guide for Imagine Learning Platform and shared with teachers for creating custom pathways
- Facilitated trainings throughout the year during PLCs and faculty meetings
- Assisted teachers with Renaissance progress monitoring and goal setting during PLCs
- Reviewed Designated Supports with teachers during PLCs and faculty meetings
- Worked with Instructional Technology to transfer the progress monitoring form to a digital version in One Note which we shared with some of our campuses

Intervention Assistance Team (IAT) Data

Over the 2018-19 school year, IAT managers visits campuses 470 times. All campuses collectively held at least 6,320 IAT meetings and took over 5,493 students through IAT. 100% of All students taken through IAT were provided intervention in reading, math, or both.

A180 Area				Reading			Math		
A180 Total	470	6320	5463	11113	11113	100%	6961	6961	100%
School	Site Visits	IAT Meetings	Students in IAT	Total UI and I	Total RTI	Percentage In RTI	Total UI and I	Total RTI	Percentage In RTI
Attucks Middle School	13	65	502	320	320	100%	229	229	100%
Blackshear	15	64	62	187	187	100%	134	134	100%
Bonham	10	44	112	192	192	100%	193	193	100%
Bruce	10	26	40	177	177	100%	146	146	100%
Cullen Middle School	12	663	663	203	203	100%	171	171	100%
Deady Middle School	14	40	30	408	408	100%	294	294	100%
Dogan	11	193	25	232	232	100%	195	195	100%
Foerster	19	245	225	252	252	100%	229	229	100%
Fondren	12	30	27	98	98	100%	84	84	100%
Forest Brook Middle School	34	672	623	580	580	100%	319	319	100%
Gregory-Lincoln Ed Ctr	9	20	20	156	156	100%	96	96	100%
H S Ahead Academy	8	392	225	110	110	100%	92	92	100%
Henry Middle School	18	25	12	540	540	100%	359	359	100%
Highland Heights	24	75	71	165	165	100%	166	166	100%
Hilliard	8	55	45	223	223	100%	185	185	100%
Holland Middle School	13	15	178	443	443	100%	332	332	100%
Kashmere High School	15	231	586	432	432	100%	131	131	100%
Lawson Middle School	5	7	17	906	906	100%	496	496	100%
Liberty High School	3	85	22	264	264	100%	227	227	100%
Looscan	9	73	72	102	102	100%	82	82	100%
Mading	13	80	40	146	146	100%	125	125	100%
Madison High School	19	210	97	613	613	100%	594	594	100%
Montgomery	9	71	63	178	178	100%	114	114	100%
North Forest High School	20	12	4	518	518	100%	187	187	100%
Pugh	7	73	40	119	119	100%	76	76	100%
Sharpstown High School	7	1650	350	629	629	100%	180	180	100%
Stevens	8	179	118	172	172	100%	185	185	100%
Sugar Grove Academy	18	60	5	526	526	100%	327	327	100%
Texas Connections	2	0	0	66	66	100%	58	58	100%
Washington BT High School	15	238	235	469	469	100%	207	207	100%
Wesley	19	57	53	102	102	100%	97	97	100%
Wheatley High School	22	5	51	274	274	100%	76	76	100%
Williams Middle School	10	21	26	336	336	100%	215	215	100%
Woodson	13	79	72	159	159	100%	129	129	100%
Worthing High School	10	426	386	474	474	100%	97	97	100%
Yates High School	16	139	366	342	342	100%	134	134	100%

Campus-Based Supports

The Interventions Office has developed guidance around how to schedule time on various intervention platforms per content/grade level/course. The uploaded document is an exemplar we gave to some campuses who needed extra assistance with identifying the best times and frequency of use of platforms they are expected to use.

- Achieve 3000
- APEX
- Corrective Reading
- Imagine Learning
- Edgenuity
- MyOn
- R360

Community of Practice (COP) Visits

The A180 Interventions Elementary Team Manager participated in the following visits for A180 campuses where feedback was provided around best practices and instructional supports.

School	Date
Woodson ES	January 10, 2019
Wheatley HS	January 15, 2019
Henry MS	January 16, 2019
Highland Heights ES	January 17, 2019
Kashmere HS	January 23, 2019
Madison HS	January 24, 2019
Blackshear ES	January 29, 2019
Foerster ES	January 31, 2019
Bonham ES	February 1, 2019
Washington HS	February 7, 2019
North Forest HS	February 12, 2019
Wesley ES	February 13, 2019
Yates HS	February 14, 2019
Deady MS	February 20, 2019
Mading ES	February 21, 2019
High School Ahead	February 22, 2019
Bruce ES	February 26, 2019
Worthing HS	March 7, 2019
Sugar Grove MS	March 8, 2019
Holland MS	March 19, 2019
Dogan ES	March 20, 2019
Attucks MS	March 21, 2019
Cullen MS	April 2, 2019
Williams MS	April 4, 2019
Forest Brook MS	April 5, 2019

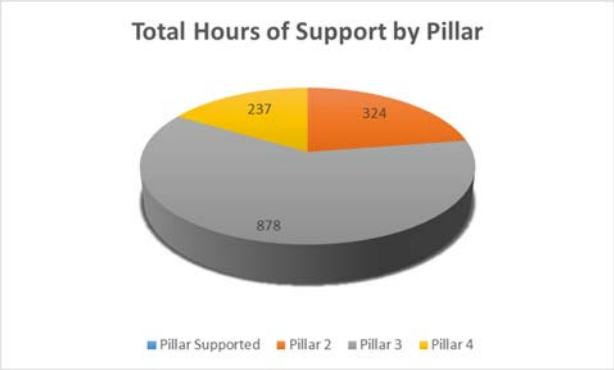
IAT Mgrs and Interventions Math and Reading TDS Support for Teachers

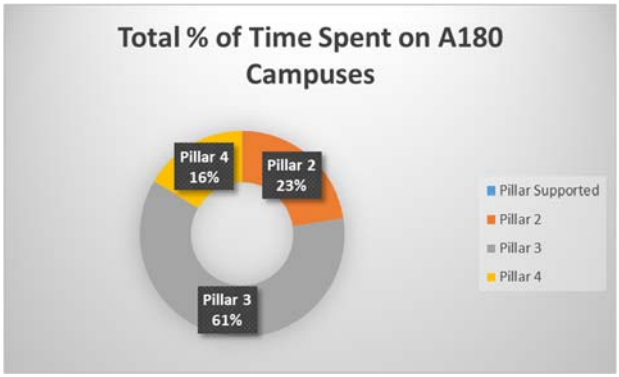
Intervention TDS support A180 campuses weekly. This work includes:

- Modeling lessons for teachers
- Observing intervention classes to inform PD plans
- Designing personalized PD plans for intervention teachers
- Engage in PLC sessions with intervention teachers to create targeted groups
- Creating intervention plans/lessons
- Participating in observations with campus admin to calibrate expectations for intervention classes
- Co-planning and co-leading Wednesday professional learning
- Monitoring interventions with fidelity
- Identify and provide feedback around designated supports
- Document teacher support in TDS log.
- IAT Team serves as action oriented, resourceful, thought partners for all campuses

A180 Campus Support by Pillars

The Interventions Office provide support for three of the six guiding pillars that provide the strategic framework for the transformational work being done at A180 campuses. The pillars we support include: teaching excellence, instructional excellence, and school design.





A180 Campus Support by Pillars

Math Support	465
Reading Support	599

A180 Professional Development

The A180 Secondary team consistently provides and facilitates professional development to ensure student learning and achievement is increased. Our goal is and has been to engage educators in effective professional development focused on the skills they need to address students' major learning challenges.

We meet with campus administrators, campus lead teachers, and collaborate with central office Cross-Functional Teams to support systems to provide information, model, and fulfill campus request for professional development.

College Readiness

Overview

The College Readiness Department has been working extensively with the Achieve 180 campuses to increase the college-going rates among the students. On all comprehensive campuses, advisors and other staff worked with students on post-secondary advising, college applications, and FAFSA/TASFA applications.

Due to differential timelines and due dates in the college application and financial aid processes, there was a focus on working with top quarter students earlier in the year, getting everything they need done to maximize their opportunities for financial aid, and then working with the remainder of the student body to increase the number of students enrolling in college or in quality training programs which lead to a workforce certificate. This is the first year fully utilizing this model.

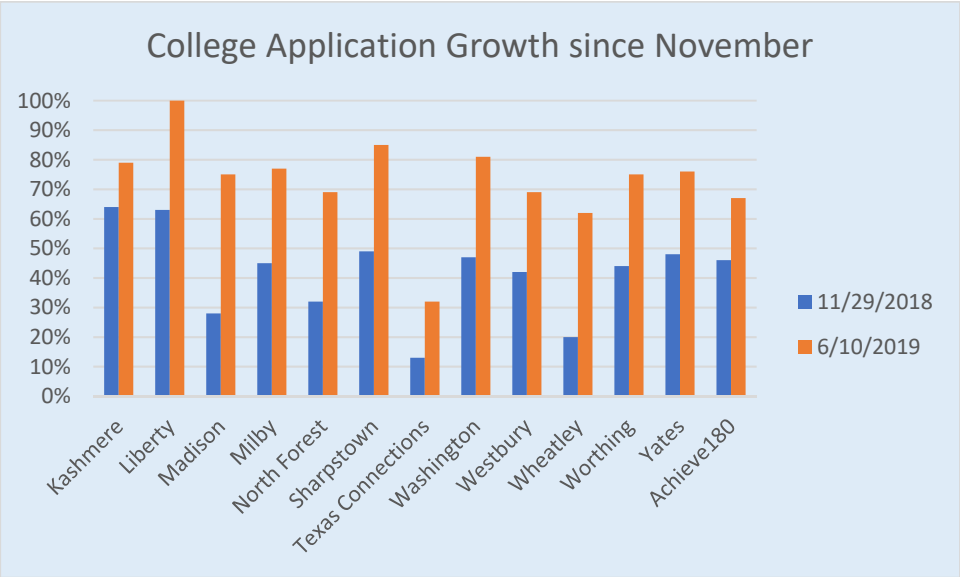
One of the things we learned this year is that we need to present opportunities earlier in the year for students who might opt into workforce certificate programs. As many of these students have not thought through their opportunities after graduation, they need more time to understand and consider their options so they can be better prepared to move forward in the Spring. Our goal is to significantly increase the number of students next year who take advantage of these opportunities in our partnership with HCC.

College Readiness also adjusted our work with struggling campuses. A manager who specializes on immigrant and LEP populations dedicated time at Liberty, Madison, and Wheatley. Struggling advisors received extra coaching and turned around their performance. Highly experienced advisors were hired and placed at key Achieve 180 campuses.

This year we also instituted 9^{th}-11^{th} grade advisors part time at each of the Achieve 180 comprehensive campuses. The purpose of these advisors is to help students set goals for after high school and what they need to do academically during high school to achieve those goals. Feedback from campus-based staff and administrators has thus far been very positive in the first year of this program. It is being fine-tuned for next year to further increase its impact.

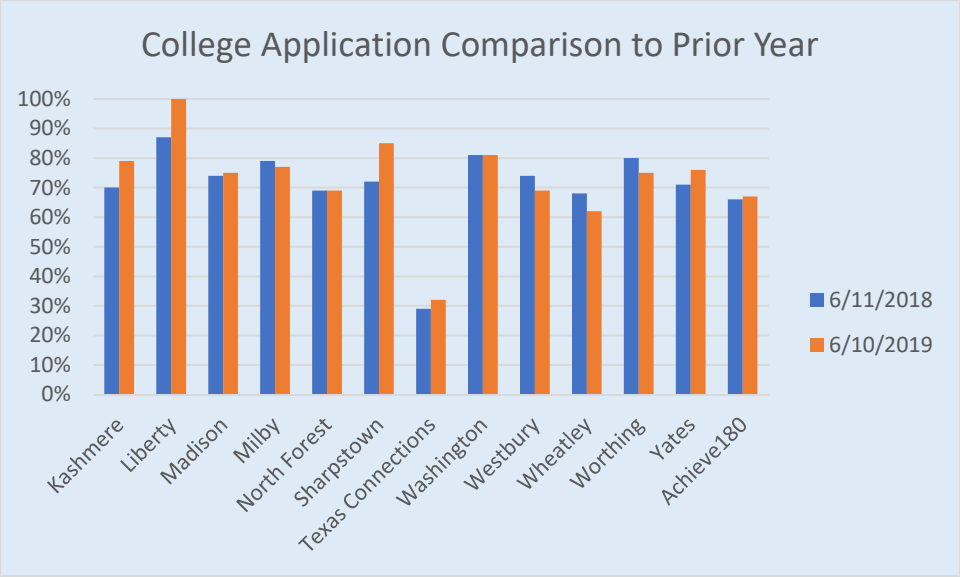
The following charts provide high-level snapshots of our primary senior benchmarks.

College Applications

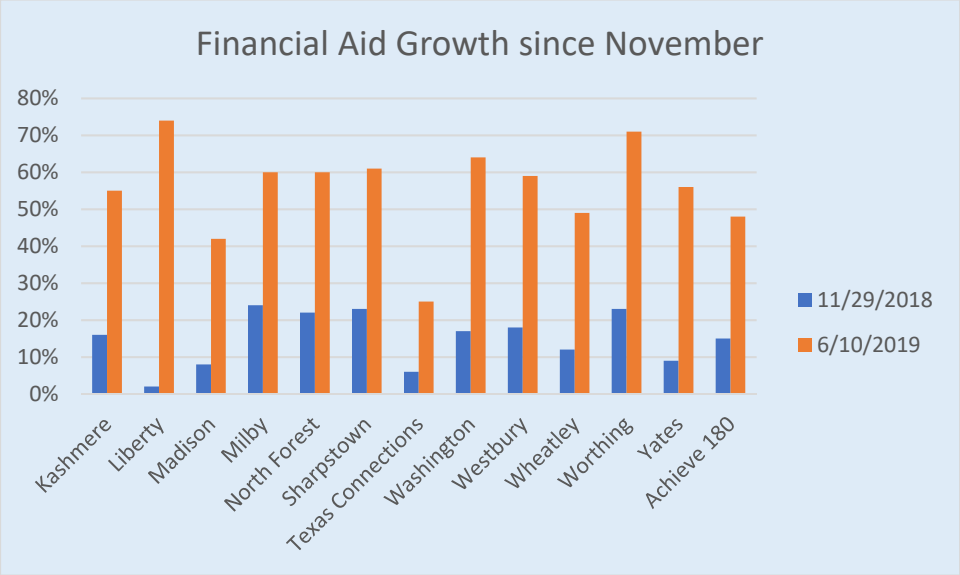


Most campuses met their college application targets for both 4-year and 2-year applications. Wheatley was the only campus that fell short, although it should be noted that even Wheatley comfortably surpassed the application rate at Texas comprehensive urban high schools outside of HISD.

- After a slow start and adjusting staffing levels at Madison, we met the goal in college applications. We struggled to develop an appropriate working relationship with both the previous and the current principal through the year to guarantee that students were able to receive individualized and meaningful advising.
- College Readiness dedicated extra resources to Wheatley, including extensive coaching of the advisor to catch up to where they should be. We dedicated a manager who specializes with multi-lingual students to work there one day per week. One of the greatest difficulties we face at Wheatley is working with the campus-based staff to appropriately reach the ever-growing ELL population.
- We are now working directly with Texas Connections and are in the process of creating a "Virtual College Center" to better serve their students and parents. Slow progress is being made there. We are taking advantage of the summer months to intentionally reach out to these students.



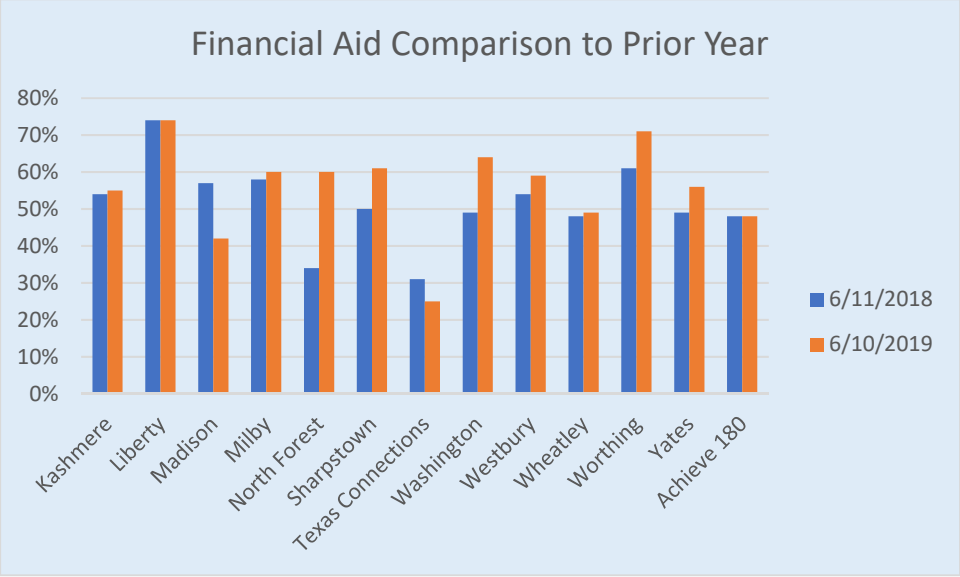
Financial Aid



With financial aid applications, the priority of the College Readiness department in the first semester was to have all competitive eligible students intending to attend a 4-year college having submitted a FAFSA before the priority deadline of January 15th. In the Spring, the efforts are focused on students who were less sure of their college plans or who were leaning more strongly toward Associate's or certification programs.

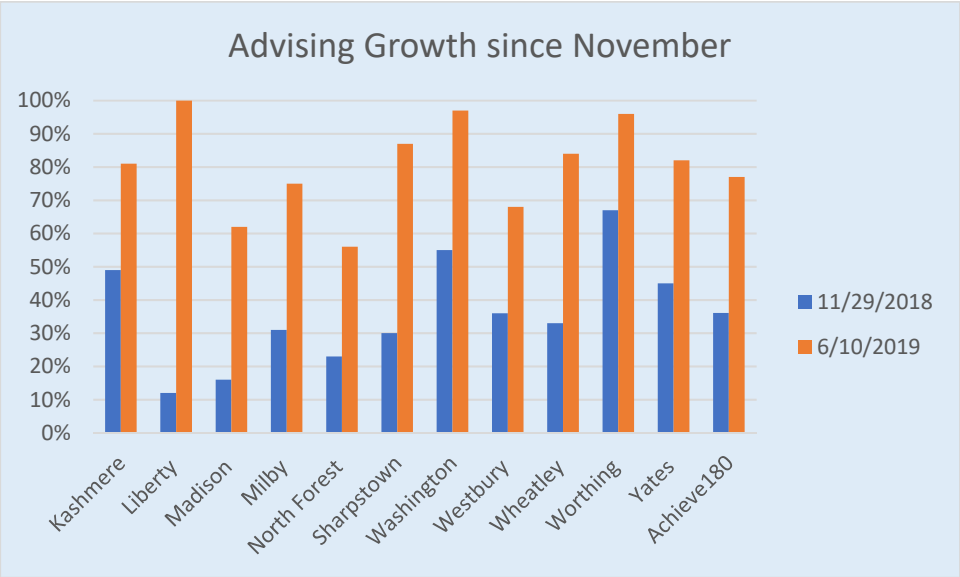
Madison and Texas Connections are the only Achieve180 campuses not on pace[1] to meet their end-of-year goal.

- Madison was hampered by staff turnover and a lack of access to seniors. We were finally able to make progress with the previous principal right before he was replaced. We are still navigating our relationship with the new principal, as she is still unfamiliar with our work and the value we provide to her students.
- Texas Connections is a challenge because all of their students are online so we are unable to utilize our normal techniques of pulling them out of elective classes or grabbing them in the hallway. We will have an advisor who is working with their counselors to appropriately advise the students on financial aid. Progress is slowly being made.



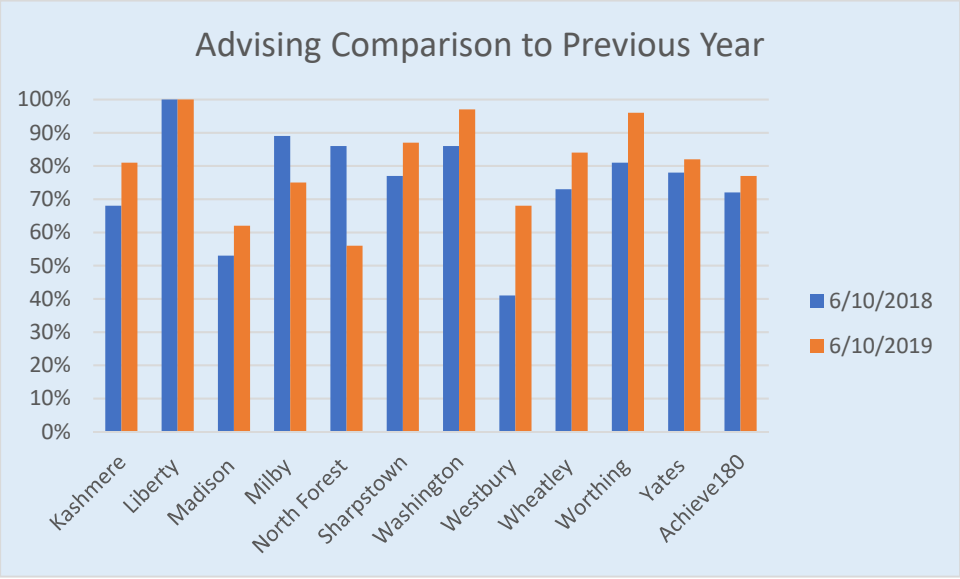
[1] We receive data on financial aid applications about two weeks after they are submitted, so we are still receiving information from these students even though it is past graduation. We also continue to work with students during the summer to help them with their financial aid.

Student Advising



The core of the College Readiness work is advising. This is where College and Career Readiness Advisors sit down with students, get to know them and their aspirations, and help develop plans to achieve their aspirations—especially as it relates to post-secondary education. The majority of seniors at each campus where we have advisors stationed received individualized advising and assistance to navigate post-secondary plans.

A new advising focus this year was intentionally working with academically lower to mid-range students, learning about their career interests and connecting them to HCC Centers of Excellence. Our advisors spent February reaching out to approximately 600 students who did not match the traditional profile of enrolling in college. These students participated in a career exploration tool that connected them directly to HCC certification programs. The goal is for HISD to increase its college-going rates through this partnership with targeted HCC programs.



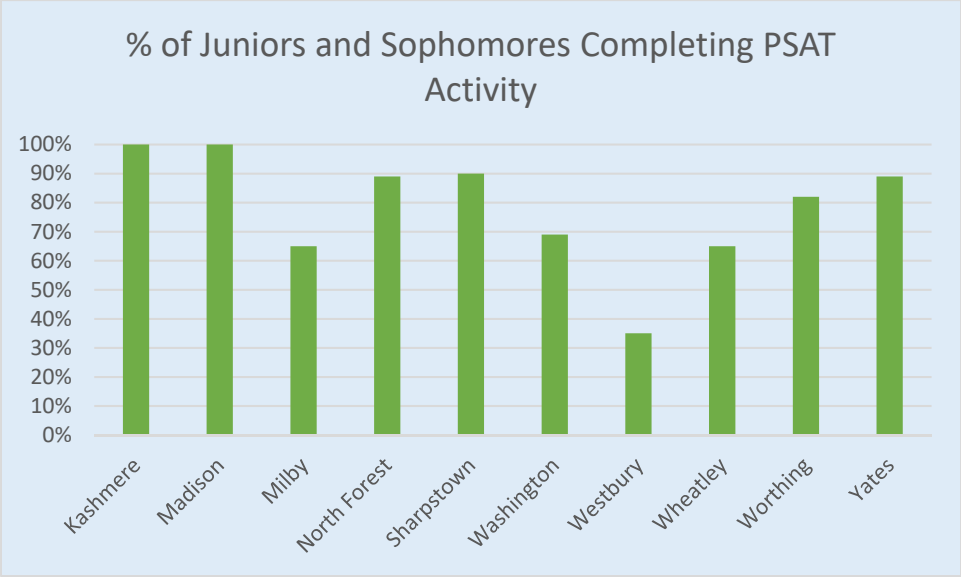
Initiatives/Events

The following are some of the College Readiness district-wide efforts for which we specifically target Achieve 180 campuses.

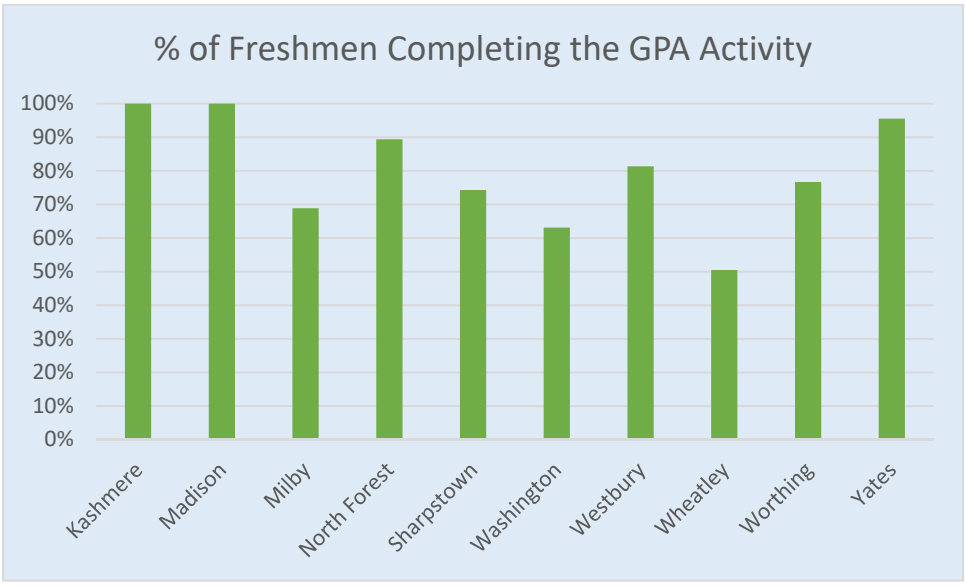
- *HISD-HCC initiatives*—HISD and HCC are partnering on initiatives geared to assist students more seamlessly transition from high school into HCC programs. These efforts are targeted specifically to students who may not have fit into legacy programs and are designed to improve the post-secondary outcomes for our students. There are regional summer bridge initiatives for both academic and workforce certification programs and several Achieve 180 campuses hosted BridgeYear events where different HCC Centers of Excellence programs were showcased on the high school campus with hands-on activities.
- *College Visits*—Both HISD and national research has shown that students who visit a college campus during high school are far more likely to enroll in college. College Readiness coordinated several college visits, with preference given to Achieve180 campuses. Historically, most college visits consisted of students from one high school going on a trip to one or two colleges. It was a decentralized process. We were able to improve our impact this year by combining schools into trips and targeting students most likely to benefit from any given trip. This also proved to be more cost efficient as we did not have half-empty busses so we could better leverage our resources. As a result, we were able to take Achieve 180 students on 15 trips specially designed for them to regional universities outside of Houston, including Stephen F. Austin, Prairie View A&M, UT-Arlington, Lamar University, UT-San Antonio, and Texas State University. We continue to fine-tune this process and make further improvements to the model.
- *Summer Melt Prevention*—Over the past three years, too many students graduating from our Achieve 180 campuses are advised, complete a college application, submit financial aid documents, and still do not enroll in college. To combat this trend, advisors are working throughout the summer and are continuing to systematically advise students most at risk of summer melt. There are also broader text messaging efforts to remind our potential college-going population of important summer tasks and to offer on-demand assistance.
- College Readiness continues to support legacy events including:
    - *FAFSA Roadshows*. Financial aid experts from the district office and the community work with students at their schools to maximize resources and expertise.
    - *The DREAM Summit*. Students facing complex immigration issues learn about their unique challenges and opportunities in achieving their post-secondary goals.
    - *General and specialized college fairs*. Students access representatives from many colleges, both regionally and nationally. Some of the specialized college fairs focus on "Top Tier" colleges, HBCUs, and Hispanic-Serving Institutions.

9th-11th Grade Efforts

New this year College Readiness worked specifically with 9th-11th graders at all our Achieve 180 campuses. The Project Launch 9th – 11th Early Outreach initiative seeks to impact students at an early age to help students identify who they are; explore careers of interest and link those to potential long-term goals; identify what makes students more competitive for colleges and careers of interest; and inform and engage parents in assisting their students with postsecondary plans. The following graphs summarize some of the broader presentations with these students.



One important endeavor of our 9-11 team is to help students understand the importance of taking their classes and PSAT tests seriously in order to increase their options after high school. During the Spring semester we introduced a "Calculating Your GPA Activity" with 9th graders after one of our advisors discovered that students didn't know what their GPA was, let alone understand why it was important. Learning about this has been truly eye-opening for the students, helping them understand how their actions today will impact their options tomorrow. The activity has been such a resounding success that teachers sought out our advisors to ask when they would be able to do the presentation in their class. The following graph summarizes the reach of the GPA program:



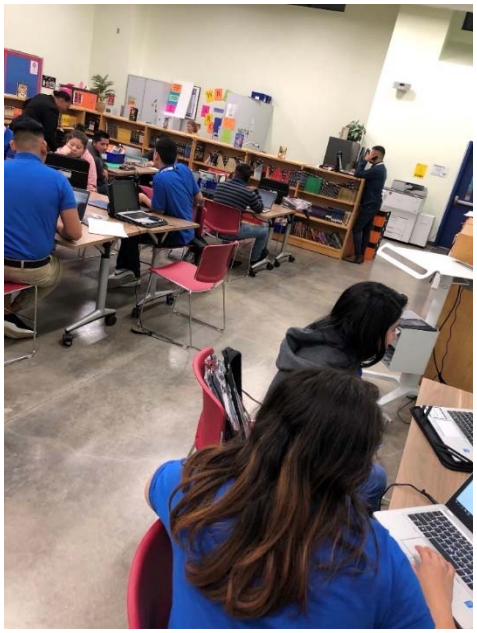
As we wrapped up our classroom presentations, we shifted our focus to meeting with small groups of targeted students—students who have special circumstances or who are currently on the academic borderline of being prepared for college.

Campus Highlights

Kashmere

This year, over 80% of seniors received 1-on-1 advising. Although Kashmere did great on reaching out to seniors, financial aid efforts are not quite where we wanted them to be and the pace on financial aid submissions has slowed later in the school year. This is in large part due to the promotion of the advisor to manager; as a result, the advisor was temporarily replaced by an advisor from our transition team. We have a strong advisor in place for next year and she is already developing relationships with campus staff and reaching out to next year's senior class. Kashmere was one of our most welcoming campuses to the efforts of our 9-11 LAUNCH initiative. Students were able to engage in college-oriented trips such as attending a presentation in the UH school of Business and tours around Stephen F. Austin University.

Liberty



As a non-traditional campus with less certainty about which seniors will graduate than most schools, the work done here is different. Most of the work is individualized and tailored to meet specific needs of the students. Organizations such as FIEL and PAIR support the work that we do at this campus. This year, completing financial aid was a greater challenge due to changes in requirements at local colleges and universities. A lot of our students qualify for TASFA and some schools requested that we hold on to TASFA applications until after graduation. To assist in these efforts, we assigned one of our College Readiness Managers who specializes in working with ELL students to work directly with Liberty 1-2 days a week.

Madison

College and Career Readiness staff at Madison worked on reaching out to students outside of school hours in creative ways or during special opportunities. Madison caught up on their college applications for this year after starting out well behind pace. However, because an advisor was lost this year and temporary staff had to be introduced to this position, Madison was behind on financial aid and college advising. Additionally, the introduction of a new principal mid-year hindered the process of meeting with students. While progress was made near the end of the year, much work needs to be done to improve the work at Madison next year.

Milby

In spite of being understaffed throughout the year, Milby was able to achieve their end-of-year targets in both applications and financial aid. Students received plenty of college and career exposure from an array of schools. Students benefited from both trips to colleges and a wide array of college representatives coming to Milby to meet with the students.

North Forest

For much of the year this campus was behind due to the loss of an advisor. Once we were able to replace the full-time advisor position, North Forest not only caught up on applications, but nearly doubled last year's financial aid total. We are very pleased with the working relationship we now have with the administration and how we can work collaboratively to improve student outcomes. Underclassmen and upperclassmen alike were exposed to some college and/or alternative options such as military or workforce certification programs.

Sharpstown

College Readiness efforts truly showed at this campus this year. Sharpstown finished strong with college applications and financial aid submissions comfortably above their goal and last year's results. Students here were actively exposed to academic and professional options throughout the year. Underclassmen were noticeably engaged in academics. The campus supported this by holding tutoring events such as the "Yes You Khan!" after school SAT Prep. This campus actively educated students about the wrap-around services provided to immigrant students.

Washington

Washington met all its targets this year despite being understaffed. The advisor at Washington has completed great work by establishing a college-going culture. Traditions like Signing Day and maintaining an acceptance letter wall where college acceptances are displayed, continue to ignite the college-gaping culture. The advisor's work was recognized by Texas A&M, which awarded him the "Very Important Counselor" award. Upperclassmen toured some college campuses and were exposed to different academic options available for them.

Westbury

Westbury finished strong by either meeting or being ahead of its goals well before the school year ended. There is a great relationship between the College Readiness Department and the campus staff. The Launch 9-11 program has made significant contributions at this campus and, as a result, Westbury has seen the highest number of students participating in college-oriented activities. Seniors went on a trip to visit Sam Houston State this year.

Wheatley

Wheatley made significant improvement in comparison to the beginning of the year. The staff actively encouraged families to complete their college material. Additionally, the manager that specializes in multi-lingual populations met with students at least once a week in March and April to complete their financial aid. Going forward, we would like to see more Wheatley students taking advantage of career certification opportunities at local community colleges. Wheatley did expose its students to schools the students do not often consider such as Lamar University.

Worthing

Worthing was the school where the college readiness work was most reflected this year. Worthing hosted consistent, weekly events hosting successful speakers to further inspire their students. Students learned about a series of academic and professional opportunities available for them. Additionally, 33 Worthing students had the opportunity to attend a "college and industry tour" where they visited many important educational, workforce, and civic locations along the East Coast.

Yates

Yates comfortably met all its campus goals this academic year. Yates worked extensively with a mentoring model, inviting several organizations to come in and work with the students. As a result, students were mentored with a special emphasis on college and career planning. Students interested in technical programs had the opportunity to visit HCC and the Houston School of Carpentry.

CAREER READINESS UPDATE

Assistant Superintendent for Career Readiness: Michael Love
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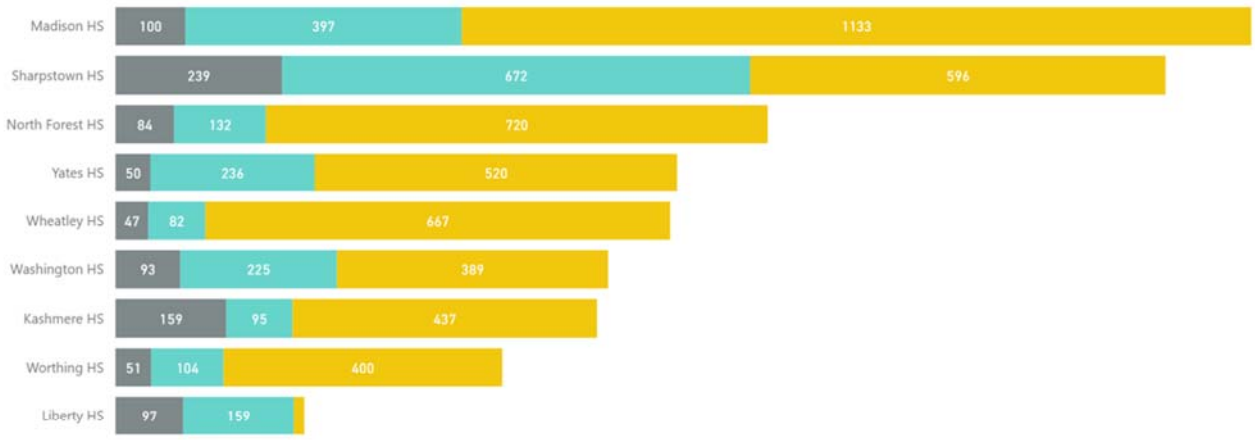
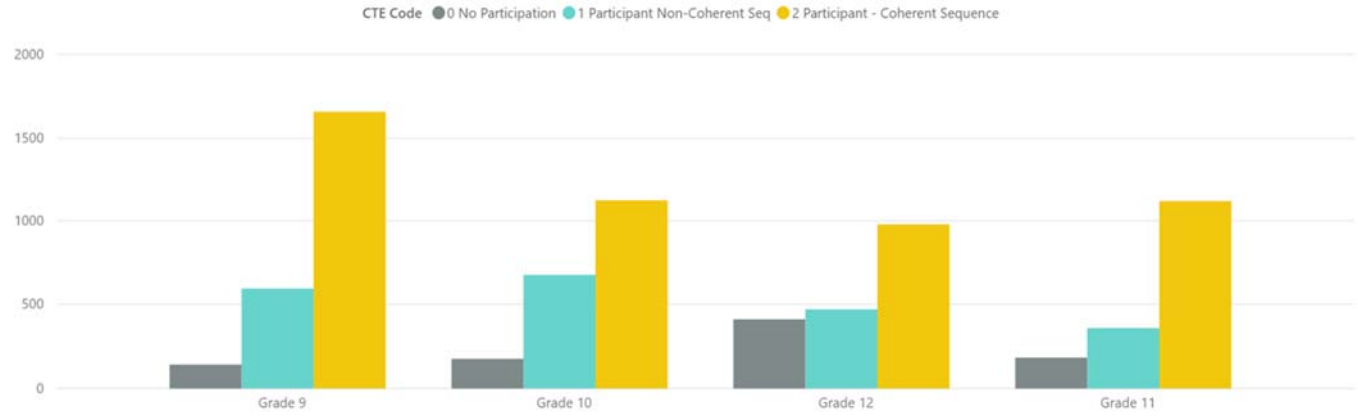
HISD | CAREER READINESS

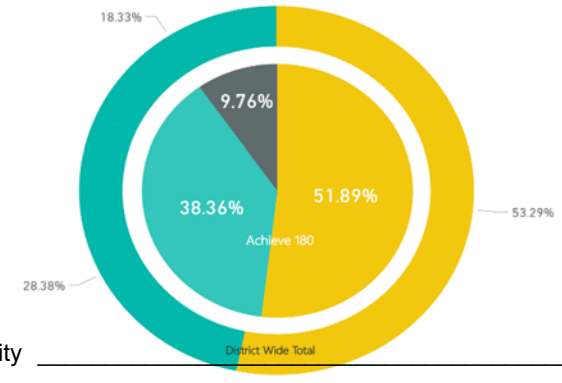
HISD | College & Career Readiness
ASPIRE. PREPARE. SUCCEED.

Career and Technical Education Program Participation

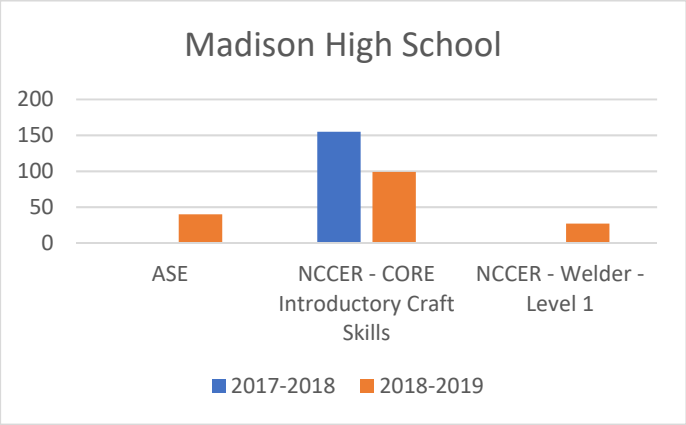


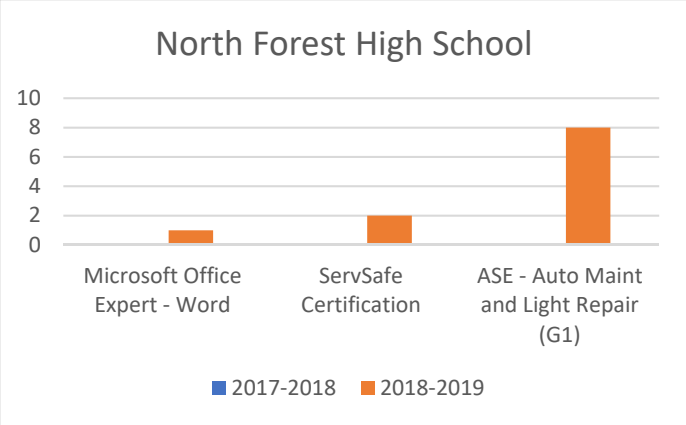


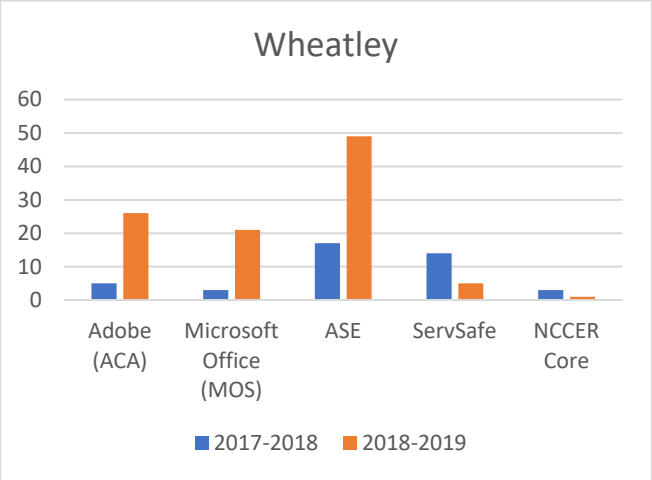
District Student Percentage CTE Participation VS Achieve 180 Schools

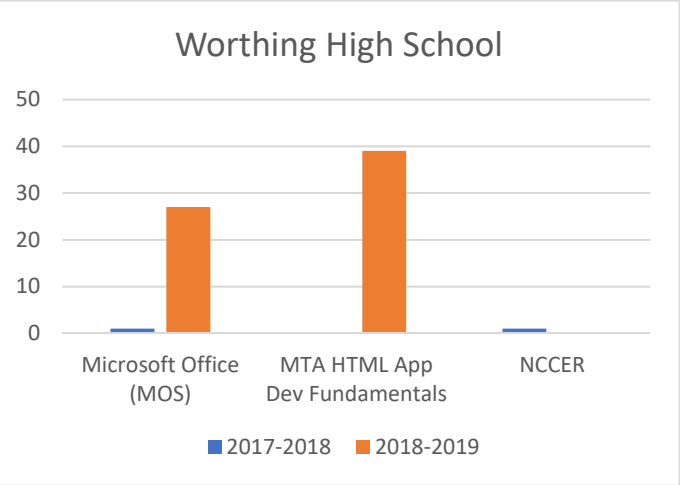


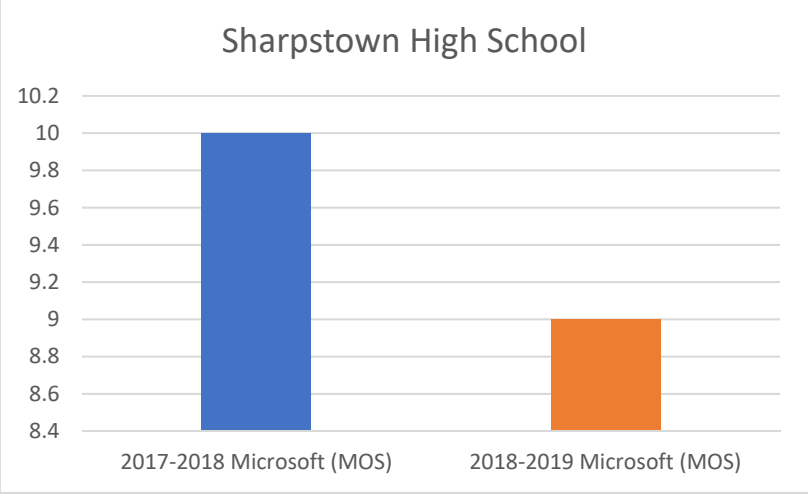
District Wide Career Readiness Certifications





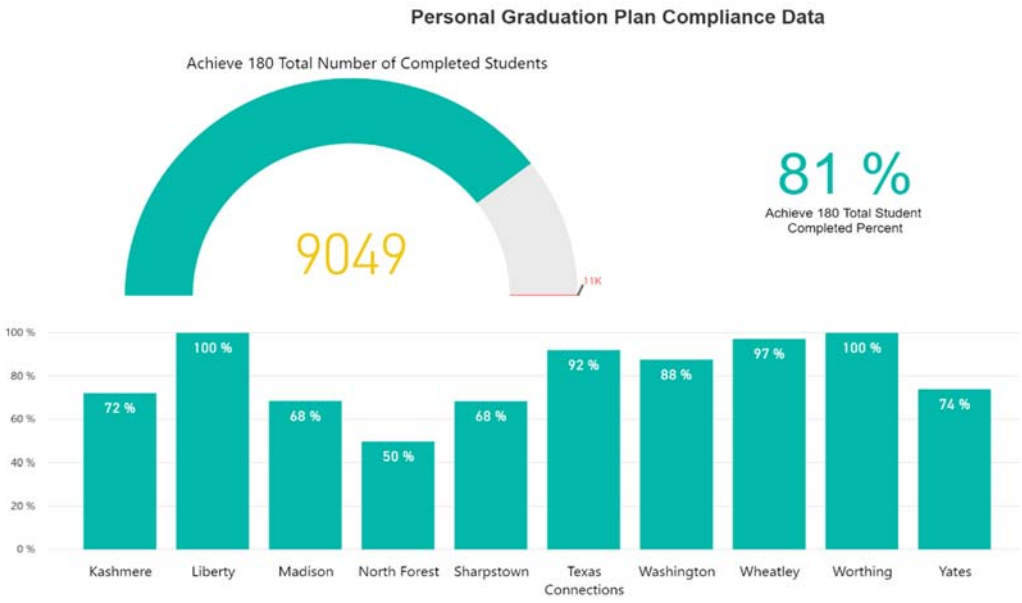






CTE Advisors

By reviewing PGPs initiated at the campus, the CTE Advisors were able to determine CTE coding for over 53,000 high school students. In efforts to support achieve 180 campuses an additional review was conducted at end of the year for CTE codes of seniors to maximize possible CCMR data.



The Academic and Career Counseling team provided mandatory training for over 400 campus staff regarding the state laws and district guidelines regarding PGPs. CTE Advisors worked with all campuses to improve best practices and provide recommendations to assist them in meeting the state mandate to have completed PGP for all high school students. Additional time and resources were provided to all Achieve 180 campuses to assist them by meeting with students, creating PGPs, and attending campus/community events.

Major Projects

The Career and Technical Education Department has worked in collaboration with campuses to initiate major projects that increase student success by affording them access to programming, facility needs, technology, curriculum, and extracurricular support to foster student success. Below are examples of the major projects that the Career Readiness department has initiated for the 2018-2019 academic school year.

Campus	*Project*	*Description*
Kashmere	New Apple Lab	The campus was provided a new Apple Lab using Perkins funding to establish the Graphic Arts program. The digital media software runs optimally through this technology. Students engage in the supplemental curriculum and certification testing through the use of this lab.
Liberty	Provided Speaker for Business Pathway	Students engaged in a speaking engagement regarding college and career outreach. A former graduate from Bauer spoke to students regarding opportunities post-graduation.
Madison	Cosmetology Program	New Career and Technical Education programming, in an effort to ensure equity of programming across the district, a new

		cosmetology program is being established at Madison. Working in tandem with the TDLR (Texas Department of Licensing and Regulation), CTE is in the beginning stages of establishing a facility within the school. *Phase two of this project is near complete as the CTE department has acquired the major equipment components, curriculum, and extra kits for students to begin the program successfully.*
North Forest	CTE Outreach	North Forest High School participated in a week long structured opportunity to meet in the auditorium from Monday through Thursday to hear from a variety of presenters representing different careers and academic institutions, including the Houston Fire Department, Fox Sports, Art Institute of Houston, and Thurgood Marshall School of Law at TSU.
Sharpstown	Computer Lab	The Career and Technical Education department has outfitted the campus with an Apple lab to provide students with industry grade equipment for their CTE digital media programs. This equipment will help facilitate earning Adobe and Apple certifications much easier.
Washington	Computer Programming Equipment Purchases	Students enrolled in the Information Technology CTE pathway received equipment to build a gamming computer as part of their project-based learning project. Students used this pc as a recruitment tool for their program during school choice presentations.
Wheatley	Establishment of the Government Pathway	The Career and Technical Education department established a Government and Foreign Policy pathway. Students engaged in an interactive curriculum that allowed them to collaborate with other programs across the district to enhance their understanding of the TEKS and related topics aligned with the pathway. Two Wheatley freshmen in the Government and Public Administration CTE pathway received full scholarships to study abroad in Pune, India in Summer 2019. Partnering organizations have committed $100,000 in scholarships to Achieve 180 schools to participate in service-based leadership programs in Latin America and India in Spring Break 2020 and Summer 2020.
Yates	Maritime Logistics Lab	The Career and Education department has provided the Maritime Logistics program with a new interactive lab that simulates shipping routes and shipping ports from around the world. This interactive lab allows students to engage in industry grade trainers that prepare them for a career in Maritime.

Professional Development

Career and Technical Education Trainings

Training Name	Department / Campus	Hours earned	Description	Cluster:	DATE
CCI Learning: Jasperactive	Madison, Wheatley, Liberty, North Forest	8	Participants focused on Microsoft Office Windows curriculum and certification training for business and IT student using the Jasperactive platform.	All	9/26/2018.
CT_ AutoCAD 2D and 3D	Washington, Kashmere	4	Participants learned the basic computer-aided drafting and techniques. They will be introduced to 2D drawing and 3D printing. Additionally, participants will learn setting up drawings and models for printing, plus classroom applications.	STEM	9/21/2018.
CT_ AutoCAD 2D and 3D	Madison	4	Participants learned the basic computer-aided drafting and techniques. They were introduced to 2D drawing and 3D printing. Additionally, participants learned how to set up drawings and models for printing, plus classroom applications.	STEM	9/21/2018.
CT_CSWA Test Prep I	Washington, Kashmere,	8	Solid Works	All	1/16/2019.
CT_CSWA Test Prep II	Washington Kashmere	8	Solid Works	All	1/23/2019.
CT_Introduction to AutoCAD	Washington, Kashmere, Washington	8	Introduction to AutoCAD		8/6/2018-8/7/2018
CT_NCCER: Uploading into the Registry	Madison, Washington, Yates	3	NCCER: Uploading into the Registry	NCCER	11/9/2018.
CT_Setting Up a Certiport Test Lab	North Forest	5	Participants learned to establish a Certiport Test Lab needed to facilitate industry related certifications.		8/1/2018.
CT-CTE IT Teacher Led instruction	Wheatley	4	Participants engaged in teacher led professional development on instructional best practices by Ms. Dawn Hawkins	IT	9/21/2018.

CTE - Classroom Management and Instruction	Wheatley, Sharpstown	8	Classroom Management and Instructional practices	All	10/19/2018.
CTE and Small Group Instruction	Sharpstown Wheatley	3	Small group instructional strategies for the CTE classroom	All	10/11/2018.
CTE_Classroom Management and Strategies	Kashmere, North Forest, Washington, Wheatley, Yates	2	Integration of Classroom Management and Strategies	All	1/18/2019.
CTE_Soft Skills What Employers Want	Wheatley, Yates	2.5	Learned why soft skills are important in acquiring a job and keeping it	All	1/18/2019.
CT-Veterinary Science Certification Program	Washington	16	Participants who are currently teaching or who would like to implement the Veterinary Science Certificate Program (VSCP) in clinical, One Health, and laboratory science into their high school curriculum. Participants will receive five hours of training to familiarize them with the VSCP curriculum, then participate in a 12-hour hands-on activity session to attain the skills necessary to confidently implement program.	Agriculture	6/6/2018-6/7/2018
Discovery Education	Washington, Wheatley, Yates	2	Integrating DE media in the lesson plan.	All	2/15/2019.
How to Set up a Certiport Lab	North Forest, Sharpstown	8	Teachers received onboarding for updating their lab to become a testing center	All	10/12/2018.
Intermediate-Advanced SolidWorks Training	Washington	24	Participants continued Solid Works knowledge base by covering such features as lofts, sweeps, shells and generation engineering drawings and other Solid Works functions.	STEM	6/5/2019-6/7/2019
Jason Project Curriculum and National Conference	Madison	8	The conference focused on engaging science and engineering lessons through hands-on activities created using low-cost material, plus free online curriculum will be offered.	STEM	3/28/2019 - 3/30/2019

Resumes, Cover Letters, and More	Wheatley	2.5	Learned how to build powerful resumes and cover letters	All	2/15/2019.
Virtual Job Shadow	Kashmere, North Forest, Washington, Wheatley, Yates	2.5	Explored careers through the virtual job shadow system	All	2/15/2019.

Elementary and Middle School Outreach

Elementary School Outreach

The Career Ready Wagon is a mobile career exploration exhibit that visits Houston ISD elementary schools and provides entertaining, interactive, and informative career experiences for students in pre-kindergarten through 6th grade. The Career Ready Wagon offers activity stations and hands-on exhibits to explore different interests and skills related to all 16 CTE programs of study.

- Activity stations and hands-on exhibits are set up in and around the bus for students to personally explore how different interests and skills can link to a future career.
- Career exploration activities, encouraging continued exploration of lessons and activities presented on the bus, are available for students to take with them.
- Career focused interactive performances and presentations featuring music, costumes, and theater are available.
- Customizable career curriculum, based on the needs of the school, is available. The Career Cowboy offers a basic, standard career curriculum, however collaboration with the school regarding both content and format is encouraged.
- Pre and post-visit online resources are available to encourage continued exploration of lessons and activities presented on the bus.

Achieve 180 campuses and feeder school campuses visited by the Career Ready Wagon are:

- Kashmere Gardens Elementary School
- Cook Elementary School
- Foerster Elementary School
- Blackshear Elementary School
- Dogan Elementary School
- Bonham Elementary School
- Wesley Elementary School

Summer Bridge Activities for Elementary Schools

Cookie Tank is a unique Career Readiness Summer Bridge opportunity offered at Blackshear and Young Elementary. Students are challenged to collaborate in groups to bring a fictional Cookie company to fruition while exploring culinary and business pathways as pastries chefs. Utilizing their employability skills students must determine market demand, compile pricing strategies, and coordinate a marketing campaign. Plans are then presented Shark Tank-style to judges, and a winner is crowned.

Middle School Outreach

The Career and Technical Education department works in collaboration with our curriculum partner; EverFi. This partnership provides free curriculum that is aligned to career exploration and financial literacy that is utilized by our CTE middle school instructors.

The Marvy Finger Scholarship

The Marvy Finger Foundation scholarships are available for a career and technical degree or certificate program in architecture and construction, health science, hospitality and tourism, human services, law and public safety, information technology, and transportation distribution and logistics. Scholarship awards are based on a student's interest in a career and technical program, grades (minimum 2.0 GPA), activities in which they participated in school, and financial need. Students will enroll in a two-year approved degree/certificate program at a not-for-profit college in the Houston area and the scholarship will provide any educational expenses including books, supplies, tools and equipment required by the college program (excluding transportation, food, and housing).

High School	Number of Recipients
Kashmere	1
Liberty	3
Madison	1
North Forest	2
Sharpstown	1
Washington	1
Wheatley	2
Worthing	1
Total	**12**

Advisory Committee's Work with Achieve 180 Campuses

The CTE District Advisory Council meets throughout the school year in support of CTE programming at Houston ISD High Schools. The Council is representative of industry and higher education across the Houston metroplex. Advisory Council members are focused on providing industry relative knowledge to CTE classrooms through onsite classroom visits as guest speakers, participating in campus career events, offering onsite workplace tours, exhibiting at When I Grow Up Expo and providing externship experience for teachers.

- Junior achievement – hosted a Youth Leadership Conference at Houston Baptist University for HISD students where they introduced students to leaders in the STEM field, discussed how to get employed in the STEM industry as well as showed students how to become leaders in STEM through innovative curriculum and projects.

- CenterPoint Energy – Provided a tour of their facility to the young ladies at Carnegie Vanguard, Kashmere, and Booker T. Washington. The students were able to speak to female engineers and a panelist of women from the finance/IT and Communications departments about why they chose their fields and their day to day responsibilities.

- Supercuts – Participated as a cosmetology judge in the HISD When I grow Up Career Expo with Houston MSTC, Milby and Madison High School students.

Career and Military Signing Day

The Career Readiness Department hosted its inaugural Career and Military Signing Day at Barbara Jordan Career Center on May 16, 2019. The event highlighted those students in CTE programs who were offered full time employment upon graduation in a field related to their program of study.

Members representing all branches of the armed forces were on hand to honor those students who have enlisted in the United States Armed Forces.

This event celebrated over 100 students from 12 campuses. Students, parents, teachers, administrators, and guest were treated to a luncheon where all students ceremoniously signed their intent certificate with their new employer and or military branch.

Campus Representation

Kashmere	Military	4 Students
Wheatley	Military	1 Student

Career Readiness Specialist Support

KASHMERE HS

- Acquired materials for MAC Lab
- Acquired equipment for Health Science Laboratory
- Acquired Adobe, QuickBooks, and Microsoft Office site licenses for student certification testing
- Campus visits for Ascending to Men Mentorship Program
- Visit and assessment of Brand-new MAC Lab and new Security Gate/Door post installation
- Connecting Junior Achievement Director to campus Admin staff for partnership
- Participated in HISD 7th annual When I Grow Up Expo. (Career Fair)
- Several Kashmere students were recognized at our Districts CTE Signing Day
- Funded and orchestrated Invitations to Bridge Year – June 2019
- Programming and Master Planning Meetings to discuss current pathways and explore new options
- Supported the creation on new Education Pathway
- Acquired Microsoft Office site license
- Professional Development (including CTAT)
- Multiple Campus visits for Needs Assessment

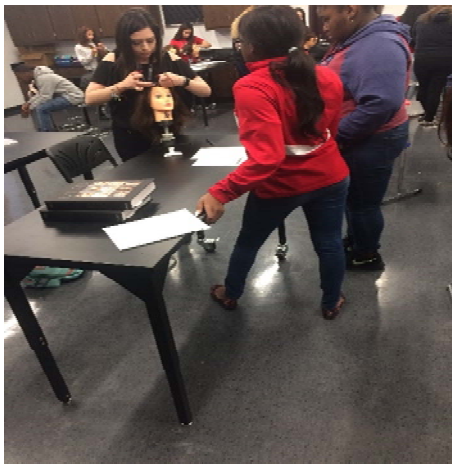
- Toured Barbara Jordan Career Center with 10th graders interested in attending the program
- Conducted CTE & 12th grade transcript audits
- Provided classroom presentations for Marvy Finger Scholarship application.
- Met with the principal to discuss the master schedule for 2019-2020

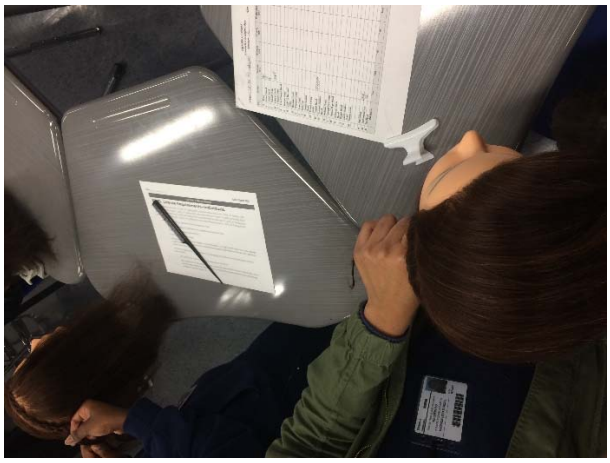
LIBERTY HS

- Conducted mock interviews with students.
- Assisted students with the completion of the Marvy Finger Scholarship application.
- Provide curriculum support to CTE teachers
- Working with campus leadership and CTE teachers to broaden 2018 - 2019 certification offerings with CTE pathway
- Offered department instructional specialist support to campus

MADISON HS

- Health Science Meeting scheduled to assist with planning.
- Assistance with cosmetology equipment needed.





- Gulf Coast Industry Forum Student Invitation for STEM and welding students
- 30 HP computers for STEM (SolidWorks and AutoCAD certifications)
- Burmax cosmetology kits purchased to assist students.
- Madison High School Morning Duty
- 2018 Construction Careers Exposition Invitation to Mr. Greaves, Ms. Lewis and NCCER senior students.
- Certified Veterinary Assistant Training for Agriculture Teachers
- Request for maintenance crew for the barn
- Purchased Milady Cosmetology Book Set and Clock System
- Forward information about Alliantgroup Greater Houston Area 2018 Fall STEM Scholarship Program
- Prescription Drug Safety and Kroger Press Release Event
- Turner CTE Instructor Safety Day
- Ironworkers Local 84 to inform students about welding opportunities for journeymen
- Automotive program and CCMR Certification meeting
- HISD NCCER Training for Welding Teachers

- Tractor and Mower were delivered
- Review Health Science, Auto, Welding, and Cosmetology quotes and submit for approval.
- Campus visit to discuss certification options for each pathway. Met with the CTE Admin.
- Instructional coaching to support the robotics teacher
- Follow up: Instructional coaching to support the robotics teacher
- Campus Visit (with the Health Science teacher) to Needville High School to observe Paxton Patterson Health Science lab
- Assisted with registration and transportation for WIGU
- Discussed and met with Principal equipment needs
- Coordinated Nova Lash Training
- Coordinated Jason Project Curriculum and National Conference (Engineering)
- CTE Classroom visit to discuss dual credit for cosmetology.
- Met with Cosmetology teacher to discuss quotes
- Delivered CTE Signing Day Military Certificates for graduating seniors
- Met with business manager to discuss Procard Allocations
- Met with the administrative team to create a plan for engaging students and parents in the PGP process

NORTH FOREST HS

- Multiple Campus visits for Needs Assessment
- North Forest High School participated in a week structured to allow all CTE students the opportunity to meet in the auditorium from Monday through Thursday to hear from a variety of presenters representing different careers and academic institutions, including the Houston Fire Department, Fox Sports, Art Institute of Houston, and Thurgood Marshall School of Law at TSU
- Needs Assessment sit Down with AG (Ms. McNairy)
- Professional Development (including CTAT)
- Participated in HISD 7th annual When I Grow Up Expo. (Career Fair)
- Several North Forest students were recognized at our Districts CTE Signing Day
- Connecting Junior Achievement Director to campus Admin staff for partnership
- Toured Barbara Jordan Career Center with 10th graders interested in attending the program
- Met with the counseling team to create a plan for engaging students and parents in the PGP process

SHARPSTOWN HS

- Provided information about the Marvy Finger Scholarship during the school's Career Test Drive event.

- Acquired materials for MAC Lab
- Acquired equipment for Health Science Laboratory
- Acquired Adobe, QuickBooks, and Microsoft Office site licenses
- Professional Development

WHEATLEY

- Conducted CTE & 12th grade transcript audits
- Conducted WBL training for administrative staff
- Consulted administrators on how to input certification information into Chancery
- Facilitated meetings with CTE teachers and administrator on certifications and upcoming industry trainings
- Using CTE funds, updated IT labs (Mac & HP)
- Obtained a business partner for Automotive pathway beginning next school year
- Provide continued support to secure 2 Culinary Arts instructors for the upcoming year
- Met with CTE teachers and administrators to discuss current programming that will:
    - Secure viable work opportunities for students in CTE pathways
    - Ensure continued opportunities for students to complete industry level certifications that are part of the State accountability system
    - In partnership with Puranik, supported 2 Wheatley students from the Government Pathway, to participate in a 2-week Study Abroad opportunity in India this summer
- Toured Barbara Jordan Career Center with 10th graders interested in attending the program

WASHINGTON HS

- Provided project management support for Washington Barn rehab initiative which included extensive structural upgrades, new cement slab, animal pen replacement, property lighting addition and barn extension work
- Provided CTE support to AG Barn instructor

- Toured Barbara Jordan Career Center with 10th graders interested in attending the program
- Met with the administrative team to create a plan for engaging students and parents in the PGP process

WORTHING HS

- Funded and orchestrated Bridge Year – June 2019
- Programming and Master Planning Meetings to discuss current pathways and explore new options
- Supported the creation on new Education Pathway
- Supported the revamping of Agriculture Pathway

- Working to re-launch Worthing's Barn
- Met with the administrative team to create a plan for engaging students and parents in the PGP process

- Working to acquire new technology to mirror developments and implementations of technology in the AG industry
- Acquired technology to support Computer Programming and Cyber Security Pathways
- Supported the expansion of the Computer Programming and Cyber Security Pathways
- Acquired Microsoft Office site license
- Professional Development (including CTAT)

YATES HS

- Provided equipment, instructional and IT support for Photography program
- Provide campus support to campus leadership, campus support to CTE instructors
- Equipment management and support for Maritime program
- Equipment management and IT support to Radio/Television Broadcasting program.
- Equipment management and support to Digital Recording Studio program
- Equipment management support for Digital Media pathway
- Toured Barbara Jordan Career Center with 10th graders interested in attending the program
- Met with the counseling team to create a plan for engaging students and parents in the PGP process

Pillar V – Social and Emotional Learning Support

HISD | Health & Medical Services
HEALTHY BODIES SUPPORT POWERFUL MINDS.

Updates

Program Strengths and Supports: What strategies were most effective?

Site visits, individualized coaching and professional development for staff and direct services to students were primary ways in which support was provided at A180 campuses this year. These strategies supported improved outcomes for connecting students to community services and health care.
An increased number of community partnerships provided more opportunities for students to have unresolved health needs addressed, often during the school day. This was facilitated by the school nurse who worked in collaboration with other campus team members including Wrap Around Specialists and Social Workers. Having a full-time school nurse on each A180 campus allowed for frequent touch points for coaching and ongoing awareness of any new partnerships.

- Meeting the needs of students who fail school-based screening requires a multi-pronged approach for success and serves as one example of the value of school partners and collaboration with school teams.
    - A partnership with University of Houston College of Nursing, College of Optometry and Honors College, specifically designed to support school in the Third Ward, allowed for earlier screening and follow up on select students. UH students were certified as vision screeners and were able to screen more than 1400 students in mandated grades of PK, K, 1, 3, 5, and 7. Parent referral letters were sent home and students were case managed by the school nurse, connecting them to a community resource. The partnership also provided a team to conduct a phone bank several weeks later, calling parents to assure they had received the referral, addressing their questions and reiterating a variety of community resources available for a professional eye exam and glasses free or at low cost.
    - The Vision Partnership conducted in collaboration with the City of Houston Health Dept served as a primary source of vision care for students at more than 60% of A180 schools who participated in one or more of 63 opportunities to transport a group of students via HISD bus transportation to a single site to receive free eye exams and glasses. Because of this multi-level approach A180 schools had 5% more students to achieve vision follow up and glasses when compared to all schools, district wide.

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- Asthma is the most prevalent chronic health condition reported on school campuses, contributing to increased school absences when poorly controlled. Eleven percent (11%) of A180 schools reported having students with diagnosed asthma. While many students were already under the care of a provider, those that were not ranged from 10% – 92% at campuses with students identified as having asthma. There were 73 students transported via EMS for an asthma related incident district wide with 12% being at A180 schools.
    - All nurses in A180 schools successfully completed an online asthma education course with the American Lung Association.
    - The nurse must be well prepared to identify urgent or emergent needs of all students with asthma but especially those who lack a consistent source of care. In addition, connecting these students to care at one of the district's school-based or mobile clinics, assisting parents to complete an application for CHIP/Medicaid and educating parents and students about asthma management are evidenced based strategies that play a key role in improving school attendance and preventing hospitalizations and emergency room utilization.

    - As a value-added approach, the City of Houston Health Dept worked collaboratively with several schools, providing a community health worker (CHW) to conduct home visits to assist parents in reducing asthma triggers in the home and increasing their understanding of asthma.

- The school nurse plays a key role in school attendance, assessing students in the school health office, supporting students to manage chronic illnesses such as diabetes as well as working collaboratively with the school Administrator and registrar to maintain a high level of immunization compliance (95% or greater), the primary means of protecting children from diseases best prevented by vaccine such as recent outbreaks of Measles. Twelve (12) A180 schools achieved the expected 95 – 100% immunization compliance.

HISD | Health & Medical Services
HEALTHY BODIES SUPPORT POWERFUL MINDS.

- Review of end of year data provided by school nurses, reveals that 92% of students seen by the school nurse, return to class following assessment and related treatment. There is no significant difference between A180 schools and other schools district wide.

- Partnerships to improve immunization compliance while minimizing school absence included collaboration with UT Health and the Texas Children's Mobile on a vaccine project which provided adolescent vaccines including HPV and meningococcal on site at 28 Middle Schools.
- 100% of A180 schools (all tiers) participated in the district wide flu campaign intended to reduce cases of flu, especially among our most vulnerable students such as those with asthma and reduce school absenteeism during flu season. District wide more than 20,000 student received flu vaccine during the event offered between October and December. Eight percent (8%) of participating students were from A180 schools.
- School based clinics staffed by Memorial Hermann and Baylor College of Medicine at Sharpstown and Worthing High Schools and a Texas Children's Mobile that serves 13 campuses and their communities monthly provide broad access to vaccines at low or no cost to parents. This minimizes as related school absences.

HISD | Health & Medical Services
HEALTHY BODIES SUPPORT POWERFUL MINDS.

- Ten (62%) of the 16 eligible A180 elementary schools in Tiers 1A, 2 and 3 participated in Project Saving Smiles (PSS). While 31 (76%) of the 41 all grade-level schools in the same tiers participated in the Vision Partnership. Project Saving Smiles provides dental services for 2nd graders and the Vision Partnership provides free eye exams and glasses for students who fail vision screening.
    - Kashmere High School successfully implemented an onsite pilot Dental Outreach Event in collaboration with the City of Houston Health Dept Dental Bureau that served 37 adolescents for dental screening, sealants and exams. This provided the foundation for implementation of a first-ever district wide Secondary dental outreach program for Fall 2019 that will replicate a program currently in place for 2nd graders only (Project Saving Smiles). Rather than onsite, teens at schools that agree to participate will be transported by HISD transportation to a designated location for free dental services, like Project Saving Smiles that serves more than 3500 second graders each year.

- Involvement of departmental and campus level supports at various intervals is important to the academic and lifelong success and health of pregnant and parenting teens and their babies. Pregnant and parenting teens present a unique challenge for school attendance and social emotional issues that often impact their attendance and ability to focus in the school setting.
    - The Special Populations Program Specialist is well engaged with these teens, their families and the campus staff to introduce early discussions about child care and the required application process for such services. Because of this work these teens gain an increased understanding of a variety of community support services as well as the detailed steps and documents required to apply for child care, all of which is intended to improve their attendance and path to graduation.

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HEALTHY BODIES SUPPORT POWERFUL MINDS.

- A partnership with the Houston Galveston Area Council (HGAC) and Collaborative for Children provides set aside childcare funds for HISD parenting teens. The school nurse and wrap around specialist facilitate access to the Special Populations Program Specialist for application assistance and streamlined access to child care funding and facilities, including those located on HISD school campuses (Milby and Wisdom).
- More than 400 teens were reported district wide in Chancery A4E as being pregnant and/or parenting. Among these, 191 (46%) attended A180 schools. While teens rely heavily on their families for child care support which can be disrupted by many factors, 30% of parenting teens in A180 schools compared to 22% of teens elsewhere in the district consented to assistance with completing the child care application after being educated about the process.

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HEALTHY BODIES SUPPORT POWERFUL MINDS.

Program Weaknesses: What strategies were least effective?

- While the Health and Medical Services team of Nurse Managers provides PD and clinical oversight for the licensed registered nurse in HISD, school nurses are hired by and appraised by the campus administrative team. As nursing professionals, they are often self-starters who regularly attend PD and seek direction from their Nurse Manager as needed and become accustomed to working with minimum campus level peer support and oversight. In some cases, more direct and frequent supervision is needed to improve performance and outcomes for students and must be viewed as a common expectation of both Health Services and the administrative team where appraisal and plans for corrective action can occur.
    - Sustained measurable improvement is more notable when the campus administrative team is well informed about expectations for their health program and the significant role the nurse plays in academic success. Creating dual accountability of the school nurse to both a campus Administrator and a Nurse Manager could prove to be valuable in improving performance in this unique campus role.

- Interrupted transportation and school-based clinic schedules, poor consent return and poor parent and student communication with campus staff continue to be challenges for consistent use of school linked resources despite the individualized departmental support provided.
    - We were able to identify a school-based health center partner and transportation funding to support Wheatley HS students to address adolescent health care needs as well as sports physicals. Utilization however was poor and inconsistent.
      Such efforts especially, when newly implemented, require concerted and persistent effort on the part of the school nurse and others to educate parents and students on the services being provided, eligibility requirements and application completion. Lessons learned will be used to redefine strategies to make this a viable option for Wheatley students.

- School nurse retention overall is an ongoing challenge despite a lengthy orientation period, nurse mentors and intense coaching from Health and Medical Services Nurse Managers. Inconsistency in the position impacts parent trust and creates a disconnect for continuity of care and community resources.
    - A first-time new school nurse was hired at 9 A180 schools. There were 2 resignations during the school year which were not able to be replaced. While there are currently 24 nurse vacancies district wide, 5 are at A180 schools with 4 being nurses hired this school year. Our department remains committed to supporting principals in their hiring of highly qualified nurses through an intense vetting and onboarding process including a Recruitment Fair in collaboration with HR each Spring.

HISD | Health & Medical Services
HEALTHY BODIES SUPPORT POWERFUL MINDS.

Opportunities for change: What can be done differently to improve student health outcomes?

- With the addition of a 4th Nurse Manager to the Health Services team, A180 schools will be more equally distributed with an intentional coaching schedule and clearer expectations communicated to the administrator in a format that provides constructive feedback and a path to success.

- The IAuditor, a tool used to monitor and communicate successful implementation of health program strategies will be routinely used to evaluate programs and will continue to be shared with campus Administrators. Administrators will continue to be included in communications with the school nurse, both in areas of success as well as for additional campus level support.

- Addition of Wrap Around Specialists at these campuses allows the role of the school nurse to be expanded to support challenges such as parent consent return and parent awareness of community health resources. Enhanced collaboration between the nurse and other team members will add time and opportunity for follow up and improved parent communication by the school nurse. Assuring that the nurse is aware of campus resources, especially when newly implemented, is important and should be reviewed at each campus visit.

HISD | Health & Medical Services
HEALTHY BODIES SUPPORT POWERFUL MINDS.

Threats: What are the potential barriers to making change?

- A major barrier to demonstrating measurable improvement is in staff turnover. Vacancies that occur near the end of a school year can severely disrupt access to care when that access must be facilitated by a nursing professional.

- Newly hired nurses who are assigned to multiple non-health related tasks such as car duty and lunch duty that disrupt their routines and minimize their ability to conduct parent outreach and follow up about health concerns can be discouraging and overwhelming, especially for new school nurses. New nurses struggle with managing the new role and responsibilities of the school nurse profession in the absence of a campus-based peer and support for tasks that simply need clerical support. Coaching them in ways to navigate and negotiate discussions with their Administrator about issues that are impacting their success is important to minimize their sense of being overwhelmed and ineffective.

Wraparound Services

ACHIEVE180

2018-2019 Report

EVERY COMMUNITY EVERY SCHOOL

Summary of Wraparound Services

The wraparound services framework was developed to address entrenched and complex obstacles to student success. The framework is premised on the belief that no single entity can solve the complex problems students face. According to board constraint progress measure 1.2 the district will develop tools for campuses to conduct a needs assessment and access to a database. To address the full implementation of the Wraparound Services framework and ensure the well-being of all students, we have adopted a data base system called Purple.

In November of 2017, the Wraparound Services Department began to assign Wraparound Resource Specialist (WRS) positions to HISD schools. The intended goal was to have 15 WRS trained and working in 15 schools. Currently, there are 52 total Wraparound Resource Specialist positions for 52 of our Achieve 180 schools. We have 52 WRS hired, trained, and working in 52 Achieve 180 schools with access to digital database to track services and activities on campus and in the community (Figure 2). In total we have 98 Wraparound Resource Specialist positions throughout our district. The responsibility of the WRS is to facilitate the provision of wraparound services to the school and its community as illustrated in the image below. Each WRS works with the entire school staff and other stakeholders to develop community priorities and identify campus and community needs. The WRS secures services and partners with entities to bring these resources directly into the school. Community schools become neighborhood centers, improving access to programs and services for students, families and neighbors.

METRICS OF SUCCESS

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 will launch cohort one of Every Community, Every School with a minimum of 15 schools by the end of the 2017–2018 school year and will increase annually until all schools are served in 2022.

Support Data:

The Wraparound Services Department puts students first in several ways and it consists of non-academic supports that address critical issues such as mental health and physical health needs, food insecurity, lack of stable housing, violence, incarceration of a parent, and many other challenges that can have adverse effects on a student's readiness and ability to learn.

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 staff 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 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.

- November 2017: Identified and hired all ten 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.
- February 2018: A total of 42 schools have posted and hired Wraparound Specialists under the District's Wraparound Services Department and six of our Kashmere Feeder Pattern schools continue to deliver services through our partnership with Prounitas.
- February 2018: A Student Welfare/Student Support Service Regulation was drafted and we are seeking input from various stakeholders
- March 2018: A Student Welfare/Student Support Service Regulation has been presented to the board policy committee and to several partners
- April 2018: Revision to the Regulation document will be made to utilize the input given by our board policy committee and our partners. Hired 2 more specialists.

- May/June 2018: A total of 50 schools have posted and hired Wraparound Resource Specialist under the District's Wraparound Services Department.
- August 2018: A total of 57 schools have posted and hired Wraparound Resource Specialist under the District's Wraparound Services Department.
- September 2018: A total 26 Wraparound Resource Specialist positions are added under the District's Wraparound Services Department.
- Currently 52 Achieve 180 schools have a Wraparound Resource Specialist position. As of this report, 52 of the Achieve 180 schools have a Wraparound Resource Specialist hired and trained. Therefore, all 52 Achieve 180 campuses conduct a needs assessment, have access to a provider database and data tracker. All 52 Wraparound Resource Specialists have received professional development.

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Constraint Progress Measure 1.2
The district will develop tools for campuses to conduct a needs assessment, to access a provider database, a data tracker, and professional development in 2017–2018, and will increase usage annually until all campuses access the tools and training by 2022.

Support Data:

According to board constraint progress measure 1.2, we developed tools for campuses to conduct a needs assessment and access to a resource database. A district data system tracks the needs of our students and the community to align systems of support by creating:

- ***Interventions & Service Providers*** data tracking now contains information about existing services on a campus and those linked to specific students.
- ***Student Profiles*** have been created to display detailed information about a particular student such as interventions, demographic data obtained from Chancery, and other critical data pieces to inform the practice of connecting resources to students.
- ***Weekly progress monitoring*** of students in grades K–12 identified as needing specific support systems to address their social and emotional needs are being closely monitored by utilizing daily attendance, historical data on state assessments, and current behavior data.

The following supporting data details our process:

- 52 Achieve 180 Schools have Wraparound Resource Specialist positions. From the 52 Achieve 180 campuses 52 Wraparound Resource Specialist have been hired, trained and have access to a database and data tracker system.
- An IT solution has been developed.
- Data Tracking and a Provider Database has been developed.
- Wraparound Resource Specialists are currently gaining access and receiving training on how to effectively utilize these tools.
- Our data platform is being utilized in 52 Achieve 180 schools to track and monitor services provided to students and families.
- All 52 Wraparound Specialists have received access to the tools, trainings, and data resources to fully implement the board policy adopted in November 2017

In short, the Board Constraints are being supported by our creation of a technology infrastructure that connects resources and partnerships to specific student needs.

PREPARATION AND DEVELOPMENT

Wraparound Services Training and Development focuses four key areas: preparation, execution, evaluation and leadership (PEEL). This professional development model ensures that all specialist have the tools and strategies to successfully support all stakeholders within their school community as well as create systems to sustain the work and increase its impact.

Date	Topic	Attendees
November 13, 2017	1) Intro to Wraparound Services and Community School Model 2) Snapshot of Homeless Department 3) Community and Home visit safety with Mr. Tan Nguyen and officer Nino 4) Strategic Partnership Department Snapshot 5) City of Houston Community Asset Training 6) Training on Community Councils	8
November 14, 2017	Community Schools Training with Austin Voices	14
November 15, 2017	1)ProUnitas and Manager training on 9 practices and intro to Purple. 2)School site visit to Cook ES	8
November 16, 2017	1)ProUnitas school site visit at Kashmere High School	8
December 18, 2017	1)Wraparound Services Training on Who am I? and Elevator Speech along with Community Councils	16
December 20, 2017	Purple Training from ProUnitas	16
January 22, 2018	1)Training on Wraparound Services model 2) Nine Practices Training 3) Community Mobilizing training by FACE 4) Cultural Proficiency 5) Community Schools Overview	25
January 23, 2018	Purple Training to all Specialist	44
January 24, 2018	HISD Department Snapshots from Heath and Medical, FACE, External Funding, Homeless Department, HISD Anti-gang, task force, Strategic Partnerships, Psych on site, Student Assistance training and City of Houston Asset Map Training	44
January 25, 2018	Specialist presentations and Windshield observation activity	45

February 26, 2018	For Monday, February 26th – (Morning Session) Cohort 3 or the Wraparound Resource Specialist that did not attend the January, 2018 Wraparound Services training will join us for the morning session from 8:00am-12:00pm (Afternoon Session) All Wraparound Resource Specialist (Cohorts 1, 2 and 3) will attend the afternoon session from 1:00pm-5:00pm.	44
February 27, 2018	For Tuesday, February 27th – (Morning Session) Cohort 3 or the New Wraparound Resource Specialist that did not attend the January, 2018 Wraparound Services training will attend the morning session from 8:00am-12:00pm. Wraparound Resource Specialist from cohorts 1 and 2 that want to see the training on our database system for a second time to hone their skills are more than welcome to come as well. **Please bring laptops**. (Afternoon Session) All Wraparound Resource Specialist (Cohorts 1, 2 and 3) will attend the afternoon session from 1:00pm-5:00pm. **Please bring laptops**.	44
Wednesday, February 28, 2018	For Wednesday, February 28th – (Morning Session) – Cohort 3 or the New Wraparound Resource Specialist that did not attend the January, 2018 Wraparound Services training will attend the morning session from 8:00am-12:00pm. Wraparound Resource Specialist from cohorts 1 and 2 that want to see the training on our database system for a second time to hone their skills are more than welcome to come as well. **Please bring laptops**. All Wraparound Resource Specialist (Cohorts 1, 2 and 3) will attend the afternoon session from 1:00pm-5:00pm. Please bring a towel or mat and dress comfortably for a self-care session presented by the Houston Food Bank. Also, we will be using our laptops as well.	44
March 7, 2018	Wraparound Services and Community Schools presentation to HISD Principals	12
March 26, 2018	Community Councils training, Community Asset Mapping, Wraparound Services Portfolios, campus pulse, family engagement and purple support	37
March 27, 2018	Integrated Student Supports, Attendance assistance, Restorative Justice Practices and Time and Task Management	40
April 26, 2018	Presented Summer and Extended learning opportunities, Out2Learn presented grant opportunities and potential summer engagement activities, Community Schools and volunteering through Gary Gartner, SPED training, and culturally responsiveness training	38
May 29, 2018	Presented on building relational capital within your campus and community, campus climate, cultural awareness, evaluated Wraparound Resource Specialist goals, data entry, and tracking. We reviewed systems of support based on data, campus plans and shared best practices.	41
June 20-21,2018	PLS – Shared Community School Model, Wraparound Services Framework, Case Scenarios, Board Policy and Campuses shared what each of the four pillars looks like at their campus.	189
June 26, 2018	We presented on the four pillars and used t-charts to graph out campus strengths and weakness, utilized community schools rubric, tied case scenarios to the wraparound services framework, covered campus plans and had presentations from external partners.	42
August 14, 2018	New Employee Orientation: Community Schools Framework, pillars, partnerships, protocols, building relationships, expectations, asset mapping, needs assessment and database training	18
August 15, 2018	Presented Community School Standards, Four levels of support, case scenarios, community schools rubric, community council and community collaborative.	54

August 22, 2018	Presented with the panel discussion which focused on implementing wraparound services on their campuses through the lens of experienced Wraparound Resource Specialist, collaborated on case scenarios, reviewed procedures for I-MAP and the community schools rubric.	51
September 5, 2018	Provided a Wraparound Services training opportunity for our school Principals on the Community Schools Results Based Logic Model, collaborative leadership for Community Schools, Wraparound Resource Specialist roles and responsibilities, infograph, board policy and the community hub.	15
September 10,2018	Presented Department Goals, Reviewed Windshield Survey, Rice University Needs Assessment, Community Schools Showcase and the data tracking system.	50
September 18, 2018	CIS and Wraparound Services Collaborative. Our Wraparound Resource Specialist and CIS worked together to focus on team building and solve real case scenarios that occur on campus which involved high levels of problem solving.	34
September 20, 2018	Database Training – Wraparound Resource Specialists Cohorts 3, 4, and 5.	32
September 24, 2018	Database Training – Wraparound Resource Specialist Cohorts 1 and 2	29
October 8, 2018	Presentations by internal HISD services: SEL Department presented on restorative practices and how to handle trauma on the campus, Health and Medical services focused on how the Wraparound Resource Specialist and Nurse on campus can collaborate and support each other's efforts. Training was discussed on student at the center teams at the campus. Cohorts 1, 2, 3, and 4 received additional support about our database. Cohorts 5 and 6 received orientation session on Wraparound Services.	49
October 19, 2018	Onboarding training for Wraparound Resource Specialist 5, 6 and 7.	20
October, 2018	Wraparound Services was awarded Community Schools Grant where the department will support Community Schools efforts in 5 specific schools throughout the district.	N/A
November 7, 2018	Administered Grant Training for the 5 Community School Principal awardees.	5
November 2018	Met with community partners such as Catholic Charities, Children's Museum, Houston Ballet, Alley Theatre and Hermann Park Rotary Club to see how we can collaborate and best serve the social emotional and academic needs of our scholars and their families.	N/A
January 2019	Develop a Community Council training for all Achieve 180 schools to implement and drive the community voice and shared decision-making process of our communities and the wraparound services that are taking place on their campuses.	52
January 23rd and the 30th, 2019	Developed systems to work with HISD School Counselors so that efforts are coordinated so that students get full emotional social supports on campus. We are in collaboration with the Academic and Career Counseling Department and co-facilitated a Counselor and Wraparound Resource Collaboration meeting to develop plans to support the work together.	89
February 6, 2019	Grant Full Service Community Schools Meeting w/ Principals and Campus WRS	10
February 11th-12th	The department provided training to all Wraparound Resource Specialist on Sustainability of Community Schools and continued ongoing training on the data tracking system (purple).	92
February 20th, 2019	Open Lab that is available to all Achieve 180 Wraparound Resource Specialist to come in for additional support on the database tracking system.	25
March 4, 2019	Training for Wraparound Resource Specialist to focus on building powerful learning opportunities on their campus through expanded and extended learning. The focus was on	95

	Youth Development, After School and Summer Programs, real world and project- based learning.	
March 5, 2019	Orientation session for District Service Providers and Partners to introduce them to Wraparound Resource Specialist, the District Wrapround Resource Model, and the utilization of our data tracking system. Wraparound Resource Specialist were also able to visit the Service Providers at their tables to collect resources and see how they can best collaborate and partner to meet the needs of our students and families.	169
April 8, 2019	Wraparound Resource Specialist training that focused on continuous improvement and deepening the impact of the community school. Topics included Emotional Intelligence, Crisis Intervention, data-informed decision making and communicating to stakeholders.	96
April 18, 2019	Wraparound Resource Specialist onboarding that focused on the process and systems of working to develop and sustain a community school which included training on entering and analyzing data into a data tracking system.	12
May 20-21, 2019	Training for Wraparound Resource Specialists on coordinating infrastructure through data where participants learned how to collect school and partnership data, analyze the data, and use it to develop a plan.	94
June 11-13, 2019	Texas Community Schools Summit that focused on ways for schools and community partners to leverage their resources to help support students and their families by removing barriers to learning so that they may succeed socially, emotionally, and academically as they work to become a Community School.	420
June 20, 2019	Wraparound Services training to Principals during PLS. Participants were provided with updates on the roles and expectation for the 2019-2020 school year.	123

OUTPUT/OUTCOMES

When wraparound services are provided in tandem with strong academics and high-quality teaching, schools can truly meet the needs of the whole child and graduate students who are college and career ready. Consequently, the intended outcome of the strategic approach following the initial implementation of Wraparound Services are supported families regarding family and community engagement, comprehensive learning supports regarding extended learning opportunities/youth development, integrated academic enrichment and social services to support children's intellect, social, emotional, and physical development, Social and Emotional Learning regarding high quality, engaging instructional programs, and partner integration into school day. A few Long-term intended outcomes include but are not limited to students succeeding academically; being healthy: physically, socially, and emotionally; living and learning in a safe, supportive, and stable environment; and communities being desirable places to live.

OVERVIEW COMMUNITY SCHOOLS PILLARS

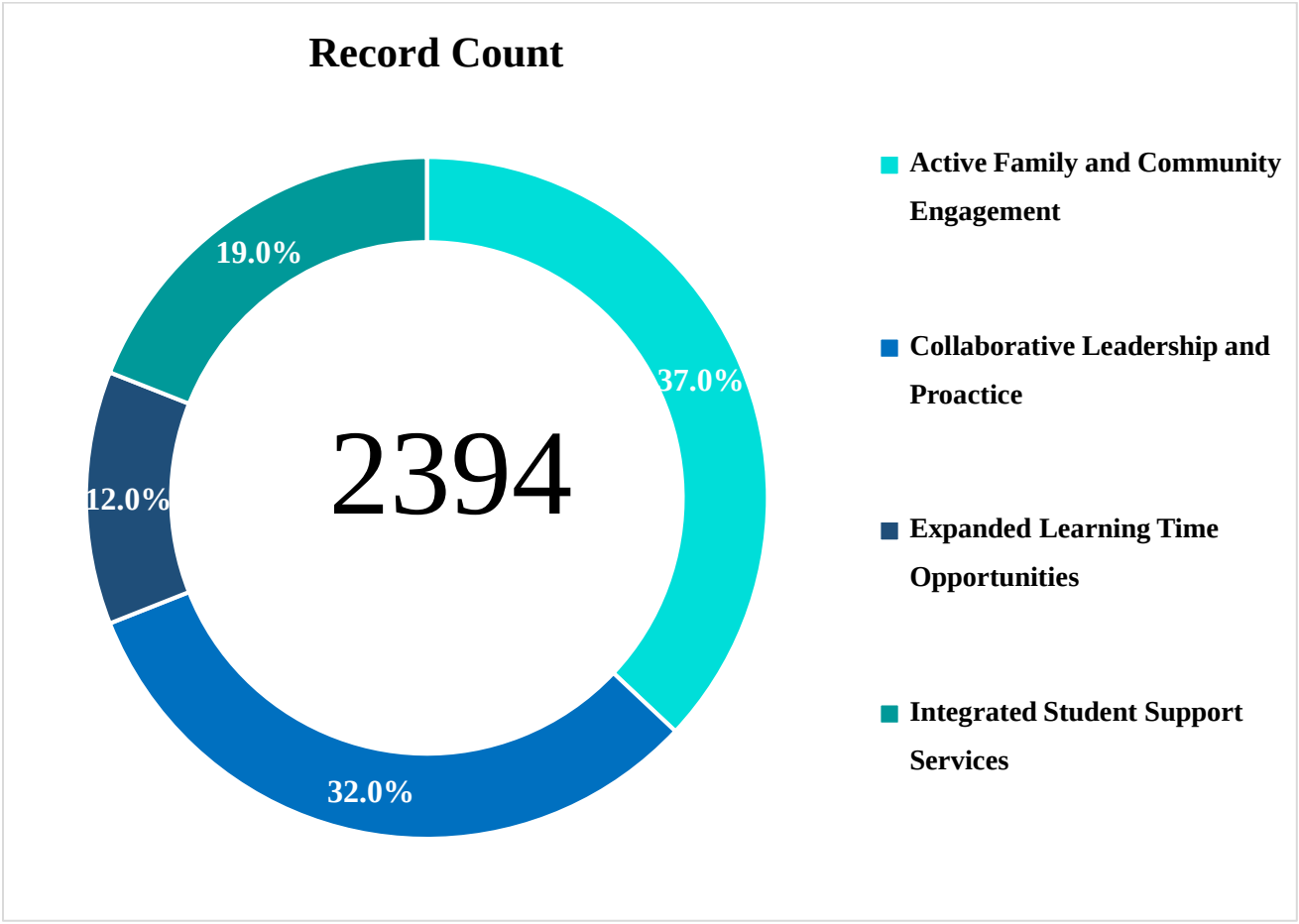

Figure 4: A total of the activities by Community Schools Pillar on campus are shown here which include events that are held that do not involve students. For example, scouting partners, holding planning meetings with the principal, meeting with city officials are considered activities as opposed to student interventions. They are broken down into 4 categories shown in the legend. Reports can be run showing individual Specialists and the events/activities they are holding on their campus.

NEEDS ASSESSMENT BY CATEGORY

The WRS is responsible for engaging stakeholders through the needs assessment and provider selection process. The needs assessments for each campus is ongoing and is dependent on various indicators collected and captured throughout the school year. One aspect of the data gathering process is teachers, staff, and community members sharing their concerns about students by submitting Student Assistance Forms. Another aspect is conducted through observations of incidences and events that take place in the school community. Additional needs assessments are conducted through campus-based surveys and campus community councils.

Category	# of SAFs Received
Health	940
Home and Family	1443
Immigration Services	43
Educational and Vocational opportunities	436

Legal Safety and Crisis Support	214
Emotional and Psychological Services	1469
Cultural and Spiritual	167
Social and Recreational	325
Total SAF	**5037**

Figure 5: The tier 2 and tier 3 referral process entails identifying an area of specific need based on the categories above. This information coupled with tier 1 services ensures that a holistic approach is taken to addressing student needs.

COMMUNITY ASSETS

The focus for our first phase of implementation was gathering information and resources regarding community assets for each school. This protocol was conducted by the WRS for each campus using a windshield-walkthrough observation form designed to analyze and capture information regarding but not limited to housing, public spaces, buildings, parks, culture and entertainment, street scape, street use, commercial activity, signs, land use, infrastructure, public transportation, traffic, faith based communities, health services, community and public services, community safety, higher education, political activity, community organization, media, difference among neighborhoods, and overall "feel" of the community. Another WRS focus area for phase one was building relationships within the school and community. This involved establishing a strong working relationship with school leadership as well as developing and nurturing relationships with students, families, and community members and organizations.

Service Links to A180 School Students through Wraparound Services	Students referred
Abundant Life	25
ACE 21st Century - After School	383
Admore Care	13
The Alliance for Multicultural Community Services	18
Bee Busy Inc.	131
Books Between Kids	1
Boy Scouts of America	608
Brighter Bites	210
Change Happens	572
Childbuilders - Stay Strong - Stay Safe Early Childhood	3
City of Houston Mayor's Anti-Gang Office - Case Management	3
Civil Society - Civil Society Workshop	1
Clothed by Faith Southeast Houston	1
Communities in Schools (CIS)	67
Covenant of Faith UMC/Kids Hope USA	9
Delta Sigma Theta Sorority - Delta GEMS	5
DePelchin - Positive Parent Program	1

DePelchin - STAR (Services to At Risk Youth) Program	32
Discover U	10
Earl Carl Institute for Legal and Safety Policy, Inc.	13
Eye Care for Kids	23
Eyes On Me, Inc	7
Family Houston	7
Girl Scouts of San Jacinto	1
Girls Empowerment Network - Power Circle	21
Girls Inc. of Greater Houston	30
Girls With Purpose	15
Goodwill Houston - Right to Turn Program	1
Healing The Family, Inc.	48
HEMYS	8
HISD Ascending to Men	58
HISD After School Programs	60
HISD Counseling and Student Support	30
HISD Police Department	2
HISD Homeless and Foster Care Department - Free Resources	56
HISD Multilingual Department - Immigrant/Newcomer Program	4
HISD Volunteer Services - HISD Volunteers	618
Houston Achievement Place Project CLASS	9
Houston Ballet	82
Houston Circle of Hope Services Inc	4
Houston Community College Southwest	2
Houston Food Bank	333
Houston Youth Symphony	17
Houston Public Library	5
Juma Houston	10
League of United Latin American Citizens	5
Legacy Community Health	1
Lemonade Day	50
Lighthouse for Students	43
Menninger Clinic	1
Mentors of Hope	25
METRO - Student Metro Q-Cards	655
My Brothers Keeper - Circle of Men	10
Niroga Institute	72
PAIR - Partnership for the Advancement & Immersion of Refugees	30
Perfect Teamplay, Inc. T.A.P.S.	3
Phoenix House	375
Project GRAD Houston - Café College	1

Psych On Site	50
Read Houston Read	14
Santa Maria Hostel	28
See to Succeed	4
Southwest Glen Mission	19
Teen and Police Service Academy- TAPS	53
Teen and Family Services	107
The Council on Recovery	89
The Harris Center	7
The Texan French Alliance for the Arts	1
The Women's Fund	26
Triad Organization	6
Unlimited Visions Aftercare	96
Vecino Health Center	6
Wesley Community Center	15
Workforce Solutions Astrodome	232
YMCA of Greater Houston - After School Program	20
Total Students receiving support	**5601**

Figure 6: Outlines the various Service Providers currently in partnership with Houston ISD and the number of direct services administered to students on their various campuses.

INTEGRATE STUDENT SUPPORTS

The WRS leads the work in establishing integrated student support systems by coordinating and tracking the delivery of services and resources to students. Prior to linking students to services the WRS works with a district Wraparound Services Manager to perform campus and community needs assessment, find service providers, and troubleshoot challenges to ensure that the services will be provided consistently to students. This process includes engaging families and school staff to better understand student needs so that they can also make referrals based on specific student needs that arise in their learning environments. In the process of building integrated student support systems, the WRS must develop and manage partnerships with local service providers and participate in and learn from other resource coordinators. The information collected and tracked is used to support school leadership in making data-driven program decisions to address the needs of students. Consequently, the WRS must gather input from community leaders (Community Council) by allowing them to review how services are being provided to students and provided insights to help address any needs or gaps that may exist.

To address the full implementation of the Wraparound Services framework and ensure the well-being of all students, we have adopted a data base system called Purple.

Purple is a data infrastructure tool that utilizes attendance, behavior and academic information to shape and capture the actions and behaviors of our community as we address non-academic needs through

Wraparound Services and develop the Community Schools Model. Purple allows us to be able to track the needs of our students and the community to align systems of support to address these needs. These are the initial steps to capturing and monitoring data related to student support systems similar to our current academic data support framework in which student academic performance, attendance, and behavior patterns are used to create interventions to address student needs.

Pillar VI – Family and Community Empowerment

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EMPOWERING FAMILIES. ADVANCING LEARNING.

2018-2019 ACHIEVE 180 EOY REPORT

FACE at Achieve 180 campuses

During the 2018-2019 school year FACE conducted a total of 890 visits to A180 campuses impacting a total of 8,677 families. During the campus visits FACE specialists conducted 52 Climate Surveys Results, 52 Family Friendly Walkthroughs, 52 Parent-Teacher Conference workshops for parents, and provided guidance on establishing organizations/groups established impacting 4,536 families through these family friendly foundational activities. In addition, FACE specialists conducted 312 Parent Workshops impacting 4,141 families.

	Apr 11 - May 31				YTD			
	Visits	Hours	Avg. Hrs/ Day	Families Impacted	Visits	Hours	Avg. Hrs/ Day	Families Impacted
Total	136	112	3	1,587	890	1,159	8	8,677

Family Friendly School Foundational Activities

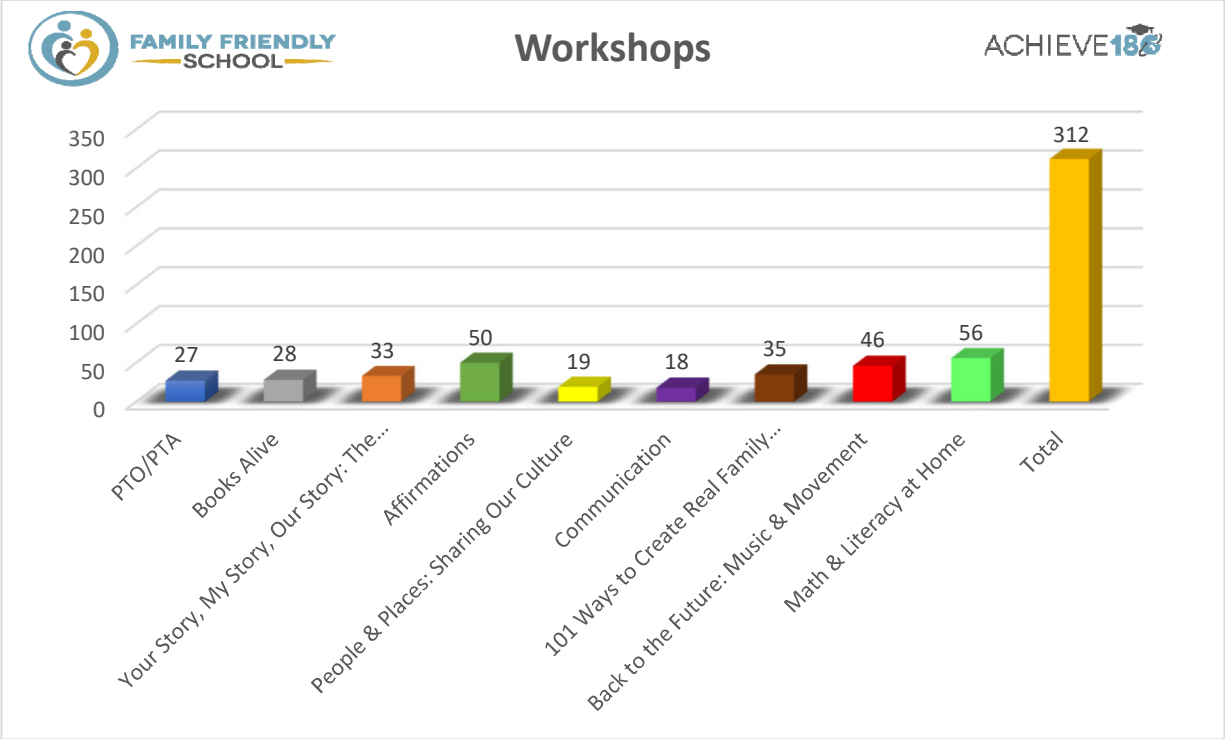
	Apr 11 - May 31		YTD	
	Schools	Families Impacted	Schools	Families Impacted
School Climate Survey Results	16	973	52	3,157
Family Friendly Walk-through			52	488
Parent-Teacher Conference for Parents			52	891
PTA/PTO/Parent Organizations			52	
	Workshops	Families Impacted	Workshops	Families Impacted
Other Parent Workshops	58	614	312	4,141 *

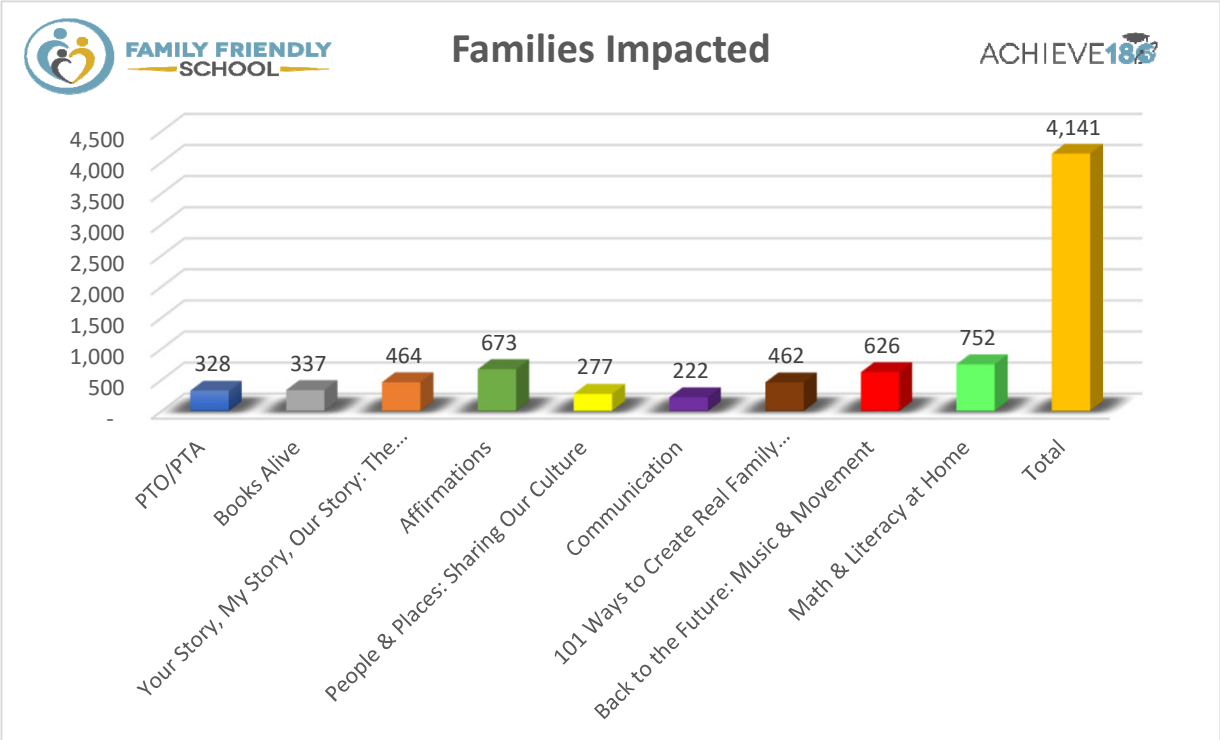
* 2018-2019 was the first year HISD FACE focused solely in building families' capacity through facilitation of workshops directly with families. Previously efforts were towards building the school's capacity for them to facilitate parent workshops. Eleven percent of A180 schools' families where impacted through FACE's 2018-2019 Parent Workshops based on an estimated student enrollment of 36,858 students.

HISD | Family and Community Engagement
EMPOWERING FAMILIES. ADVANCING LEARNING.

2018-2019 ACHIEVE 180 EOY REPORT

Parent Workshops





HISD | Family and Community Engagement
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2018-2019 ACHIEVE 180 EOY REPORT

School Name	Books Alive!	Music & Movement Games	The Power of Oral Stroytelling	Affirma-tions!	Sharing Our Culture	Math Literacy	Literacy at Home	101 Ways Create Family Engagement	Two Way Communication
Attucks MS	X	X	X	X	X				
Bellfort ECC	X	X	X	X	X				
Blackshear ES		X	X	X	X		X		
Bonham ES	X	X	X	X	X				
Bruce ES	X	X	X	X				X	
Codwell ES	X	X	X	X				X	
Cook ES	X	X	X	X				X	
Cullen MS	X	X	X	X	X				
Deady MS	X	X		X		X	X	X	X
Dogan ES		X	X	X			X	X	
Edison MS				X		X	X	X	X
Foerster ES	X	X	X	X	X		X		
Fondren ES	X	X		X	X				X
Forest Brook MS		X				X	X	X	X
Gallegos ES	X	X	X	X				X	
Gregory Lincoln K-8	X	X	X	X			X	X	
HS Ahead Academy HS				X		X	X	X	X
Highland Heights ES	X	X	X	X				X	
Hilliard ES	X	X	X	X				X	
Holland MS		X		X		X	X	X	X
Kashmere Gardens ES	X	X	X	X				X	
Kashmere HS		X		X		X	X		X
Key MS		X		X	X		X	X	X
Lawson MS		X				X	X	X	X
Lewis ES	X	X	X	X			X	X	
Liberty HS		X				X	X	X	X
Looscan ES	X	X	X	X	X				
Mading ES		X	X	X			X	X	
Madison HS		X				X	X	X	X
Marshall ES	X	X	X	X	X				
C. Martinez ES	X	X	X	X				X	
Milby HS				X		X	X	X	X
Montgomery ES	X	X	X	X	X				
North Forest HS			X	X		X	X	X	X
Patrick Henry MS				X		X	X	X	X
Pugh ES	X	X	X	X	X				
Reagan PK-8		X				X	X	X	X

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School Name	Books Alive!	Music & Movement Games	The Power of Oral Stroytelling	Affirma-tions!	Sharing Our Culture	Math Literacy	Literacy at Home	101 Ways Create Family Engagement	Two Way Communication
Sharpstown HS	X	X	X	X	X				
Shearn ES	X	X	X	X	X		X		
Sherman ES	X		X	X			X	X	X
Stevens ES	X	X	X	X	X				
Sugar Grove MS				X		X	X	X	X
Thomas MS		X		X	X			X	X
Washington HS				X		X	X	X	X
Wesley ES	X	X	X	X				X	
Westbury HS	X	X	X		X	X	X		
Wheatley HS		X				X	X	X	X
Williams MS		X				X	X	X	X
Woodson PK-5	X	X	X	X				X	
Worthing HS		X		X		X		X	X
Yates HS	X	X	X	X	X	X	X	X	
Young ES	X	X	X	X				X	

NEW Workshops Developed for Parents 2018-2019

1 Books Alive!
2 Music & Movement Games
3 The Power Of Oral Storytelling
4 Affirmations!
5 Sharing Our Culture
6 Math Literacy

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Parent Organizations/Groups

FACE supported every A180 campus with the formation of a parent group (PTA, PTO, or Other Parent Group) to help campuses build relationships with families through these organized meetings, providing avenues for dialogue, advocacy, and shared power. For establishing PTA or PTO guidance was provided to help these groups navigate the legal structure to fundraise as a non-exempt 501(c)3 organization.

School Name	PTA	PTO	Parent Group
Attucks MS		X	
Bellfort ECC		X	
Blackshear ES		X	
Bonham ES	X		
Bruce ES	X		
C. Martinez ES			X
Codwell ES		X	
Cook ES		X	
Cullen MS			X
Deady MS		X	
Dogan ES		X	
Edison MS		X	
Foerster ES			X
Fondren ES		X	
Forest Brook MS		X	
Gallegos ES		X	
Gregory Lincoln K-8		X	
HS Ahead Academy		X	
Highland Heights ES		X	
Hilliard ES			X
Holland MS		X	
Kashmere Gardens ES		X	
Kashmere HS		X	
Key MS		X	
Lawson MS	X		
Lewis ES		X	
Liberty HS		X	
Looscan ES		X	
Mading ES		X	
Madison HS		X	
Marshall ES		X	
Milby HS		X	
Montgomery ES		X	

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School Name	PTA	PTO	Parent Group
North Forest HS		X	
Patrick Henry MS		X	
Pugh ES		X	
Reagan PK-8			X
Sharpstown HS			X
Shearn ES		X	
Sherman ES		X	
Stevens ES		X	
Sugar Grove MS			X
Thomas MS	X		
Washington HS		X	
Wesley ES		X	
Westbury HS		X	
Wheatley HS		X	
Williams MS		X	
Woodson PK-5	X		
Worthing HS		X	
Yates HS		X	
Young ES		X	

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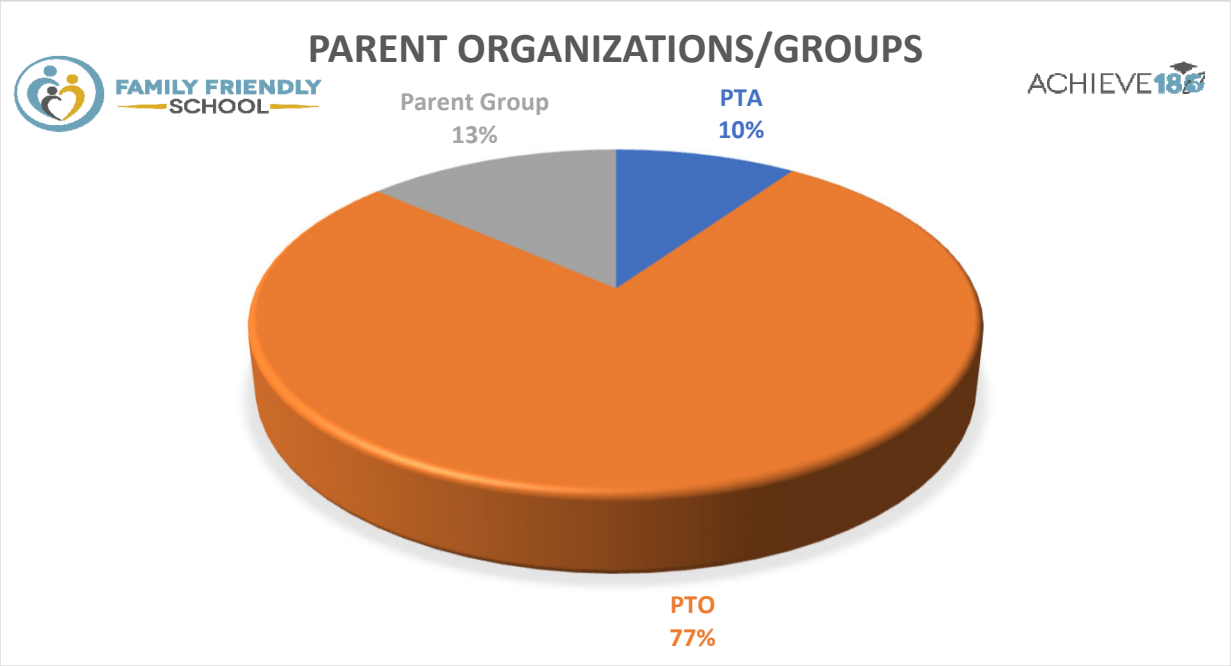

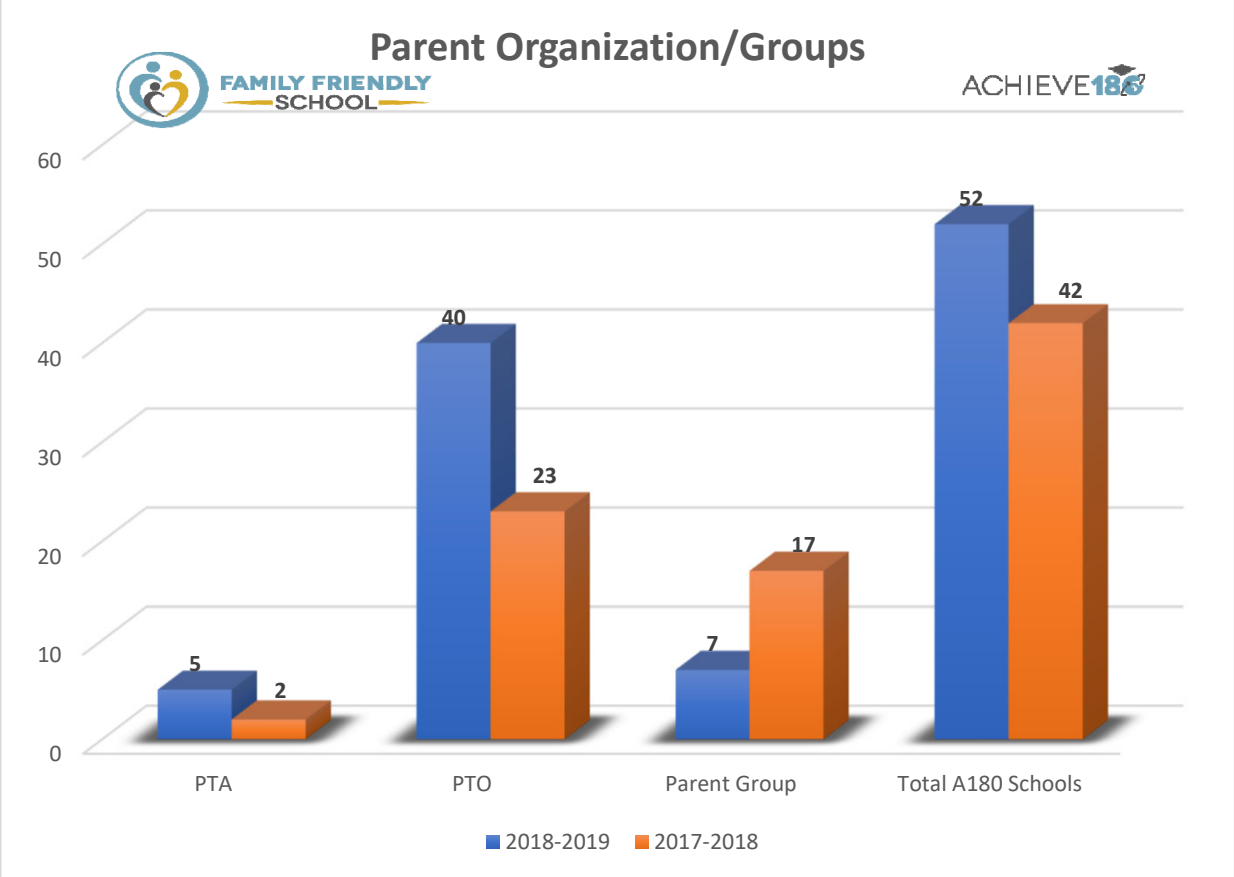

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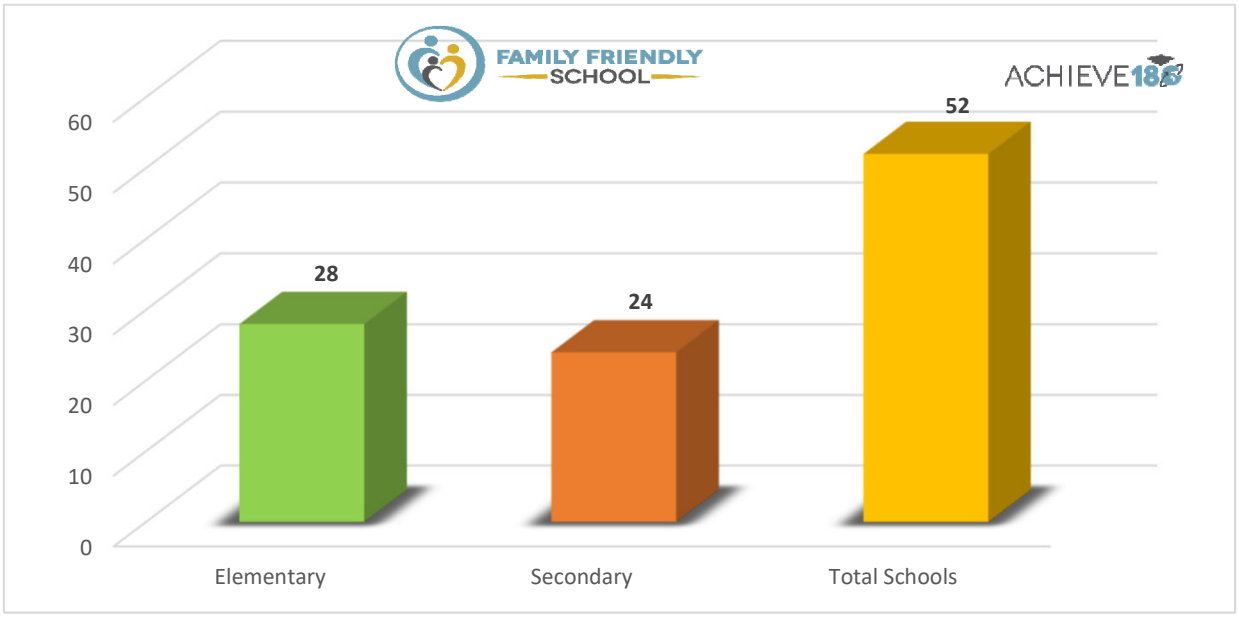
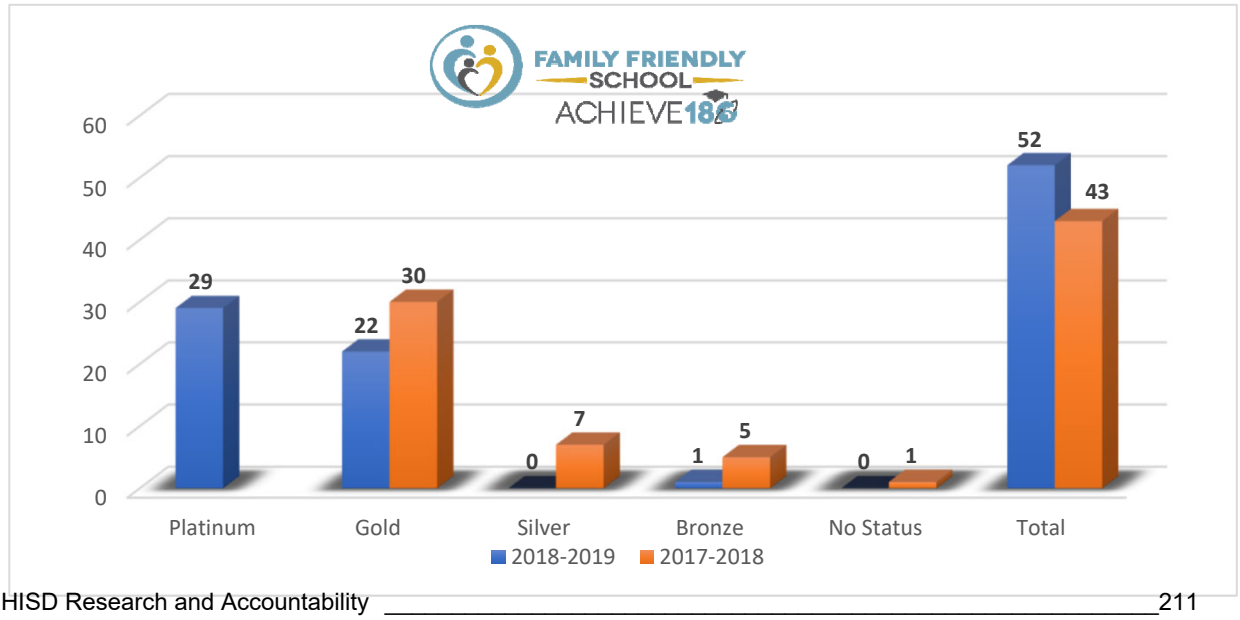
Family Friendly Certification

Campuses looking to be Family Friendly Certified must conduct a series or research-based activities to help them enhance their relationship with their families and other community stakeholders. All A180 schools are participating in our Family Friendly School Certification Program. One hundred percent of A180 campuses have been recognized with one of four available certifications, based on completed activities. All schools engaged in the four foundational activities led by a FACE Specialist: 1)Establishing a parent organization/group; 2)Disseminating, collecting and tallying the School Climate Survey; 3)Hosting FFS Walkthrough and 3)Hosting a Parent-Teacher Conference Best Practices parent workshop. Each campus was required to provide at least five additional parent workshops providing strategies to support academic success at home.





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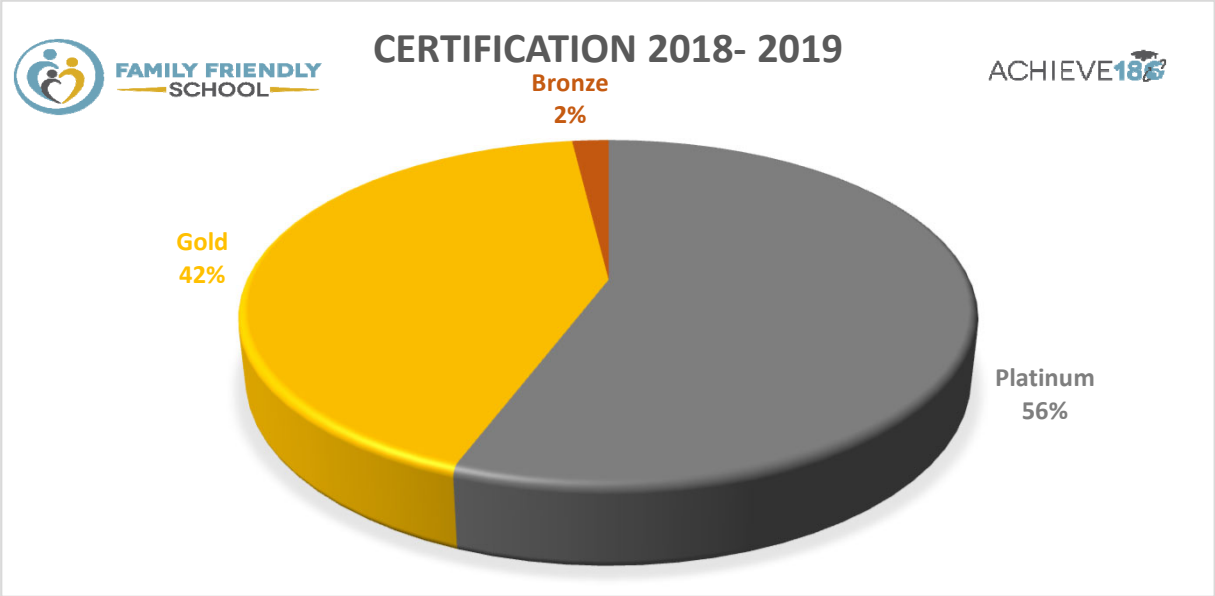

FAMILY FRIENDLY SCHOOL

Platinum

Bellfort Early Childhood Center
Blackshear Elementary School
Bonham Elementary School
Bruce Elementary School
Cook Elementary School
Dogan Elementary School
Edison Middle School
Forest Brook Middle School
Gallegos Elementary School
Gregory-Lincoln PK-8
High School Ahead Acad Middle School
Hilliard Elementary School
Kashmere Gardens Elementary School
Lewis Elementary School
Looscan Elementary School

Mading Elementary School
Marshall Elementary School
Martinez C Elementary School
Milby High School
Montgomery Elementary School
Patrick Henry Middle School
Pugh Elementary School
Stevens Elementary School
Washington High School
Wesley Elementary School
Westbury High School
Wheatley High School
Williams Middle School
Yates High School

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FAMILY FRIENDLY SCHOOL

Gold

Attucks Middle School	Liberty High School
Codwell Elementary School	Madison High School
Cullen Middle School	North Forest High School
Deady Middle School	Reagan Ed Ctr PK-8
Foerster Elementary School	Sharpstown High School
Fondren Elementary School	Shearn Elementary School *
Highland Heights Elementary School	Sherman Elementary School
Holland Middle School	Sugar Grove Middle School
Kashmere High School	Woodson PK-8
Key Middle School	Worthing High School
Lawson Middle School	Young Elementary School *

FAMILY FRIENDLY SCHOOL

Bronze

Thomas Middle School

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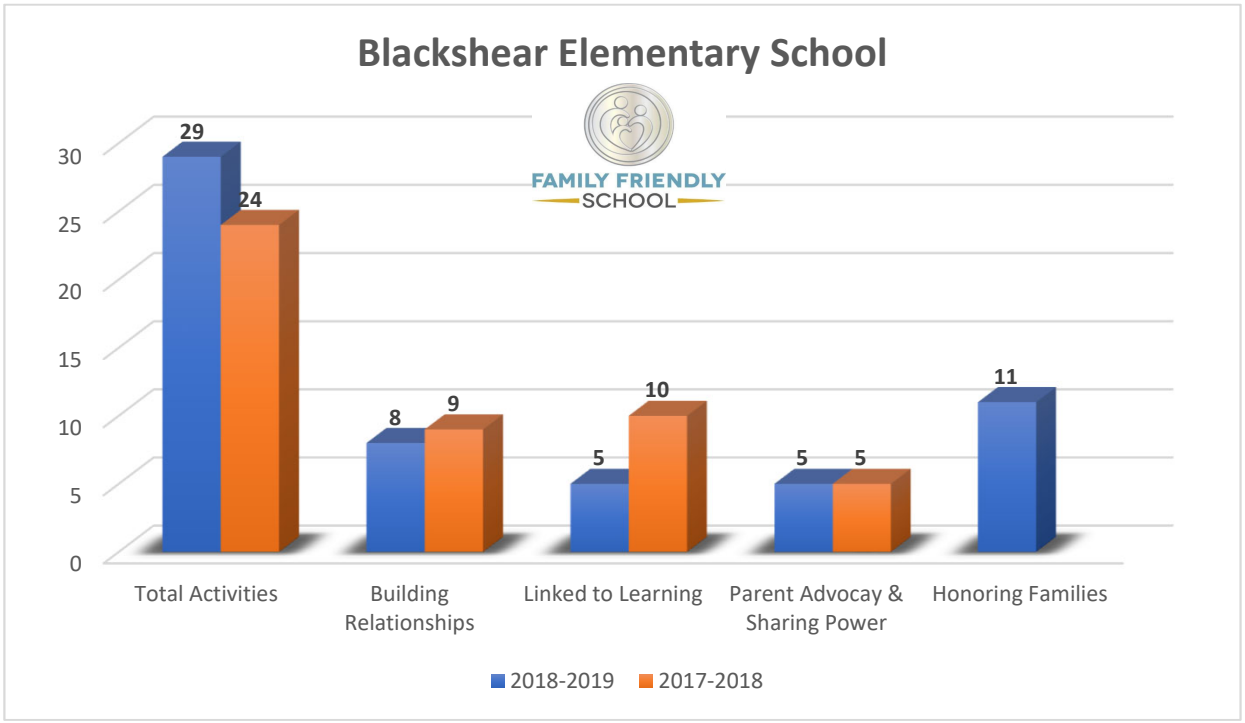
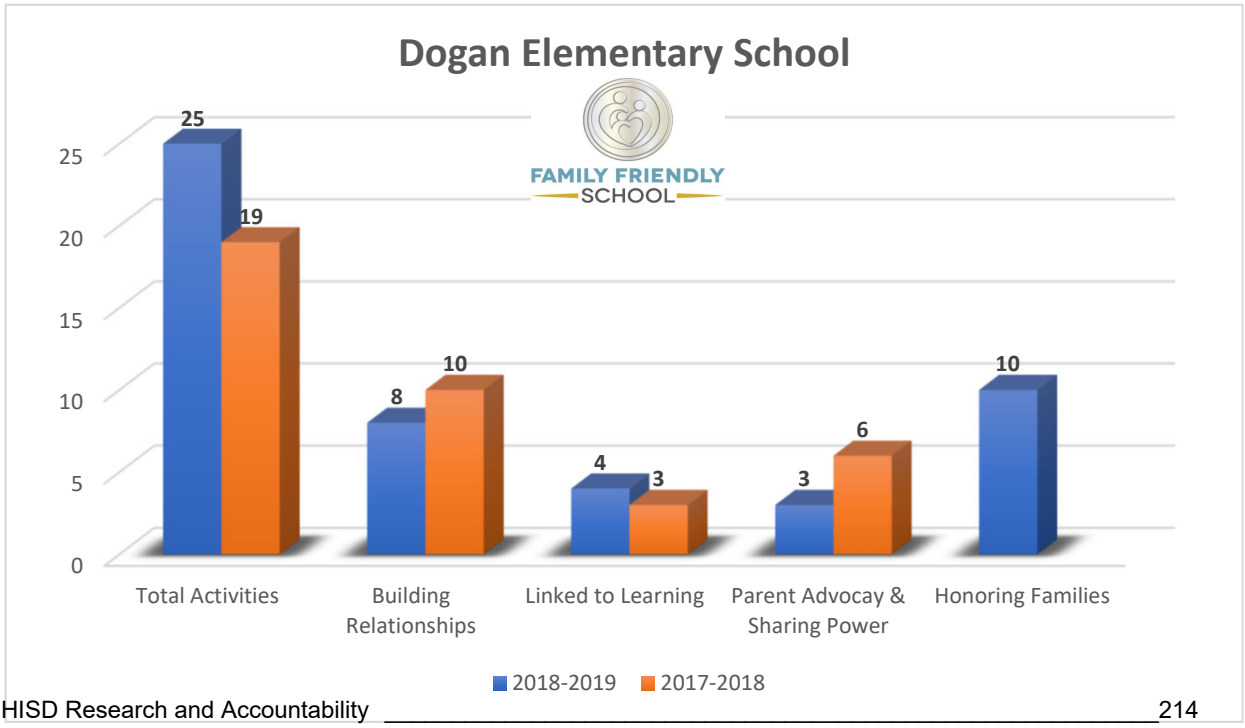
Family Friendly Status by Category

This year FACE added a new category "Honoring Families" to help schools celebrate the great diversity we have amongst our families and communities. FACE prepared a report for each school identifying the number of activities based on the four categories: Building Relationships, Activities Linked to Learning, Parent Advocacy & Sharing Power, and Honoring Families. This document provided schools and the FACE team with opportunities to set FFS goals for 2019-2020 school year.

Information included* ***is available for every A180 campus* *. For illustration purposes, we have included information specific to A180 Tier 3 schools.*





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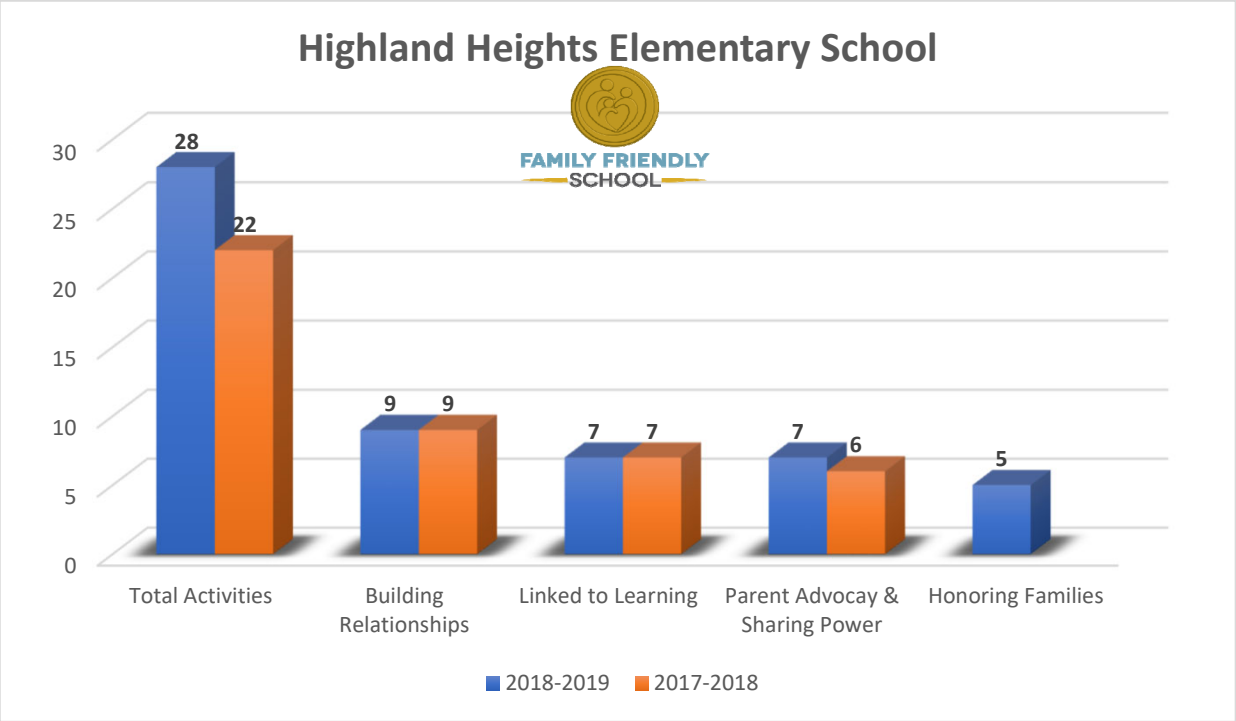

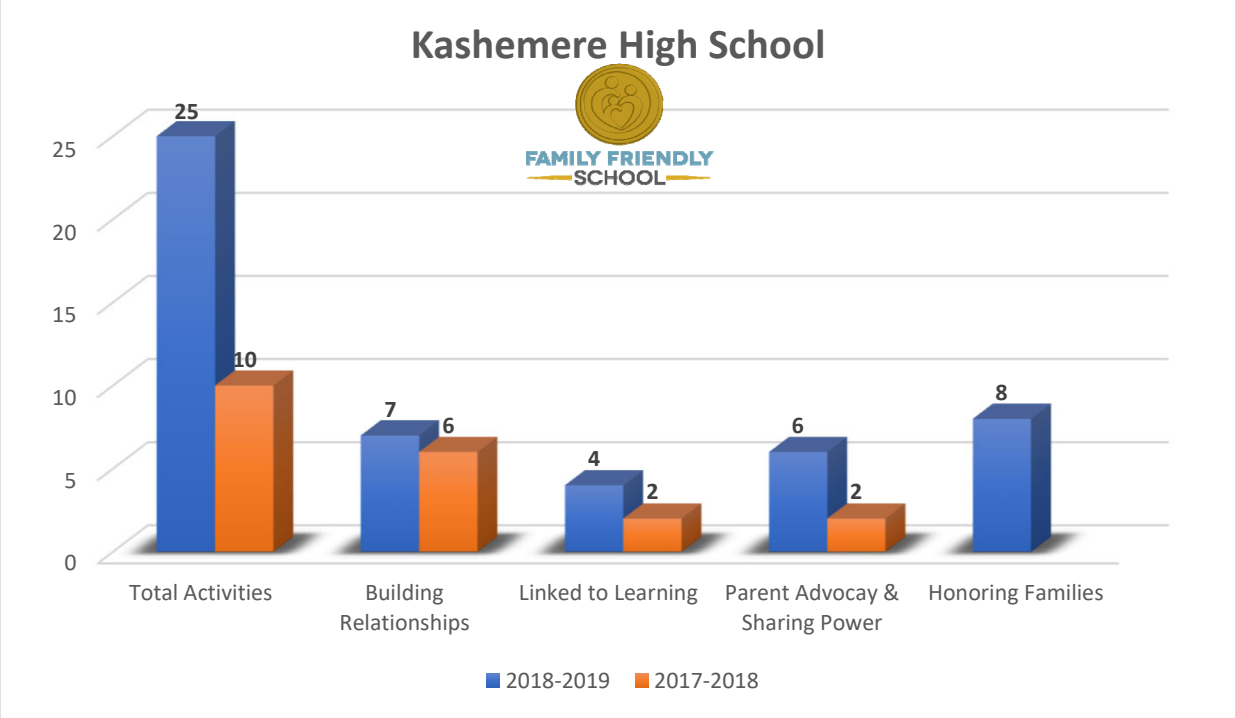

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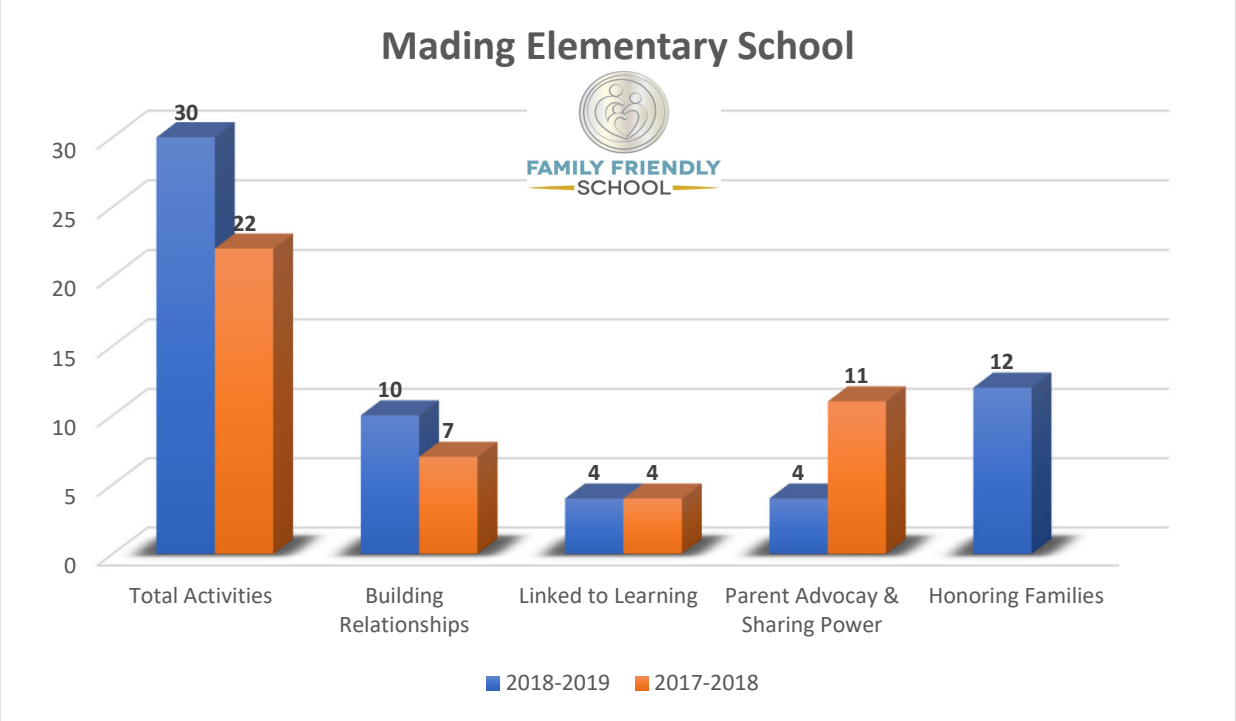

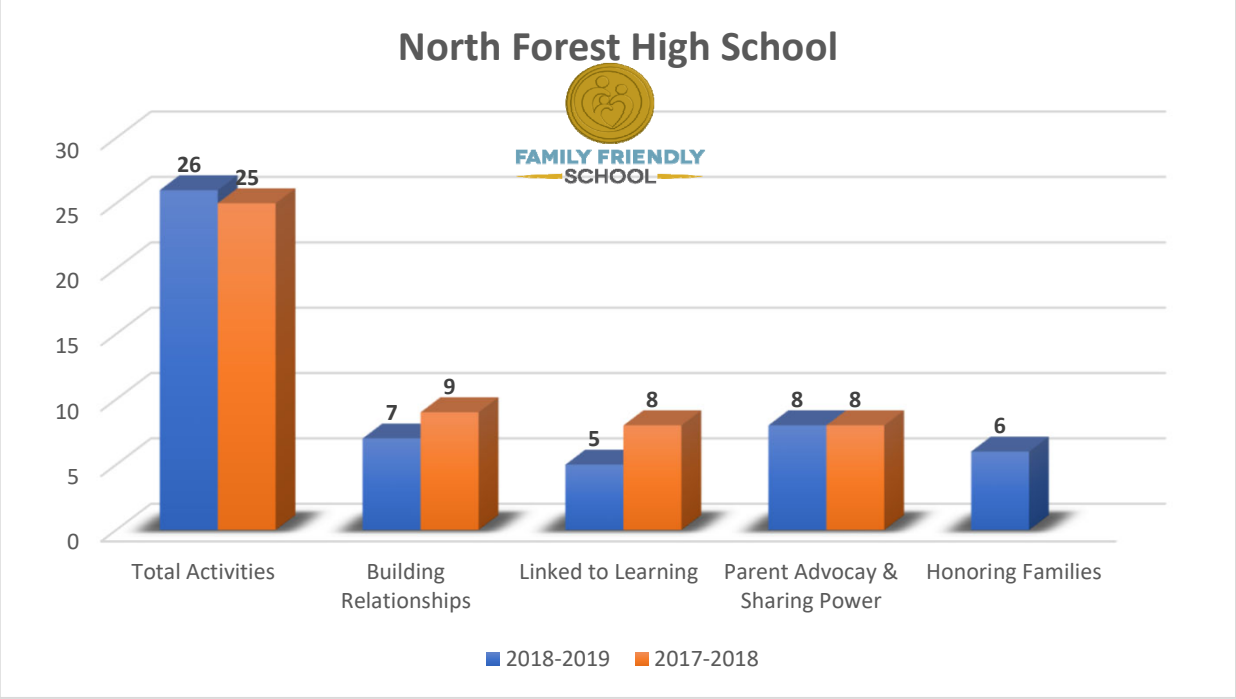

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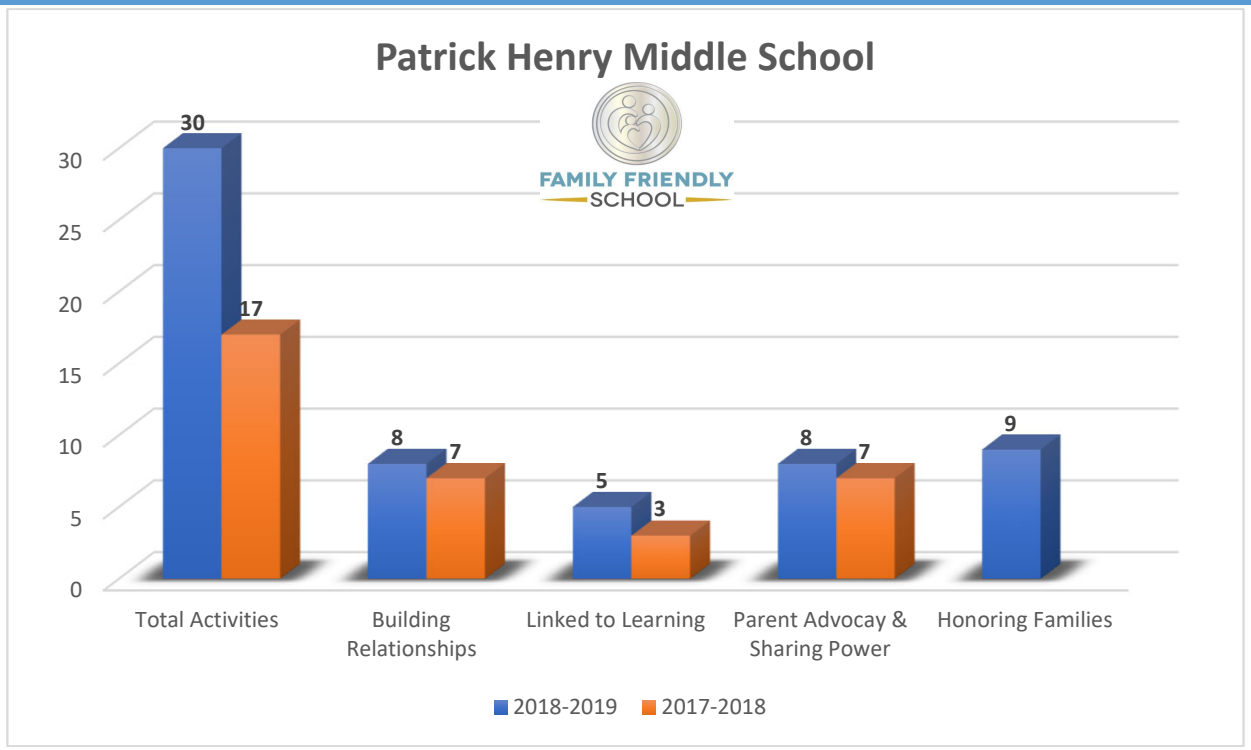

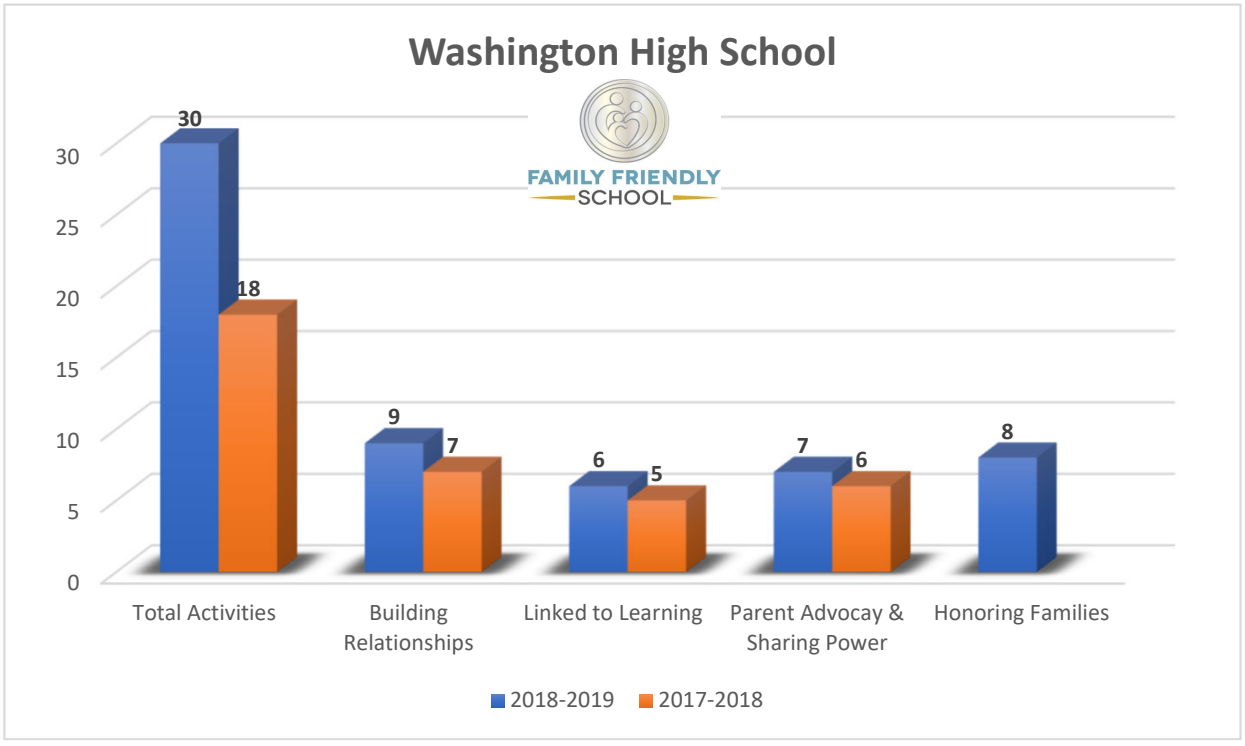

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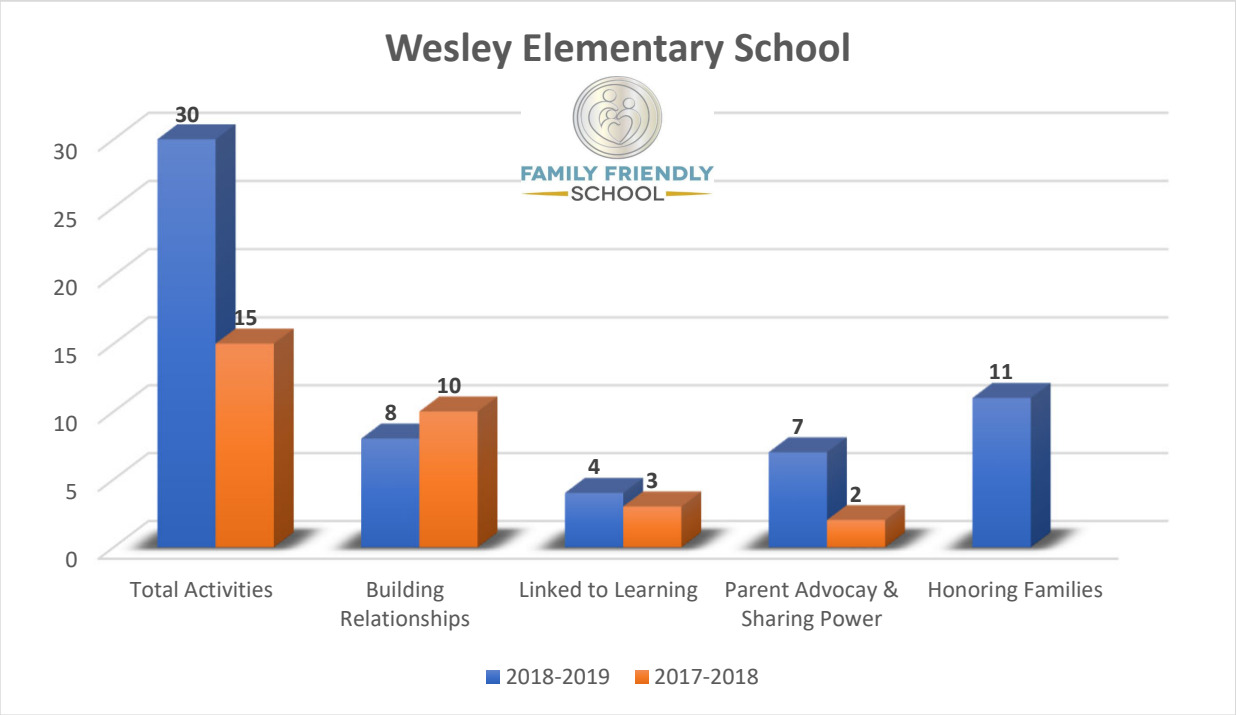

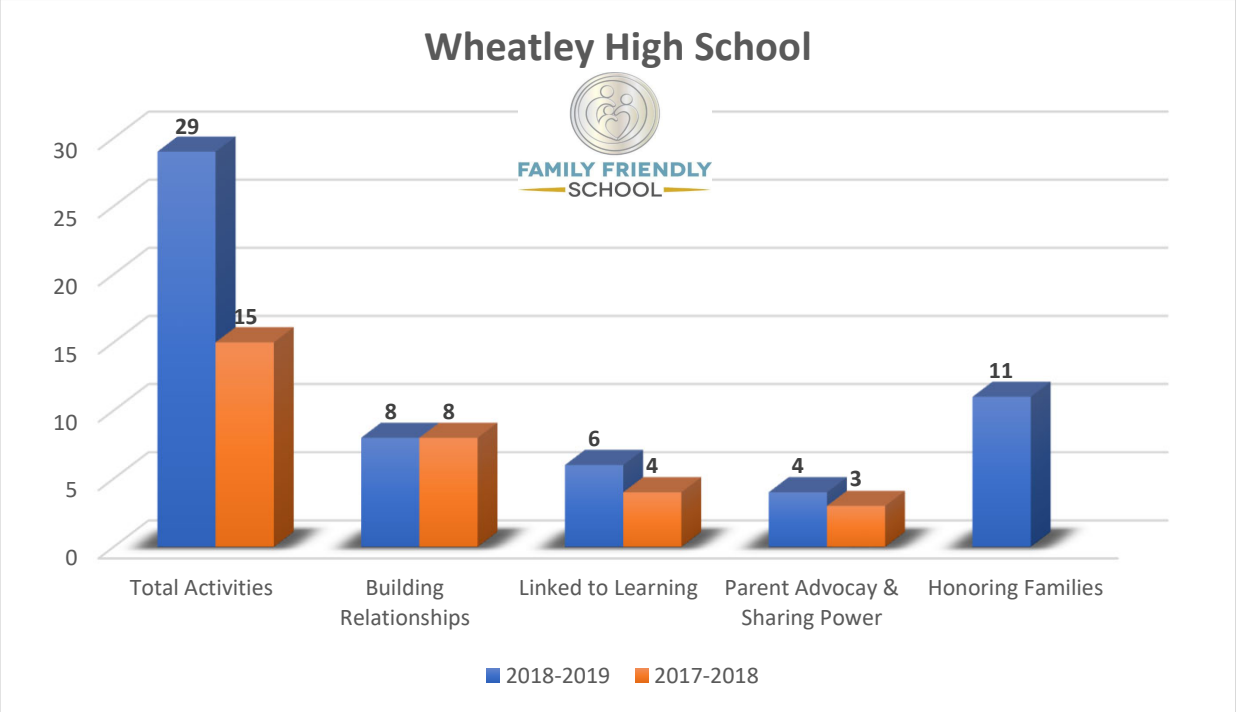

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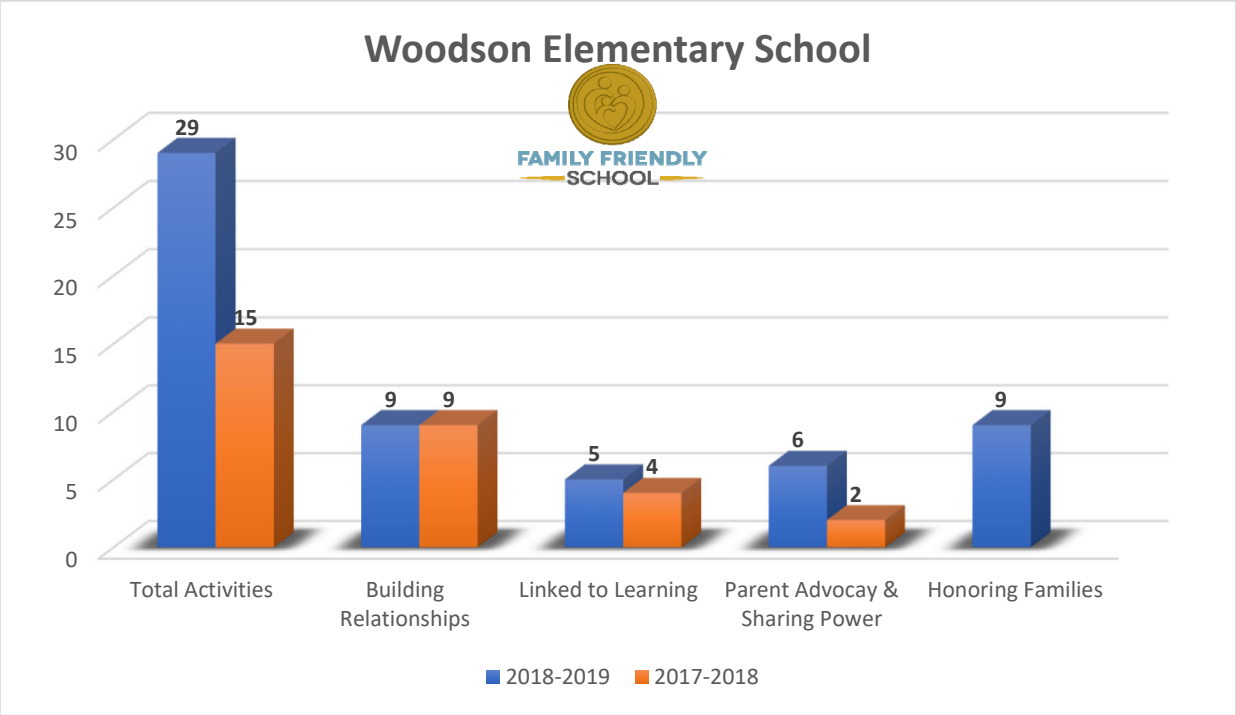

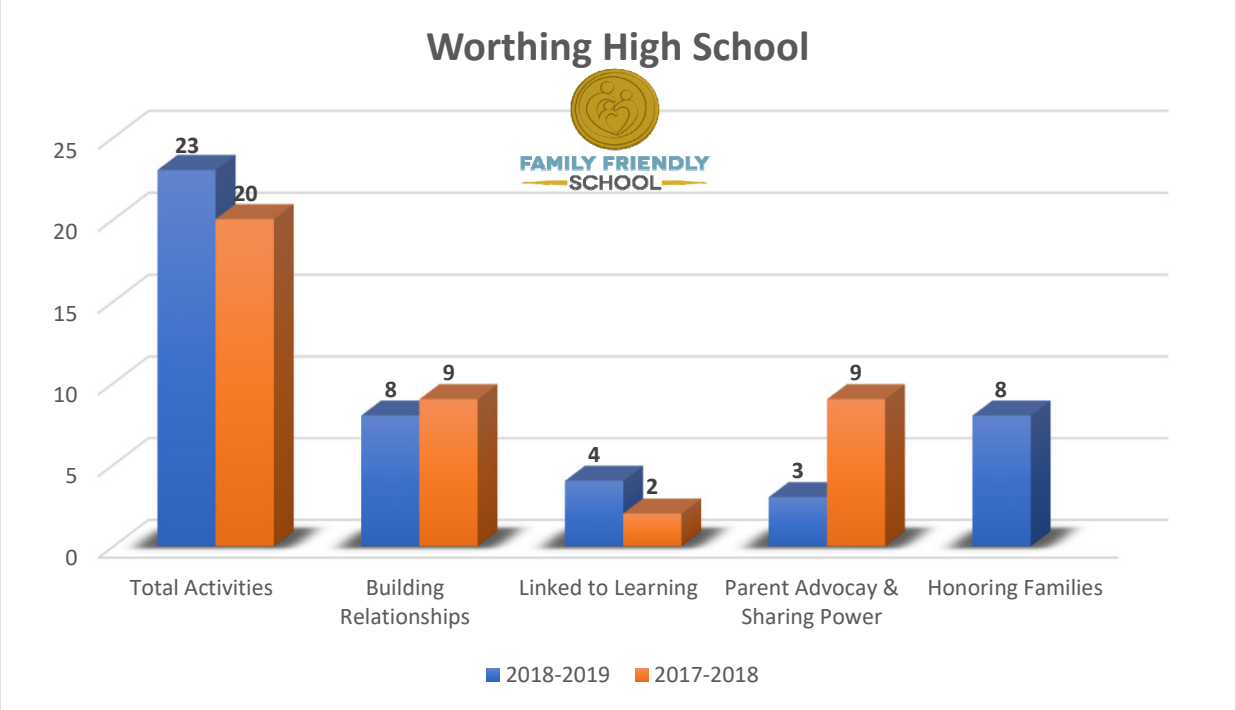

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Family Friendly Foundational Activities

Breakdown of the four Family Friendly School Foundational Activities and completion date for each A180 school.

	Parent Organzation		Parent-Teacher Conference for Parents		School Climate Feedback		Welcoming School Walk through	
School Name	Complete	Date	Complete	Date	Complete	Date	Complete	Date
Attucks MS	X	18-Jan	1	18-Jan	X	30-Apr	X	18-Jan
Bellfort ECC	X	20-Aug	1	11-Jan	X	25-Jan	X	25-Jan
Blackshear ES	X	4-Oct	1	25-Feb	X	20-Mar	X	6-Dec
Bonham ES	X	27-Aug	1	30-Oct	X	8-Mar	X	8-Mar
Bruce ES	X	28-Nov	1	28-Feb	X	6-Mar	X	12-Dec
Codwell ES	X	4-Nov	1	25-Apr	X	19-Dec	X	19-Dec
Cook ES	X	24-Oct	1	28-Feb	X	19-Dec	X	19-Dec
Cullen MS	X	10-Nov	1	24-Jan	X	10-Jan	X	10-Jan
Deady MS	X	18-Jan	1	12-Dec	X	8-May	X	5-Feb
Dogan ES	X	20-Aug	1	17-Jan	X	8-May	X	7-Dec
Edison MS	X	27-Aug	1	20-Mar	X	10-Dec	X	10-Dec
Foerster ES	X	12-Feb	1	4-Sep	X	7-Nov	X	7-Nov
Fondren ES	X	27-Aug	1	2-Apr	X	22-Apr	X	14-Nov
Forest Brook MS	X	2-Nov	1	11-Dec	X	9-Jan	X	9-Jan
Gallegos ES	X	15-Sep	1	21-Mar	X	21-Mar	X	25-Feb
Gregory Lincoln K-8	X	27-Aug	1	4-Dec	X	17-Dec	X	15-Nov
HS Ahead Academy	X	12-Feb	1	7-Mar	X	4-Apr	X	14-Nov
Highland Heights ES	X	21-Dec	1	26-Apr	X	21-May	X	19-Dec
Hilliard ES	X	21-May	1	1-Mar	X	13-Nov	X	13-Nov
Holland MS	X	19-Oct	1	14-Dec	X	11-Dec	X	11-Dec
Kashmere Gardens ES	X	26-Oct	1	14-Jan	X	24-Jan	X	24-Jan
Kashmere HS	X	30-Jan	X	18-Jan	X	29-Jan	X	29-Jan
Key MS	X	19-Oct	X	12-Nov	X	2-May	X	13-Dec
Lawson MS	X	22-Apr	X	29-Mar	X	29-Mar	X	8-Feb
Lewis ES	X	2-Nov	X	7-Mar	X	30-Apr	X	5-Feb
Liberty HS	X	8-Nov	X	31-Jan	X	31-Jan	X	8-Nov
Looscan ES	X	30-Oct	X	2-Nov	X	14-Nov	X	14-Nov
Mading ES	X	9-Oct	X	19-Mar	X	12-Dec	X	12-Dec
Madison HS	X	30-Apr	X	27-Mar	X	30-Apr	X	13-Dec
Marshall ES	X	11-Oct	X	5-Oct	X	26-Nov	X	26-Nov
C. Martinez ES	X	8-Nov	X	28-Nov	X	1-Nov	X	1-Nov
Milby HS	X	15-May	X	19-Mar	X	27-Feb	X	27-Feb

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	Parent Organzation		Parent-Teacher Conference for Parents		School Climate Feedback		Welcoming School Walk through	
	Complete	Date	Complete	Date	Complete	Date	Complete	Date
Montgomery ES	X	27-Aug	X	30-Apr	X	16-Nov	X	16-Nov
North Forest HS	X	2-Nov	X	22-Jan	X	23-Jan	X	23-Jan
Patrick Henry MS	X	2-Oct	X	5-Mar	X	5-Apr	X	7-Dec
Pugh ES	X	15-Oct	X	8-Nov	X	13-Dec	X	13-Dec
Reagan PK-8	X	2-Apr	X	2-Apr	X	4-Dec	X	4-Dec
Sharpstown HS	X	5-Apr	X	15-Nov	X	18-Oct	X	18-Oct
Shearn ES	X	14-Aug	X	17-Apr	X	17-Dec	X	6-Nov
Sherman ES	X	21-Sep	X	30-Oct	X	18-Dec	X	29-Mar
Stevens ES	X	27-Aug	X	30-Apr	X	2-May	X	3-Dec
Sugar Grove MS	X	24-Apr	X	4-Apr	X	4-Apr	X	4-Apr
Thomas MS	X	22-Apr	X	29-Mar	X	29-Mar	X	29-Mar
Washington HS	X	21-Dec	X	18-Apr	X	18-Apr	X	20-Dec
Wesley ES	X	13-Sep	X	6-Mar	X	8-May	X	5-Dec
Westbury HS	X	27-Aug	X	7-Mar	X	12-Dec	X	12-Dec
Wheatley HS	X	28-Feb	X	28-Feb	X	22-Jan	X	22-Jan
Williams MS	X	2-Nov	X	25-Apr	X	25-Apr	X	6-Dec
Woodson PK-5	X	10-May	X	7-May	X	15-Nov	X	15-Nov
Worthing HS	X	27-Aug	X	29-Apr	X	20-Dec	X	20-Dec
Yates HS	X	19-Feb	X	15-Jan	X	22-Apr	X	14-Nov
Young ES	X	6-Nov	X	29-Nov	X	18-Dec	X	18-Dec

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Climate Survey Sample

All 52 A180 schools disseminated the Family Friendly School Climate Survey, providing parents with opportunities to share feedback. FACE Specialist tallied the surveys and prepared a report shared with parents and campus administrators identifying strengths as well as opportunities.

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Liberty High School
Climate Survey Results
2018 - 2019

Background

Liberty High School parents were surveyed using the School Climate Feedback Form.
The survey is divided into five sub-sections which include:

Question 1 - 5:	Caring Environment
Question 6 - 9:	Problem Solving
Question 10 - 17:	Communication
Question 18 - 21:	Student Progress
Question 22 - 23:	Satisfaction

Measurement for the five sub-sections was developed by averaging parents' ratings on each item within the sub-section. Missing data were excluded in the analyses. The survey uses a 5- point Likert scale: "1" = "never," "2" = rarely," "3" = "sometimes," "4" = "almost always," and "5" = "always." Parents were also asked to indicate which grade level their child was in and their ethnicity. There were two additional open-ended feedback questions, which were "What is the school doing that was most helpful to you as a parent?" and "Share one thing that you wish this school would do to improve the learning experience for you and your child." Survey results on the five sub-sections are presented in **Figures 1 – 5.** Results for individual survey items can be found in the **Appendix.**

Sample

Last Year's Survey:
The sample included 91 parents.

2018 - 2019 Survey:
The sample included **144** parents. **6** African American, **3** Asian American, **4** Caucasian/White, **123** Latino/Hispanic, **1** Native American/American Indian and **7** Other.

Limitations

The school climate survey results may not capture all opinions and concerns of Liberty High School parents.

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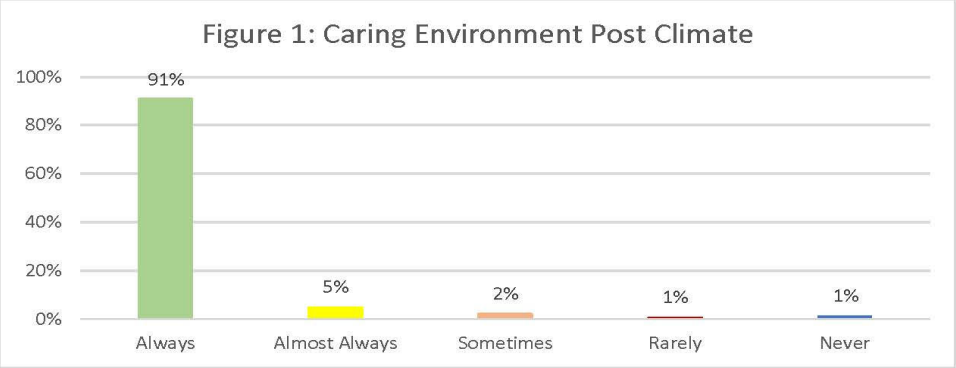
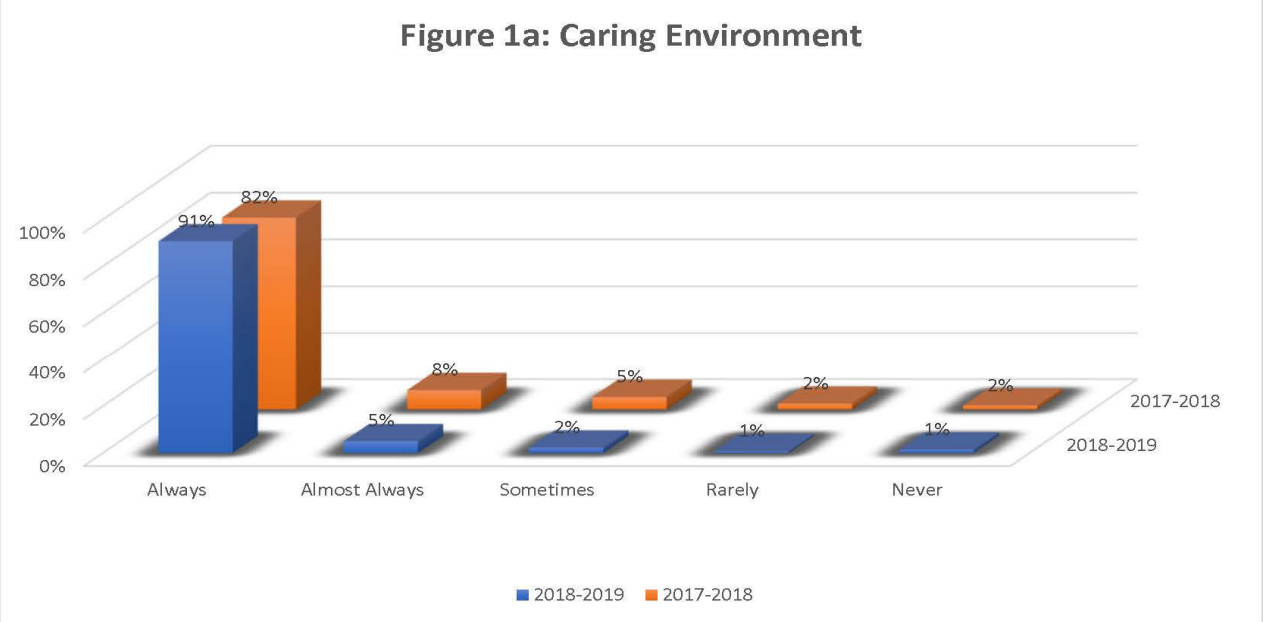
Results

Caring Environment

On survey items that measured Caring Environment, **91**% of parents felt Liberty High School "always" has a caring environment; whereas, 2% of parents surveyed felt that Liberty High School "sometimes" has a caring environment (Figure 1). In addition, 1% of parents felt that the school "rarely" had a caring environment.





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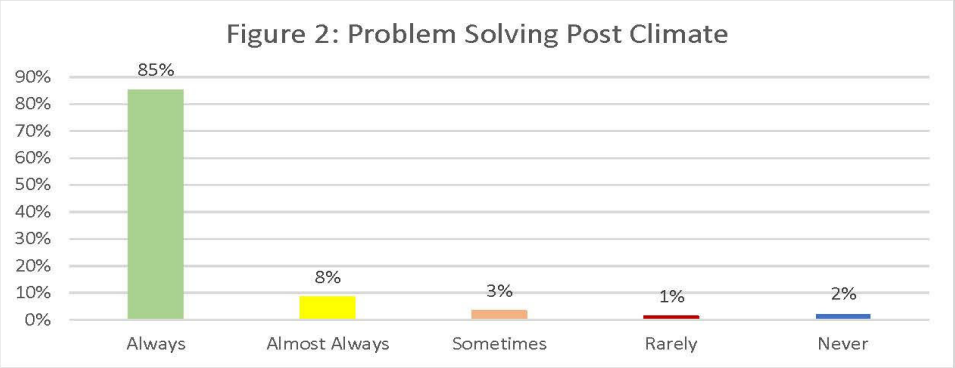
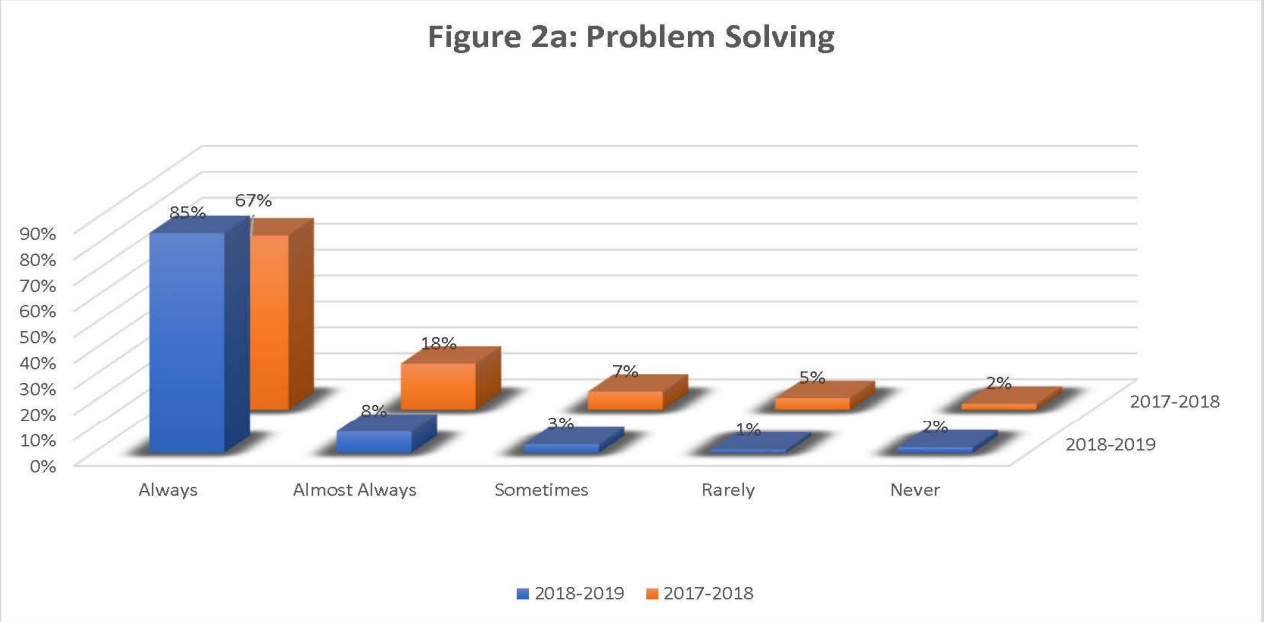
Problem Solving

Eighty-five percent of parents indicated that teachers "always" assisted with problem solving; whereas, **3**% of parents felt the teachers "sometimes," and **2**% felt that teachers "never" facilitated with problem solving **(Figure 2)**.





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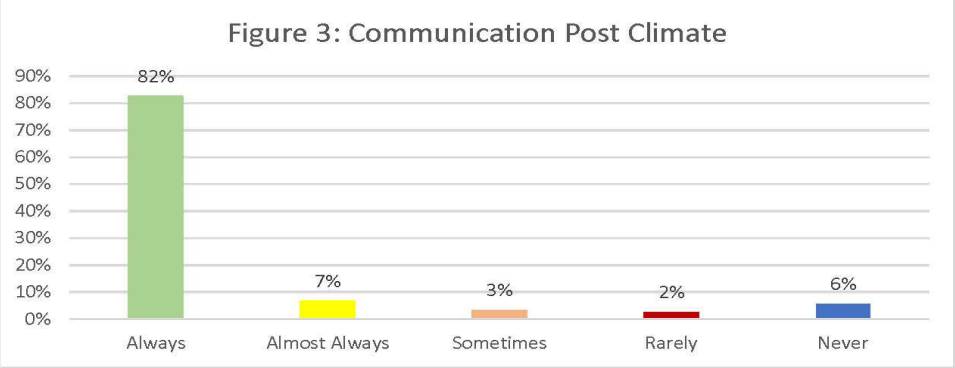
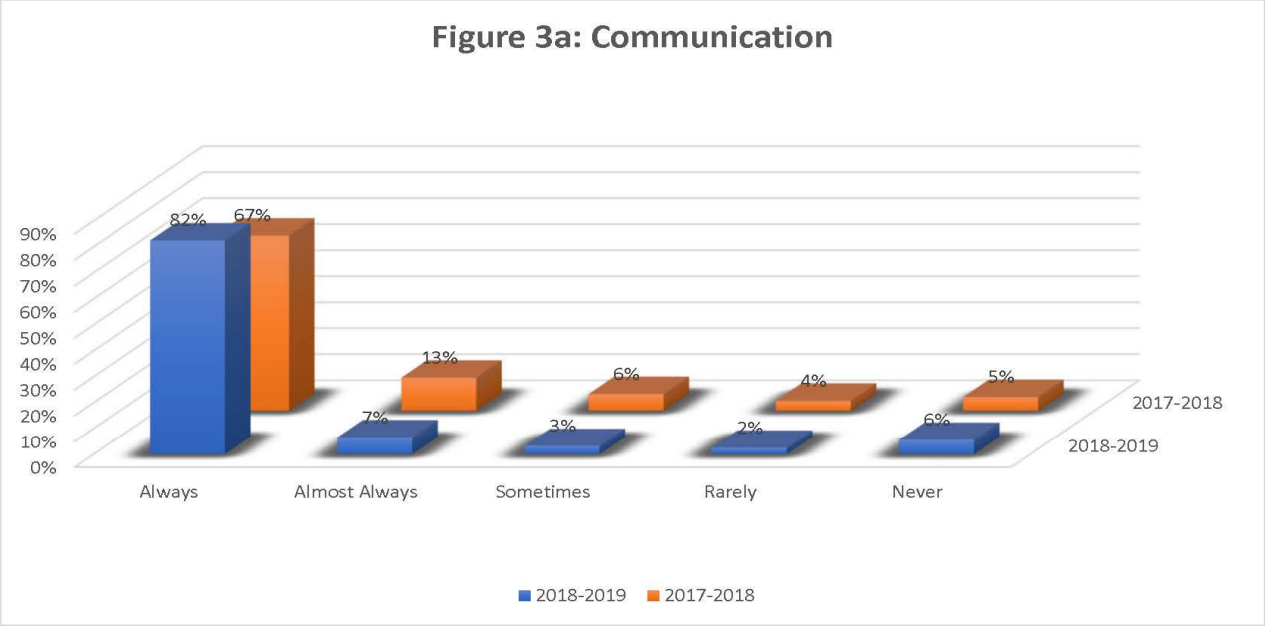
Communication

On items measuring "Communication," data conveyed that **82**% of parents indicated teachers "always" communicate with them; whereas, **3**% of parents indicated teachers "sometimes" communicate with them, and **6**% of surveyed parents indicated teachers "never" communicate with them **(Figure 3)**.





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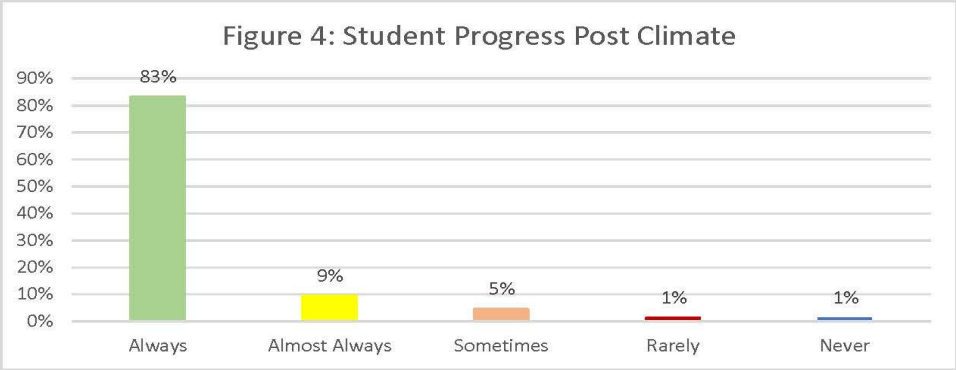
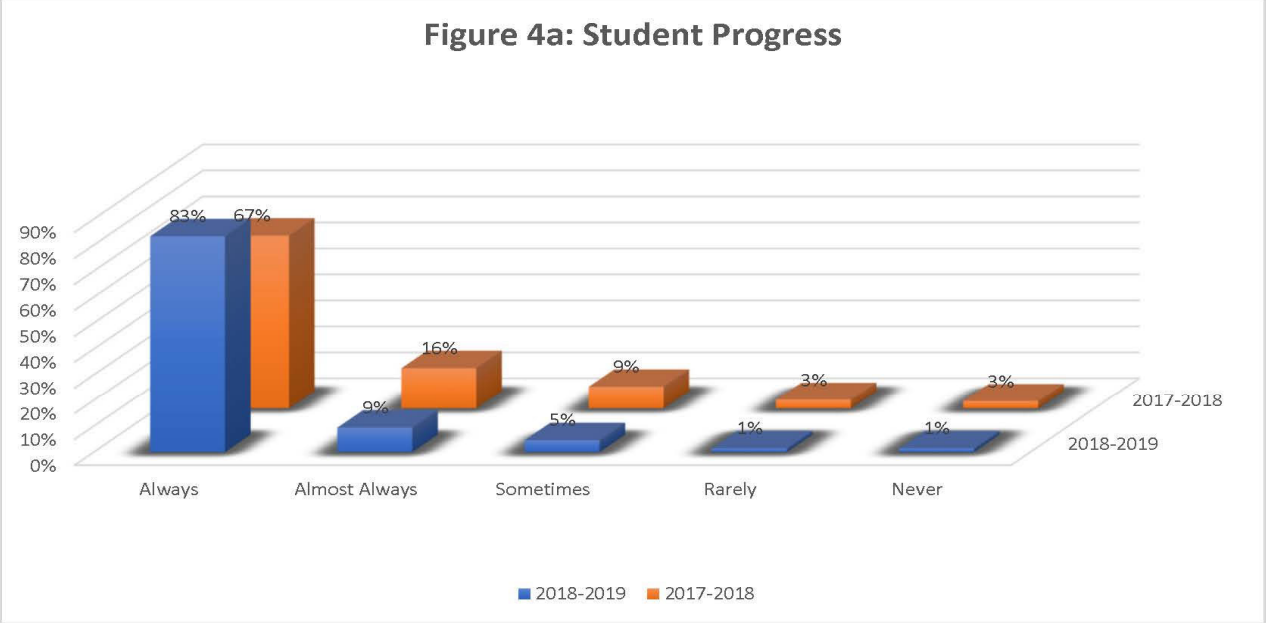
Student Progress

On items assessing "Student Progress," **83%** of parents indicated that teachers "always" inform them of their child's progress; whereas, **5%** indicated that teachers "sometimes" provided information on student progress **(Figure 4)**.





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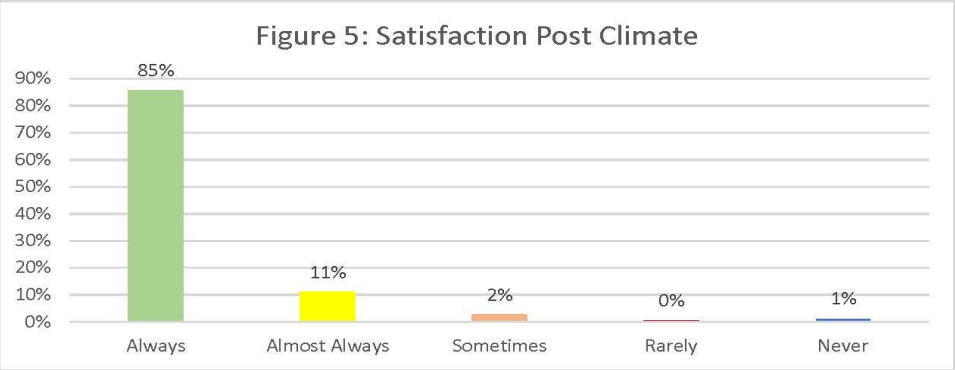
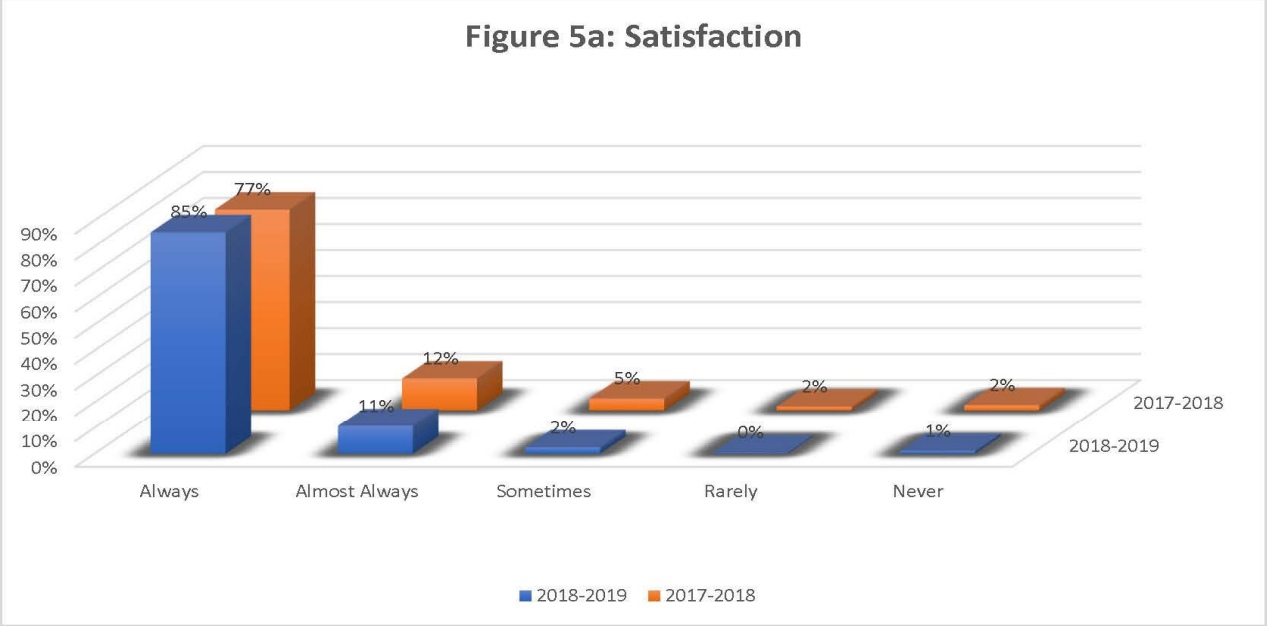
Satisfaction

On items assessing "Satisfaction," **85%** of parents indicated that they were "always" satisfied with the quality of their school; whereas, **1%** indicated that they were "never" satisfied with the quality of the school **(Figure 5)**.





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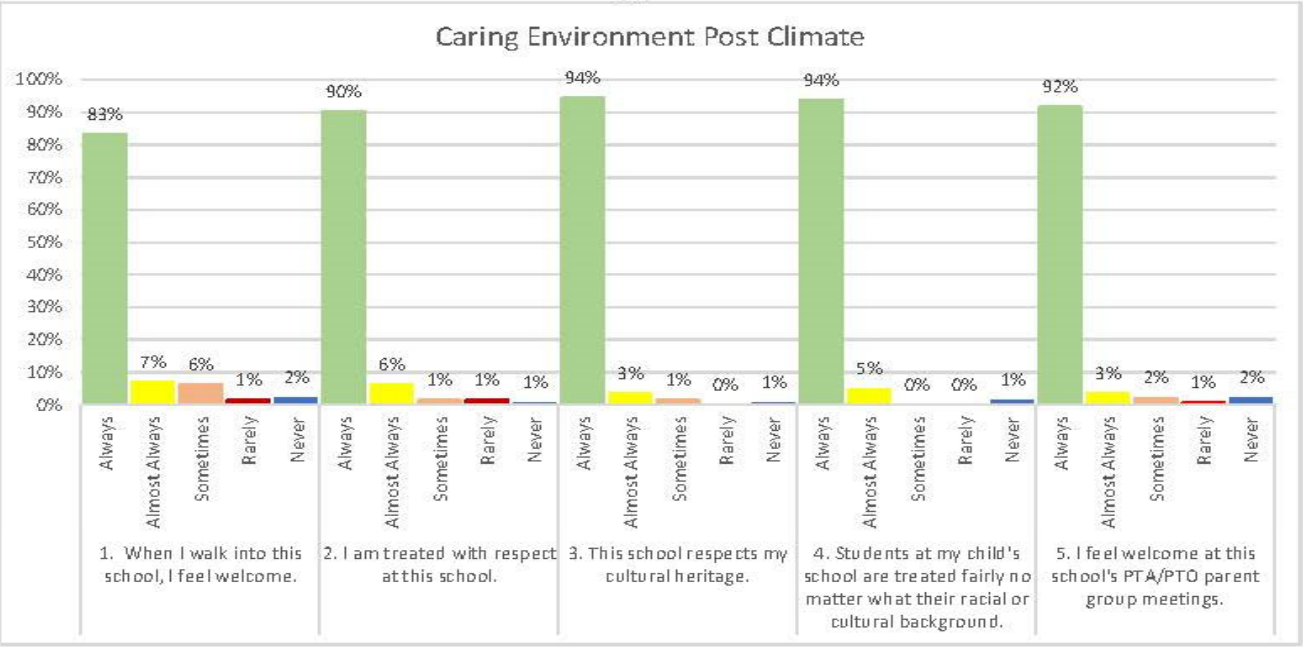
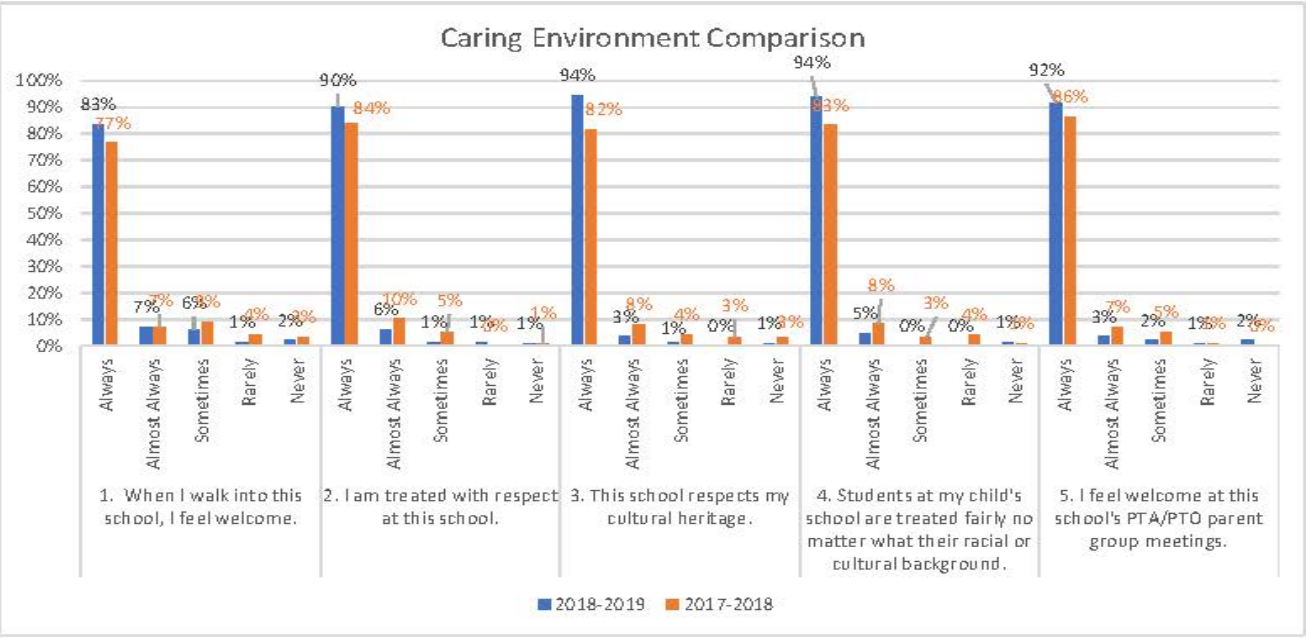
Appendix





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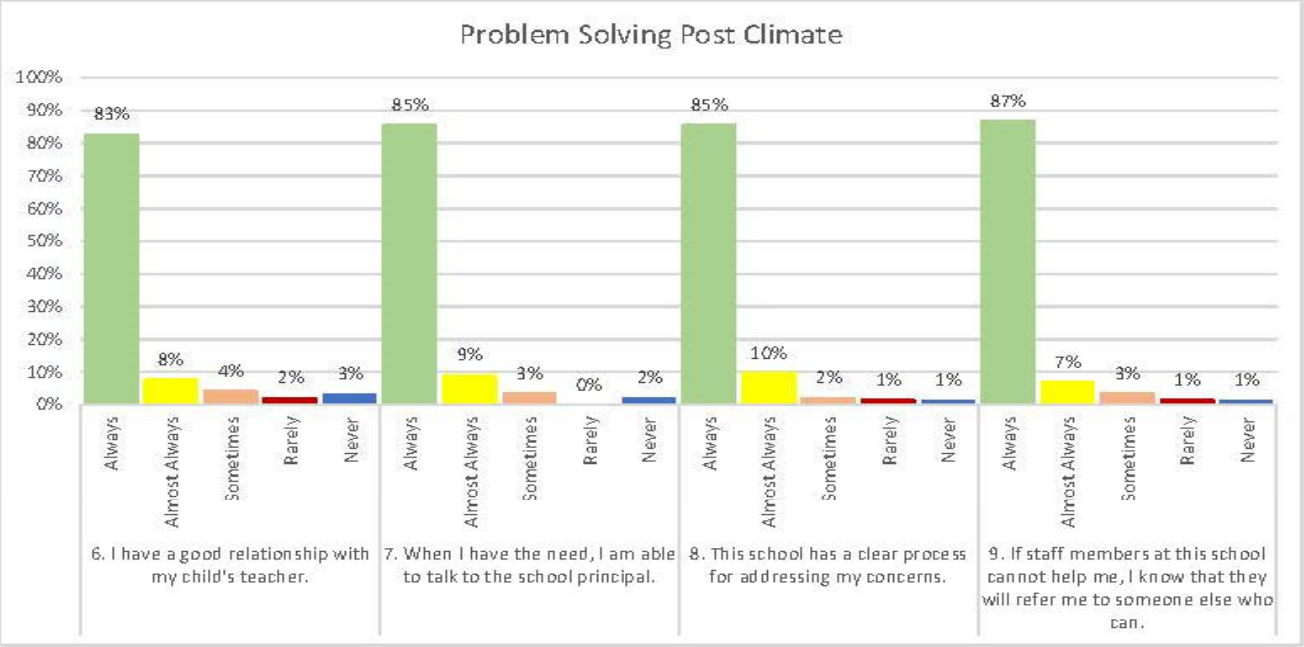

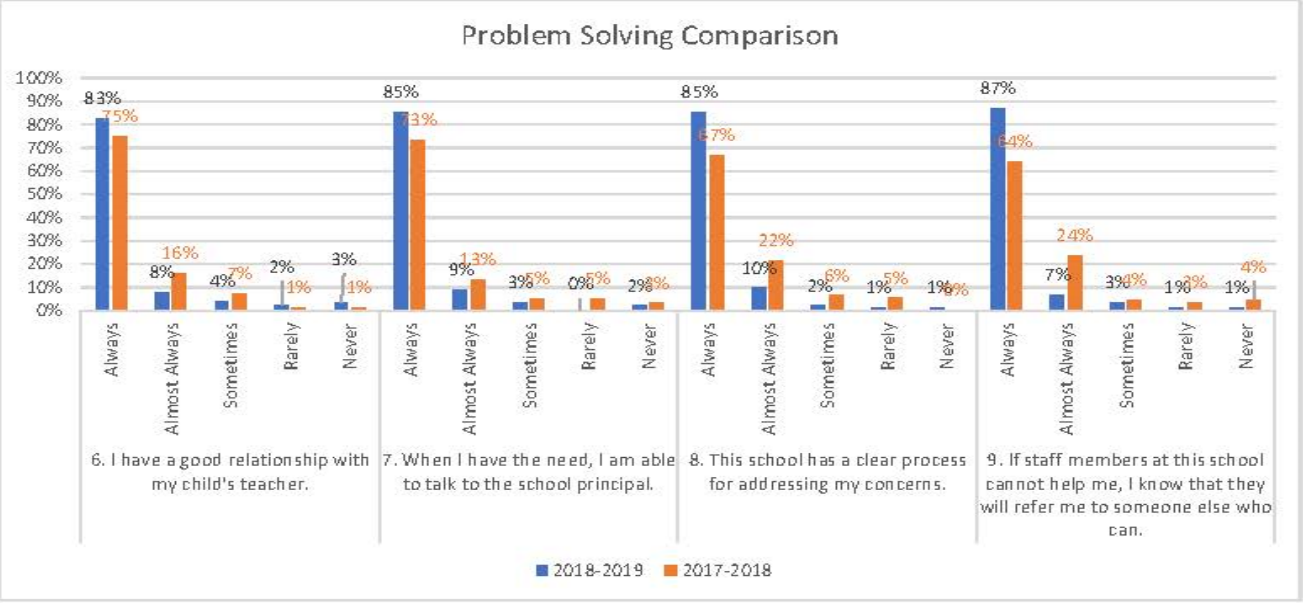

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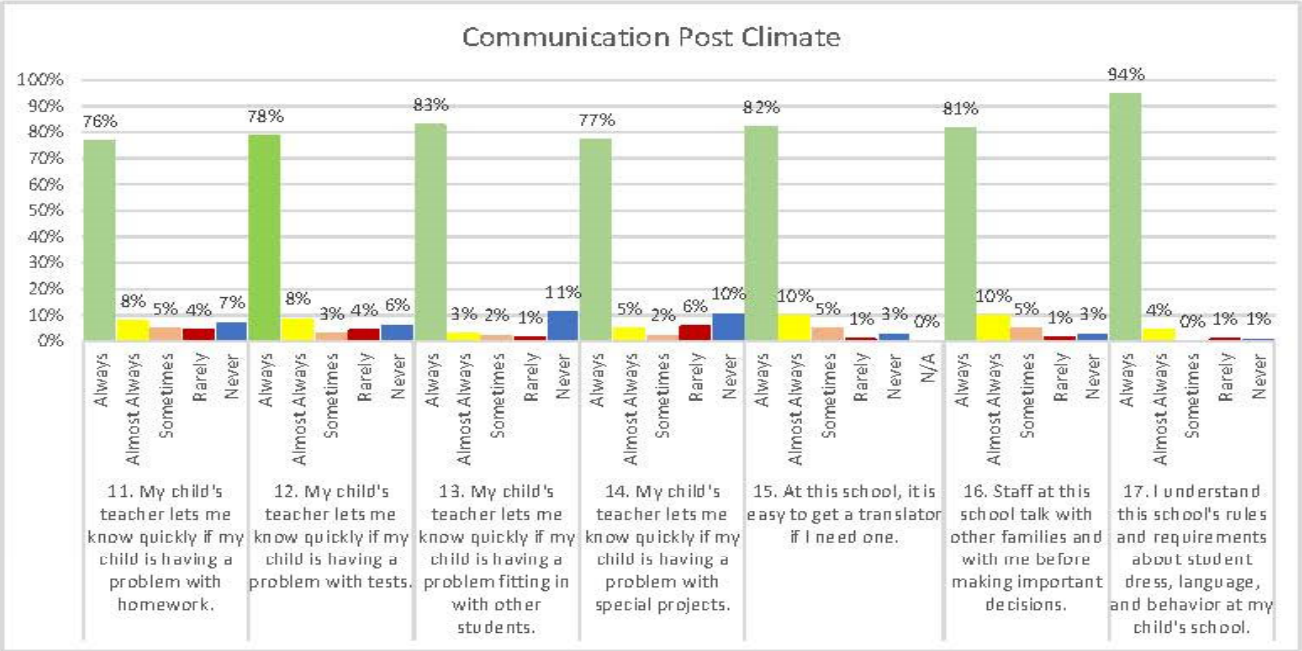

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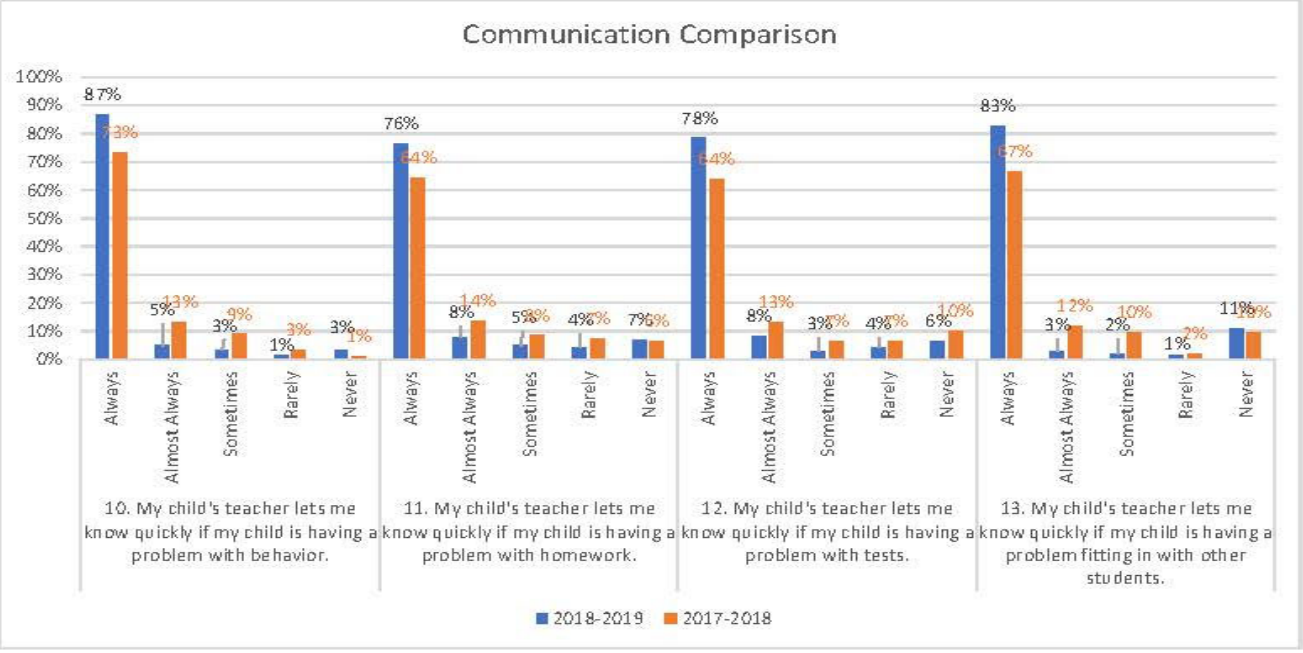

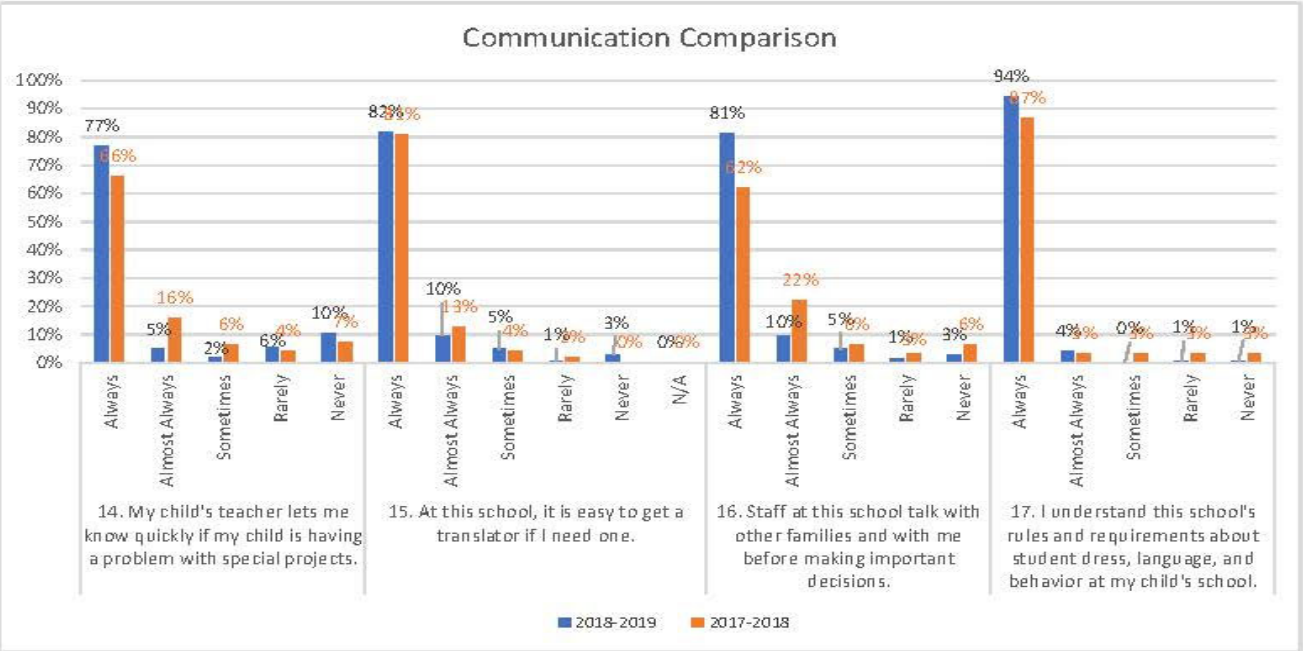

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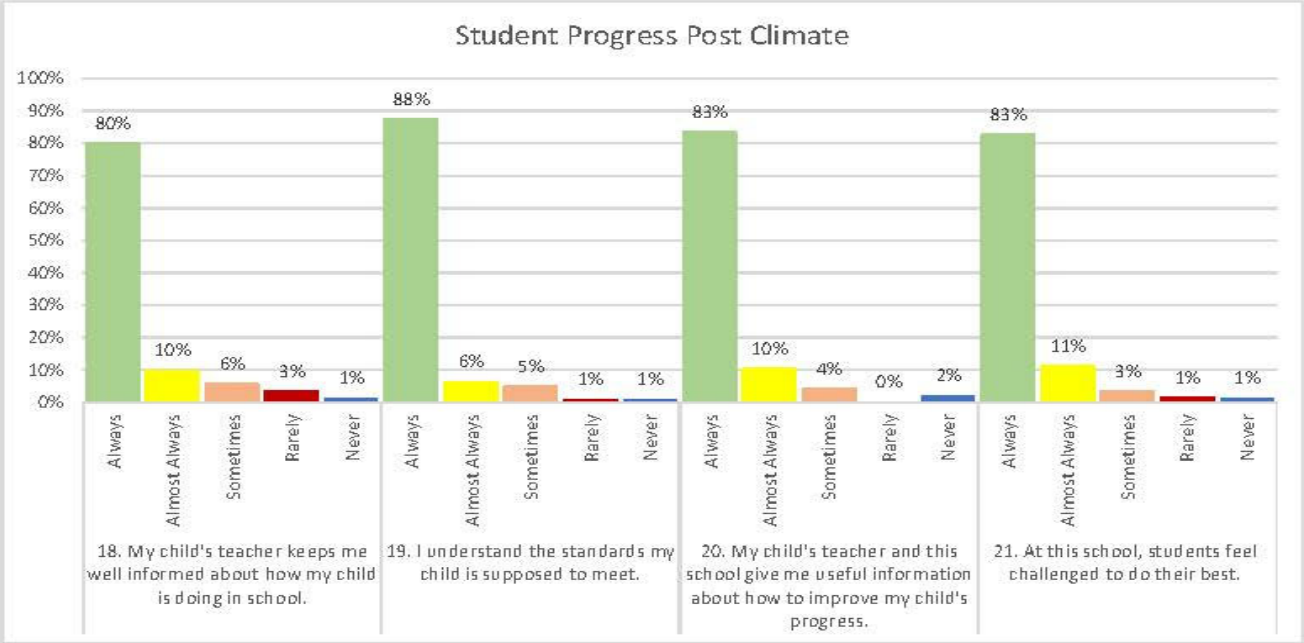

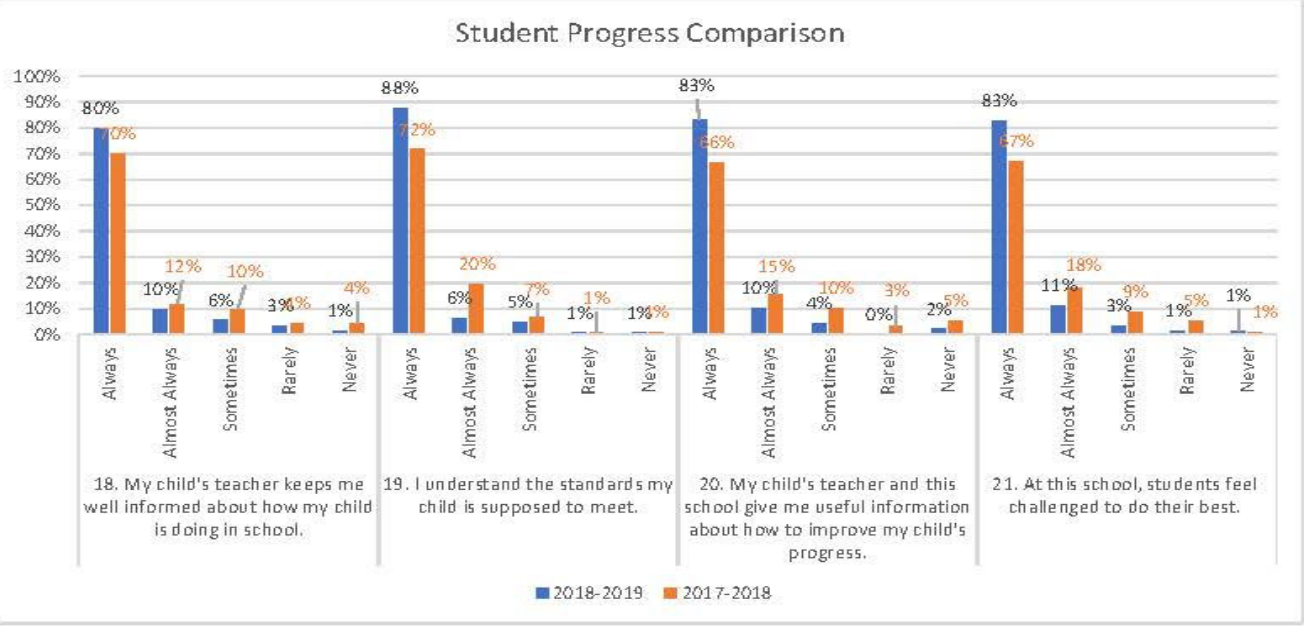

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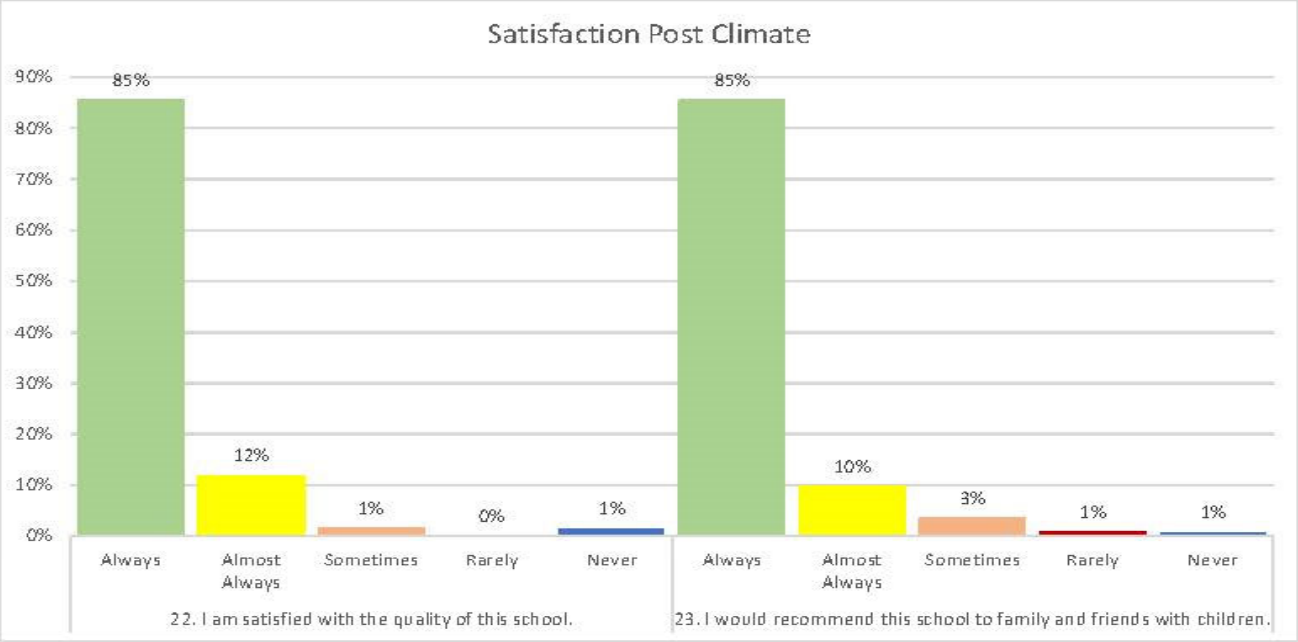

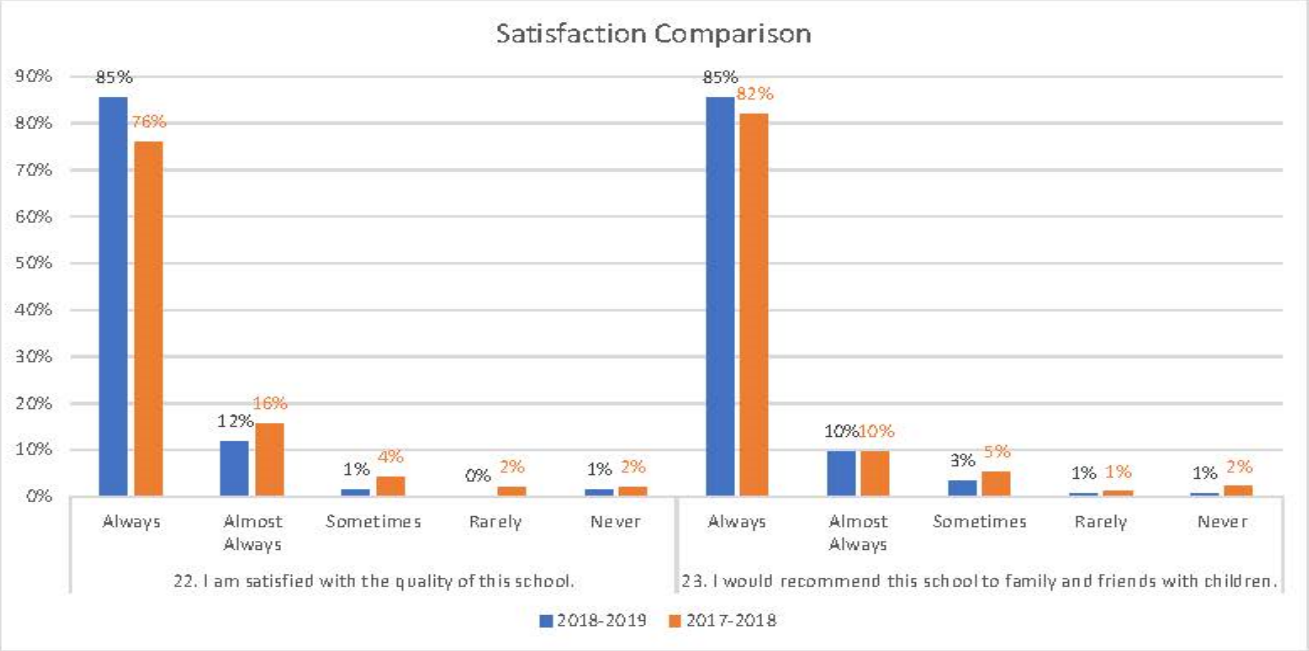

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Appendix - Foundational Activities & Other Support

Michele D. Sheppard
@msheppard1968
Follow

A full house @HISDFACE Parent Workshops last night! We're on our way to an A+ Platinum school @MadingES! So proud of our parents & community! Thank you!@HISD_ACC @HISDFACE @robertozamora @A180_HISD @HISDSupe @HoustonISD

6:48 AM - 20 Mar 2019

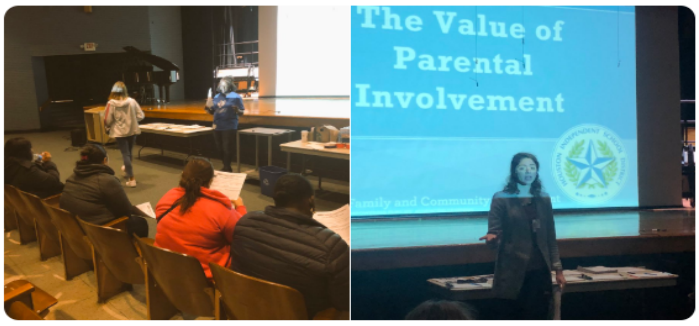
✨ Yvette Montgomery ✨
@YvetteWRS
Follow

PRAISE REPORT!! We are having our first PTO meeting! We are excited about the participation received today and about the GREAT things to come from our awesome wildcat parents! 💜🐾👏🏽 #ParentsAsPartners #PTO @JWilliamsPWHS @WeLoveWheatley @HISD_Wraparound @HISDFACE @robertozamora

1:24 PM - 28 Feb 2019

Alaa abdulmajid
@AbdulmajidAlaa
Follow

Thank you to the wonderful Ms. Brown for all she does @WHS_HUSKIES and thank you to all the parents that came out today to the @HISDFACE training and shared their knowledge and experiences.



12:00 PM - 7 Mar 2019

Brandon
@TSU_PVAMUGrad
Follow

@HISDFACE @WesleyES_HISD sharing tools for parental involvement @HISD_Wraparound @SELHISD @DanaArreola5 @A180_HISD @TeamHISD #villagemindset #wholechild #useyourresources

7:20 AM - 6 Mar 2019

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Fam&Cmty Engagement @HISDFACE · Feb 9
Excellent Parent Training this morning at @JackYatesHigh. We covered #FamilyInvolvement, #ParentTeacherConference Best Practices and #strategies to implement at home for #Math and #Literacy. #Empowerment #SaturdayMorning 💪💪🙌 – at Jack Yates High School

Fam&Cmty Engagement @HISDFACE · Feb 25
Good morning from @BlackshearEHISD! Starting this morning with #Breakfast with the #Principal hosting 👩🏾‍🏫 #ParentWorkshops on #ParentalInvolvement #ParentTeacherConference #LiteracyatHome #MathStrategies & #HealthAwareness 😎💪 – at Edward L. Blackshear Elementary School

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