

Pasadena Independent School District

District Improvement Plan

2019-2020



Mission Statement

The mission of Pasadena ISD, the gateway to unlimited opportunity for the youth of our culturally rich community, is to empower students to become accomplished, self-directed, collaborative, lifelong learners, who boldly contribute to an increasingly complex and evolving world by engaging them in positive relationships, rigorous curriculum, and innovative meaningful experiences.

Vision

We believe that...

- A Supreme Being exists and everyone has the right to make religious and/or spiritual choices.
- We will honor our country, our freedom and all those who protect and defend our constitutional rights.
- Family and community profoundly influence decisions individuals make.
- Everyone has purpose, worth, and dignity with immeasurable potential.
- Connecting with others and building positive, meaning relationships is essential.
- Learning is instinctive, lifelong, and unique to the individual.
- Communication is pervasive, essential, ever-present, and multidimensional.
- We must provide a safe physical, emotional, and social environment to enhance the ability to learn.
- Diversity adds value to all areas of life.
- Change is inevitable for growth and success.
- Each person is responsible and accountable for the choices he or she makes.
- We must foster an environment of honesty and integrity.

Federal Funds Compliance Statement

The federal funds are reasonable, necessary, allowable and allocable under federal regulations. It is in compliance with the federal supplement, not supplant provision.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Priorities

- Data Standardization
- Reporting/Training

Demographics Strengths

- Groups are generally appropriately represented in special programs
- CTE Program has made significant advances in assisting student groups
- There are full-time designated personnel to oversee program areas
- Vertical planning is now taking place
- Program groups are collaborating

Student Achievement

Student Achievement Summary

Priorities

- Focus on Special Education
- Focus on multi-step problem solving skills
- Train for consistency in TELPAS rating
- Increase number of teachers attending ESL institute and earning ESL certification
- Focus on writing
- Include TELPAS and ELPS as part of the vertical alignment process
- Vertical alignment continued for all subject areas
- Rigor in ELA curriculum
- PSAT/SAT prep and focus - market National Merit Scholar Program
- Provide additional monitoring of ELL/Special Education students related to completion
- Provide systematic intervention and enrichment during the school day based on the specific needs of individual students
- Professional Learning Communities (PLC) extension of a systematic process in which professionals work together interdependently
- PLC focus on learning and development of common assessments to guide instruction
- 95% of students reading at grade level beginning at 2nd grade and continuing through High School

	Component Score	Scaled Score	Rating
Overall		80	Not Rated: Harvey Provision
Student Achievement		75	C
STAAR Performance	44	75	
College, Career and Military	47	76	
Readiness			
Graduation Rate	93.1	75	
School Progress		82	B
Academic Growth	68	76	C
Relative Performance (Eco	46	82	B
Dis: 76.6%)			
Closing the Gaps	43	74	C

Student Achievement Strengths

Assessments in Which District Met or Exceeded State Performance

Accountability Rating Met Standard

Met Standards on

- Student Achievement
- Student Progress
- Closing Performance Gaps
- Postsecondary Readiness

In 2018, to receive a Met Standard or Met Alternative Standard rating, districts and campuses must meet targets on three indexes: Index 1 **or** Index 2 **and** Index 3.

Did Not Meet Standards on

- NONE

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Focus on student achievement needs in Special Education, High School ELA, Grade 4/7 Writing, and ELL students.

District Culture and Climate

District Culture and Climate Summary

- Conduct a physical, social and mental health needs assessment that includes feedback from parents, students and staff
- Continue supporting Positive Behavior Intervention and Supports (PBIS) Implementation at a Multi-Tiered Level to help meet the physical, behavioral, social, emotional and mental health needs of our students
- Continue implementing three evidence based programs: Safe and Civil Foundations for Positive School wide Behavioral Management; Safe and Civil CHAMPS for Positive Classroom Behavioral Management and Conscious Discipline, our social emotional learning program, for building positive relationships that promote safety, connection and problem solving
- Integrate additional components into our PBIS Framework for prevention and intervention i.e. Youth Mental Health First Aid Training, Trauma Informed Care Training, Trauma Intervention, Kinesthetic Learning, and Restorative Circles and Repair Harm/Re-entry Chats.
- Attain at least 80% of our school implementing PBIS at Tier 1 at fidelity
- Attain at least 50% of our schools implementing PBIS at Tier 2 at fidelity
- Review and recommend new disciplinary policies that are more aligned with PBIS
- Provide follow up care and support services for students sent to DAEP

District Culture and Climate Strengths

- Conduct a physical, social and mental health needs assessment that includes feedback from parents, students and staff
- Continue supporting Positive Behavior Intervention and Supports (PBIS) Implementation at a Multi-Tiered Level to help meet the physical, behavioral, social, emotional and mental health needs of our students
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- Review and recommend new disciplinary policies that are more aligned with PBIS
- Provide follow up care and support services for students sent to DAEP

District Culture and Climate Strengths

- State reportable or major offenses have decreased by over 5000 offenses

- Minor offenses have decreased by over 14,000 offenses
- In school suspension have decreased by over 3000
- Out of School Suspensions have decreased by over 1400
- 74% of our schools are implementing PBIS at Tier 1 (school wide and class wide) with fidelity
- Numerous partnerships with local community service providers and philanthropic organizations
- Breaking down long standing silos and developing more collaborative approaches to district wide implementation of major initiatives i.e. PLC, RtI, PBIS, Connect, AVID, etc.

Problem Statements Identifying District Culture and Climate Needs

Problem Statement 1: Need to provide school safety training which includes preventative, mental health and a parent/community component.

Problem Statement 2: Need to consider adding additional online training modules for staff that are not required but greatly needed to handle the physical, behavioral, social, emotional, and mental health needs of today's youth

Problem Statement 3: Feed to focus on ways to provide School Behavioral Health Specialist in each high school to assist with campus professional development, responsive services, mental health crisis, suicide and threat assessments, connecting students and families to community service providers, etc.

Problem Statement 4: Elementary Counselors focused in implementing the recommended ASCA model and providing needed direct services to students at least 80% of their work day

Problem Statement 5: Explore additional partnership with University for social worker interns.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Priorities

- Continue to survey and share results with stakeholders
- Develop advisory committee to review, provide feedback and share information
- Review and edit website to ensure easy access to hiring information
- Educate district employees on hiring activities and practices
- Possibly provide job shadowing opportunities
- Provide training for paraprofessionals and support personnel to enhance their ability to work with students
- Conduct round table discussions and focus groups to stay in tune with district and employee needs
- Provide training for district leaders on hiring practices, interviewing and employee selection
- Successful implementation of GHR-Talent Acquisition
- Provide trained mentors for all 1st year teachers
- Provide on-going coaching support about effective teaching strategies

Staff Quality, Recruitment, and Retention Strengths

- Rated in top 100 of Houston's best places to work
- Data sources are developing
- Staff development is strong
- New teacher support and mentoring is strong
- Recruitment and retention of staff is included in district's strategic plan
- District has exit, hiring and retention data
- HR website is in place and being used
- HR recruitment strategies and relationships with universities are strong

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

- Staff development to assist instructional staff implement the newly revised/written curriculum
- Resources that accurately address the Texas Standards at a College Readiness level
- Campus development of Quick Check common assessments to accurately assess student progress towards mastery of the standards
- District wide staff development to inform all instructional staff regarding STAAR and the impact that it has on instruction
- District systems in place to assist campuses in developing differentiated plans to meet the academic needs of all students and all student groups: gifted ELL, special ed, intervention, at-risk, etc.
- Appropriate intervention models for students for EOC/STAAR preparation and/or remediation within the school day
- Continued development of personalized learning system

Curriculum, Instruction, and Assessment Strengths

- The inclusive development process of the new curriculum
- Standards based PK-12 curriculum
- Focus Training for all teachers
- Instructional Leadership training for Principals, Assistant Principals, Content Specialists
- C & I, bilingual/ESL and special education instructional specialists working together
- Increased scores on statewide assessment: Math, Science, Social Studies, ELA
- Dual Language program
- Reading/Writing Cohorts
- Instructional Rounds at HS, IS, MS levels
- Math Training for new TEKS implementation
- Early College High School program
- Personalized learning - CONNECT program

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Emphasis on coaching to further implementation of initiatives: PLC Work, Cons. Discipline, Connect, AVID, SIOP

Problem Statement 2: Need training for campus personnel and district instructional specialists in formative and summative assessment development

Problem Statement 3: Focus on decreased scores in 7th grade reading and 4th and 7th grade writing and 8th grade science

Problem Statement 4: Ensure district systems in place to assist campuses in developing differentiated plans to meet the academic needs of all students.

Parent and Community Engagement

Parent and Community Engagement Summary

Priorities

- Training for staff and volunteers to make partnerships successful
- Increased family engagement
- Increased number of business partnerships to strengthen college/ career readiness and job awareness for students
- Consistency across district that offer opportunities for volunteers
- District Volunteer Coordinator to facilitate district-wide programs
- After School Programs

Parent and Community Engagement Strengths

- Desire to work with families and community to provide what is best for our students
- Professional staff with great knowledge base that can help families
- Provide resources, trainings, workshops, and classes for our families and community
- Schools provide opportunities for families and businesses to engage in student success.
- Provide after School Programs
- English/Spanish Parent Advisory Council

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Staff need to be trained on how to recruit and retain volunteers.

Problem Statement 2: Volunteers need to be trained at both the district and campus level.

Problem Statement 3: Need to increase community engagement through collaboration and partnerships.

Problem Statement 4: Need to educate the community on district needs.

District Context and Organization

District Context and Organization Summary

Priorities

- District standards in grading are needed in each subject to provide consistency among teachers and schools
- Complete the middle school concept, place all sixth graders in middle schools, and use the same master schedule plan in all middle schools

District Context and Organization Strengths

- Gradespeed program provides consistency and central management of grades
- Expectation Graduation and 9th Grade Academies have made a positive impact on high schools
- New Scope and Sequence from C & I is good
- Common high school assessments are helpful
- Use of surveys district-wide provides good feedback on programs and issues
- Use of technology is strengthening instruction
- Content and Instructional Specialists are doing a good job
- Mizuni system that allows monitoring of student program and availability of reports for interventions

Technology

Technology Summary

Priorities

- District Hardware Standardization Application & Process
- Differentiating classroom technology needs
- Identifying technology funding sources
- Instructional & technical support staff
- Develop & Implement personal student device deployment
- Develop appropriate policies & procedures for 24/7 online access for staff/students Explore student storage capability
- District level - Instructional Technology Specialists

Technology Strengths

- Teacher Technology Competencies Defined Campus
- District Level Teaching & Learning w/Technology Professional Development Opportunities
- Technology Funding Resources
- Ongoing Implementation of 21st Century classroom
- Online curriculum management system
- Online professional development management system
- Learning Management System
- District-wide Wireless network environment
- PK-12 student and teacher Instructional Online Resources
- Campus Instructional Technology Liaisons
- 1:1 program at intermediate school

Problem Statements Identifying Technology Needs

Problem Statement 1: Need technology competency program for all stakeholders

Problem Statement 2: Timelier technology refresh plan

Problem Statement 3: Expand online programs and initiatives

Problem Statement 4: Complete the 21st Century Classroom Project

Problem Statement 5: Increase student access to technological devices

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Federal Report Card Data
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)

Student Data: Student Groups

- STEM/STEAM data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data

- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

Goals

Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

Performance Objective 1: During 2018-2019, consistent implementation of district curriculum, research based strategies, and rigor and relevance principles will ensure that performance of all students will meet or exceed the state average.

Evaluation Data Source(s) 1: School visit documentations, lesson plans, campus and district staff development logs and agendas.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
1) Implement a graduated, content-specific reading and writing plan for all courses in grades Pre-K to 12.	2.4, 2.6	Hickman	Written curriculum. Aligned curriculum documents in Eduphoria.			
2) Provide training for the writing and evaluating of authentic common assessments in a variety of formats including selected response items, constructed response items, performance based items, projects, experiments, and portfolios.		Hickman	Sign in sheets, walk through documentation, increased use of portfolios			
3) Provide district wide and campus based staff development to ensure consistent implementation of curriculum and rigor and relevance standards across the district.		Hickman	District staff development catalog in Eduphoria.			
	Funding Sources: 211 - Title 1 A - Economically Disadvantaged Study - 0.00, 263 - Title III A - Bilingual Education, Language - 0.00					
4) Integrate relevant literacy skills across all content areas.	2.4, 2.6	Hickman	Curriculum documents in Eduphoria. Walkthrough data.			
	Funding Sources: 263 - Title III A - Bilingual Education, Language - 0.00					
5) Define explicit performance criteria by creating and using standardized rubrics for measuring responses for writing assignments and/or assessments all content areas.		Hickman	Integration of state and/or district created writing rubrics in curriculum documents.			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
6) Ensure that all science classes incorporate hands-on and outdoor laboratory activities in alignment with new state Science TEKS.	2.4, 2.6	Hickman	Imbedded in curriculum documents in Eduphoria. Teacher lesson plans in Eduphoria.			
	Funding Sources: 263 - Title III A - Bilingual Education, Language - 0.00					
7) Provide on-line databases, ebooks, books, and other resources for specific TEKS.		Rippy	Use of department budgeted funds.			
	Funding Sources: 211 - Title 1 A - Economically Disadvantaged Study - 0.00, 263 - Title III A - Bilingual Education, Language - 0.00					
8) Provide staff development on utilization of on-line databases and resources.		Rippy	Staff Development Catalogue in Eduphoria and Sign in sheets.			
9) Create standard clarification for all STAAR subject/levels for teachers to use when designing instruction. These guides will include items such as student expectations, prerequisite skills, vocabulary strategies, activities, resources, literature connections, quick writes, Quadrant D activities, and useful websites.		Hickman	Standard Clarification Curriculum materials and Curriculum Based Assessments. (CBA)			
	Funding Sources: 211 - Title 1 A - Economically Disadvantaged Study - 0.00					
10) Develop a framework to assist teachers in implementing instruction that will include prerequisite skills and enrichment activities for students at various levels of development.		Hickman	Differentiated instruction in Focus Training Session Agendas/PIE Time.			
11) Provide staff with the training necessary to implement differentiated research based instructional strategies such as small group instruction, cooperative learning, curriculum compacting, use of leveled readers, and authentic projects.	2.4, 2.5, 2.6	Hickman	Differentiated instruction in Focus Training Session Agendas.			
	Funding Sources: 206- Texas Hurricane Homeless Program - 0.00					
12) Utilize a walk through checklist to monitor implementation of instructional strategies.		Hickman	District walkthrough form on Eduphoria.			
13) Build content area cadres (Focus Training) to share successful implementation of research based instructional practices on each campus.		Hickman	Peer facilitator and campus content specialists meeting agenda and logs.			
14) Implement Sheltered Instruction Observation Protocol (SIOP) Training on additional campuses. [Performance: SpEd Writing/ELL Writing]		Harrell	Sign in sheets, Walkthrough Observations			
15) Coordinate the implementation process and planning required to help each campus create master schedules that will provide common planning time for teams of teachers (either by grade level or content area) and promote time for PLC's.		Hickman	Master Schedules			

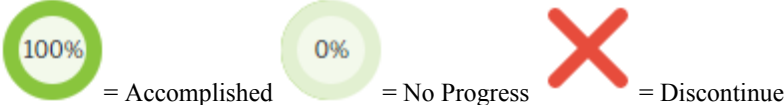
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
16) Implement orientation program for smooth transition between schools.		Hickman	Program evaluation, feedback			
17) Expand the Connect personalized learning program.		McCallen	Additional campus teams providing Connect personalized learning			
18) Expand teacher mentoring and coaching through RISE.		Hickman	Student achievement, teacher retention			
Funding Sources: State Compensatory Funds - 0.00						

Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

Performance Objective 2: During 2018-2019, data disaggregation will drive the design of instruction and interventions as measured by at least a 5% reduction in end-of-year failures.

Evaluation Data Source(s) 2: Data workshop agendas and information, Eduphoria staff development logs, and student grades.

Summative Evaluation 2:

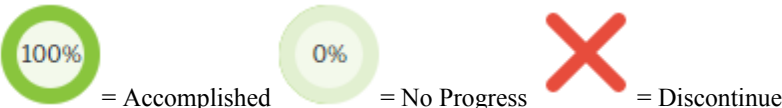
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
1) Provide campuses with subgroup analysis of student performance on state assessments disaggregated by ethnicity, economic status, Migrant, Homeless, ELL, and Special Education participation. [PBM]		Summers	Data Heat Maps provided in all content areas and for all grade levels.			
2) Provide campuses with longitudinal data on the percentage of LEP students making progress towards English proficiency. [PBM]		Summers	AWARE reports			
3) Assist campuses in analyzing the performance of ELL, Migrant, Homeless, and Special Education students on state and national assessments. [PBM]		Gallegos, Barrett	Meeting and Training agenda and sign in sheets.			
	Funding Sources: 211 - Title 1 A - Economically Disadvantaged Study - 0.00					
4) Provide staff development and assistance to campuses on how to utilize E Sped, the district's Special Education Individualized Education Program (IEP) software program.		Barrett	Meeting and Training agenda and sign in sheets.			
5) Provide staff development opportunities for regular education teachers on the intervention and special education referral process.		Barrett	Meeting and Training agenda and sign in sheets.			
6) Define explicit performance criteria by creating and using standardized rubrics for measuring responses for all writing assignments and/or assessments of all content areas.		Hickman	Integration of state and/or district created writing rubrics in district curriculum documents.			
						

Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

Performance Objective 3: During 2018-2019, deliver staff development to all teachers and administrators that focuses on the implementation of effective instructional strategies designed to meet the needs of all students and close the achievement gap between student groups.

Evaluation Data Source(s) 3: Staff development logs, campus improvement plans, district improvement plan, and analysis of needs addressed by the comprehensive needs assessment

Summative Evaluation 3:

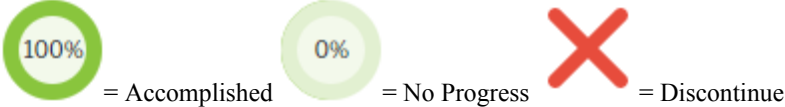
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
1) Provide staff development on differentiation/scaffolding designed to meet the learning needs of every student. [PBM]	2.4, 2.5, 2.6	Hickman	Staff Development Catalog in Eduphoria, Focus Training Agendas.			
Funding Sources: 211 - Title 1 A - Economically Disadvantaged Study - 0.00						
2) Provide district-wide training opportunities for problem solving and higher-level questioning/thinking skills needed to increase rigor [PBM, P16]		Hickman	Staff Development Catalog in Eduphoria, Focus Training Agendas.			
3) Train campus administrators in establishing and supporting PLCs on their campus.		Hickman	Staff Development Agendas and Sign in Sheets.			
4) Coordinate the design of district wide staff development days to allow time for consistent vertical, horizontal, and team planning, as well as campus-based staff development.		Jones	Staff Development Agendas and Sign in Sheets.			
5) Establish a district wide model for PLCs.		Jones	PLC Written Plan			
						

Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

Performance Objective 4: By June 2019, implement reading initiatives designed to increase reading skills of all students as evidenced by 95% of students passing reading on grade level at the end of 2nd grade as measured by WRAP assessments.

Evaluation Data Source(s) 4: Campus/District reading needs assessment, Eduphoria lesson plans, Campus Staff Development.

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
1) Provide information to teachers and administrators about research-based programs available to promote the enjoyment of reading and the improvement of reading skills with sufficient books in the libraries to support the programs.	2.4, 2.5	Rippy	Library Meeting Agendas, sign in sheets and school library budgets.			
2) Provide time and materials for purposeful reading during the school day.		Hickman	Master Schedules and School Budgets			
3) Provide information to teachers regarding special reading needs of dyslexia students.		Garza	Records of the campus distribution of Student Accommodation Sheets.			
4) Identify student reading levels to monitor reading improvement and align reading materials to their instructional level. (Grades K - 6)		S. Harrell	Curriculum Documents in Eduphoria.			
5) Provide staff development opportunities about reading strategies for at risk readers. [PBM]	2.4, 2.5, 2.6	Garza	Staff Development Catalog, Meeting and Training Agendas and Sign in Sheets.			
Funding Sources: State Compensatory Funds - 0.00						
						

Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

Performance Objective 5: During 2018-2019, provide an array of learning opportunities geared for gifted/talented and advanced placement students to meet unique needs and provide extended support services as measured by 100% passing STAAR, 70% scoring Masters Grade Level Performance in Reading and Math.

Evaluation Data Source(s) 5: Eduphoria lesson plans, GT inservice and projects, AP class success rates and grades.

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
1) Assist all campuses in the revision of their campus plans to confirm appropriate plans are included for advanced/gifted students.		Khan	Individual Campus plans			
2) Ensure that the G/T identification procedure remains free from bias.		Sermas	Demographic reports			
3) Continue/expand G/T Summer Exploration Camp opportunities. [P16]		Khan	Registration numbers			
4) Promote participation in local and regional AP/PreAP staff development and assist teachers with program design and curriculum development. [P16]		Sermas	Staff development sign in sheets; curriculum posted on the eduphoria system			
5) Continue AP/PreAP vertical team opportunities in all disciplines. [P16]		Sermas	Sign in sheets, listed workshop opportunities listed in the staff development catalog			
6) Increase participation in Advanced Placement Programs in secondary schools for students in all subgroups. [P16]		Sermas	Demographic reports			
7) Expand Texas Performance Standards in grades K-12.		Sermas	Number of school participation in the district wide GT showcase			
8) Provide each Pre-AP math, social studies, science and English teacher in grades 6 - 11 with access to AP Institute and Laying the Foundation Summer Institute.		Sermas	Registration Forms			
9) Provide all Pre-AP/AP teachers with four training sessions annually.		Sermas	Training Calendar, Staff Development Catalog, Sign in Sheets.			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
10) Administer the PSAT/NMSQT to all 9th - 11th grade students through yearly and the PSAT to all 8th graders.		Sermas	Early Participation agreement with College Board			
	Funding Sources: 211 - Title 1 A - Economically Disadvantaged Study - 0.00, 289 - Title IV- Student Support & Academic Enrichm - 0.00					
11) SAT for 11th and 12th grade		Hickman	Participation Rates and Data			

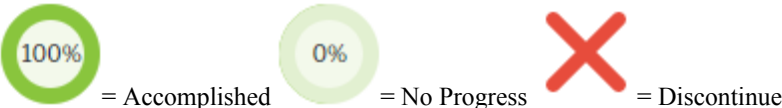
Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

Performance Objective 6: 100% of at-risk students will receive differentiated instruction designed to create success in the classroom and increase skills necessary to perform at or above the state average on state assessments.

Evaluation Data Source(s) 6: Teacher Self Reports Part II, Eduphoria lesson plans, and student grades.

Summative Evaluation 6:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
1) Provide staff development opportunities which offer effective instructional strategies, materials, and activities for the at-risk learner.		Goodwin	Staff development plans; at risk students' grades			
2) Campus intervention committees will develop plans for students failing a portion of the TAKS/STAAR test and students in danger of failing a subject area.		Garza	RTI; student grades			
3) Ensure the implementation of 504 accommodations for eligible students.		Garza	Campus Reviews; 504 students' grades			
4) Assist campuses in using data from TEKS-based assessments for early identification of individuals who might be at-risk of not mastering TEKS.		Garza/Barrett	AWARE Reports, IAT Agendas, Data Meeting Agendas.			
5) Increase collaboration and partnership with outside agencies to provide assistance to the student through at risk programs.		Gallegos	Meeting Agendas and Logs			
6) Implement research-based programs designed to accelerate student learning. [PBM]		Hickman	Edgenuity, Credit Recovery, Extended Day/Year, Dual Credit Data			
7) Organize required acceleration classes for STAAR failures based on current year data.		Hickman	Edgenuity, Credit Recovery, Extended Day/Year			
8) Provide intervention services through intervention and extended year programs incorporating TEKS requirements based on current year data.		Hickman	Standardized district extended year curriculum and assessments.			
Funding Sources: State Compensatory Funds - 0.00						
9) Provide additional and individualized support to parents of at-risk students.		Gallegos	Logs, Agendas, and Sign in Sheets			




Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
10) Communicate alternative education opportunities for students at risk of dropping out which include Tegeler, Community School and Virtual School.		K. McCarley	Student handbook and Program brochures.			
11) Incorporate the transition plan at each campus to support ELL students as they move from 4 to 5, 6 to 7, and 8 - 9th grade.		Harrell	Transition plan documentation			
						

Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

Performance Objective 7: During 2018-2019, all staff will receive professional development targeted to assist English language learners and ensure that their academic performance will equal or surpass that of the state's.

Evaluation Data Source(s) 7: Staff Development logs and agendas.

Summative Evaluation 7:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
1) Provide training and Spanish language materials for all teachers working with ELL students. Integrate spanish language books within the library collection. [PBM]	2.4, 2.5, 2.6	S. Harrell	Staff Development Catalog, Curriculum Documents in Eduphoria, Training Agendas and Sign in Sheets			
	Funding Sources: 263 - Title III A - Bilingual Education, Language - 0.00					
2) Provide ESL and ELPS training opportunities for all teachers. [PBM]		S. Harrell	Professional Development Catalog			
	Funding Sources: 263 - Title III A - Bilingual Education, Language - 0.00					
3) Prepare bilingual/ELL students for an appropriate and timely transition. [PBM] [Performance: ELL Writing/SS	2.4, 2.5	S. Harrell	Staff Development Catalog, Curriculum Documents in Eduphoria, Training Agendas and Sign in Sheets			
4) Evaluate/revise district-wide guidelines and recommendations for appropriate participation of recent immigrants within the State Assessment Program.		Caballero	AWARE Data, Student Schedules			
5) Establish clear, high expectations for curriculum serving recent immigrants.		S. Harrell	Staff Development Catalog, Curriculum Documents in Eduphoria, Training Agendas and Sign in Sheets			
	Funding Sources: 263 - Title III A - Bilingual Education, Language - 0.00					
6) Communicate and implement the ESL scope and sequence at all grade levels.		S. Harrell	Staff Development Catalog, Curriculum Documents in Eduphoria, Training Agendas and Sign in Sheets			
7) Provide staff development opportunities to incorporate specific strategies which support recent immigrants.		S. Harrell	Staff Development Catalog, Curriculum Documents in Eduphoria, Training Agendas and Sign in Sheets			
 = Accomplished  = No Progress  = Discontinue						

Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.




Performance Objective 8: During the 2018-2019 school year, each campus will sustain a focus on maintaining a safe and disciplined environment conducive to student learning and employee effectiveness as measured by 100% of all staff receiving training in the District's behavioral/safety initiatives.

Evaluation Data Source(s) 8: Campus plans and meeting agendas.

Summative Evaluation 8:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
1) Provide training in Positive Behavior Interventions & Supports (PBIS) strategies with campus staff using Safe/Civil Series & Conscious Discipline.		Rodriguez	Reduction in discipline referrals, staff development sign in sheets, calendar			
2) Provide or coordinate training that prevents or addresses bullying (Conscious Discipline, Restorative Practices, Mediation and Conflict Resolution) for students and staff under the direction of the District's Behavior Response Team (BRT). Bullying occurs when a student or group of students exploits an imbalance of power between the student perpetrator who is engaging in bullying and the student victim through written or verbal expression, expression through electronic means, or physical conduct that occurs on school property, at a school-related activity, or in a vehicle operated by the District and that: has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm or is sufficiently severe, persistent, and pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student. The complete policy can be found at FFI (Local).		Rodriguez	Staff Development Calendar, Sign in sheets			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
3) Provide staff development to teachers, administrators and support staff on the district's dating violence policy, discrimination, and harassment. See full policy at FFH (Local.) Dating violence occurs when a person in a current or past dating relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control the other person in the relationship. Dating violence is considered prohibited harassment if the conduct is so severe, persistent, or pervasive that the conduct: affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment; has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or otherwise adversely affects the student's educational opportunities.		Kenemer	Sign in sheets, Surveys, Online training documentation			
4) Provide comprehensive staff development to counselors on multiple forms of childhood abuse (including sexual abuse), identification, reporting procedures, ways to assist and related laws regarding disclosure. The training includes handouts for teachers and other campus personnel who may be outcry witnesses. All campus employees will be provided information related to sexual and other forms of abuse during annual online training.		K. McCarley	TEA Annual Character Education Survey, Campus Improvement Plans			
5) Training provided in suicide prevention for Counselors with a focus on how to assess level of risk, how to refer parents to community resources, and information to share with staff regarding signs that students may be at risk for suicide. http://www.texassuicideprevention.org		R Harold	Counselors submit the number of students assessed at medium and high risk			
6) Expand volunteer staff development opportunities for CPR training and responding to classroom emergencies.		Weisedel	Eduphoria Survey			
7) Provide training for all employees on Bloodborne Pathogens, Child Abuse Overview, Diabetes, Anaphylaxis, and Hazardous Materials.		Weisedel	Eduphoria Surveys, Sign In Sheets			

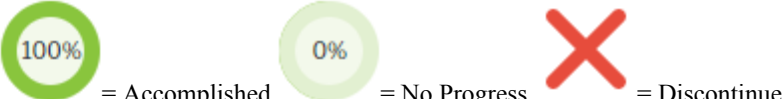
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
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Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

Performance Objective 9: By June 2019, coordinated school health plans will be implemented to include activities to increase student and parental awareness of healthy living practices.

Evaluation Data Source(s) 9: Campus staff development logs, meeting agendas, campus plans, Eduphoria lesson plans

Summative Evaluation 9:

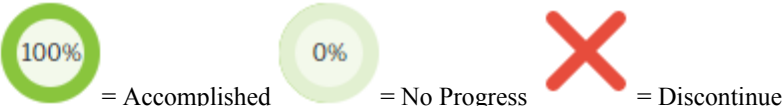
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
1) Provide annual staff development for instructional and administrative staff to ensure consistent implementation of district wide and campus wide coordinated school health initiatives.		Macneish	Staff development documentation, campus developed plans			
2) Coordinate a campus health advisory committee to develop and support coordinated school health goals and objectives to ensure that they are implemented		Macneish	Complete the School Health Index and develop action steps for needed improvements			
3) Utilize a monitoring system that will evaluate the level of implementation and effectiveness of coordinated school health initiatives on a yearly basis		Macneish	Review the snapshot report from the Alliance for a Healthier Generations/Healthy Schools Program assessment (based on the School Health index).			
4) Provide Fitnessgram Data for instructional planning		Macneish	Provide Fitnessgram scores on pre/post tests for PE teachers to use for instructional planning			
5) Design district calendar and campus master schedules to allow for district wide and campus based coordinated school health programs and activities.		Macneish	Meeting Documentation, Campus Plans developed			
6) Provide Parent Education Opportunities for coordinated school health at each campus		Macneish	Meeting Agendas and Sign in Sheets			
7) Implement a District Wellness Policy		Macneish	Compliance Report			
						

Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

Performance Objective 10: During 2018-2019 the district will develop research based K-12 grading policies and procedures that link student assessment to mastery of student expectations.

Evaluation Data Source(s) 10: Completion of revised Grading Policy

Summative Evaluation 10:

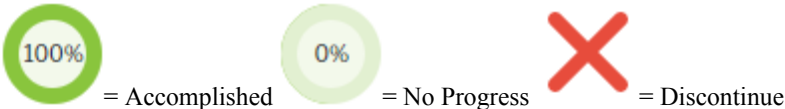
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
1) Establish district wide grading standards that are linked to student expectations and are based on best practices.		Hickman	Meeting and training agendas, sign in sheets, revised student report cards.			
2) Record grades that accurately communicate mastery or non mastery on a specific student expectations.		Hickman	Revised student report cards.			
3) Develop grade and/or content specific grading rubrics.		Hickman	Integration of state and/or district created writing rubrics in district curriculum documents.			
4) Establish district guidelines regarding the appropriate use of homework.		Hickman	District grading policies, procedures, regulations and student handbook.			
5) Establish district wide grade and/or content appropriate retest standards.		Hickman	District grading policies, procedures, regulations and student handbook.			
6) Using an RTI model, students on secondary campuses will have the opportunity to master course content resulting in recovery of the summative course grade for every grading period.		Hickman	Edgenuity reports and credit recovery reports.			
7) Using an RTI model, elementary and middle school students who are failing the grade level will be identified for and receive appropriate interventions in a timely manner.		Hickman	IAT Process/PIE			
						

Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

Performance Objective 11: During 2018-2019, increase the district's attendance rate to 96% or above for all students.

Evaluation Data Source(s) 11: AEIS Report, Attendance Data

Summative Evaluation 11:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
1) Utilize campus intervention programs (CIS) to provide specific strategies for students with potential attendance problems. CIS provides services to 15 campuses during the school day and 2 campuses for after school programs.		Gallegos	Improved attendance, Fewer Dropouts, Completion Rates			
2) Investigate actions to support campuses in improving attendance rates. (Truancy Prevention Plan)		Burt	Number of completed Truancy Prevention Measures as identified in the RaaWee K12 Truancy Software			
3) Implementation of Drop Out Recovery Grant strategies.		Swan	Number of Graduates served by the grant			
4) Provide attendance incentives at all levels.		Fullen	Increase in attendance rates			
						

Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

Performance Objective 12: By August, 2019, all PISD schools will collaboratively work with the District Special Education Office to ensure that all the needs of each student are being met including 100% compliance with all federal and state requirements.

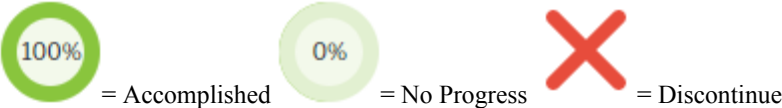
Evaluation Data Source(s) 12: District Special Education Guidelines, Inservice by Special Education Department to district staff, ARD paperwork

Summative Evaluation 12:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
1) Monitor Admission, Review and Dismissal (ARD) paperwork to ensure IDEA components are addressed during the ARD process.		Barrett	Central Office Special Education Staff have conducted Internal Audits at schools throughout the year; when noncompliance was found, corrective action plans were put in place and campus administrators were contacted. Internal audits indicate increased knowledge in the area of transition and other compliance components. Evidence - calendar of audits, training sign in sheets; email communications with campuses			
2) Provide staff development opportunities for teachers working with special education students experiencing reading difficulties.		Barrett	The Special Education Department has a provided staff development to all elementary and middle school campuses to ensure that each resource reading teacher has been trained Project Read (research based reading training). In addition, technical assistance has been provided throughout the school year for all teachers that received the training. The high percentage of teachers trained as well as feedback from survey and on site technical assistance indicates teachers have increased their skills in the area of reading instruction with students with disabilities. Evidence - Sign in sheets, Technical Assistance Consultant Recommendations, Surveys.			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
3) Campuses will work collaboratively with the District Special Education Office to ensure initial evaluations to determine special education eligibility are completed within the required timelines.		Barrett	Central Office staff have provided detailed information to Principals on a quarterly basis regarding the Initial Evaluations that have been requested in an effort to assist campuses in meeting required timelines for initial evaluations and ARD meetings on their campuses. Evidence - Sign in Sheets from trainings; Emails and Procedural updates in Special Education Handbook.			
4) Campuses will follow district procedures regarding parental request for special education evaluation.		Barrett	Central Office Special Education Department conducted training at the beginning of the school year to all principals, evaluation staff and Intervention Team Chairs. The district has been in compliance as indicated by zero instances of parent complaints. Evidence - Sign in Sheets from training; "0" parent complaints from TEA.			
5) Campuses will work collaboratively with the District Special Education Office to document appropriate State Assessment Decision-Making Process for students with disabilities by (1) use of data from progress monitoring, CBAs, etc. to make determinations regarding state assessment and ensure progress, (2) ensure ARD Document clearly delineates the need for STAAR Alt 2 (ie., PLAFFs, IEPs, deliberations) and (3) utilizing TEA required STAAR Alt 2 participation forms.		Barrett	Central Office Special Education Department conducted training to all Principals, Evaluation staff members and ARD Liaisons; Central Office Special Education Department conducted random audits at campuses to determine compliance. Data indicates increased documentation in the ARD documents regarding STAAR Alt 2 participation and data based decision making. Evidence - Audit review logs; sign in Sheets from Trainings.			
6) Campuses will work collaboratively with the District Special Education Office to ensure compliance with Senate Bill 1196 dealing with Restraint Training and Texas Behavior Support Initiative requirements.		Barrett	Central Office Special Education Office provided training and guidance to campus administrators to ensure compliance with SB 1196. Evidence - Communications with Principals; Staff Participation in CPI sign in sheets.			
7) Campuses will follow district policy to ensure students with disabilities have access to facilities.		Barrett	Central Office Special Education Office provided training and guidance to campus administrators to ensure students with disabilities have access to facilities. Campus Principals ensure that written plans as appropriate for for students with disabilities to ensure access. Central Office Staff Reviewed Written Plans from High Schools.			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
8) Campuses will follow district procedures in addressing Transition requirements for students with disabilities.		Barrett	Central Office Special Education Staff have conducted Internal Audits at all 5 High Schools throughout the year; when noncompliance was found, corrective action plans were put in place and campus administrators were contacted. Internal audits indicate increased knowledge in the area of Transition. Intermediate campuses were provided with ongoing training in the area of Transition to ensure compliance in this area. Evidence - Sign in Sheets, audit documentation.			
9) Campus will review student data on an individual basis and consider the least restrictive environment prior to placing students in a special education setting.		Barrett	Central office Special Education staff will review campus LRE data on a quarterly basis.			
10) Provide staff development to special education teachers, administrators and support staff to ensure IDEA required components are implemented appropriately for students with disabilities.		Barrett	Staff Development Opportunities, agenda's, sign in sheets			
11) Provide additional personnel and training to assist teachers in meeting the needs of special populations.		Gallegos	Staff Development, agendas, sign in sheets, survey results			
12) Implement Sheltered Instruction Observation Protocol (SIOP) training at campuses.		S. Harrell	Classroom walk-throughs, sign in sheets			
13) Campus has reviewed the previous year state assessment scores for each student with a disability. If the student did not perform satisfactorily on their state assessment test for any subject, an ARD committee will be held within 4 weeks, or as soon as possible, to discuss Accelerated Instruction/Intensive Program of Instruction.		Barrett	ARD minutes			
14) Ensure parent surveys sent annually for all Special Education students.		Barrett	Review feedback, survey return rate			
15) Provide the full range of curriculum as appropriate to all students with disabilities in the least restrictive environment.		Barrett	Special Education staff will consider the full range of services offered to make appropriate recommendations to the ARD committees regarding placement and programming of students with disabilities while considering Least Restrictive Environments.			

















Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
16) 16) Implement Child Find practices throughout the districts to locate and identify all students with disabilities.		Barrett	Continue training all staff to locate and identify students who may have a disability.			
17) Utilize specialized supplies and equipment to meet individualized student needs.	2.6	Barrett	Student Needs Met			
						

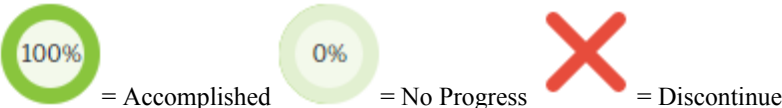
Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

Performance Objective 13: Student and teacher access to technology will increase across PISD according to the District Technology Plan.

Evaluation Data Source(s) 13: District Technology Plan implementation schedule and completion documentation.

Summative Evaluation 13: Met Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
1) Develop procedures and guidelines for the management of the student learning and storage management solution		Allen	Technology Task Force Meeting Minutes, sign-in sheets, agendas, High School Technology Liaison Round Table minutes, procedures/guidelines documents posted in Technology Handbook.			
2) Student Storage Solution Task Force Committee develops guidelines and best practices for student storage including examples of appropriate instructional use and implements at model schools.		Allen	Technology Task Force Meeting Minutes, sign-in sheets, agendas, procedures/guidelines documents posted in Technology Handbook			
3) The district wide technology committee will determine types of equipment needed to set a minimum requirement for all classes based on the "21st century classroom"		Allen	District Technology Plan			
4) The district wide technology committee will present a list of needed equipment along with phase one acquisition plan to the Superintendent, Cabinet and Board		Allen	Bond Proposal and Passage			
5) The technology committee will present a plan to the Superintendent and Cabinet for the additional resources needed to provide the desired support level for all locations.		Allen	Technology Plan			
6) Develop protocols and prerequisites for each job classification that will support integration of technology into the curriculum and coaching Connect personalized learning.		Allen, McCalla	Technology Task Force meeting minutes, sign-in sheets, agendas, procedures/guidelines documents posted in Technology Handbook			
7) Research the readiness of Pasadena ISD to implement online assessments at all levels for a variety of assessments.		Allen	Infrastructure Report, Technology Inventory, Technology Task Force Minutes			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
8) Increase the integration of technology into instruction, curriculum and assessment, PK-12 as outlined in the District Technology Plan		Vallet-McWilliams	Teacher PDAS, Professional Development (reports from PD management software), Pasadena Technology Competency, Teacher and Campus STar Chart, Blended online courses, Lesson Plans (curriculum management application)			
9) Implement a seamless integration of technology through implementation ready model lessons.		Allen	Lesson utilization	✘	✘	✘
10) Increase the integration of technology into instruction, curriculum and assessment, PK-12 as outlined in the District Technology Plan.		Vallet-McWilliams	Teacher PDAS, Professional Development (reports from PD management software), Pasadena Technology Competency, Teacher and Campus STaR Chart, Blended online courses, Lesson Plans (curriculum management application)			
						

Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

Performance Objective 14: Ensure ongoing review of systems and structures through strategic planning strategies.

Evaluation Data Source(s) 14: Review of data, Agenda's, Development of Teams, Focus on 2020

Summative Evaluation 14:




Goal 2: We will promote career and college exploration and preparation through the use of systems and structures to meet the needs of all.

Performance Objective 1: During 2018-2019, all high school students will be provided with various options for obtaining course credits utilizing technologically based delivery systems including opportunities to earn college credit prior to graduating from high school.

Evaluation Data Source(s) 1: Credit class documentation at each high school, Technology delivery system report, and Student surveys

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
1) Facilitate an early college high school where students graduate with a high school diploma and an Associate's Degree at each campus high school.		Hickman	Student Records			
	Funding Sources: 289 - Title IV- Student Support & Academic Enrichm - 0.00					
2) Provide virtual alternatives for core, elective, and enrichment courses at all levels in order to provide access to a flexible environment. (CR 7.1.)		Benner	Texas Virtual School Network Course Catalog, Pasadena Virtual School Course Catalog			
3) Develop and conduct a needs assessment to determine additional courses to be offered by the Pasadena Virtual School and spread awareness of the courses offered.		Benner	Virtual Education Needs Assessment Survey, Pasadena Virtual School Flyer			
4) Develop and conduct an internal marketing program to spread awareness of the courses offered by the Texas Virtual School Network and the Pasadena Virtual School.		Benner	Social Networking Site, State-Wide marketing communication, i.e. Pasadena Virtual School Flyer, District-wide publications			
5) Setup communication and course content delivery system for a personal technology device.		Allen	Learning Management Student Accounts, i.e. Blackboard, Moodle, Schoology	✗	✗	✗
6) Investigate scheduling options available to campuses.		Hickman	Committee Sign In Sheets, Agenda			
7) Provide a more flexible and personal learning environment.		McCallen	Gates Grant, Race to the Top			
8) Provide free home internet access for all students.		Allen	Procedure development, Usage of service	✗	✗	✗

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
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Goal 2: We will promote career and college exploration and preparation through the use of systems and structures to meet the needs of all.

Performance Objective 2: Students will annually receive information and guidance necessary to facilitate successful entry in post-secondary education.

Evaluation Data Source(s) 2: Four Year Plans, Counselor Documentation

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
1) Encourage more students to attend college by promoting College Career Nights and providing opportunities to visit college campuses.		Del Barrio	Flyer distribution, mail-outs, website postings, sign-in sheets, student surveys			
2) Communicate information about college/career readiness and post-secondary opportunities to students and parents. [AVID, College Now]		K. McCarley	District and campus College Now Coordinators to promote participation in higher education			
Funding Sources: 289 - Title IV- Student Support & Academic Enrichm - 0.00						
3) Provide college entrance exam information to local media for public release.		Del Barrio	Press releases			
4) Provide opportunities for students to complete TSI requirements for college readiness and admissions.		K. McCarley	Regular counselor training sessions/meetings, agendas			
Funding Sources: 289 - Title IV- Student Support & Academic Enrichm - 0.00						
5) Encourage students to prepare for and register and take the PSAT, SAT, ACT and other college entrance exams in their junior year and senior year. Provide training on importance of and procedures related to college entrance exams.		Metcalfe	Attendance at Campus activities, flyers, mail-outs, website postings			
6) Work with all five high schools to establish the Community School options and additional opportunities for flexible scheduling at the campuses.		A. Harrell	Increase in graduation rates, decrease in drop out rates			
Funding Sources: State Compensatory Funds - 0.00						
7) Provide opportunities for all students to participate in the Early Participation Program, the district will pay for the registration fee and administer the PSAT/NMSQT to tenth graders enrolled in high school.		Sermas	Campus schedules, Increased Numbers			
8) Maintain Personal Graduation Plans for students in grades 6 - 12. [PBM]		Hickman	PGP plans in Mizuni			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
9) Establish college and career promotion campaigns on each campus in grades K - 12, including promotion of CTE pathways.		K. McCarley	Flyer distribution, campus calendars, mail-outs, announcements			

Goal 2: We will promote career and college exploration and preparation through the use of systems and structures to meet the needs of all.

Performance Objective 3: During 2018-2019, counselor's roles will be reorganized to effectively meet the needs of all students as evidenced by a restructured schedule.

Evaluation Data Source(s) 3: Counselor Role Reorganization, Implementation Schedule

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
1) Duties currently assigned to counselors will be evaluated and those that do not fall within the scope of the guidance and counseling program will be reassigned to other personnel.		Hickman	Minutes from counselor reorganization committee, survey data, proposed counselor reorganization plan presented to Superintendent and Board of Trustees, June 2011			
2) Establish an advisory committee of involved stakeholders to work with the district level counselors throughout the implementation process.		Hickman	District calendar, agendas, sign-in sheets			
3) Train all counselors on the ASCA Guidance and Counseling Model and Texas Model for comprehensive school counseling program.		K. McCarley	Sign in Sheets			
4) Educate administrators and teachers at each campus about implementation plans, the role of the school counselor, and the data supported student achievement results that will occur as a result of fully implementing a comprehensive guidance and counseling program.		K. McCarley	Minutes, Agendas			



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= No Progress



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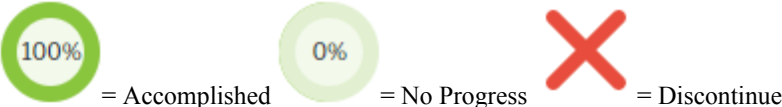
Goal 2: We will promote career and college exploration and preparation through the use of systems and structures to meet the needs of all.

Performance Objective 4: By May 2019, all students will have been immersed in a literature and technology rich environment that will provide them with information related to 21st century career opportunities.

Evaluation Data Source(s) 4: Student understanding of Career Clusters, Career Day Information, and College Week Involvement

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
<p>TEA Priorities Connect high school to career and college</p> <p>1) Administer diagnostic/interest tests (Kuder) that give students, counselors, parents and teachers information about the students' abilities/talents and how these are applicable to career opportunities. [P16]</p>		Hagar	Records of test administration, flyers, mail-outs to parents, Kuder report dissemination.			
2) Provide opportunities for CTE students to participate in leadership events in an effort to assist with career readiness.		Hagar	Greater exposure to career opportunities for students.			
3) Provide support/materials/training for secondary teachers and counselors to facilitate career pathway development. [PBM, P16]		Hagar	Training agendas, handouts, sign-in sheets			
4) Provide opportunities for teachers to receive specialized professional development in licensures and certifications for CTE programs.		Hagar	Training agendas, handouts, sign-in sheets			
5) Provide students with real world experiences that explore a wide range of careers. [P16]		Hickman	Curriculum documents, training agendas, lesson plans, handouts, sign-in sheets, campus activities, campus calendars			
6) Provide opportunities for parents and students to investigate internship/apprenticeship opportunities. [P16]		Hagar	Meeting agendas, flyers, mail-outs, campus activities			
7) Provide general counseling opportunities and support struggling students. [PBM]		K. McCarley	Counselor records, student schedules, campus activities			
8) Market and promote CTE pathways.		Hagar	Campus activities, flyers, mail-outs, assemblies			
9) Prepare students for post-secondary career opportunities by providing industry-standard equipment, supplies, and training necessary for attaining certifications.		Hagar	Records of student certifications earned, student and teacher survey results, business partner survey results			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
10) Equip teachers and administrators with necessary equipment, supplies, and training that will allow them to provide rigorous and relevant learning opportunities for students.		Hagar	Curriculum documents, lesson plans, field trips, internship opportunities, student and teacher survey results, business partner survey results			
						

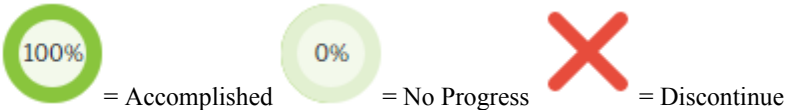
Goal 3: We will actively recruit, develop, and retain a highly qualified staff.

Performance Objective 1: By January, 2019, 100% of all professional and paraprofessional personnel hired will be Highly Qualified and support systems featuring training opportunities will be implemented to facilitate recruiting and retention of effective employees.

Evaluation Data Source(s) 1: Status Reports, Highly Qualified Annual Compliance Report, Job Fair documentation, and Staff Development Logs.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
1) Provide support and staff development opportunities to increase skills in building relationships.		S. Harrell	Eduphoria			
2) Provide Dual Language training opportunities for campus staff.		S. Harrell	Eduphoria, Sign In Sheets			
3) Provide supplemental materials and supplies for dual language teachers.		S. Harrell	Documentation that supplemental materials are utilized in classrooms			
4) Create salary schedules competitive with surrounding districts.		Lopez	Ongoing data analysis			
5) Recruit and maintain highly qualified teachers by providing mentoring and staff development opportunities.		Lopez	Increased teacher retention			



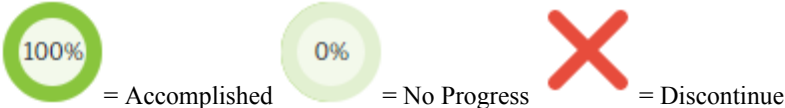
100% = Accomplished 0% = No Progress X = Discontinue

Goal 4: We will use a culturally responsive approach to relentlessly pursue meaningful engagement with parental, business, and community stakeholders.

Performance Objective 1: By May 2019, a parental involvement program will be established and implemented at each campus and at the district level to increase collaborative partnerships and encourage all parents to be active partners in their children's education.

Evaluation Data Source(s) 1: A parental involvement program was developed and led by PISD personnel focusing on the achievement of the district's mission and goals.

Summative Evaluation 1:

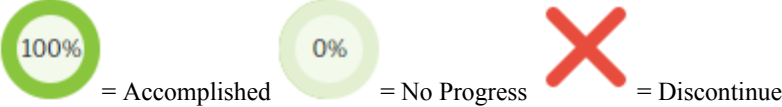
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
1) Include parent education component in high school orientation programs.	3.1	Gallegos	Participation rates, Orientation agenda			
2) Provide parent education at all campuses on various topics.	3.1	Gallegos	Parent Logs			
3) Investigate district's Truancy Prevention Plan		Burt	Number of completed Truancy Prevention Measures as identified in the RaaWee K12 Truancy Software			
4) Offer workshops for parents of students with dyslexia and related disorders as well as instructional intervention.		Garza	Participation rates, Survey Results			
	Funding Sources: State Compensatory Funds - 0.00					
5) Encourage and provide parent workshops at individual campuses regarding reading with children, online resources and ebooks.		Gallegos	Agendas, Sign In Sheets			
6) Provide opportunities for parents to attend grade level and/or content specific meetings to share expectations and strategies.	3.1, 3.2	Gallegos	Agenda, Sign In Sheets			
						

Goal 4: We will use a culturally responsive approach to relentlessly pursue meaningful engagement with parental, business, and community stakeholders.

Performance Objective 2: Increase community involvement during 2018-2019 by a 5% expansion in partnerships and enhanced communication.

Evaluation Data Source(s) 2: Business, community, partners have increased.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
1) Expand the "Walk for Success" to involve school, business, and community in dropout prevention.		T. McCarley	Reduction in drop out rates, number of student contacts made			
2) Promote student/parent/business involvement through volunteerism. (Volunteer programs on each campus are growing and soliciting volunteers.)		C. Parmer	Give Me Five Parent Volunteer Program; establishing new partnerships with businesses			
3) Promote service organizations for students in school (Junior Optimists, Junior Rotarians, Student Council, etc.) As a result, community organizations recognize these students at community events.		Del Barrio	Campus Plans, Service Organization enrollment and attendance data			
4) Provide opportunities for campuses to share existing/proposed incentives and recognition. (Board meetings, media, public venues)		Del Barrio	Partners in Pasadena Liaison campus representatives established and meet twice annually			
5) Implement district spotlight and/or awards for exceptional service. (Vanguard, Volunteers of the Year, TOY, POY, Honor Wall)		Del Barrio	Volunteer awards to be given in June			
6) Develop a marketing plan for business and community partners.		Del Barrio	Implementation of Marketing Plan			
7) Partner and collaborate with private school serving PISD students.		Gallegos	Partnerships			
						

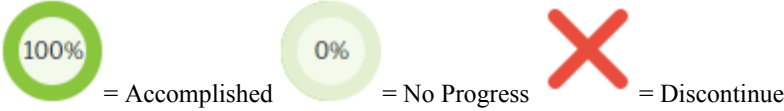
Goal 5: We will promote a safe school environment, teach citizenship, and support the social, emotional and physical well-being of all students and staff.

Performance Objective 1: During the 2018-2019 school year, each campus will sustain a focus on maintaining a safe and disciplined environment conducive to student learning and employee effectiveness as measured by 100% of all staff receiving training in the District's behavioral/safety initiatives.

Evaluation Data Source(s) 1: Campus plans, Student Code of Conduct, Meeting agendas.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
1) Provide or coordinate training in mental health, trauma informed care, and kinesthetic learning.		Rodriguez	Reduction in discipline referrals, staff development sign in sheets, calendar			
2) Provide training in behavior management.		Rodriguez	Staff Development Calendar, Sign in sheets			
Funding Sources: 289 - Title IV- Student Support & Academic Enrichm - 0.00						
3) Provide staff development to teachers, administrators and support staff on the district's dating violence policy, discrimination, and harassment. See full policy at FFH (Local.) Dating violence occurs when a person in a current or past dating relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control the other person in the relationship. Dating violence is considered prohibited harassment if the conduct is so severe, persistent, or pervasive that the conduct: affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment; has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or otherwise adversely affects the student's educational opportunities.		Kenemer	Professional Development Catalog, Training Agendas, and Sign in Sheets.			
4) Utilize behavior specialists to provide intervention strategies and develop an Intervention Plan for students with chronic misbehaviors.		Rodriguez	Professional Development Catalog, Training Agendas, and Sign in Sheets.			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
5) Utilize JJAEP Excel Academy for academic needs of students assigned to JJAEP.		Stallings	Report Cards			
	Funding Sources: State Compensatory Funds - 0.00					
						




Goal 5: We will promote a safe school environment, teach citizenship, and support the social, emotional and physical well-being of all students and staff.

Performance Objective 2: By June 2019 develop a school counseling program that increases the percentage of time spent with students regarding academic, social and mental health needs.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
1) Suicide prevention training provided to Counselors with a focus on how to utilize screening tool, how to refer parents to community resources, and information to share with staff regarding signs that students may be at risk for suicide. http://www.texasuicideprevention.org		K. McCarley	Counselors submit the number of students assessed at medium and high risk			
2) Powerpoint utilized for suicide assessment and prevention is available to all counselors in Counselor OneNote.		K. McCarley	www.mhatexas.org participation			
3) Develop and implement an age appropriate and vertically aligned guidance curriculum PK-12.		K. McCarley				

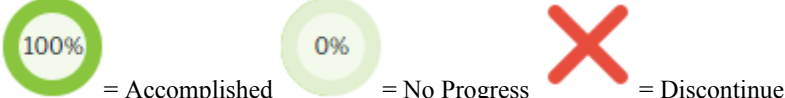
 = Accomplished
  = No Progress
  = Discontinue

Goal 5: We will promote a safe school environment, teach citizenship, and support the social, emotional and physical well-being of all students and staff.

Performance Objective 3: By June 2019, the district will sustain a focus on safety for all students and employees as measured by increased awareness and protocol implementation.

Evaluation Data Source(s) 3:

Summative Evaluation 3:

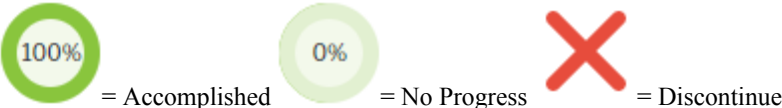
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
1) Expand training to campus Medical Emergency Response Teams (MERT) by incorporating Stop the Bleed.		Weisedel	Provide response to medical crisis on campus involving cardiac, seizure, and first aid.			
2) Provide opportunities for employees to be trained in personal safety.		T. McCarley				
3) Continue to provide ALICE training to personnel and an overview of the program to students.		Russell	Successful completion of course, survey of drills			
4) Focused safety trainings will be implemented at Administrative Council.		T McCarley				
5) Provide additional training on threat assessment and mental health.		t. McCarley, Massey, K McCarley	Expansion of Threat Assessment Teams			
6) Coordinate School Safety & Security Committee meetings		Massey	Review safety procedures and make recommendations, Gather input from stakeholders			
7) Provide guidance for campuses in development of Emergency Operation Plans and safety drills.		ASCDs	Effective drill implementation and development of EOPs			
8) Develop district-wide reunification plan in the event of an evacuation.		T. McCarley, Massey	Effective reunification of student/parent/guardian			
9) Provide training to registered nurses and first responders in recognizing and responding to emergent exacerbations of health conditions.		Weisedel	Increased proficiency of nurses and first responders in stabilizing condition until arrival of EMS.			
						

Goal 5: We will promote a safe school environment, teach citizenship, and support the social, emotional and physical well-being of all students and staff.

Performance Objective 4: By June 2019, establish programs to increase opportunities to foster patriotism, civic duty and global citizenship.

Evaluation Data Source(s) 4:

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
1) Ensure utilization of resources to teach significance and protocols of state and national symbols, examine differences in cultures and experience civic duty responsibilities.		Hickman				
						

Goal 6: We will promote an exemplary learning environment through the utilization of ancillary service departments that integrate established and innovative practices, standards, and systems.

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

The PISD staff is involved in the process of creating a District culture that engages everyone in a data-driven process to produce a comprehensive needs assessment. Data sources and results are identified and closely analyzed by the staff. Analyses of this data then allows the staff to create an effective plan of action that will raise student achievement. As new data becomes available, it is analyzed and plans are modified accordingly.

The Comprehensive Needs Assessment in this document more fully explains the strengths and identified needs for Pasadena ISD.

The District gathered current and longitudinal data in order to identify patterns, trends, and needs. Data analysis included State assessment, discipline, mobility, retention, attendance, parent involvement rate, and parent survey.

Data was disaggregated by ethnicity, economical disadvantage, gender, and special programs. The data was used to identify areas of strength and areas of need in terms of student achievement, staff development, and parent involvement.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

The focus of the District Improvement Plan is based on the needs assessment and with the input of parents, community members, and school staff.

2.2: Regular monitoring and revision

The District Improvement Plan and its implementation is regularly monitored and revised throughout the school year.

2.3: Available to parents and community in an understandable format and language

The District Improvement Plan is available to parents and the public via the annual performance report, Pasadena ISD website, and Plan4Learning website. To the extent practicable, it is provided in an understandable and uniform format and in a language that parents can understand.

2.4: Opportunities for all children to meet State standards

Reform strategies such as Connect, extended day, extended week, and summer programs, one-to-one and group tutoring, enriched and accelerated curriculum, RTI, Positive Behavior Intervention, and coaching are implemented throughout the district in order to provide all students with opportunities to meet the challenging State academic standards and provide a well-rounded education.

2.5: Increased learning time and well-rounded education

Reform strategies such as Connect, extended day, extended week, and summer programs, one-to-one and group tutoring, enriched and accelerated curriculum, RTI, Positive Behavior Intervention, and coaching are implemented throughout the district in order to provide all students with opportunities to meet the challenging State academic standards and provide a well-rounded education.

2.6: Address needs of all students, particularly at-risk

Reform strategies such as Connect, extended day, extended week, and summer programs, one-to-one and group tutoring, enriched and accelerated curriculum, RTI, Positive Behavior Intervention, and coaching are implemented throughout the district in order to provide all students with opportunities to meet the challenging State academic standards and provide a well-rounded education.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

The District jointly develops and distributes to parents and family members a written parent and family engagement policy. Parents are notified of the policy in an understandable and uniform format and in a language parents can understand. The policy is available to a local community via the Pasadena Independent School District's website. The policy is updated periodically to meet the changing needs of parents and the community.

3.2: Offer flexible number of parent involvement meetings

The district offers a flexible number of meetings/trainings. Meetings are provided at different times during the week and on some weekends as requested on the district parent survey. Transportation and childcare are provided. A calendar of events is kept in the Special Programs Department.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
	Homeless Counselor	Special Programs	1
	Homeless/Migrant Coordinator	Special Programs	1
	Behavioral Coordinator	Special Programs	1
	Behavioral Specialists	Special Programs	2
	Specialists (C & I)	Special Programs	4
	Parent Coorinators		3
Ginger Lay	Volunteers/HOSTS	Special Programs	1

Plan Notes

September 25, 2018 - DEC - Plan4Learning Access to Review DIP, Input Opportunities, Overview of Safety, October 30 - Provide Survey Results for DIP, Branding for District, Social Media, DEC Training, Calendar, RISE, CONNECT, Data Review

January 24, 2018 - DEC Meeting - Needs Assessment for DIP, Problem Statements, Root Causes

2016-2017 DEC meetings

November 1, 2016 - DEC - Strategic Plan - Strategy 5 - Responding to Emergencies, T-TESS, Class Size Waivers, PLCs

February 11, 2016 - DEC - Strategic Plan 5 & 6, Professional Development Survey Results, PLC/Rti, Data Talk

November 17, 2015 - Board of Trustees Meeting

November 6, 2015 - DEC input via survey on 2015-2016 District Improvement Plan

November 5, 2015 - DEC - Strategic Plan Strategy 3 & 4, District Improvement Plan, Strategic Plan 5 - Health Input, Data Talk, Instructional Coaching, Literacy, Professional Development Plan, CATCH - Coordinated School Health - Questions/Comments/Concerns

September 30, 2015 - L. Wright/Meeting with schools to review safeguards and overview of documenting safeguards in CIP.

September 17, 2015 DEC Meeting - Strategic Planning Overview, Action Team 1 & 2 Overview, Data Discussions

June 8, 2015 - Input for 14-15 formative assessment

May 14, 2015 - DEC Update, Accountability

February 12, 2015 - DEC Update

November 6, 2014 - DEC - Waivers, Accountability Update, PBMAS, Technology and Curriculum Update

October 31, 2014 - DEC members approve 14/15 DIP via Survey

Dec 5, 2013 - Information provided and gathered from DEC addressing HB5 District Evaluation, Coordinated School Health, Community update, technology update, curriculum update, professional development plan, student code of conduct and an overall district update by Dr. Lewis.

January 8, 2014 - S. Harrell emails DEC members for input on staff development needs.

November 14, 2013 - D. Summers provided information to DEC related to district accountability and PBMAS - opportunities for questions provided, S. Harrell requested feedback from SBDM on staff development needs assessment for district.

October 3, 2013 - DEC Meeting - Gloria G - Title Funds, Donna S Needs Assessment - Index 2

September 30, 2013 - Obtain input from district level via electronic means, Sent survey to District Education Committee to review proposed 2013-2014 District Improvement Plan

July, 2013 - Input on accountability and performance objectives

May, 2013 - Input on DIP from District Level

April 12, 2012 - Meeting with Pat S (Career/College) and Denise G (Tech) for plan update

April 13, 2012 - Meeting with Jayne M (CATE) for plan update

April 17, 2012 - Meeting with Assoc Supt (Gloria, Billye, Rosie, Steve) for plan update

June 11, 2012 - Meeting with Assoc Supt (Billye, Karen, Gloria) for plan update

August 8, 2012 - Parent Letters sent home for schools missing AYP.

September 20, 2012 - Meeting with DEC representatives to discuss AYP issues and obtain input

September 22, 2012- Group of principals working on plan, entering SCE information, budget

October 12, 2012 - Meeting with G Gallegos to discuss school/district improvement, changes for DIP, and Title funding

October, 2012 - Survey sent to all DEC members for final input on 2012-2013 DIP (Results: Approved)

October 19, 2012 - Plan sent to Program administrators for input

November 8, 2012 - Meeting with DEC representatives to discuss strategies 1, 3, and 4

November 13, 2012 - Board approval of 2012-2013 DIP

February 21, 2013 - Meeting with DEC to provide access to DIP software, input on Goals 4 & 6

May, 2013 - Solicit input from "Person Responsible" for formative review and changes recommended for 2013-2014 plan

District Funding Summary

211 - Title 1 A - Economically Disadvantaged Study					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Payroll	211	\$0.00
1	1	7	Supplies	211	\$0.00
1	1	9	Payroll	211	\$0.00
1	2	3	Supplies	211	\$0.00
1	3	1	RTI	211	\$0.00
1	5	10	Supplies	211	\$0.00
Sub-Total					\$0.00
263 - Title III A - Bilingual Education, Language					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Payroll	263	\$0.00
1	1	4	Payroll	263	\$0.00
1	1	6	Payroll	263	\$0.00
1	1	7	Supplies	263	\$0.00
1	7	1	Supplies	263	\$0.00
1	7	2	Payroll	263	\$0.00
1	7	5	Payroll	263	\$0.00
Sub-Total					\$0.00
State Compensatory Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	18	Mentoring		\$0.00
1	4	5	At risk readers		\$0.00

State Compensatory Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	6	8	Extended year	199.11.699.024.699.6118	\$0.00
2	2	6	Community School		\$0.00
4	1	4	Dyslexia	199.13.823.024.905.6497	\$0.00
5	1	5	JJAEP		\$0.00
Sub-Total					\$0.00
289 - Title IV- Student Support & Academic Enrichm					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	10	Supplies	289	\$0.00
2	1	1	Supplies	289	\$0.00
2	2	2	Contracted Services	289	\$0.00
2	2	4	Supplies	289	\$0.00
5	1	2	Payroll	289	\$0.00
Sub-Total					\$0.00
206- Texas Hurricane Homeless Program					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	11	Payroll	206	\$0.00
Sub-Total					\$0.00
Grand Total					\$0.00

Addendums

TEXAS EDUCATION AGENCY 2016 Accountability Summary PASADENA ISD (101917)

Accountability Rating

Met Standard

Met Standards on

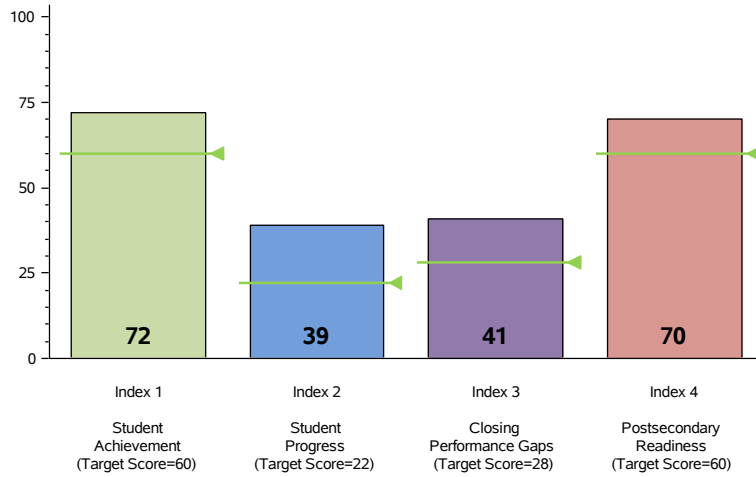
- Student Achievement
- Student Progress
- Closing Performance Gaps
- Postsecondary Readiness

Did Not Meet Standards on

- NONE

In 2016, to receive a Met Standard or Met Alternative Standard rating, districts and campuses must meet targets on three indexes: Index 1 **or** Index 2 **and** Index 3 **and** Index 4.

Performance Index Report



Distinction Designation

Postsecondary Readiness
Percent of Eligible Measures in Top Quartile 23 out of 100 = 23%
NO DISTINCTION EARNED

Performance Index Summary

Index	Points Earned	Maximum Points	Index Score
1 - Student Achievement	65,187	90,182	72
2 - Student Progress	703	1,800	39
3 - Closing Performance Gaps	1,236	3,000	41
4 - Postsecondary Readiness			
STAAR Score	11.6		
Graduation Rate Score	22.3		
Graduation Plan Score	20.3		
Postsecondary Component Score	16.1		
			70

System Safeguards

Number and Percentage of Indicators Met	
Performance Rates	41 out of 47 = 87%
Participation Rates	20 out of 20 = 100%
Graduation Rates	8 out of 8 = 100%
Met Federal Limits on Alternative Assessments	1 out of 1 = 100%
Total	70 out of 76 = 92%

For further information about this report, please see the Performance Reporting Division website at <https://rptsvr1.tea.texas.gov/perfreport/account/2016/index.html>

TEXAS EDUCATION AGENCY
2016 System Safeguards - Performance and Participation Data Table
PASADENA ISD (101917)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL (Current)
Performance Rates												
Reading												
# at Level II Satisfactory Standard	23,999	1,618	19,714	1,544	26	905	11	180	18,084	1,132	7,069	n/a
Total Tests	35,153	2,542	29,254	2,031	39	1,049	18	219	27,426	3,684	11,846	9,339
% at Level II Satisfactory Standard	68%	64%	67%	76%	67%	86%	61%	82%	66%	31%	60%	n/a
Mathematics												
# at Level II Satisfactory Standard	20,926	1,291	17,433	1,290	22	730	10	149	16,193	1,281	7,728	n/a
Total Tests	27,564	1,943	23,013	1,610	29	774	12	182	21,817	3,018	10,518	8,176
% at Level II Satisfactory Standard	76%	66%	76%	80%	76%	94%	83%	82%	74%	42%	73%	n/a
Writing												
# at Level II Satisfactory Standard	5,191	334	4,229	351	*	239	*	35	3,978	249	1,841	n/a
Total Tests	7,669	522	6,332	485	*	271	*	51	6,104	776	3,064	2,489
% at Level II Satisfactory Standard	68%	64%	67%	72%	*	88%	*	69%	65%	32%	60%	n/a
Science												
# at Level II Satisfactory Standard	9,215	602	7,623	583	**	319	*	71	6,983	591	2,388	n/a
Total Tests	12,119	839	10,133	697	**	346	*	84	9,419	1,435	3,686	2,702
% at Level II Satisfactory Standard	76%	72%	75%	84%	87%	92%	*	85%	74%	41%	65%	n/a
Social Studies												
# at Level II Satisfactory Standard	5,856	415	4,783	399	**	215	*	31	4,171	290	664	n/a
Total Tests	7,677	565	6,356	463	**	241	*	38	5,658	771	1,302	982
% at Level II Satisfactory Standard	76%	73%	75%	86%	90%	89%	*	82%	74%	38%	51%	n/a
Participation Rates												
Reading: 2015-2016 Assessments												
Number Participating	37,177	2,780	30,797	2,173	47	1,115	23	231	28,876	3,855	n/a	10,363
Total Students	37,527	2,813	31,078	2,198	47	1,117	24	238	29,148	3,903	n/a	10,406
Participation Rate	99%	99%	99%	99%	100%	100%	96%	97%	99%	99%	n/a	100%
Mathematics: 2015-2016 Assessments												
Number Participating	29,044	2,149	24,095	1,741	37	805	15	192	22,922	3,151	n/a	8,810
Total Students	29,244	2,160	24,265	1,753	37	806	18	193	23,084	3,192	n/a	8,854
Participation Rate	99%	99%	99%	99%	100%	100%	83%	99%	99%	99%	n/a	100%

* Indicates results are masked due to small numbers to protect student confidentiality.

** When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).

- Indicates there are no students in the group.

n/a Indicates the student group is not applicable to System Safeguards.

TEXAS EDUCATION AGENCY
2016 System Safeguards - Graduation and Federal Limits Data Table
PASADENA ISD (101917)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Ever HS)	ELL (Current)
Federal Graduation Rates												
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	3,071	234	2,471	240	*	106	*	16	2,081	192	258	n/a
Total in Class	3,561	274	2,862	287	*	116	*	18	2,403	278	356	279
Graduation Rate	86.2%	85.4%	86.3%	83.6%	*	91.4%	*	88.9%	86.6%	69.1%	72.5%	n/a
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2014												
Number Graduated	2,900	163	2,377	238	*	89	*	27	1,954	170	247	n/a
Total in Class	3,399	200	2,770	293	*	97	*	31	2,310	268	355	142
Graduation Rate	85.3%	81.5%	85.8%	81.2%	*	91.8%	*	87.1%	84.6%	63.4%	69.6%	n/a
5-year Extended Graduation Rate (Gr 9-12): Class of 2014												
Number Graduated	2,977	171	2,439	245	*	89	*	27	2,005	191	256	n/a
Total in Class	3,390	200	2,764	290	*	98	*	30	2,299	270	352	137
Graduation Rate	87.8%	85.5%	88.2%	84.5%	*	90.8%	*	90.0%	87.2%	70.7%	72.7%	n/a
District: Met Federal Limits on Alternative Assessments												
Reading												
Number Proficient	396											
Total Federal Cap Limit	376											
Mathematics												
Number Proficient	380											
Total Federal Cap Limit	293											

* Indicates results are masked due to small numbers to protect student confidentiality.

** When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).

- Indicates there are no students in the group.

n/a Indicates the student group is not applicable to System Safeguards.

2016 Distinctions Earned	RELA	Math	Science	Social Studies	Progress	Gap	Post Secondary
DHS			S				
PHS		M					
PMHS					P	G	
SHHS			S				
BEVERLY HILLS INT		M			P		
BONDY INT		M		SS	P	G	PS
JACKSON INT*		M	S	SS	P	G	PS
MILLER INT	R	M	S	SS	P	G	PS
QUEENS INT			S		P		
SAN JACINTO INT		M			P	G	
SOUTH HOUSTON INT	R				P	G	
SOUTHMORE INT*		M	S	SS	P	G	PS
THOMPSON INT				SS		G	PS
B SHAW MIDDLE			S	na			
C LOMAX MIDDLE	R	M	S	na	P	G	PS
E MILSTEAD MIDDLE	R	M	S	na	P	G	PS
F ROBERTS MIDDLE				na	P	G	PS
KELLER MIDDLE			S	na		G	
M KENDRICK MIDDLE	R			na		G	PS
MELILLO MIDDLE*	R	M		na	P	G	PS
R SCHNEIDER MIDDLE	R			na			

2016 Distinctions Earned	RELA	Math	Science	Social Studies	Progress	Gap	Post Secondary
ATKINSON ELEMENTARY	R	M	na	na	P	G	PS
BAILEY ELEMENTARY	R	M	na	na	P	G	PS
FISHER ELEMENTARY	R		na	na		G	
FRAZIER ELEMENTARY	R		na	na		G	
FREEMAN ELEMENTARY			na	na	P		
GARDENS ELEMENTARY			na	na		G	
GARFIELD ELEMENTARY	R		na	na			
GOLDEN ACRES ELEMENTARY*		M	na	na	P	G	PS
JENSEN ELEMENTARY	R		na	na		G	PS
KRUSE ELEMENTARY	R		na	na		G	
L BUSH ELEMENTARY			na	na	P		
MATTHYS ELEMENTARY			na	na	P		
MEADOR ELEMENTARY	R	M	na	na	P	G	PS
MOORE ELEMENTARY	R	M	na	na	P		
MORALES ELEMENTARY			na	na			PS
PARKS ELEMENTARY	R	M	na	na	P	G	PS
PEARL HALL ELEMENTARY			na	na	P	G	
POMEROY ELEMENTARY	R		na	na	P	G	
RED BLUFF ELEMENTARY	R		na	na	P	G	
SOUTH BELT ELEMENTARY	R	M	na	na	P	G	PS
SOUTH HOUSTON ELEMENTARY			na	na		G	
SOUTH SHAVER ELEMENTARY			na	na	P		
SPARKS ELEMENTARY		M	na	na	P	G	
TEAGUE ELEMENTARY			na	na		G	
TURNER ELEMENTARY			na	na		G	
YOUNG ELEMENTARY			na	na	P		
Total Campuses	20	18	10	5	29	32	18

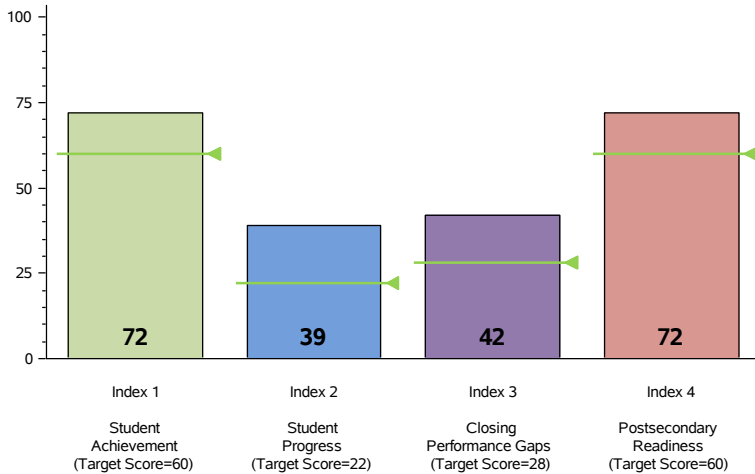
*only missed one distinction
bold - awarded all distinctions

TEXAS EDUCATION AGENCY 2017 Accountability Summary PASADENA ISD (101917)

Accountability Rating Met Standard

<p>Met Standards on</p> <ul style="list-style-type: none"> - Student Achievement - Student Progress - Closing Performance Gaps - Postsecondary Readiness 	<p>Did Not Meet Standards on</p> <p>- NONE</p>
<p>In 2017, to receive a Met Standard or Met Alternative Standard rating, districts and campuses must meet targets on three indexes: Index 1 or Index 2 and Index 3 and Index 4.</p>	

Performance Index Report



Distinction Designation

Postsecondary Readiness
Percent of Eligible Measures in Top Quartile 26 out of 102 = 25%
NO DISTINCTION EARNED

Performance Index Summary

Index	Points Earned	Maximum Points	Index Score
1 - Student Achievement	66,282	91,458	72
2 - Student Progress	705	1,800	39
3 - Closing Performance Gaps	1,254	3,000	42
4 - Postsecondary Readiness			
STAAR Score	12.2		
Graduation Rate Score	22.6		
Graduation Plan Score	21.1		
Postsecondary Component Score	15.6		72

System Safeguards

Number and Percentage of Indicators Met	
Performance Rates	40 out of 47 = 85%
Participation Rates	20 out of 20 = 100%
Graduation Rates	7 out of 9 = 78%
Met Federal Limits on Alternative Assessments	1 out of 1 = 100%
Total	68 out of 77 = 88%

For further information about this report, please see the Performance Reporting website at <https://rptsvr1.tea.texas.gov/perreport/account/2017/index.html>

TEXAS EDUCATION AGENCY
2017 Index 1: Student Achievement Data Table
PASADENA ISD (101917)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
2017 STAAR Performance											
All Subjects											
Percent of Tests											
% Approaches Grade Level Standard	72%	66%	72%	79%	75%	91%	65%	80%	39%	71%	59%
Number of Tests											
# Approaches Grade Level Standard	66,282	4,498	54,599	4,051	81	2,526	34	493	3,876	51,314	14,443
Total Tests	91,458	6,821	75,916	5,159	108	2,787	52	615	10,036	72,694	24,596
Reading											
Percent of Tests											
% Approaches Grade Level Standard	67%	61%	67%	75%	66%	86%	60%	76%	30%	65%	51%
Number of Tests											
# Approaches Grade Level Standard	23,889	1,610	19,678	1,477	27	907	12	178	1,184	18,435	5,001
Total Tests	35,522	2,640	29,571	1,963	41	1,054	20	233	3,947	28,230	9,743
Mathematics											
Percent of Tests											
% Approaches Grade Level Standard	77%	70%	77%	82%	84%	96%	71%	84%	47%	76%	70%
Number of Tests											
# Approaches Grade Level Standard	21,624	1,461	17,907	1,309	27	748	10	162	1,480	17,094	5,871
Total Tests	27,910	2,096	23,198	1,595	32	783	14	192	3,135	22,499	8,366
Writing											
Percent of Tests											
% Approaches Grade Level Standard	66%	62%	66%	71%	83%	90%	*	76%	29%	64%	57%
Number of Tests											
# Approaches Grade Level Standard	5,291	361	4,346	313	**	220	*	42	218	4,150	1,503
Total Tests	7,961	583	6,625	442	**	244	*	55	754	6,483	2,622
Science											
Percent of Tests											
% Approaches Grade Level Standard	76%	70%	75%	82%	76%	92%	83%	81%	44%	74%	54%
Number of Tests											
# Approaches Grade Level Standard	9,300	633	7,631	580	13	373	5	65	634	7,126	1,481
Total Tests	12,240	909	10,118	706	17	404	6	80	1,457	9,625	2,720
Social Studies											
Percent of Tests											
% Approaches Grade Level Standard	79%	73%	79%	82%	75%	92%	*	84%	48%	77%	51%
Number of Tests											
# Approaches Grade Level Standard	6,178	433	5,037	372	**	278	*	46	360	4,509	587
Total Tests	7,825	593	6,404	453	**	302	*	55	743	5,857	1,145

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- Indicates there are no students in the group.

TEXAS EDUCATION AGENCY
2017 Index 4: Postsecondary Readiness Data Table
PASADENA ISD (101917)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	ELL
2017 STAAR Meets Grade Level										
% Meets Grade Level Standard	42%	33%	41%	52%	43%	78%	50%	51%	n/a	n/a
# Meets Grade Level Standard	14,243	855	11,375	1,053	17	806	10	127	n/a	n/a
Total Students Tested	33,791	2,586	27,850	2,008	40	1,039	20	248	n/a	n/a
4-Year Graduation Rate (Gr 9-12): Class of 2016										
% Graduated	90.9%	90.5%	90.7%	88.8%	88.9%	97.7%	*	100.0%	79.5%	84.1%
# Graduated	3,279	238	2,629	246	**	130	*	25	182	313
Total in Class	3,609	263	2,899	277	**	133	*	25	229	372
5-Year Extended Graduation Rate (Gr 9-12): Class of 2015										
% Graduated	92.2%	89.5%	92.7%	89.1%	*	94.6%	*	88.9%	87.0%	85.8%
# Graduated	3,132	239	2,522	245	*	106	*	16	207	266
Total in Class	3,397	267	2,721	275	*	112	*	18	238	310
Annual Dropout Rate (Gr 9-12): SY 2015-16										
% Dropped Out	1.8%	2.8%	1.6%	2.7%	0.0%	0.9%	0.0%	1.0%	2.5%	3.8%
# Dropped Out	300	38	225	31	0	5	0	1	38	76
# of Students	16,838	1,354	13,647	1,131	30	563	13	100	1,528	2,006
Longitudinal RHSP/DAP Graduates: Class of 2016										
% RHSP/DAP Graduates	82.2%	75.6%	82.2%	83.3%	62.5%	93.8%	*	88.0%	n/a	n/a
# RHSP/DAP Graduates	2,696	180	2,161	205	**	122	*	22	n/a	n/a
# of Graduates	3,278	238	2,628	246	**	130	*	25	n/a	n/a
Longitudinal RHSP/DAP/FHSP-E/FHSP-DLA Graduates: Class of 2016										
% RHSP/DAP/FHSP-E/FHSP-DLA Graduates	82.2%	75.6%	82.2%	83.3%	62.5%	93.8%	*	88.0%	n/a	n/a
# RHSP/DAP/FHSP-E/FHSP-DLA Graduates	2,696	180	2,161	205	**	122	*	22	n/a	n/a
# of Graduates	3,279	238	2,629	246	**	130	*	25	n/a	n/a

* Indicates results are masked due to small numbers to protect student confidentiality.

** When only one ethnic/race group is masked, then the second smallest ethnic/race group is masked (regardless of size).

- Indicates there are no students in the group.

n/a Indicates the student group is not applicable to Index 4.

TEXAS EDUCATION AGENCY
2017 Index 4: Postsecondary Readiness Data Table
PASADENA ISD (101917)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	ELL
Annual RHSP/DAP Graduates: SY 2015-16										
% RHSP/DAP Graduates	80.2%	72.9%	80.2%	81.3%	62.5%	93.1%	*	84.6%	n/a	n/a
# RHSP/DAP Graduates	2,723	183	2,185	205	**	122	*	22	n/a	n/a
# of Graduates	3,395	251	2,724	252	**	131	*	26	n/a	n/a
Annual RHSP/DAP/FHSP-E/FHSP-DLA Graduates: SY 2015-16										
% RHSP/DAP/FHSP-E/FHSP-DLA Graduates	80.2%	72.9%	80.2%	81.3%	62.5%	93.1%	*	84.6%	n/a	n/a
# RHSP/DAP/FHSP-E/FHSP-DLA Graduates	2,723	183	2,185	205	5	122	*	22	n/a	n/a
# of Graduates	3,396	251	2,725	252	8	131	*	26	n/a	n/a
College and Career Readiness: SY 2015-16										
% College and Career Ready Graduates	58.8%	43.8%	58.6%	65.5%	37.5%	81.7%	*	65.4%	n/a	n/a
# College and Career Ready Graduates	1,998	110	1,596	165	**	107	*	17	n/a	n/a
# of Graduates	3,396	251	2,725	252	**	131	*	26	n/a	n/a

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TEXAS EDUCATION AGENCY 2016 Accountability Summary PASADENA ISD (101917)

Accountability Rating

Met Standard

Met Standards on

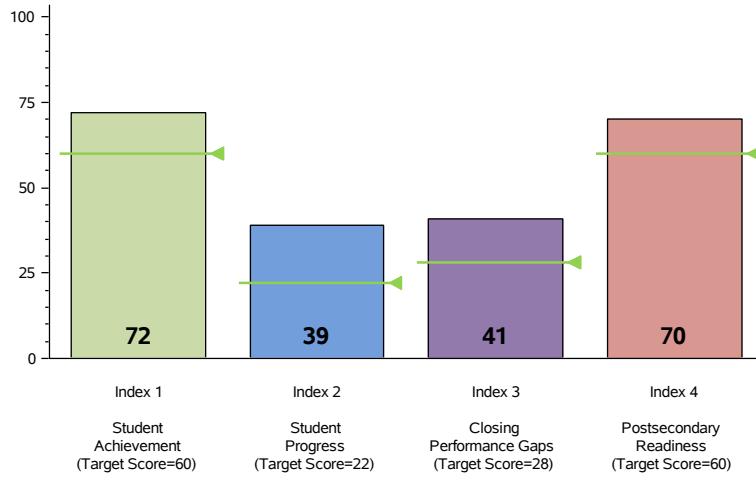
- Student Achievement
- Student Progress
- Closing Performance Gaps
- Postsecondary Readiness

Did Not Meet Standards on

- NONE

In 2016, to receive a Met Standard or Met Alternative Standard rating, districts and campuses must meet targets on three indexes: Index 1 **or** Index 2 **and** Index 3 **and** Index 4.

Performance Index Report



Distinction Designation

Postsecondary Readiness

Percent of Eligible Measures in Top Quartile
23 out of 100 = 23%

NO DISTINCTION EARNED

Performance Index Summary

Index	Points Earned	Maximum Points	Index Score
1 - Student Achievement	65,187	90,182	72
2 - Student Progress	703	1,800	39
3 - Closing Performance Gaps	1,236	3,000	41
4 - Postsecondary Readiness			
STAAR Score	11.6		
Graduation Rate Score	22.3		
Graduation Plan Score	20.3		
Postsecondary Component Score	16.1		
			70

System Safeguards

Number and Percentage of Indicators Met	
Performance Rates	41 out of 47 = 87%
Participation Rates	20 out of 20 = 100%
Graduation Rates	8 out of 8 = 100%
Met Federal Limits on Alternative Assessments	1 out of 1 = 100%
Total	70 out of 76 = 92%

For further information about this report, please see the Performance Reporting Division website at <https://rptsvr1.tea.texas.gov/perfreport/account/2016/index.html>

TEXAS EDUCATION AGENCY
2016 System Safeguards - Performance and Participation Data Table
PASADENA ISD (101917)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL (Current)
Performance Rates												
Reading												
# at Level II Satisfactory Standard	23,999	1,618	19,714	1,544	26	905	11	180	18,084	1,132	7,069	n/a
Total Tests	35,153	2,542	29,254	2,031	39	1,049	18	219	27,426	3,684	11,846	9,339
% at Level II Satisfactory Standard	68%	64%	67%	76%	67%	86%	61%	82%	66%	31%	60%	n/a
Mathematics												
# at Level II Satisfactory Standard	20,926	1,291	17,433	1,290	22	730	10	149	16,193	1,281	7,728	n/a
Total Tests	27,564	1,943	23,013	1,610	29	774	12	182	21,817	3,018	10,518	8,176
% at Level II Satisfactory Standard	76%	66%	76%	80%	76%	94%	83%	82%	74%	42%	73%	n/a
Writing												
# at Level II Satisfactory Standard	5,191	334	4,229	351	*	239	*	35	3,978	249	1,841	n/a
Total Tests	7,669	522	6,332	485	*	271	*	51	6,104	776	3,064	2,489
% at Level II Satisfactory Standard	68%	64%	67%	72%	*	88%	*	69%	65%	32%	60%	n/a
Science												
# at Level II Satisfactory Standard	9,215	602	7,623	583	**	319	*	71	6,983	591	2,388	n/a
Total Tests	12,119	839	10,133	697	**	346	*	84	9,419	1,435	3,686	2,702
% at Level II Satisfactory Standard	76%	72%	75%	84%	87%	92%	*	85%	74%	41%	65%	n/a
Social Studies												
# at Level II Satisfactory Standard	5,856	415	4,783	399	**	215	*	31	4,171	290	664	n/a
Total Tests	7,677	565	6,356	463	**	241	*	38	5,658	771	1,302	982
% at Level II Satisfactory Standard	76%	73%	75%	86%	90%	89%	*	82%	74%	38%	51%	n/a
Participation Rates												
Reading: 2015-2016 Assessments												
Number Participating	37,177	2,780	30,797	2,173	47	1,115	23	231	28,876	3,855	n/a	10,363
Total Students	37,527	2,813	31,078	2,198	47	1,117	24	238	29,148	3,903	n/a	10,406
Participation Rate	99%	99%	99%	99%	100%	100%	96%	97%	99%	99%	n/a	100%
Mathematics: 2015-2016 Assessments												
Number Participating	29,044	2,149	24,095	1,741	37	805	15	192	22,922	3,151	n/a	8,810
Total Students	29,244	2,160	24,265	1,753	37	806	18	193	23,084	3,192	n/a	8,854
Participation Rate	99%	99%	99%	99%	100%	100%	83%	99%	99%	99%	n/a	100%

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- Indicates there are no students in the group.

n/a Indicates the student group is not applicable to System Safeguards.

TEXAS EDUCATION AGENCY
2016 System Safeguards - Graduation and Federal Limits Data Table
PASADENA ISD (101917)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Ever HS)	ELL (Current)
Federal Graduation Rates												
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	3,071	234	2,471	240	*	106	*	16	2,081	192	258	n/a
Total in Class	3,561	274	2,862	287	*	116	*	18	2,403	278	356	279
Graduation Rate	86.2%	85.4%	86.3%	83.6%	*	91.4%	*	88.9%	86.6%	69.1%	72.5%	n/a
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2014												
Number Graduated	2,900	163	2,377	238	*	89	*	27	1,954	170	247	n/a
Total in Class	3,399	200	2,770	293	*	97	*	31	2,310	268	355	142
Graduation Rate	85.3%	81.5%	85.8%	81.2%	*	91.8%	*	87.1%	84.6%	63.4%	69.6%	n/a
5-year Extended Graduation Rate (Gr 9-12): Class of 2014												
Number Graduated	2,977	171	2,439	245	*	89	*	27	2,005	191	256	n/a
Total in Class	3,390	200	2,764	290	*	98	*	30	2,299	270	352	137
Graduation Rate	87.8%	85.5%	88.2%	84.5%	*	90.8%	*	90.0%	87.2%	70.7%	72.7%	n/a
District: Met Federal Limits on Alternative Assessments												
Reading												
Number Proficient	396											
Total Federal Cap Limit	376											
Mathematics												
Number Proficient	380											
Total Federal Cap Limit	293											

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 ** When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).
 - Indicates there are no students in the group.
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2016 Distinctions Earned	RELA	Math	Science	Social Studies	Progress	Gap	Post Secondary
DHS			S				
PHS		M					
PMHS					P	G	
SHHS			S				
BEVERLY HILLS INT		M			P		
BONDY INT		M		SS	P	G	PS
JACKSON INT*		M	S	SS	P	G	PS
MILLER INT	R	M	S	SS	P	G	PS
QUEENS INT			S		P		
SAN JACINTO INT		M			P	G	
SOUTH HOUSTON INT	R				P	G	
SOUTHMORE INT*		M	S	SS	P	G	PS
THOMPSON INT				SS		G	PS
B SHAW MIDDLE			S	na			
C LOMAX MIDDLE	R	M	S	na	P	G	PS
E MILSTEAD MIDDLE	R	M	S	na	P	G	PS
F ROBERTS MIDDLE				na	P	G	PS
KELLER MIDDLE			S	na		G	
M KENDRICK MIDDLE	R			na		G	PS
MELILLO MIDDLE*	R	M		na	P	G	PS
R SCHNEIDER MIDDLE	R			na			

2016 Distinctions Earned	RELA	Math	Science	Social Studies	Progress	Gap	Post Secondary
ATKINSON ELEMENTARY	R	M	na	na	P	G	PS
BAILEY ELEMENTARY	R	M	na	na	P	G	PS
FISHER ELEMENTARY	R		na	na		G	
FRAZIER ELEMENTARY	R		na	na		G	
FREEMAN ELEMENTARY			na	na	P		
GARDENS ELEMENTARY			na	na		G	
GARFIELD ELEMENTARY	R		na	na			
GOLDEN ACRES ELEMENTARY*		M	na	na	P	G	PS
JENSEN ELEMENTARY	R		na	na		G	PS
KRUSE ELEMENTARY	R		na	na		G	
L BUSH ELEMENTARY			na	na	P		
MATTHYS ELEMENTARY			na	na	P		
MEADOR ELEMENTARY	R	M	na	na	P	G	PS
MOORE ELEMENTARY	R	M	na	na	P		
MORALES ELEMENTARY			na	na			PS
PARKS ELEMENTARY	R	M	na	na	P	G	PS
PEARL HALL ELEMENTARY			na	na	P	G	
POMEROY ELEMENTARY	R		na	na	P	G	
RED BLUFF ELEMENTARY	R		na	na	P	G	
SOUTH BELT ELEMENTARY	R	M	na	na	P	G	PS
SOUTH HOUSTON ELEMENTARY			na	na		G	
SOUTH SHAVER ELEMENTARY			na	na	P		
SPARKS ELEMENTARY		M	na	na	P	G	
TEAGUE ELEMENTARY			na	na		G	
TURNER ELEMENTARY			na	na		G	
YOUNG ELEMENTARY			na	na	P		
Total Campuses	20	18	10	5	29	32	18

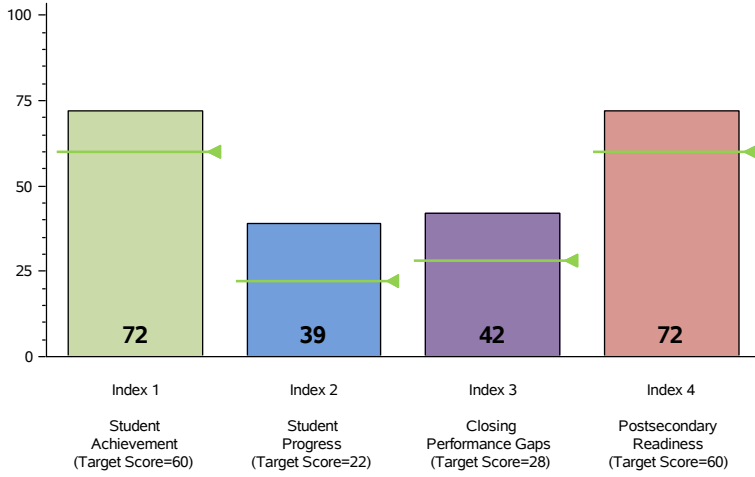
*only missed one distinction
bold - awarded all distinctions

TEXAS EDUCATION AGENCY 2017 Accountability Summary PASADENA ISD (101917)

Accountability Rating Met Standard

<p>Met Standards on</p> <ul style="list-style-type: none"> - Student Achievement - Student Progress - Closing Performance Gaps - Postsecondary Readiness 	<p>Did Not Meet Standards on</p> <p>- NONE</p>
<p>In 2017, to receive a Met Standard or Met Alternative Standard rating, districts and campuses must meet targets on three indexes: Index 1 or Index 2 and Index 3 and Index 4.</p>	

Performance Index Report



Distinction Designation

Postsecondary Readiness
Percent of Eligible Measures in Top Quartile 26 out of 102 = 25%
NO DISTINCTION EARNED

Performance Index Summary

Index	Points Earned	Maximum Points	Index Score
1 - Student Achievement	66,282	91,458	72
2 - Student Progress	705	1,800	39
3 - Closing Performance Gaps	1,254	3,000	42
4 - Postsecondary Readiness			
STAAR Score	12.2		
Graduation Rate Score	22.6		
Graduation Plan Score	21.1		
Postsecondary Component Score	15.6		72

System Safeguards

Number and Percentage of Indicators Met	
Performance Rates	40 out of 47 = 85%
Participation Rates	20 out of 20 = 100%
Graduation Rates	7 out of 9 = 78%
Met Federal Limits on Alternative Assessments	1 out of 1 = 100%
Total	68 out of 77 = 88%

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TEXAS EDUCATION AGENCY
2017 Index 1: Student Achievement Data Table
PASADENA ISD (101917)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
2017 STAAR Performance											
All Subjects											
Percent of Tests											
% Approaches Grade Level Standard	72%	66%	72%	79%	75%	91%	65%	80%	39%	71%	59%
Number of Tests											
# Approaches Grade Level Standard	66,282	4,498	54,599	4,051	81	2,526	34	493	3,876	51,314	14,443
Total Tests	91,458	6,821	75,916	5,159	108	2,787	52	615	10,036	72,694	24,596
Reading											
Percent of Tests											
% Approaches Grade Level Standard	67%	61%	67%	75%	66%	86%	60%	76%	30%	65%	51%
Number of Tests											
# Approaches Grade Level Standard	23,889	1,610	19,678	1,477	27	907	12	178	1,184	18,435	5,001
Total Tests	35,522	2,640	29,571	1,963	41	1,054	20	233	3,947	28,230	9,743
Mathematics											
Percent of Tests											
% Approaches Grade Level Standard	77%	70%	77%	82%	84%	96%	71%	84%	47%	76%	70%
Number of Tests											
# Approaches Grade Level Standard	21,624	1,461	17,907	1,309	27	748	10	162	1,480	17,094	5,871
Total Tests	27,910	2,096	23,198	1,595	32	783	14	192	3,135	22,499	8,366
Writing											
Percent of Tests											
% Approaches Grade Level Standard	66%	62%	66%	71%	83%	90%	*	76%	29%	64%	57%
Number of Tests											
# Approaches Grade Level Standard	5,291	361	4,346	313	**	220	*	42	218	4,150	1,503
Total Tests	7,961	583	6,625	442	**	244	*	55	754	6,483	2,622
Science											
Percent of Tests											
% Approaches Grade Level Standard	76%	70%	75%	82%	76%	92%	83%	81%	44%	74%	54%
Number of Tests											
# Approaches Grade Level Standard	9,300	633	7,631	580	13	373	5	65	634	7,126	1,481
Total Tests	12,240	909	10,118	706	17	404	6	80	1,457	9,625	2,720
Social Studies											
Percent of Tests											
% Approaches Grade Level Standard	79%	73%	79%	82%	75%	92%	*	84%	48%	77%	51%
Number of Tests											
# Approaches Grade Level Standard	6,178	433	5,037	372	**	278	*	46	360	4,509	587
Total Tests	7,825	593	6,404	453	**	302	*	55	743	5,857	1,145

* Indicates results are masked due to small numbers to protect student confidentiality.

** When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).

- Indicates there are no students in the group.

TEXAS EDUCATION AGENCY
2017 Index 4: Postsecondary Readiness Data Table
PASADENA ISD (101917)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	ELL
2017 STAAR Meets Grade Level										
% Meets Grade Level Standard	42%	33%	41%	52%	43%	78%	50%	51%	n/a	n/a
# Meets Grade Level Standard	14,243	855	11,375	1,053	17	806	10	127	n/a	n/a
Total Students Tested	33,791	2,586	27,850	2,008	40	1,039	20	248	n/a	n/a
4-Year Graduation Rate (Gr 9-12): Class of 2016										
% Graduated	90.9%	90.5%	90.7%	88.8%	88.9%	97.7%	*	100.0%	79.5%	84.1%
# Graduated	3,279	238	2,629	246	**	130	*	25	182	313
Total in Class	3,609	263	2,899	277	**	133	*	25	229	372
5-Year Extended Graduation Rate (Gr 9-12): Class of 2015										
% Graduated	92.2%	89.5%	92.7%	89.1%	*	94.6%	*	88.9%	87.0%	85.8%
# Graduated	3,132	239	2,522	245	*	106	*	16	207	266
Total in Class	3,397	267	2,721	275	*	112	*	18	238	310
Annual Dropout Rate (Gr 9-12): SY 2015-16										
% Dropped Out	1.8%	2.8%	1.6%	2.7%	0.0%	0.9%	0.0%	1.0%	2.5%	3.8%
# Dropped Out	300	38	225	31	0	5	0	1	38	76
# of Students	16,838	1,354	13,647	1,131	30	563	13	100	1,528	2,006
Longitudinal RHSP/DAP Graduates: Class of 2016										
% RHSP/DAP Graduates	82.2%	75.6%	82.2%	83.3%	62.5%	93.8%	*	88.0%	n/a	n/a
# RHSP/DAP Graduates	2,696	180	2,161	205	**	122	*	22	n/a	n/a
# of Graduates	3,278	238	2,628	246	**	130	*	25	n/a	n/a
Longitudinal RHSP/DAP/FHSP-E/FHSP-DLA Graduates: Class of 2016										
% RHSP/DAP/FHSP-E/FHSP-DLA Graduates	82.2%	75.6%	82.2%	83.3%	62.5%	93.8%	*	88.0%	n/a	n/a
# RHSP/DAP/FHSP-E/FHSP-DLA Graduates	2,696	180	2,161	205	**	122	*	22	n/a	n/a
# of Graduates	3,279	238	2,629	246	**	130	*	25	n/a	n/a

* Indicates results are masked due to small numbers to protect student confidentiality.

** When only one ethnic/race group is masked, then the second smallest ethnic/race group is masked (regardless of size).

- Indicates there are no students in the group.

n/a Indicates the student group is not applicable to Index 4.

TEXAS EDUCATION AGENCY
2017 Index 4: Postsecondary Readiness Data Table
PASADENA ISD (101917)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	ELL
Annual RHSP/DAP Graduates: SY 2015-16										
% RHSP/DAP Graduates	80.2%	72.9%	80.2%	81.3%	62.5%	93.1%	*	84.6%	n/a	n/a
# RHSP/DAP Graduates	2,723	183	2,185	205	**	122	*	22	n/a	n/a
# of Graduates	3,395	251	2,724	252	**	131	*	26	n/a	n/a
Annual RHSP/DAP/FHSP-E/FHSP-DLA Graduates: SY 2015-16										
% RHSP/DAP/FHSP-E/FHSP-DLA Graduates	80.2%	72.9%	80.2%	81.3%	62.5%	93.1%	*	84.6%	n/a	n/a
# RHSP/DAP/FHSP-E/FHSP-DLA Graduates	2,723	183	2,185	205	5	122	*	22	n/a	n/a
# of Graduates	3,396	251	2,725	252	8	131	*	26	n/a	n/a
College and Career Readiness: SY 2015-16										
% College and Career Ready Graduates	58.8%	43.8%	58.6%	65.5%	37.5%	81.7%	*	65.4%	n/a	n/a
# College and Career Ready Graduates	1,998	110	1,596	165	**	107	*	17	n/a	n/a
# of Graduates	3,396	251	2,725	252	**	131	*	26	n/a	n/a

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- Indicates there are no students in the group.

n/a Indicates the student group is not applicable to Index 4.

TEXAS EDUCATION AGENCY 2016 Accountability Summary PASADENA ISD (101917)

Accountability Rating

Met Standard

Met Standards on

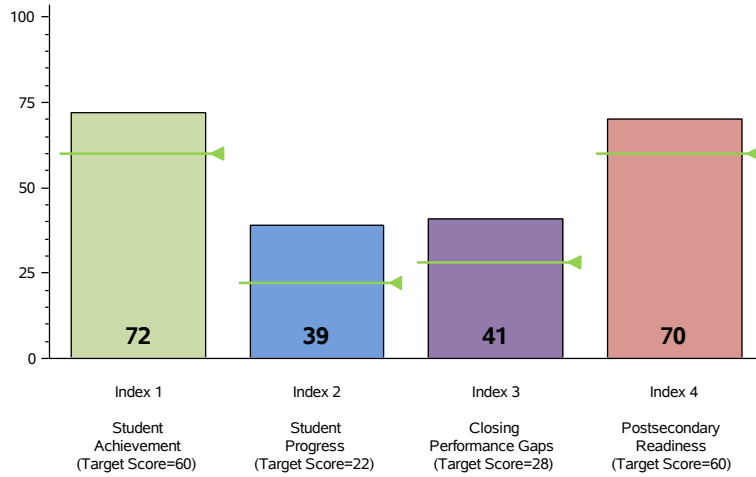
- Student Achievement
- Student Progress
- Closing Performance Gaps
- Postsecondary Readiness

Did Not Meet Standards on

- NONE

In 2016, to receive a Met Standard or Met Alternative Standard rating, districts and campuses must meet targets on three indexes: Index 1 **or** Index 2 **and** Index 3 **and** Index 4.

Performance Index Report



Distinction Designation

Postsecondary Readiness
Percent of Eligible Measures in Top Quartile 23 out of 100 = 23%
NO DISTINCTION EARNED

Performance Index Summary

Index	Points Earned	Maximum Points	Index Score
1 - Student Achievement	65,187	90,182	72
2 - Student Progress	703	1,800	39
3 - Closing Performance Gaps	1,236	3,000	41
4 - Postsecondary Readiness			
STAAR Score	11.6		
Graduation Rate Score	22.3		
Graduation Plan Score	20.3		
Postsecondary Component Score	16.1		
			70

System Safeguards

Number and Percentage of Indicators Met	
Performance Rates	41 out of 47 = 87%
Participation Rates	20 out of 20 = 100%
Graduation Rates	8 out of 8 = 100%
Met Federal Limits on Alternative Assessments	1 out of 1 = 100%
Total	70 out of 76 = 92%

For further information about this report, please see the Performance Reporting Division website at <https://rptsvr1.tea.texas.gov/perfreport/account/2016/index.html>

TEXAS EDUCATION AGENCY
2016 System Safeguards - Performance and Participation Data Table
PASADENA ISD (101917)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL (Current)
Performance Rates												
Reading												
# at Level II Satisfactory Standard	23,999	1,618	19,714	1,544	26	905	11	180	18,084	1,132	7,069	n/a
Total Tests	35,153	2,542	29,254	2,031	39	1,049	18	219	27,426	3,684	11,846	9,339
% at Level II Satisfactory Standard	68%	64%	67%	76%	67%	86%	61%	82%	66%	31%	60%	n/a
Mathematics												
# at Level II Satisfactory Standard	20,926	1,291	17,433	1,290	22	730	10	149	16,193	1,281	7,728	n/a
Total Tests	27,564	1,943	23,013	1,610	29	774	12	182	21,817	3,018	10,518	8,176
% at Level II Satisfactory Standard	76%	66%	76%	80%	76%	94%	83%	82%	74%	42%	73%	n/a
Writing												
# at Level II Satisfactory Standard	5,191	334	4,229	351	*	239	*	35	3,978	249	1,841	n/a
Total Tests	7,669	522	6,332	485	*	271	*	51	6,104	776	3,064	2,489
% at Level II Satisfactory Standard	68%	64%	67%	72%	*	88%	*	69%	65%	32%	60%	n/a
Science												
# at Level II Satisfactory Standard	9,215	602	7,623	583	**	319	*	71	6,983	591	2,388	n/a
Total Tests	12,119	839	10,133	697	**	346	*	84	9,419	1,435	3,686	2,702
% at Level II Satisfactory Standard	76%	72%	75%	84%	87%	92%	*	85%	74%	41%	65%	n/a
Social Studies												
# at Level II Satisfactory Standard	5,856	415	4,783	399	**	215	*	31	4,171	290	664	n/a
Total Tests	7,677	565	6,356	463	**	241	*	38	5,658	771	1,302	982
% at Level II Satisfactory Standard	76%	73%	75%	86%	90%	89%	*	82%	74%	38%	51%	n/a
Participation Rates												
Reading: 2015-2016 Assessments												
Number Participating	37,177	2,780	30,797	2,173	47	1,115	23	231	28,876	3,855	n/a	10,363
Total Students	37,527	2,813	31,078	2,198	47	1,117	24	238	29,148	3,903	n/a	10,406
Participation Rate	99%	99%	99%	99%	100%	100%	96%	97%	99%	99%	n/a	100%
Mathematics: 2015-2016 Assessments												
Number Participating	29,044	2,149	24,095	1,741	37	805	15	192	22,922	3,151	n/a	8,810
Total Students	29,244	2,160	24,265	1,753	37	806	18	193	23,084	3,192	n/a	8,854
Participation Rate	99%	99%	99%	99%	100%	100%	83%	99%	99%	99%	n/a	100%

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n/a Indicates the student group is not applicable to System Safeguards.

TEXAS EDUCATION AGENCY
2016 System Safeguards - Graduation and Federal Limits Data Table
PASADENA ISD (101917)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Ever HS)	ELL (Current)
Federal Graduation Rates												
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	3,071	234	2,471	240	*	106	*	16	2,081	192	258	n/a
Total in Class	3,561	274	2,862	287	*	116	*	18	2,403	278	356	279
Graduation Rate	86.2%	85.4%	86.3%	83.6%	*	91.4%	*	88.9%	86.6%	69.1%	72.5%	n/a
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2014												
Number Graduated	2,900	163	2,377	238	*	89	*	27	1,954	170	247	n/a
Total in Class	3,399	200	2,770	293	*	97	*	31	2,310	268	355	142
Graduation Rate	85.3%	81.5%	85.8%	81.2%	*	91.8%	*	87.1%	84.6%	63.4%	69.6%	n/a
5-year Extended Graduation Rate (Gr 9-12): Class of 2014												
Number Graduated	2,977	171	2,439	245	*	89	*	27	2,005	191	256	n/a
Total in Class	3,390	200	2,764	290	*	98	*	30	2,299	270	352	137
Graduation Rate	87.8%	85.5%	88.2%	84.5%	*	90.8%	*	90.0%	87.2%	70.7%	72.7%	n/a
District: Met Federal Limits on Alternative Assessments												
Reading												
Number Proficient	396											
Total Federal Cap Limit	376											
Mathematics												
Number Proficient	380											
Total Federal Cap Limit	293											

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n/a Indicates the student group is not applicable to System Safeguards.

2016 Distinctions Earned	RELA	Math	Science	Social Studies	Progress	Gap	Post Secondary
DHS			S				
PHS		M					
PMHS					P	G	
SHHS			S				
BEVERLY HILLS INT		M			P		
BONDY INT		M		SS	P	G	PS
JACKSON INT*		M	S	SS	P	G	PS
MILLER INT	R	M	S	SS	P	G	PS
QUEENS INT			S		P		
SAN JACINTO INT		M			P	G	
SOUTH HOUSTON INT	R				P	G	
SOUTHMORE INT*		M	S	SS	P	G	PS
THOMPSON INT				SS		G	PS
B SHAW MIDDLE			S	na			
C LOMAX MIDDLE	R	M	S	na	P	G	PS
E MILSTEAD MIDDLE	R	M	S	na	P	G	PS
F ROBERTS MIDDLE				na	P	G	PS
KELLER MIDDLE			S	na		G	
M KENDRICK MIDDLE	R			na		G	PS
MELILLO MIDDLE*	R	M		na	P	G	PS
R SCHNEIDER MIDDLE	R			na			

2016 Distinctions Earned	RELA	Math	Science	Social Studies	Progress	Gap	Post Secondary
ATKINSON ELEMENTARY	R	M	na	na	P	G	PS
BAILEY ELEMENTARY	R	M	na	na	P	G	PS
FISHER ELEMENTARY	R		na	na		G	
FRAZIER ELEMENTARY	R		na	na		G	
FREEMAN ELEMENTARY			na	na	P		
GARDENS ELEMENTARY			na	na		G	
GARFIELD ELEMENTARY	R		na	na			
GOLDEN ACRES ELEMENTARY*		M	na	na	P	G	PS
JENSEN ELEMENTARY	R		na	na		G	PS
KRUSE ELEMENTARY	R		na	na		G	
L BUSH ELEMENTARY			na	na	P		
MATTHYS ELEMENTARY			na	na	P		
MEADOR ELEMENTARY	R	M	na	na	P	G	PS
MOORE ELEMENTARY	R	M	na	na	P		
MORALES ELEMENTARY			na	na			PS
PARKS ELEMENTARY	R	M	na	na	P	G	PS
PEARL HALL ELEMENTARY			na	na	P	G	
POMEROY ELEMENTARY	R		na	na	P	G	
RED BLUFF ELEMENTARY	R		na	na	P	G	
SOUTH BELT ELEMENTARY	R	M	na	na	P	G	PS
SOUTH HOUSTON ELEMENTARY			na	na		G	
SOUTH SHAVER ELEMENTARY			na	na	P		
SPARKS ELEMENTARY		M	na	na	P	G	
TEAGUE ELEMENTARY			na	na		G	
TURNER ELEMENTARY			na	na		G	
YOUNG ELEMENTARY			na	na	P		
Total Campuses	20	18	10	5	29	32	18

*only missed one distinction
bold - awarded all distinctions

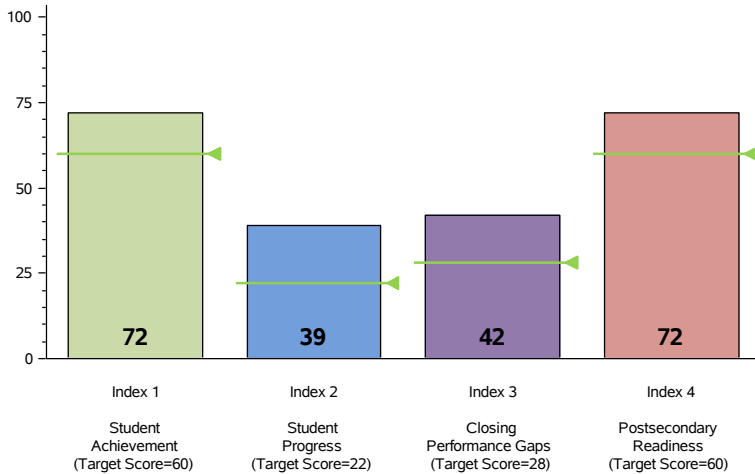
TEXAS EDUCATION AGENCY 2017 Accountability Summary PASADENA ISD (101917)

Accountability Rating

Met Standard

Met Standards on - Student Achievement - Student Progress - Closing Performance Gaps - Postsecondary Readiness	Did Not Meet Standards on - NONE
In 2017, to receive a Met Standard or Met Alternative Standard rating, districts and campuses must meet targets on three indexes: Index 1 or Index 2 and Index 3 and Index 4.	

Performance Index Report



Distinction Designation

Postsecondary Readiness
Percent of Eligible Measures in Top Quartile 26 out of 102 = 25%
NO DISTINCTION EARNED

Performance Index Summary

Index	Points Earned	Maximum Points	Index Score
1 - Student Achievement	66,282	91,458	72
2 - Student Progress	705	1,800	39
3 - Closing Performance Gaps	1,254	3,000	42
4 - Postsecondary Readiness			
STAAR Score	12.2		
Graduation Rate Score	22.6		
Graduation Plan Score	21.1		
Postsecondary Component Score	15.6		72

System Safeguards

Number and Percentage of Indicators Met	
Performance Rates	40 out of 47 = 85%
Participation Rates	20 out of 20 = 100%
Graduation Rates	7 out of 9 = 78%
Met Federal Limits on Alternative Assessments	1 out of 1 = 100%
Total	68 out of 77 = 88%

For further information about this report, please see the Performance Reporting website at <https://rptsrv1.tea.texas.gov/perreport/account/2017/index.html>

TEXAS EDUCATION AGENCY
2017 Index 1: Student Achievement Data Table
PASADENA ISD (101917)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
2017 STAAR Performance											
All Subjects											
Percent of Tests											
% Approaches Grade Level Standard	72%	66%	72%	79%	75%	91%	65%	80%	39%	71%	59%
Number of Tests											
# Approaches Grade Level Standard	66,282	4,498	54,599	4,051	81	2,526	34	493	3,876	51,314	14,443
Total Tests	91,458	6,821	75,916	5,159	108	2,787	52	615	10,036	72,694	24,596
Reading											
Percent of Tests											
% Approaches Grade Level Standard	67%	61%	67%	75%	66%	86%	60%	76%	30%	65%	51%
Number of Tests											
# Approaches Grade Level Standard	23,889	1,610	19,678	1,477	27	907	12	178	1,184	18,435	5,001
Total Tests	35,522	2,640	29,571	1,963	41	1,054	20	233	3,947	28,230	9,743
Mathematics											
Percent of Tests											
% Approaches Grade Level Standard	77%	70%	77%	82%	84%	96%	71%	84%	47%	76%	70%
Number of Tests											
# Approaches Grade Level Standard	21,624	1,461	17,907	1,309	27	748	10	162	1,480	17,094	5,871
Total Tests	27,910	2,096	23,198	1,595	32	783	14	192	3,135	22,499	8,366
Writing											
Percent of Tests											
% Approaches Grade Level Standard	66%	62%	66%	71%	83%	90%	*	76%	29%	64%	57%
Number of Tests											
# Approaches Grade Level Standard	5,291	361	4,346	313	**	220	*	42	218	4,150	1,503
Total Tests	7,961	583	6,625	442	**	244	*	55	754	6,483	2,622
Science											
Percent of Tests											
% Approaches Grade Level Standard	76%	70%	75%	82%	76%	92%	83%	81%	44%	74%	54%
Number of Tests											
# Approaches Grade Level Standard	9,300	633	7,631	580	13	373	5	65	634	7,126	1,481
Total Tests	12,240	909	10,118	706	17	404	6	80	1,457	9,625	2,720
Social Studies											
Percent of Tests											
% Approaches Grade Level Standard	79%	73%	79%	82%	75%	92%	*	84%	48%	77%	51%
Number of Tests											
# Approaches Grade Level Standard	6,178	433	5,037	372	**	278	*	46	360	4,509	587
Total Tests	7,825	593	6,404	453	**	302	*	55	743	5,857	1,145

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TEXAS EDUCATION AGENCY
2017 Index 4: Postsecondary Readiness Data Table
PASADENA ISD (101917)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	ELL
2017 STAAR Meets Grade Level										
% Meets Grade Level Standard	42%	33%	41%	52%	43%	78%	50%	51%	n/a	n/a
# Meets Grade Level Standard	14,243	855	11,375	1,053	17	806	10	127	n/a	n/a
Total Students Tested	33,791	2,586	27,850	2,008	40	1,039	20	248	n/a	n/a
4-Year Graduation Rate (Gr 9-12): Class of 2016										
% Graduated	90.9%	90.5%	90.7%	88.8%	88.9%	97.7%	*	100.0%	79.5%	84.1%
# Graduated	3,279	238	2,629	246	**	130	*	25	182	313
Total in Class	3,609	263	2,899	277	**	133	*	25	229	372
5-Year Extended Graduation Rate (Gr 9-12): Class of 2015										
% Graduated	92.2%	89.5%	92.7%	89.1%	*	94.6%	*	88.9%	87.0%	85.8%
# Graduated	3,132	239	2,522	245	*	106	*	16	207	266
Total in Class	3,397	267	2,721	275	*	112	*	18	238	310
Annual Dropout Rate (Gr 9-12): SY 2015-16										
% Dropped Out	1.8%	2.8%	1.6%	2.7%	0.0%	0.9%	0.0%	1.0%	2.5%	3.8%
# Dropped Out	300	38	225	31	0	5	0	1	38	76
# of Students	16,838	1,354	13,647	1,131	30	563	13	100	1,528	2,006
Longitudinal RHSP/DAP Graduates: Class of 2016										
% RHSP/DAP Graduates	82.2%	75.6%	82.2%	83.3%	62.5%	93.8%	*	88.0%	n/a	n/a
# RHSP/DAP Graduates	2,696	180	2,161	205	**	122	*	22	n/a	n/a
# of Graduates	3,278	238	2,628	246	**	130	*	25	n/a	n/a
Longitudinal RHSP/DAP/FHSP-E/FHSP-DLA Graduates: Class of 2016										
% RHSP/DAP/FHSP-E/FHSP-DLA Graduates	82.2%	75.6%	82.2%	83.3%	62.5%	93.8%	*	88.0%	n/a	n/a
# RHSP/DAP/FHSP-E/FHSP-DLA Graduates	2,696	180	2,161	205	**	122	*	22	n/a	n/a
# of Graduates	3,279	238	2,629	246	**	130	*	25	n/a	n/a

* Indicates results are masked due to small numbers to protect student confidentiality.

** When only one ethnic/race group is masked, then the second smallest ethnic/race group is masked (regardless of size).

- Indicates there are no students in the group.

n/a Indicates the student group is not applicable to Index 4.

TEXAS EDUCATION AGENCY
2017 Index 4: Postsecondary Readiness Data Table
PASADENA ISD (101917)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	ELL
Annual RHSP/DAP Graduates: SY 2015-16										
% RHSP/DAP Graduates	80.2%	72.9%	80.2%	81.3%	62.5%	93.1%	*	84.6%	n/a	n/a
# RHSP/DAP Graduates	2,723	183	2,185	205	**	122	*	22	n/a	n/a
# of Graduates	3,395	251	2,724	252	**	131	*	26	n/a	n/a
Annual RHSP/DAP/FHSP-E/FHSP-DLA Graduates: SY 2015-16										
% RHSP/DAP/FHSP-E/FHSP-DLA Graduates	80.2%	72.9%	80.2%	81.3%	62.5%	93.1%	*	84.6%	n/a	n/a
# RHSP/DAP/FHSP-E/FHSP-DLA Graduates	2,723	183	2,185	205	5	122	*	22	n/a	n/a
# of Graduates	3,396	251	2,725	252	8	131	*	26	n/a	n/a
College and Career Readiness: SY 2015-16										
% College and Career Ready Graduates	58.8%	43.8%	58.6%	65.5%	37.5%	81.7%	*	65.4%	n/a	n/a
# College and Career Ready Graduates	1,998	110	1,596	165	**	107	*	17	n/a	n/a
# of Graduates	3,396	251	2,725	252	**	131	*	26	n/a	n/a

* Indicates results are masked due to small numbers to protect student confidentiality.

** When only one ethnic/race group is masked, then the second smallest ethnic/race group is masked (regardless of size).

- Indicates there are no students in the group.

n/a Indicates the student group is not applicable to Index 4.



Accountability Data Search Help

Texas Education Agency 2018 Accountability Ratings Overall Summary PASADENA ISD (101917)

	Component Score	Scaled Score	Rating
Overall		80	Not Rated: Harvey Provision
Student Achievement		75	C
STAAR Performance	44	75	
College, Career and Military Readiness	47	76	
Graduation Rate	93.1	75	
School Progress		82	B
Academic Growth	68	76	C
Relative Performance (Eco Dis: 76.6%)	46	82	B
Closing the Gaps	43	74	C

Notes:

- This district was directly affected by Hurricane Harvey and did not receive an overall rating.

Distinction Designations

Postsecondary Readiness

Not Eligible

Title I 2018-2019

Budget for District Improvement Plan:

	<u>Acct. Code</u>	<u>Description</u>	<u>Goal</u>	<u>Obj.</u>	<u>Strat.</u>	<u>Budget</u>
6112	211	Marsha Jones - SUBS for Teacher Staff Development	1	1	3	\$64,000.00
6112	211	Scott Harrell - SUBS for Teacher Staff Development	1	1	3	\$54,000.00
6118	211	Daniel Hoppie - EXTRA DUTY for Teachers (afterschool tutoring)	1	1	3	\$30,000.00
6291	211	Karen Hickman/Lin Kuzmick - Contracted Services ~ includes consultant fees and travel expenses; W-9 form completed	1	1	3	\$21,000.00
6112	211	Daniel Hoppie - SUBS for Teacher Staff Development	1	1	3	\$10,000.00
Total						\$179,000.00

	<u>Acct. Code</u>	<u>Description</u>	<u>Goal</u>	<u>Obj.</u>	<u>Strat.</u>	<u>Budget</u>
6399	211	Daniel Hoppie - Materials and Supplies (classroom books & consumables)	1	1	7/8	\$10,000.00
Total						\$10,000.00

	<u>Acct. Code</u>	<u>Description</u>	<u>Goal</u>	<u>Obj.</u>	<u>Strat.</u>	<u>Budget</u>
6118	211	Scott Harrell - EXTRA DUTY for Teachers (afterschool tutoring)	1	1	9	\$21,000.00
Total						\$21,000.00

**Title I
2018-2019**

	<u>Acct. Code</u>	<u>Description</u>	<u>Goal</u>	<u>Obj.</u>	<u>Strat.</u>	<u>Budget</u>
6219	211	Marsha Jones - RTI	1	3	1	\$53,075.00
Total						\$53,075.00

	<u>Acct. Code</u>	<u>Description</u>	<u>Goal</u>	<u>Obj.</u>	<u>Strat.</u>	<u>Budget</u>
6339	211	Pat Sermas - PSAT 8	1	5	10	\$26,357.00
Total						\$26,357.00

	<u>Acct. Code</u>	<u>Description</u>	<u>Goal</u>	<u>Obj.</u>	<u>Strat.</u>	<u>Budget</u>
6339	211	Karen White - ITBS &	1	2/5	3/2	\$58,797.56
Total						\$58,797.56

Grand Total \$348,229.56

**Title III
2018-2019**

Budget for District Improvement Plan:

	<u>Acct. Code</u>	<u>Description</u>	<u>Goal</u>	<u>Obj.</u>	<u>Strat.</u>	<u>Budget</u>
6118	263	Carla Jano Defez - EXTRA DUTY for Teachers (afterschool training)	1	1	3	\$1,500.00
6399	263	Carla Jano Defez - Materials and Supplies (classroom books & consumables)	1	1	3	\$1,500.00
Total						\$3,000.00

	<u>Acct. Code</u>	<u>Description</u>	<u>Goal</u>	<u>Obj.</u>	<u>Strat.</u>	<u>Budget</u>
6118	263	Cindy Garza - EXTRA DUTY of Teachers (afterschool tutoring)	1	1	4	\$1,500.00
Total						\$1,500.00

	<u>Acct. Code</u>	<u>Description</u>	<u>Goal</u>	<u>Obj.</u>	<u>Strat.</u>	<u>Budget</u>
6118	263	Gladys Gonzales - EXTRA DUTY for Teachers (afterschool tutoring)	1	1	6	\$3,000.00
Total						\$3,000.00

	<u>Acct. Code</u>	<u>Description</u>	<u>Goal</u>	<u>Obj.</u>	<u>Strat.</u>	<u>Budget</u>
6399	263	Rolando Merchan - Materials and Supplies (classroom books & consumables)	1	1	7	\$1,500.00
Total						\$1,500.00

**Title III
2018-2019**

	<u>Acct. Code</u>	<u>Description</u>	<u>Goal</u>	<u>Obj.</u>	<u>Strat.</u>	<u>Budget</u>
6118	263	Rolando Merchan - EXTRA DUTY for Teachers (afterschool tutoring)	1	7	1/2	\$1,500.00
Total						\$1,500.00

	<u>Acct. Code</u>	<u>Description</u>	<u>Goal</u>	<u>Obj.</u>	<u>Strat.</u>	<u>Budget</u>
6399	263	Cindy Garcia - Materials and Supplies (classroom books & consumables)	1	7	1	\$1,500.00
Total						\$1,500.00

	<u>Acct. Code</u>	<u>Description</u>	<u>Goal</u>	<u>Obj.</u>	<u>Strat.</u>	<u>Budget</u>
6118	263	Chris Puente - EXTRA DUTY for Teachers (afterschool tutoring)	1	7	5	\$3,000.00
Total						\$3,000.00

Grand Total \$15,000.00

Title IV
Student Support and Academic Enrichment Grant (SSAEP)
2018-2019

Budget for District Improvement Plan:

	<u>Acct. Code</u>	<u>Description</u>	<u>Goal</u>	<u>Obj.</u>	<u>Strat.</u>	<u>Budget</u>
6339	289	Pat Sermas - PSAT NMSQT - 9TH-11TH	1	5	10	\$48,000.00
Total						\$48,000.00

	<u>Acct. Code</u>	<u>Description</u>	<u>Goal</u>	<u>Obj.</u>	<u>Strat.</u>	<u>Budget</u>
6223	289	Karen McCarley - Tuition SCI	2	1	1	\$194,527.00
6321	289	Karen McCarley - Textbooks	2	1	1	\$155,473.00
Total						\$350,000.00

	<u>Acct. Code</u>	<u>Description</u>	<u>Goal</u>	<u>Obj.</u>	<u>Strat.</u>	<u>Budget</u>
6219	289	Karen McCarley - Contracted Services ~ includes consultant fees and travel expenses; W-9 form completed	2	2	2	\$40,000.00
Total						\$40,000.00

	<u>Acct. Code</u>	<u>Description</u>	<u>Goal</u>	<u>Obj.</u>	<u>Strat.</u>	<u>Budget</u>
6339	289	Karen White - Testing Materials	2	2	4	\$30,000.00
Total						\$30,000.00

Title IV
Student Support and Academic Enrichment Grant (SSAEP)
2018-2019

	<u>Acct. Code</u>	<u>Description</u>	<u>Goal</u>	<u>Obj.</u>	<u>Strat.</u>	<u>Budget</u>
6112	289	SUBS for Teachers Staff Development	5	1	2	\$3,000.00
6118	289	EXTRA DUTY for Teachers (afterschool tutoring)	5	1	2	\$3,000.00
6219	289	Contracted Services ~ includes consultant fees and travel expenses; W-9 form completed - CD Week Institute	5	1	2	\$85,000.00
6219	289	Restorative Practices	5	1	2	\$16,000.00
6219	289	CD Training	5	1	2	\$20,000.00
6399	289	Materials and Supplies (classroom books & consumables)	5	1	2	\$8,000.00
Total						\$135,000.00

Grand Total \$603,000.00

Texas Hurricane Homeless Program 2018-2019

Budget for District Improvement Plan:

	<u>Acct. Code</u>	<u>Description</u>	<u>Goal</u>	<u>Obj.</u>	<u>Strat.</u>	<u>Budget</u>
6118	206	Neitzy Retta - EXTRA DUTY for Teachers (afterschool tutoring)	1	1	11	\$20,000.00
6126	206	Neitzy Retta - PART TIME or TEMP Employees	1	1	11	\$80,000.00
Total						\$100,000.00

Grand Total \$100,000.00