

Pasadena Independent School District

District Improvement Plan

2020-2021

Accountability Rating: Not Rated: Declared State of Disaster



Public Presentation Date: April 27, 2021

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

Pasadena ISD empowers students to become accomplished, self-directed, collaborative, lifelong learners who boldly contribute to an increasingly complex and evolving world.

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

STUDENT DEMOGRAPHICS

District Name: PASADENA ISD
County Name: HARRIS
District Number: 101917

Texas Education Agency Texas Academic Performance Report 2019-20 District Student Information

Student Information	Membership				Enrollment			
	District		State		District		State	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Total Students	52,792	100.0%	5,479,173	100.0%	52,878	100.0%	5,493,940	100.0%
Students by Grade:								
Early Childhood Education	240	0.5%	16,848	0.3%	282	0.5%	25,883	0.5%
Pre-Kindergarten	2,417	4.6%	248,413	4.5%	2,417	4.6%	249,226	4.5%
Kindergarten	3,263	6.2%	383,585	7.0%	3,264	6.2%	384,114	7.0%
Grade 1	3,715	7.0%	391,175	7.1%	3,716	7.0%	391,449	7.1%
Grade 2	3,601	6.8%	388,370	7.1%	3,604	6.8%	388,675	7.1%
Grade 3	3,681	7.0%	391,565	7.1%	3,681	7.0%	391,795	7.1%
Grade 4	3,737	7.1%	399,883	7.3%	3,740	7.1%	400,111	7.3%
Grade 5	4,022	7.6%	417,272	7.6%	4,024	7.6%	417,444	7.6%
Grade 6	4,023	7.6%	422,605	7.7%	4,024	7.6%	422,740	7.7%
Grade 7	4,131	7.8%	423,421	7.7%	4,132	7.8%	423,545	7.7%
Grade 8	3,858	7.3%	411,170	7.5%	3,860	7.3%	411,272	7.5%
Grade 9	4,376	8.3%	448,929	8.2%	4,377	8.3%	449,122	8.2%
Grade 10	4,073	7.7%	406,785	7.4%	4,073	7.7%	407,044	7.4%
Grade 11	3,917	7.4%	376,894	6.9%	3,917	7.4%	377,208	6.9%
Grade 12	3,738	7.1%	352,258	6.4%	3,767	7.1%	354,312	6.4%
Ethnic Distribution:								
African American	3,909	7.4%	691,582	12.6%	3,914	7.4%	692,925	12.6%
Hispanic	43,969	83.3%	2,892,928	52.8%	44,037	83.3%	2,899,504	52.8%
White	2,887	5.5%	1,477,699	27.0%	2,899	5.5%	1,483,688	27.0%
American Indian	63	0.1%	19,999	0.4%	63	0.1%	20,062	0.4%
Asian	1,572	3.0%	250,065	4.6%	1,572	3.0%	250,463	4.6%
Pacific Islander	49	0.1%	8,466	0.2%	49	0.1%	8,481	0.2%
Two or More Races	343	0.6%	138,434	2.5%	344	0.7%	138,817	2.5%
Sex:								
Female	25,543	48.4%	2,673,270	48.8%	25,573	48.4%	2,678,619	48.8%

Male	27,249	51.6%	2,805,903	51.2%	27,305	51.6%	2,815,321	51.2%
Economically Disadvantaged	41,594	78.8%	3,303,974	60.3%	41,623	78.7%	3,309,610	60.2%
Non-Educationally Disadvantaged	11,198	21.2%	2,175,199	39.7%	11,255	21.3%	2,184,330	39.8%
Section 504 Students	3,026	5.7%	376,734	6.9%	3,026	5.7%	376,956	6.9%
English Learners (EL)	15,335	29.0%	1,112,674	20.3%	15,335	29.0%	1,113,536	20.3%
Students w/ Disciplinary Placements (2018-19)	911	1.6%	82,551	1.5%				
Students w/ Dyslexia	2,283	4.3%	224,619	4.1%	2,283	4.3%	224,741	4.1%
Foster Care	59	0.1%	17,393	0.3%	60	0.1%	17,451	0.3%
Homeless	633	1.2%	78,178	1.4%	634	1.2%	78,296	1.4%
Immigrant	1,480	2.8%	126,747	2.3%	1,480	2.8%	126,858	2.3%
Migrant	118	0.2%	18,888	0.3%	118	0.2%	18,992	0.3%
Title I	36,498	69.1%	3,568,526	65.1%	36,554	69.1%	3,576,850	65.1%
Military Connected	28	0.1%	105,751	1.9%	28	0.1%	105,787	1.9%
At-Risk	31,119	58.9%	2,773,390	50.6%	31,144	58.9%	2,776,481	50.5%

STAFF DEMOGRAPHICS

District Name: PASADENA ISD

County Name: HARRIS

District Number: 101917

Texas Education Agency Texas Academic Performance Report 2019-20 District Staff Information

Staff Information	District		State	
	Count	Percent	Count	Percent
Total Staff	8,313.1	100.0%	734,726.4	100.0%
Professional Staff:	4,830.1	58.1%	468,132.4	63.7%
Teachers	3,736.0	44.9%	363,121.3	49.4%
Professional Support	815.7	9.8%	74,698.8	10.2%
Campus Administration (School Leadership)	195.3	2.3%	21,960.1	3.0%
Central Administration	83.0	1.0%	8,352.3	1.1%
Educational Aides:	1,059.1	12.7%	78,096.8	10.6%
Auxiliary Staff:	2,424.0	29.2%	188,497.2	25.7%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	61.0	n/a	4,373.0	n/a
Part-time	9.0	n/a	595.0	n/a
Counselors				
Full-time	116.0	n/a	12,901.0	n/a
Part-time	13.0	n/a	1,103.0	n/a
Total Minority Staff:	5,262.5	63.3%	375,758.9	51.1%
Teachers by Ethnicity and Sex:				
African American	368.4	9.9%	39,132.5	10.8%
Hispanic	1,360.1	36.6%	107,000.7	28.1%

Hispanic	1,303.1	30.0%	102,033.7	20.1%
White	1,840.3	49.3%	209,453.0	57.7%
American Indian	6.0	0.2%	1,239.6	0.3%
Asian	116.2	3.1%	6,393.2	1.8%
Pacific Islander	0.0	0.0%	638.2	0.2%
Two or More Races	36.0	1.0%	4,165.2	1.1%
Males	913.8	24.5%	86,302.4	23.8%
Females	2,822.2	75.5%	276,818.8	76.2%
Teachers by Highest Degree Held:				
No Degree	28.3	0.8%	4,859.9	1.3%
Bachelors	2,831.5	75.8%	266,596.3	73.4%
Masters	836.1	22.4%	89,088.4	24.5%
Doctorate	40.0	1.1%	2,576.8	0.7%
Teachers by Years of Experience:				
Beginning Teachers	207.4	5.6%	26,878.7	7.4%
1-5 Years Experience	1,215.8	32.5%	101,305.8	27.9%
6-10 Years Experience	838.0	22.4%	70,305.4	19.4%
11-20 Years Experience	1,043.0	27.9%	106,767.7	29.4%
Over 20 Years Experience	431.8	11.6%	57,863.9	15.9%

District Demographic Priorities

- Data Standardization
- Reporting/Training with Skyward
- Mobility Rate
- Student and Staff Equity

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

2020 Accountability Rating: Declared State of Disaster

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
- Focus on Homeless Program

	Component Score	Scaled Score	Rating
Overall		86	B
Student Achievement		81	B
STAAR Performance	46	78	
College, Career and Military Readiness	58	88	
Graduation Rate	93.5	75	
School Progress		89	B
Academic Growth	69	79	C
Relative Performance (Eco Dis: 86.3%)	52	90	A
Closing the Gaps	56	78	C

Student Achievement Strengths

Due to the cancellation of the spring 2020 STAAR that was caused by the COVID-19 Pandemic, the district/state performance reports were not updated. The following is the 2019 performance report for the district.

Assessments in Which District Met or Exceeded State Performance

Accountability Rating 20-21

Not rated due to Covid 19 pandemic

Previously Met Standards on

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

Did Not Meet Standards on

- NONE

In 2019, 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.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Focus on student achievement needs in Special Education, High School ELA, Homeless, and ELL students.

Problem Statement 2: Identify and address gaps in learning due to the pandemic

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

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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: Need 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

- Developing Teacher Incentive Allotment plan
- 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
- 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
- Provide trained mentors for all 1st year teachers
- Provide on-going coaching support about effective teaching strategies
- Developed grow your own program for paraprofessionals to work toward becoming a teacher

Staff Quality, Recruitment, and Retention Strengths

- 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
- Competitive compensation package including self-funded medical insurance
- Ongoing training for administrators to provide campuses a positive work environment

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, acceleration and/or remediation within the school day
- Personalized Learning is implemented on 47 campuses

Curriculum, Instruction, and Assessment Strengths

- Standards based PK-12 curriculum
- Just in Time professional learning opportunities for all teachers
- Instructional Leadership training for Principals, Assistant Principals, Content Specialists
- C & I, bilingual/ESL, PL and special education instructional specialists working together
- Hold with out loss on statewide assessment: Math, Science, Social Studies, ELA
- Dual Language program
- Conduct school instructional visits at HS, IS, MS & ES levels
- English Training for new TEKS implementation
- Early College High School program
- Personalized learning - Summit Platform program
- Provide training and guidance on DreamBox K-8

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.

Problem Statement 5: Focus on writing across the curriculum.

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
- Personalized learning is implemented in 47 campuses

District Context and Organization Strengths

- Skyward
- Strong Scope and Sequence from C & I
- Common high school assessments
- Use of surveys district-wide provides to guide programs and decisions
- Use of technology is strengthening instruction
- Strong content and Instructional Specialists Tech 1:1 5-8
- 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
- Implement student device deployment at all levels
- Develop appropriate policies & procedures for 24/7 online access for staff/students Explore student storage capability
- District level - Innovation and Development
- Teacher Technology Competencies Defined
- 21-22 gyms need help with internet

Technology Strengths

- Teacher Technology Competencies Defined Campus
- District Level Teaching & Learning w/Technology Professional Development Opportunities
- Technology Funding Resources
- 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 all levels

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: Provide devices and connectivity for all students in need

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
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Planning and decision making committee(s) meeting data
- State and federal planning requirements
- Covid-19 factors and/or waivers

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Federal Report Card Data
- RDA data

Student Data: Assessments

- (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- SAT and/or ACT assessment data
- 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 failure and/or retention rates
- Running Records results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including coherent sequence coursework, program growth and student achievement by race, ethnicity, gender, etc.

- STEM/STEAM data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion 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
- Discipline records
- Enrollment trends

Employee Data

- Staff surveys and/or other feedback
- State certified and high quality staff data
- 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
- Equity data
- TTESS data

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






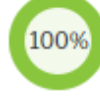
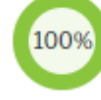
Goals












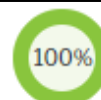
Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.









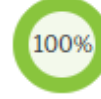


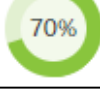
Performance Objective 1: During 2020-2021, consistent implementation of district curriculum, research based strategies, and rigor and relevance principles will ensure that performance of all students will meet or exceed the state average.












Evaluation Data Sources: School visit documentations, lesson plans, campus and district staff development logs and agendas.

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement a graduated, content-specific reading and writing plan for all courses in grades Pre-K to 12. Strategy's Expected Result/Impact: Written curriculum. Aligned curriculum documents in Eduphoria. Staff Responsible for Monitoring: Hickman Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.6	Formative		
	Mar	June	Aug
			
Strategy 2 Details	Formative Reviews		
Strategy 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. Strategy's Expected Result/Impact: Sign in sheets, walk through documentation, increased use of portfolios Staff Responsible for Monitoring: Hickman	Formative		
	Mar	June	Aug
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Provide district wide and campus based staff development to ensure consistent implementation of curriculum and rigor and relevance standards across the district. Strategy's Expected Result/Impact: District staff development catalog in Eduphoria. Staff Responsible for Monitoring: Hickman Funding Sources: Payroll - 211 - Title 1 A - Economically Disadvantaged Study - 211 - \$16,543,743, Staff Development - 255 - Title II A - Improving Teacher & Principal Q - 255 - \$179,000, Supplies - 255 - Title II A - Improving Teacher & Principal Q - 255 - \$10,000, Payroll-Extra Duty - 255 - Title II A - Improving Teacher & Principal Q - 255 - \$21,000, Miscellaneous/Operating Costs-Applicable to all Goals, Performance Objectives and Strategies within the District Improvement Plan - State Compensatory Funds - 199 - \$22,700	Formative		
	Mar	June	Aug
			

Strategy 4 Details	Formative Reviews		
Strategy 4: Define explicit performance criteria by creating and using standardized rubrics for measuring responses for writing assignments and/or assessments all content areas. Strategy's Expected Result/Impact: Integration of state and/or district created writing rubrics in curriculum documents. Staff Responsible for Monitoring: Hickman	Formative		
	Mar	June	Aug
			
Strategy 5 Details	Formative Reviews		
Strategy 5: Provide staff development on utilization of on-line databases and resources. Strategy's Expected Result/Impact: Staff Development Catalogue in Eduphoria and Sign in sheets. Staff Responsible for Monitoring: Rippy	Formative		
	Mar	June	Aug
			
Strategy 6 Details	Formative Reviews		
Strategy 6: 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. Strategy's Expected Result/Impact: Standard Clarification Curriculum materials and Curriculum Based Assessments. (CBA) Staff Responsible for Monitoring: Hickman Funding Sources: Payroll - 211 - Title 1 A - Economically Disadvantaged Study - 211	Formative		
	Mar	June	Aug
			
Strategy 7 Details	Formative Reviews		
Strategy 7: Develop a framework to assist teachers in implementing instruction that will include prerequisite skills and enrichment activities for students at various levels of development. Strategy's Expected Result/Impact: Differentiated instruction in Focus Training Session Agendas/PIE Time. Staff Responsible for Monitoring: Hickman	Formative		
	Mar	June	Aug
			

Strategy 8 Details	Formative Reviews		
Strategy 8: 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. Strategy's Expected Result/Impact: Differentiated instruction in Focus Training Session Agendas. Staff Responsible for Monitoring: Hickman Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 Funding Sources: Part Time or Temp Employees - 206- Texas Hurricane Homeless Program - 206 - \$80,000, Extra Duty Pay- Teachers (Afterschool Tutoring) - 206- Texas Hurricane Homeless Program - 206 - \$20,000	Formative		
	Mar	June	Aug
			
Strategy 9 Details	Formative Reviews		
Strategy 9: Utilize a walk through checklist to monitor implementation of instructional strategies. Strategy's Expected Result/Impact: District walkthrough form on Eduphoria. Staff Responsible for Monitoring: Hickman	Formative		
	Mar	June	Aug
			
Strategy 10 Details	Formative Reviews		
Strategy 10: Build content area cadres (Focus Training) to share successful implementation of research based instructional practices on each campus. Strategy's Expected Result/Impact: Peer facilitator and campus content specialists meeting agenda and logs. Staff Responsible for Monitoring: Hickman	Formative		
	Mar	June	Aug
			
Strategy 11 Details	Formative Reviews		
Strategy 11: Implement Sheltered Instruction Observation Protocol (SIOP) Training on additional campuses. [Performance: SpEd Writing/ELL Writing] Strategy's Expected Result/Impact: Sign in sheets, Walkthrough Observations Staff Responsible for Monitoring: Harrell	Formative		
	Mar	June	Aug
			
Strategy 12 Details	Formative Reviews		
Strategy 12: 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. Strategy's Expected Result/Impact: Master Schedules Staff Responsible for Monitoring: Hickman	Formative		
	Mar	June	Aug
			





Strategy 13 Details	Formative Reviews		
Strategy 13: Implement orientation program for smooth transition between schools. Strategy's Expected Result/Impact: Program evaluation, feedback Staff Responsible for Monitoring: Hickman	Formative		
	Mar	June	Aug
			
Strategy 14 Details	Formative Reviews		
Strategy 14: Expand the personalized learning program. Strategy's Expected Result/Impact: Additional campus teams providing Connect personalized learning Staff Responsible for Monitoring: McCalla	Formative		
	Mar	June	Aug
			
Strategy 15 Details	Formative Reviews		
Strategy 15: Expand teacher mentoring and coaching through RISE. Strategy's Expected Result/Impact: Student achievement, teacher retention Staff Responsible for Monitoring: Hickman Funding Sources: Payroll- Resource applicable to all Goals, Performance Objectives and Strategies within the District Improvement Plan - State Compensatory Funds - 199 - \$37,000	Formative		
	Mar	June	Aug
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			







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 2020-2021, 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 Sources: Data workshop agendas and information, Eduphoria staff development logs, and student grades.

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 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] Strategy's Expected Result/Impact: Data Heat Maps provided in all content areas and for all grade levels. Staff Responsible for Monitoring: Summers	Formative		
	Mar	June	Aug
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide campuses with longitudinal data on the percentage of LEP students making progress towards English proficiency. [PBM] Strategy's Expected Result/Impact: AWARE reports Staff Responsible for Monitoring: Summers	Formative		
	Mar	June	Aug
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Assist campuses in analyzing the performance of ELL, Migrant, Homeless, and Special Education students on state and national assessments. [RDA] Strategy's Expected Result/Impact: Meeting and Training agenda and sign in sheets. Staff Responsible for Monitoring: Gallegos Funding Sources: Supplies - 211 - Title 1 A - Economically Disadvantaged Study - 211	Formative		
	Mar	June	Aug
			
Strategy 4 Details	Formative Reviews		
Strategy 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. Strategy's Expected Result/Impact: Meeting and Training agenda and sign in sheets. Staff Responsible for Monitoring: Barrett	Formative		
	Mar	June	Aug
			








Strategy 5 Details	Formative Reviews		
Strategy 5: Provide staff development opportunities for regular education teachers on the intervention and special education referral process. Strategy's Expected Result/Impact: Meeting and Training agenda and sign in sheets. Staff Responsible for Monitoring: Barrett	Formative		
	Mar	June	Aug
			
Strategy 6 Details	Formative Reviews		
Strategy 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. Strategy's Expected Result/Impact: Integration of state and/or district created writing rubrics in district curriculum documents. Staff Responsible for Monitoring: Hickman	Formative		
	Mar	June	Aug
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			











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 2020-2021, 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 Sources: Staff development logs, campus improvement plans, district improvement plan, and analysis of needs addressed by the comprehensive needs assessment

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide staff development on differentiation/scaffolding designed to meet the learning needs of every student. [PBM] Strategy's Expected Result/Impact: Staff Development Catalog in Eduphoria, Focus Training Agendas. Staff Responsible for Monitoring: Hickman Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 Funding Sources: RTI - 211 - Title 1 A - Economically Disadvantaged Study - 211 - \$53,075, RTI - 289 - Title IV- Student Support & Academic Enrichm - 255 - \$53,075	Formative		
	Mar	June	Aug
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide district-wide training opportunities for problem solving and higher-level questioning/thinking skills needed to increase rigor [PBM, P16] Strategy's Expected Result/Impact: Staff Development Catalog in Eduphoria, Focus Training Agendas. Staff Responsible for Monitoring: Hickman	Formative		
	Mar	June	Aug
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Train campus administrators in establishing and supporting PLCs on their campus. Strategy's Expected Result/Impact: Staff Development Agendas and Sign in Sheets. Staff Responsible for Monitoring: Hickman	Formative		
	Mar	June	Aug
			











Strategy 4 Details	Formative Reviews		
Strategy 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. Strategy's Expected Result/Impact: Staff Development Agendas and Sign in Sheets. Staff Responsible for Monitoring: Hickman	Formative		
	Mar	June	Aug
			
Strategy 5 Details	Formative Reviews		
Strategy 5: Establish a district wide model for PLCs. Strategy's Expected Result/Impact: PLC Written Plan Staff Responsible for Monitoring: Jones	Formative		
	Mar	June	Aug
			
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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 4: By June 2021, 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 Sources: Campus/District reading needs assessment, Eduphoria lesson plans, Campus Staff Development.

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 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. Strategy's Expected Result/Impact: Library Meeting Agendas, sign in sheets and school library budgets. Staff Responsible for Monitoring: Rippy Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5	Formative		
	Mar	June	Aug
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide time and materials for purposeful reading during the school day. Strategy's Expected Result/Impact: Master Schedules and School Budgets Staff Responsible for Monitoring: Hickman	Formative		
	Mar	June	Aug
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Provide information to teachers regarding special reading needs of dyslexia students. Strategy's Expected Result/Impact: Records of the campus distribution of Student Accommodation Sheets. Staff Responsible for Monitoring: Chapa	Formative		
	Mar	June	Aug
			
Strategy 4 Details	Formative Reviews		
Strategy 4: Identify student reading levels to monitor reading improvement and align reading materials to their instructional level. (Grades K - 6) Strategy's Expected Result/Impact: Curriculum Documents in Eduphoria. Staff Responsible for Monitoring: S. Harrell	Formative		
	Mar	June	Aug
			




Strategy 5 Details	Formative Reviews		
Strategy 5: Provide staff development opportunities about reading strategies for at risk readers. [PBM][RDA] Strategy's Expected Result/Impact: Staff Development Catalog, Meeting and Training Agendas and Sign in Sheets. Staff Responsible for Monitoring: Chapa Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 Funding Sources: Contracted Services-Applicable to all Goals, Performance Objectives and Strategies within the District Improvement Plan - State Compensatory Funds - 199 - \$28,000, Supplies-Resource applicable to all Goals, Performance Objectives and Strategies within the District Improvement Plan - State Compensatory Funds - 199 - \$346,000	Formative		
	Mar	June	Aug
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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 2020-2021, 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 Sources: Eduphoria lesson plans, GT inservice and projects, AP class success rates and grades.

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Assist all campuses in the revision of their campus plans to confirm appropriate plans are included for advanced/gifted students. Strategy's Expected Result/Impact: Individual Campus plans Staff Responsible for Monitoring: Khan	Formative		
	Mar	June	Aug
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Ensure that the G/T identification procedure remains free from bias. Strategy's Expected Result/Impact: Demographic reports Staff Responsible for Monitoring: Sermas Funding Sources: Testing Materials-Supplies (i.e. ITBS, etc.) - 289 - Title IV- Student Support & Academic Enrichm - 289 - \$58,797.96	Formative		
	Mar	June	Aug
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Continue/expand G/T Summer Exploration Camp opportunities. [P16] Strategy's Expected Result/Impact: Registration numbers Staff Responsible for Monitoring: Khan	Formative		
	Mar	June	Aug
			

Strategy 4 Details	Formative Reviews		
Strategy 4: Promote participation in local and regional AP/PreAP staff development and assist teachers with program design and curriculum development. [P16] Strategy's Expected Result/Impact: Staff development sign in sheets; curriculum posted on the eduphoria system Staff Responsible for Monitoring: Sermas	Formative		
	Mar	June	Aug
			
Strategy 5 Details	Formative Reviews		
Strategy 5: Continue AP/PreAP vertical team opportunities in all disciplines. [P16] Strategy's Expected Result/Impact: Sign in sheets, listed workshop opportunities listed in the staff development catalog Staff Responsible for Monitoring: Sermas	Formative		
	Mar	June	Aug
			
Strategy 6 Details	Formative Reviews		
Strategy 6: Increase participation in Advanced Placement Programs in secondary schools for students in all subgroups. [P16] Strategy's Expected Result/Impact: Demographic reports Staff Responsible for Monitoring: Sermas	Formative		
	Mar	June	Aug
			
Strategy 7 Details	Formative Reviews		
Strategy 7: Expand Texas Performance Standards in grades K-12. Strategy's Expected Result/Impact: Number of school participation in the district wide GT showcase Staff Responsible for Monitoring: Sermas	Formative		
	Mar	June	Aug
			
Strategy 8 Details	Formative Reviews		
Strategy 8: Provide each Pre-AP math, social studies, science and English teacher in grades 6 - 11 with access to AP Institute, Laying the Foundation Summer Institute, and other Professional Learning. Strategy's Expected Result/Impact: Registration Forms Staff Responsible for Monitoring: Sermas	Formative		
	Mar	June	Aug
			







Strategy 9 Details	Formative Reviews		
Strategy 9: Provide all Pre-AP/AP teachers with four training sessions annually. Strategy's Expected Result/Impact: Training Calendar, Staff Development Catalog, Sign in Sheets. Staff Responsible for Monitoring: Sermas	Formative		
	Mar	June	Aug
			
Strategy 10 Details	Formative Reviews		
Strategy 10: Administer the PSAT/NMSQT to all 9th - 11th grade students through yearly and the PSAT to all 8th graders. Strategy's Expected Result/Impact: Early Participation agreement with College Board Staff Responsible for Monitoring: Sermas Funding Sources: PSAT 8 - 289 - Title IV- Student Support & Academic Enrichm - 289 - \$26,357, PSAT-NMSQT 9th-11th - 289 - Title IV- Student Support & Academic Enrichm - 289 - \$48,000, Supplies - 289 - Title IV- Student Support & Academic Enrichm - 289 - \$390,000	Formative		
	Mar	June	Aug
			
Strategy 11 Details	Formative Reviews		
Strategy 11: SAT for 11th and 12th grade Strategy's Expected Result/Impact: Participation Rates and Data Staff Responsible for Monitoring: Hickman	Formative		
	Mar	June	Aug
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			










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 Sources: Teacher Self Reports Part II, Eduphoria lesson plans, and student grades.

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide staff development opportunities which offer effective instructional strategies, materials, and activities for the at-risk learner. Strategy's Expected Result/Impact: Staff development plans; at risk students' grades Staff Responsible for Monitoring: Goodwin	Formative		
	Mar	June	Aug
			
Strategy 2 Details	Formative Reviews		
Strategy 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. Strategy's Expected Result/Impact: RTI; student grades Staff Responsible for Monitoring: Chapa	Formative		
	Mar	June	Aug
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Ensure the implementation of 504 accommodations for eligible students. Strategy's Expected Result/Impact: Campus Reviews; 504 students' grades Staff Responsible for Monitoring: Chapa	Formative		
	Mar	June	Aug
			
Strategy 4 Details	Formative Reviews		
Strategy 4: Assist campuses in using data from TEKS-based assessments for early identification of individuals who might be at-risk of not mastering TEKS. Strategy's Expected Result/Impact: AWARE Reports, IAT Agendas, Data Meeting Agendas. Staff Responsible for Monitoring: Chapa	Formative		
	Mar	June	Aug
			

Strategy 5 Details	Formative Reviews		
Strategy 5: Increase collaboration and partnership with outside agencies to provide assistance to the student through at risk programs. Strategy's Expected Result/Impact: Meeting Agendas and Logs Staff Responsible for Monitoring: Gallegos	Formative		
	Mar	June	Aug
			
Strategy 6 Details	Formative Reviews		
Strategy 6: Implement research-based programs designed to accelerate student learning. [PBM][RDA] Strategy's Expected Result/Impact: Edgenuity, Credit Recovery, Extended Day/Year, Dual Credit Data Staff Responsible for Monitoring: Hickman	Formative		
	Mar	June	Aug
			
Strategy 7 Details	Formative Reviews		
Strategy 7: Organize required acceleration classes for STAAR failures based on current year data. Strategy's Expected Result/Impact: Edgenuity, Credit Recovery, Extended Day/Year Staff Responsible for Monitoring: Hickman	Formative		
	Mar	June	Aug
			
Strategy 8 Details	Formative Reviews		
Strategy 8: Provide intervention services through intervention and extended year programs incorporating TEKS requirements based on current year data. Strategy's Expected Result/Impact: Standardized district extended year curriculum and assessments. Staff Responsible for Monitoring: Hickman	Formative		
	Mar	June	Aug
			
Strategy 9 Details	Formative Reviews		
Strategy 9: Provide additional and individualized support to parents of at-risk students. Strategy's Expected Result/Impact: Logs, Agendas, and Sign in Sheets Staff Responsible for Monitoring: Gallegos	Formative		
	Mar	June	Aug
			









Strategy 10 Details	Formative Reviews		
Strategy 10: Communicate alternative education opportunities for students at risk of dropping out which include Tegeler, Community School and Virtual School. Strategy's Expected Result/Impact: Student handbook and Program brochures. Staff Responsible for Monitoring: K. McCarley	Formative		
	Mar	June	Aug
			
Strategy 11 Details	Formative Reviews		
Strategy 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. Strategy's Expected Result/Impact: Transition plan documentation Staff Responsible for Monitoring: Harrell	Formative		
	Mar	June	Aug
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			







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 2020-2021, 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 Sources: Staff Development logs and agendas.

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide training and Spanish language materials for all teachers working with ELL students. Integrate spanish language books within the library collection. [PBM][RDA] Strategy's Expected Result/Impact: Staff Development Catalog, Curriculum Documents in Eduphoria, Training Agendas and Sign in Sheets Staff Responsible for Monitoring: S. Harrell Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 Funding Sources: Supplies - 263 - Title III A - Bilingual Education, Language - 263	Formative		
	Mar	June	Aug
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide ESL and ELPS training opportunities for all teachers. [PBM][RDA] Strategy's Expected Result/Impact: Professional Development Catalog Staff Responsible for Monitoring: S. Harrell Funding Sources: Payroll - 263 - Title III A - Bilingual Education, Language - 263	Formative		
	Mar	June	Aug
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Prepare bilingual/ELL students for an appropriate and timely transition. [PBM] [RDA] [Performance: ELL Writing/SS Strategy's Expected Result/Impact: Staff Development Catalog, Curriculum Documents in Eduphoria, Training Agendas and Sign in Sheets Staff Responsible for Monitoring: S. Harrell Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5	Formative		
	Mar	June	Aug
			

Strategy 4 Details	Formative Reviews		
Strategy 4: Evaluate/revise district-wide guidelines and recommendations for appropriate participation of recent immigrants within the State Assessment Program. Strategy's Expected Result/Impact: AWARE Data, Student Schedules Staff Responsible for Monitoring: Merchan	Formative		
	Mar	June	Aug
			
Strategy 5 Details	Formative Reviews		
Strategy 5: Establish clear, high expectations for curriculum serving recent immigrants. Strategy's Expected Result/Impact: Staff Development Catalog, Curriculum Documents in Eduphoria, Training Agendas and Sign in Sheets Staff Responsible for Monitoring: S. Harrell Funding Sources: Payroll - 263 - Title III A - Bilingual Education, Language - 263	Formative		
	Mar	June	Aug
			
Strategy 6 Details	Formative Reviews		
Strategy 6: Communicate and implement the ESL scope and sequence at all grade levels. Strategy's Expected Result/Impact: Staff Development Catalog, Curriculum Documents in Eduphoria, Training Agendas and Sign in Sheets Staff Responsible for Monitoring: S. Harrell	Formative		
	Mar	June	Aug
			
Strategy 7 Details	Formative Reviews		
Strategy 7: Provide staff development opportunities to incorporate specific strategies which support recent immigrants. Strategy's Expected Result/Impact: Staff Development Catalog, Curriculum Documents in Eduphoria, Training Agendas and Sign in Sheets Staff Responsible for Monitoring: S. Harrell	Formative		
	Mar	June	Aug
			
Strategy 8 Details	Formative Reviews		
Strategy 8: Integrate relevant literacy skills across all content areas. Strategy's Expected Result/Impact: Curriculum documents in Eduphoria. Walkthrough data. Staff Responsible for Monitoring: Hickman Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.6 Funding Sources: Payroll - 263 - Title III A - Bilingual Education, Language - 263	Formative		
	Mar	June	Aug
			






Strategy 9 Details	Formative Reviews		
Strategy 9: Provide on-line databases, ebooks, books, and other resources for specific TEKS. Strategy's Expected Result/Impact: Use of department budgeted funds. Staff Responsible for Monitoring: Rippy Funding Sources: Supplies - 211 - Title 1 A - Economically Disadvantaged Study - 211 - \$1,925,931.90, Supplies - 263 - Title III A - Bilingual Education, Language - 263 - \$219,822.06	Formative		
	Mar	June	Aug
			
Strategy 10 Details	Formative Reviews		
Strategy 10: Ensure that all science classes incorporate hands-on and outdoor laboratory activities in alignment with new state Science TEKS. Strategy's Expected Result/Impact: Imbedded in curriculum documents in Eduphoria. Teacher lesson plans in Eduphoria. Staff Responsible for Monitoring: Hickman Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.6 Funding Sources: Payroll - 263 - Title III A - Bilingual Education, Language - 263	Formative		
	Mar	June	Aug
			
 No Progress  Accomplished  Continue/Modify  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 2020-2021, 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 Sources: Campus plans and meeting agendas.

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide training in Positive Behavior Interventions & Supports (PBIS) strategies with campus staff using Safe/Civil Series & Conscious Discipline. Strategy's Expected Result/Impact: Reduction in discipline referrals, staff development sign in sheets, calendar Staff Responsible for Monitoring: Khalil	Formative		
	Mar	June	Aug
			
Strategy 2 Details	Formative Reviews		
Strategy 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). Strategy's Expected Result/Impact: Staff Development Calendar, Sign in sheets Staff Responsible for Monitoring: Khalil	Formative		
	Mar	June	Aug
			
Strategy 3 Details	Formative Reviews		
Strategy 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. Strategy's Expected Result/Impact: Sign in sheets, Surveys, Online training documentation Staff Responsible for Monitoring: Kennemer	Formative		
	Mar	June	Aug
			




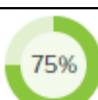
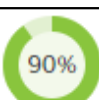
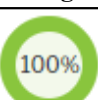
Strategy 4 Details	Formative Reviews		
Strategy 4: Provide comprehensive staff development to counselors on multiple forms of childhood abuse (including sexual abuse), identification, reporting procedures, ways to assist and related laws regarding disclosure. The training includes handouts for teachers 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. Strategy's Expected Result/Impact: TEA Annual Character Education Survey, Campus Improvement Plans Staff Responsible for Monitoring: K. McCarley	Formative		
	Mar	June	Aug
			
Strategy 5 Details	Formative Reviews		
Strategy 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.texasuicideprevention.org Strategy's Expected Result/Impact: Counselors submit the number of students assessed at medium and high risk Staff Responsible for Monitoring: R Harold	Formative		
	Mar	June	Aug
			
Strategy 6 Details	Formative Reviews		
Strategy 6: Expand volunteer staff development opportunities for CPR training and responding to classroom emergencies. Strategy's Expected Result/Impact: Eduphoria Survey Staff Responsible for Monitoring: Weisedel	Formative		
	Mar	June	Aug
			
Strategy 7 Details	Formative Reviews		
Strategy 7: Provide training for all employees on Bloodborne Pathogens, Child Abuse Overview, Diabetes, Anaphylaxis, and Hazardous Materials. Strategy's Expected Result/Impact: Eduphoria Surveys, Sign In Sheets Staff Responsible for Monitoring: Weisedel	Formative		
	Mar	June	Aug
			
 No Progress  Accomplished  Continue/Modify  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 9: By June 2021, coordinated school health plans will be implemented to include activities to increase student and parental awareness of healthy living practices.

Evaluation Data Sources: Campus staff development logs, meeting agendas, campus plans, Eduphoria lesson plans

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide annual staff development for instructional and administrative staff to ensure consistent implementation of district wide and campus wide coordinated school health initiatives. Strategy's Expected Result/Impact: Staff development documentation, campus developed plans Staff Responsible for Monitoring: Macneish	Formative		
	Mar	June	Aug
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Coordinate a campus health advisory committee to develop and support coordinated school health goals and objectives to ensure that they are implemented Strategy's Expected Result/Impact: Complete the School Health Index and develop action steps for needed improvements Staff Responsible for Monitoring: Macneish	Formative		
	Mar	June	Aug
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Utilize a monitoring system that will evaluate the level of implementation and effectiveness of coordinated school health initiatives on a yearly basis Strategy's Expected Result/Impact: Review the snapshot report from the Alliance for a Healthier Generations/Healthy Schools Program assessment (based on the School Health index). Staff Responsible for Monitoring: Macneish	Formative		
	Mar	June	Aug
			
Strategy 4 Details	Formative Reviews		
Strategy 4: Provide Fitnessgram Data for instructional planning Strategy's Expected Result/Impact: Provide Fitnessgram scores on pre/post tests for PE teachers to use for instructional planning Staff Responsible for Monitoring: Macneish	Formative		
	Mar	June	Aug
			







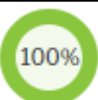
Strategy 5 Details	Formative Reviews		
Strategy 5: Design district calendar and campus master schedules to allow for district wide and campus based coordinated school health programs and activities. Strategy's Expected Result/Impact: Meeting Documentation, Campus Plans developed Staff Responsible for Monitoring: Macneish	Formative		
	Mar	June	Aug
			
Strategy 6 Details	Formative Reviews		
Strategy 6: Provide Parent Education Opportunities for coordinated school health at each campus Strategy's Expected Result/Impact: Meeting Agendas and Sign in Sheets Staff Responsible for Monitoring: Macneish	Formative		
	Mar	June	Aug
			
Strategy 7 Details	Formative Reviews		
Strategy 7: Implement a District Wellness Policy Strategy's Expected Result/Impact: Compliance Report Staff Responsible for Monitoring: Macneish	Formative		
	Mar	June	Aug
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			














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 2020-2021, the district will develop research based K-12 grading policies and procedures that link student assessment to mastery of student expectations.

Evaluation Data Sources: Completion of revised Grading Policy

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Establish district wide grading standards that are linked to student expectations and are based on best practices. Strategy's Expected Result/Impact: Meeting and training agendas, sign in sheets, revised student report cards. Staff Responsible for Monitoring: Hickman	Formative		
	Mar	June	Aug
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Record grades that accurately communicate mastery or non mastery on a specific student expectations. Strategy's Expected Result/Impact: Revised student report cards. Staff Responsible for Monitoring: Hickman	Formative		
	Mar	June	Aug
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Develop grade and/or content specific grading rubrics. Strategy's Expected Result/Impact: Integration of state and/or district created writing rubrics in district curriculum documents. Staff Responsible for Monitoring: Hickman	Formative		
	Mar	June	Aug
			
Strategy 4 Details	Formative Reviews		
Strategy 4: Establish district guidelines regarding the appropriate use of homework. Strategy's Expected Result/Impact: District grading policies, procedures, regulations and student handbook. Staff Responsible for Monitoring: Hickman	Formative		
	Mar	June	Aug
			










Strategy 5 Details	Formative Reviews		
Strategy 5: Establish district wide grade and/or content appropriate retest standards. Strategy's Expected Result/Impact: District grading policies, procedures, regulations and student handbook. Staff Responsible for Monitoring: Hickman	Formative		
	Mar	June	Aug
			
Strategy 6 Details	Formative Reviews		
Strategy 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. Strategy's Expected Result/Impact: Edgenuity reports and credit recovery reports. Staff Responsible for Monitoring: Hickman	Formative		
	Mar	June	Aug
			
Strategy 7 Details	Formative Reviews		
Strategy 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. Strategy's Expected Result/Impact: IAT Process/PIE Staff Responsible for Monitoring: Hickman	Formative		
	Mar	June	Aug
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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 2020-2021, increase the district's attendance rate to 96% or above for all students.

Evaluation Data Sources: AEIS Report, Attendance Data

Summative Evaluation: Some progress made toward meeting Objective



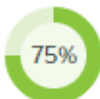
Strategy 1 Details	Formative Reviews		
Strategy 1: Utilize campus intervention programs (CIS) to provide specific strategies for students with potential attendance problems. CIS provides services to 15 campuses during the school day and 2 campuses for after school programs. Strategy's Expected Result/Impact: Improved attendance, Fewer Dropouts, Completion Rates Staff Responsible for Monitoring: Gallegos	Formative		
	Mar	June	Aug
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Investigate actions to support campuses in improving attendance rates. (Truancy Prevention Plan) Strategy's Expected Result/Impact: Number of completed Truancy Prevention Measures as identified in the RaaWee K12 Truancy Software Staff Responsible for Monitoring: Burt	Formative		
	Mar	June	Aug
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Implementation of Drop Out Recovery Grant strategies. Strategy's Expected Result/Impact: Number of Graduates served by the grant Staff Responsible for Monitoring: Carpa	Formative		
	Mar	June	Aug
			
 No Progress  Accomplished  Continue/Modify  Discontinue			





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


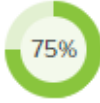




Performance Objective 12: By August, 2021, all PISD schools will collaboratively work with the District Special Education Office to ensure that all the needs of each student are being met including 100% compliance with all federal and state requirements.










Evaluation Data Sources: District Special Education Guidelines, Inservice by Special Education Department to district staff, ARD paperwork

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Monitor Admission, Review and Dismissal (ARD) paperwork to ensure IDEA components are addressed during the ARD process. Strategy's Expected Result/Impact: 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 Staff Responsible for Monitoring: Barrett	Formative		
	Mar	June	Aug
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide staff development opportunities for teachers working with special education students experiencing reading difficulties. Strategy's Expected Result/Impact: 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. Staff Responsible for Monitoring: Barrett	Formative		
	Mar	June	Aug
			
Strategy 3 Details	Formative Reviews		
Strategy 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. Strategy's Expected Result/Impact: 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. Staff Responsible for Monitoring: Barrett	Formative		
	Mar	June	Aug
			

Strategy 4 Details	Formative Reviews		
Strategy 4: Campuses will follow district procedures regarding parental request for special education evaluation. Strategy's Expected Result/Impact: 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. Staff Responsible for Monitoring: Barrett	Formative		
	Mar	June	Aug
			
Strategy 5 Details	Formative Reviews		
Strategy 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. Strategy's Expected Result/Impact: 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. Staff Responsible for Monitoring: Barrett	Formative		
	Mar	June	Aug
			
Strategy 6 Details	Formative Reviews		
Strategy 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. Strategy's Expected Result/Impact: 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. Staff Responsible for Monitoring: Barrett	Formative		
	Mar	June	Aug
			
Strategy 7 Details	Formative Reviews		
Strategy 7: Campuses will follow district policy to ensure students with disabilities have access to facilities. Strategy's Expected Result/Impact: 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. Staff Responsible for Monitoring: Barrett	Formative		
	Mar	June	Aug
			

Strategy 8 Details	Formative Reviews		
Strategy 8: Campuses will follow district procedures in addressing Transition requirements for students with disabilities. Strategy's Expected Result/Impact: 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. Staff Responsible for Monitoring: Barrett	Formative		
	Mar	June	Aug
			
Strategy 9 Details	Formative Reviews		
Strategy 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. Strategy's Expected Result/Impact: Central office Special Education staff will review campus LRE data on a quarterly basis. Staff Responsible for Monitoring: Barrett	Formative		
	Mar	June	Aug
			
Strategy 10 Details	Formative Reviews		
Strategy 10: Provide staff development to special education teachers, administrators and support staff to ensure IDEA required components are implemented appropriately for students with disabilities. Strategy's Expected Result/Impact: Staff Development Opportunities, agenda's, sign in sheets Staff Responsible for Monitoring: Barrett	Formative		
	Mar	June	Aug
			
Strategy 11 Details	Formative Reviews		
Strategy 11: Provide additional personnel and training to assist teachers in meeting the needs of special populations. Strategy's Expected Result/Impact: Staff Development, agendas, sign in sheets, survey results Staff Responsible for Monitoring: Gallegos	Formative		
	Mar	June	Aug
			
Strategy 12 Details	Formative Reviews		
Strategy 12: Implement Sheltered Instruction Observation Protocol (SIOP) training at campuses. Strategy's Expected Result/Impact: Classroom walk-throughs, sign in sheets Staff Responsible for Monitoring: S. Harrell	Formative		
	Mar	June	Aug
			






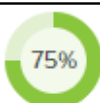




Strategy 13 Details	Formative Reviews		
Strategy 13: Campus has reviewed the previous year state assessment scores for each student with a disability. If the student did not perform satisfactorily on their state assessment test for any subject, an ARD committee will be held within 4 weeks, or as soon as possible, to discuss Accelerated Instruction/Intensive Program of Instruction. Strategy's Expected Result/Impact: ARD minutes Staff Responsible for Monitoring: Barrett	Formative		
	Mar	June	Aug
			
Strategy 14 Details	Formative Reviews		
Strategy 14: Ensure parent surveys sent annually for all Special Education students. Strategy's Expected Result/Impact: Review feedback, survey return rate Staff Responsible for Monitoring: Barrett	Formative		
	Mar	June	Aug
			
Strategy 15 Details	Formative Reviews		
Strategy 15: Provide the full range of curriculum as appropriate to all students with disabilities in the least restrictive environment. Strategy's Expected Result/Impact: 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. Staff Responsible for Monitoring: Barrett	Formative		
	Mar	June	Aug
			
Strategy 16 Details	Formative Reviews		
Strategy 16: Implement Child Find practices throughout the districts to locate and identify all students with disabilities. Strategy's Expected Result/Impact: Continue training all staff to locate and identify students who may have a disability. Staff Responsible for Monitoring: Barrett	Formative		
	Mar	June	Aug
			
Strategy 17 Details	Formative Reviews		
Strategy 17: Utilize specialized supplies and equipment to meet individualized student needs. Strategy's Expected Result/Impact: Student Needs Met Staff Responsible for Monitoring: Barrett Schoolwide and Targeted Assisted Title I Elements: 2.6	Formative		
	Mar	June	Aug
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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 Sources: District Technology Plan implementation schedule and completion documentation.

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Develop procedures and guidelines for the management of the student learning and storage management solution Strategy's Expected Result/Impact: Technology Task Force Meeting Minutes, sign-in sheets, agendas, High School Technology Liaison Round Table minutes, procedures/guidelines documents posted in Technology Handbook. Staff Responsible for Monitoring: Allen	Formative		
	Mar	June	Aug
			
Strategy 2 Details	Formative Reviews		
Strategy 2: The district wide technology committee will present a list of needed equipment along with phase one acquisition plan to the Superintendent, Cabinet and Board Strategy's Expected Result/Impact: Bond Proposal and Passage Staff Responsible for Monitoring: Allen	Formative		
	Mar	June	Aug
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Develop protocols and prerequisites for each job classification that will support integration of technology into the curriculum and coaching Connect personalized learning. Strategy's Expected Result/Impact: Technology Task Force meeting minutes, sign-in sheets, agendas, procedures/guidelines documents posted in Technology Handbook Staff Responsible for Monitoring: Allen, McCalla	Formative		
	Mar	June	Aug
			
Strategy 4 Details	Formative Reviews		
Strategy 4: Research the readiness of Pasadena ISD to implement online assessments at all levels for a variety of assessments. Strategy's Expected Result/Impact: Infrastructure Report, Technology Inventory, Technology Task Force Minutes Staff Responsible for Monitoring: Allen	Formative		
	Mar	June	Aug
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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 Sources: Review of data, Agenda's, Development of Teams, Focus on 2021






Summative Evaluation: Met Objective




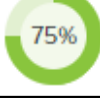




Goal 2: We will promote career and college exploration and preparation through the use of systems and structures to meet the needs of all.

Performance Objective 1: During 2020-2021, 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 Sources: Credit class documentation at each high school, Technology delivery system report, and Student surveys

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 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. Strategy's Expected Result/Impact: Student Records Staff Responsible for Monitoring: Hickman Funding Sources: Supplies - 289 - Title IV- Student Support & Academic Enrichm - 289 - \$234,527, Tuition SCI - 289 - Title IV- Student Support & Academic Enrichm - 289 - \$194,527, Textbooks - 289 - Title IV- Student Support & Academic Enrichm - 289 - \$155,473	Formative		
	Mar	June	Aug
			
Strategy 2 Details	Formative Reviews		
Strategy 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.) Strategy's Expected Result/Impact: Texas Virtual School Network Course Catalog, Pasadena Virtual School Course Catalog Staff Responsible for Monitoring: Benner	Formative		
	Mar	June	Aug
			
Strategy 3 Details	Formative Reviews		
Strategy 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. Strategy's Expected Result/Impact: Virtual Education Needs Assessment Survey, Pasadena Virtual School Flyer Staff Responsible for Monitoring: Benner	Formative		
	Mar	June	Aug
			








Strategy 4 Details	Formative Reviews		
Strategy 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. Strategy's Expected Result/Impact: Social Networking Site, State-Wide marketing communication, i.e. Pasadena Virtual School Flyer, District-wide publications Staff Responsible for Monitoring: Benner	Formative		
	Mar	June	Aug
			
Strategy 5 Details	Formative Reviews		
Strategy 5: Investigate scheduling options available to campuses. Strategy's Expected Result/Impact: Committee Sign In Sheets, Agenda Staff Responsible for Monitoring: Hickman	Formative		
	Mar	June	Aug
			
Strategy 6 Details	Formative Reviews		
Strategy 6: Provide a more flexible and personal learning environment. Strategy's Expected Result/Impact: Gates Grant, Race to the Top Staff Responsible for Monitoring: McCalla	Formative		
	Mar	June	Aug
			
Strategy 7 Details	Formative Reviews		
Strategy 7: Provide free home internet access for all students. Strategy's Expected Result/Impact: Procedure development, Usage of service Staff Responsible for Monitoring: Allen	Formative		
	Mar	June	Aug
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			






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 Sources: Four Year Plans, Counselor Documentation

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Encourage more students to attend college by promoting College Career Nights and providing opportunities to visit college campuses. Strategy's Expected Result/Impact: Flyer distribution, mail-outs, website postings, sign-in sheets, student surveys Staff Responsible for Monitoring: Del Barrio	Formative		
	Mar	June	Aug
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Communicate information about college/career readiness and post-secondary opportunities to students and parents. [AVID, College Now] Strategy's Expected Result/Impact: District and campus College Now Coordinators to promote participation in higher education Staff Responsible for Monitoring: K. McCarley Funding Sources: Contracted Services - 289 - Title IV- Student Support & Academic Enrichm - 289 - \$421,775.01, Contracted Services includes consultant fees/travel expenses; W9 form completed - 289 - Title IV- Student Support & Academic Enrichm - 289 - \$40,000	Formative		
	Mar	June	Aug
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Provide college entrance exam information to local media for public release. Strategy's Expected Result/Impact: Press releases Staff Responsible for Monitoring: Del Barrio	Formative		
	Mar	June	Aug
			

Strategy 4 Details	Formative Reviews		
Strategy 4: Provide opportunities for students to complete TSI requirements for college readiness and admissions. Strategy's Expected Result/Impact: Regular counselor training sessions/meetings, agendas Staff Responsible for Monitoring: K. McCarley Funding Sources: Supplies - 289 - Title IV- Student Support & Academic Enrichm - 289 - \$48,000, Testing Materials - 289 - Title IV- Student Support & Academic Enrichm - 289 - \$30,000	Formative		
	Mar	June	Aug
			
Strategy 5 Details	Formative Reviews		
Strategy 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. Strategy's Expected Result/Impact: Attendance at Campus activities, flyers, mail-outs, website postings Staff Responsible for Monitoring: Johnson	Formative		
	Mar	June	Aug
			
Strategy 6 Details	Formative Reviews		
Strategy 6: Work with all five high schools to establish the Community School options and additional opportunities for flexible scheduling at the campuses. Strategy's Expected Result/Impact: Increase in graduation rates, decrease in drop out rates Staff Responsible for Monitoring: A. Harrell	Formative		
	Mar	June	Aug
			
Strategy 7 Details	Formative Reviews		
Strategy 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. Strategy's Expected Result/Impact: Campus schedules, Increased Numbers Staff Responsible for Monitoring: Sermas	Formative		
	Mar	June	Aug
			
Strategy 8 Details	Formative Reviews		
Strategy 8: Maintain Personal Graduation Plans for students in grades 6 - 12. [PBM] [RDA] Strategy's Expected Result/Impact: PGP plans in Mizuni Staff Responsible for Monitoring: Hickman	Formative		
	Mar	June	Aug
			





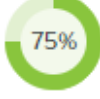





Strategy 9 Details	Formative Reviews		
Strategy 9: Establish college and career promotion campaigns on each campus in grades K - 12, including promotion of CTE pathways. Strategy's Expected Result/Impact: Flyer distribution, campus calendars, mail-outs, announcements Staff Responsible for Monitoring: K. McCarley	Formative		
	Mar	June	Aug
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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 2020-2021, counselor's roles will be reorganized to effectively meet the needs of all students as evidenced by a restructured schedule.

Evaluation Data Sources: Counselor Role Reorganization, Implementation Schedule

Summative Evaluation: Significant progress made toward meeting Objective












Strategy 1 Details	Formative Reviews		
Strategy 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. Strategy's Expected Result/Impact: Minutes from counselor reorganization committee, survey data, proposed counselor reorganization plan presented to Superintendent and Board of Trustees, June 2021 Staff Responsible for Monitoring: Hickman	Formative		
	Mar	June	Aug
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Establish an advisory committee of involved stakeholders to work with the district level counselors throughout the implementation process. Strategy's Expected Result/Impact: District calendar, agendas, sign-in sheets Staff Responsible for Monitoring: Hickman	Formative		
	Mar	June	Aug
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Train all counselors on the ASCA Guidance and Counseling Model and Texas Model for comprehensive school counseling program. Strategy's Expected Result/Impact: Sign in Sheets Staff Responsible for Monitoring: K. McCarley	Formative		
	Mar	June	Aug
			
Strategy 4 Details	Formative Reviews		
Strategy 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. Strategy's Expected Result/Impact: Minutes, Agendas Staff Responsible for Monitoring: K. McCarley	Formative		
	Mar	June	Aug
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

















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 2021, 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 Sources: Student understanding of Career Clusters, Career Day Information, and College Week Involvement

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
Strategy 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] Strategy's Expected Result/Impact: Records of test administration, flyers, mail-outs to parents, Kuder report dissemination. Staff Responsible for Monitoring: Hagar	Formative		
	Mar	June	Aug
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide opportunities for CTE students to participate in leadership events in an effort to assist with career readiness. Strategy's Expected Result/Impact: Greater exposure to career opportunities for students. Staff Responsible for Monitoring: Hagar	Formative		
	Mar	June	Aug
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Provide support/materials/training for secondary teachers and counselors to facilitate career pathway development. [PBM, P16] Strategy's Expected Result/Impact: Training agendas, handouts, sign-in sheets Staff Responsible for Monitoring: Hagar	Formative		
	Mar	June	Aug
			
Strategy 4 Details	Formative Reviews		
Strategy 4: Provide opportunities for teachers to receive specialized professional development in licensures and certifications for CTE programs. Strategy's Expected Result/Impact: Training agendas, handouts, sign-in sheets Staff Responsible for Monitoring: Hagar	Formative		
	Mar	June	Aug
			











Strategy 5 Details	Formative Reviews		
Strategy 5: Provide students with real world experiences that explore a wide range of careers. [P16] Strategy's Expected Result/Impact: Curriculum documents, training agendas, lesson plans, handouts, sign-in sheets, campus activities, campus calendars Staff Responsible for Monitoring: Hickman	Formative		
	Mar	June	Aug
			
Strategy 6 Details	Formative Reviews		
Strategy 6: Provide opportunities for parents and students to investigate internship/apprenticeship opportunities. [P16] Strategy's Expected Result/Impact: Meeting agendas, flyers, mail-outs, campus activities Staff Responsible for Monitoring: Hagar	Formative		
	Mar	June	Aug
			
Strategy 7 Details	Formative Reviews		
Strategy 7: Market and promote CTE pathways. Strategy's Expected Result/Impact: Campus activities, flyers, mail-outs, assemblies Staff Responsible for Monitoring: Hagar	Formative		
	Mar	June	Aug
			
Strategy 8 Details	Formative Reviews		
Strategy 8: Prepare students for post-secondary career opportunities by providing industry-standard equipment, supplies, and training necessary for attaining certifications. Strategy's Expected Result/Impact: Records of student certifications earned, student and teacher survey results, business partner survey results Staff Responsible for Monitoring: Hagar	Formative		
	Mar	June	Aug
			
Strategy 9 Details	Formative Reviews		
Strategy 9: Equip teachers and administrators with necessary equipment, supplies, and training that will allow them to provide rigorous and relevant learning opportunities for students. Strategy's Expected Result/Impact: Curriculum documents, lesson plans, field trips, internship opportunities, student and teacher survey results, business partner survey results Staff Responsible for Monitoring: Hagar	Formative		
	Mar	June	Aug
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			






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

Performance Objective 1: By January, 2021, 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 Sources: Status Reports, Highly Qualified Annual Compliance Report, Job Fair documentation, and Staff Development Logs.

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide support and staff development opportunities to increase skills in building relationships. Strategy's Expected Result/Impact: Eduphoria Staff Responsible for Monitoring: S. Harrell	Formative		
	Mar	June	Aug
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide Dual Language training opportunities for campus staff. Strategy's Expected Result/Impact: Eduphoria, Sign In Sheets Staff Responsible for Monitoring: S. Harrell	Formative		
	Mar	June	Aug
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Provide supplemental materials and supplies for dual language teachers. Strategy's Expected Result/Impact: Documentation that supplemental materials are utilized in classrooms Staff Responsible for Monitoring: S. Harrell	Formative		
	Mar	June	Aug
			
Strategy 4 Details	Formative Reviews		
Strategy 4: Create salary schedules competitive with surrounding districts. Strategy's Expected Result/Impact: Ongoing data analysis Staff Responsible for Monitoring: Lopez	Formative		
	Mar	June	Aug
			





Strategy 5 Details	Formative Reviews		
Strategy 5: Recruit and maintain highly qualified teachers by providing mentoring and staff development opportunities. Strategy's Expected Result/Impact: Increased teacher retention Staff Responsible for Monitoring: Lopez	Formative		
	Mar	June	Aug
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			







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 2021, 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 Sources: A parental involvement program was developed and led by PISD personnel focusing on the achievement of the district's mission and goals.

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Include parent education component in high school orientation programs. Strategy's Expected Result/Impact: Participation rates, Orientation agenda Staff Responsible for Monitoring: Gallegos Schoolwide and Targeted Assisted Title I Elements: 3.1	Formative		
	Mar	June	Aug
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide parent education at all campuses on various topics. Strategy's Expected Result/Impact: Parent Logs Staff Responsible for Monitoring: Gallegos Schoolwide and Targeted Assisted Title I Elements: 3.1	Formative		
	Mar	June	Aug
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Investigate district's Truancy Prevention Plan Strategy's Expected Result/Impact: Number of completed Truancy Prevention Measures as identified in the RaaWee K12 Truancy Software Staff Responsible for Monitoring: Burt	Formative		
	Mar	June	Aug
			
Strategy 4 Details	Formative Reviews		
Strategy 4: Offer workshops for parents of students with dyslexia and related disorders as well as instructional intervention. Strategy's Expected Result/Impact: Participation rates, Survey Results Staff Responsible for Monitoring: Chapa	Formative		
	Mar	June	Aug
			











Strategy 5 Details	Formative Reviews		
Strategy 5: Encourage and provide parent workshops at individual campuses regarding reading with children, online resources and ebooks. Strategy's Expected Result/Impact: Agendas, Sign In Sheets Staff Responsible for Monitoring: Gallegos	Formative		
	Mar	June	Aug
			
Strategy 6 Details	Formative Reviews		
Strategy 6: Provide opportunities for parents to attend grade level and/or content specific meetings to share expectations and strategies. Strategy's Expected Result/Impact: Agenda, Sign In Sheets Staff Responsible for Monitoring: Gallegos Schoolwide and Targeted Assisted Title I Elements: 3.1, 3.2	Formative		
	Mar	June	Aug
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

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 2020-2021 by a 5% expansion in partnerships and enhanced communication.

Evaluation Data Sources: Business, community, partners have increased.

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Expand the "Walk for Success" to involve school, business, and community in dropout prevention. Strategy's Expected Result/Impact: Reduction in drop out rates, number of student contacts made Staff Responsible for Monitoring: T. McCarley	Formative		
	Mar	June	Aug
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Promote student/parent/business involvement through volunteerism. (Volunteer programs on each campus are growing and soliciting volunteers.) Strategy's Expected Result/Impact: Give Me Five Parent Volunteer Program; establishing new partnerships with businesses Staff Responsible for Monitoring: Nguyen	Formative		
	Mar	June	Aug
			
Strategy 3 Details	Formative Reviews		
Strategy 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. Strategy's Expected Result/Impact: Campus Plans, Service Organization enrollment and attendance data Staff Responsible for Monitoring: Del Barrio	Formative		
	Mar	June	Aug
			
Strategy 4 Details	Formative Reviews		
Strategy 4: Provide opportunities for campuses to share existing/proposed incentives and recognition. (Board meetings, media, public venues) Strategy's Expected Result/Impact: Partners in Pasadena Liaison campus representatives established and meet twice annually Staff Responsible for Monitoring: Del Barrio	Formative		
	Mar	June	Aug
			







Strategy 5 Details	Formative Reviews		
Strategy 5: Implement district spotlight and/or awards for exceptional service. (Vanguard, Volunteers of the Year, TOY, POY, Honor Wall) Strategy's Expected Result/Impact: Volunteer awards to be given in June Staff Responsible for Monitoring: Del Barrio	Formative		
	Mar	June	Aug
			
Strategy 6 Details	Formative Reviews		
Strategy 6: Develop a marketing plan for business and community partners. Strategy's Expected Result/Impact: Implementation of Marketing Plan Staff Responsible for Monitoring: Del Barrio	Formative		
	Mar	June	Aug
			
Strategy 7 Details	Formative Reviews		
Strategy 7: Partner and collaborate with private school serving PISD students. Strategy's Expected Result/Impact: Partnerships Staff Responsible for Monitoring: Gallegos	Formative		
	Mar	June	Aug
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			










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 2020-2021, 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 Sources: Campus plans, Student Code of Conduct, Meeting agendas.

Summative Evaluation: Significant progress made toward meeting Objective








Strategy 1 Details	Formative Reviews		
Strategy 1: Provide or coordinate training in mental health, trauma informed care, and kinesthetic learning. Strategy's Expected Result/Impact: Reduction in discipline referrals, staff development sign in sheets, calendar Staff Responsible for Monitoring: Khalil	Formative		
	Mar	June	Aug
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide training in behavior management. Strategy's Expected Result/Impact: Staff Development Calendar, Sign in sheets Staff Responsible for Monitoring: Khalil Funding Sources: Payroll - 289 - Title IV- Student Support & Academic Enrichm - 289 - \$429,856.83, Subs for Teacher Staff Dev - 289 - Title IV- Student Support & Academic Enrichm - 289 - \$42,248.03, Contracted Services includes Consultant Fees and Travel Expenses W9 form completed (CD Week Institute) - 289 - Title IV- Student Support & Academic Enrichm - 289 - \$42,177,591, Restorative Practices - 289 - Title IV- Student Support & Academic Enrichm - 289 - \$21,000, Materials and Supplies (Classroom Books and Consumables) - 289 - Title IV- Student Support & Academic Enrichm - 289 - \$71,285.22, Payroll-Para's - 289 - Title IV- Student Support & Academic Enrichm - 289 - \$66,017.93, Extra Duty for Teachers (Afterschool Tutoring) - 289 - Title IV- Student Support & Academic Enrichm - 289 - \$3,000, CD Training - 289 - Title IV- Student Support & Academic Enrichm - 289 - \$6,524,801, Payroll-Specialists - 289 - Title IV- Student Support & Academic Enrichm - 289 - \$328,590.87	Formative		
	Mar	June	Aug
			

Strategy 3 Details	Formative Reviews		
Strategy 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. Strategy's Expected Result/Impact: Professional Development Catalog, Training Agendas, and Sign in Sheets. Staff Responsible for Monitoring: Kennemer	Formative		
	Mar	June	Aug
			
Strategy 4 Details	Formative Reviews		
Strategy 4: Utilize behavior specialists to provide intervention strategies and develop an Intervention Plan for students with chronic misbehaviors. Strategy's Expected Result/Impact: Professional Development Catalog, Training Agendas, and Sign in Sheets. Staff Responsible for Monitoring: Khalil	Formative		
	Mar	June	Aug
			
Strategy 5 Details	Formative Reviews		
Strategy 5: Utilize JJAEP Excel Academy for academic needs of students assigned to JJAEP. Strategy's Expected Result/Impact: Report Cards Staff Responsible for Monitoring: Stallings	Formative		
	Mar	June	Aug
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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 2021 develop a school counseling program that increases the percentage of time spent with students regarding academic, social and mental health needs.





Summative Evaluation: Significant progress made toward meeting Objective






Strategy 1 Details	Formative Reviews		
Strategy 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 Strategy's Expected Result/Impact: Counselors submit the number of students assessed at medium and high risk Staff Responsible for Monitoring: K. McCarley	Formative		
	Mar	June	Aug
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Powerpoint utilized for suicide assessment and prevention is available to all counselors in Counselor OneNote. Strategy's Expected Result/Impact: www.mhatexas.org participation Staff Responsible for Monitoring: K. McCarley	Formative		
	Mar	June	Aug
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Develop and implement an age appropriate and vertically aligned guidance curriculum PK-12. Staff Responsible for Monitoring: K. McCarley	Formative		
	Mar	June	Aug
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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 2021, the district will sustain a focus on safety for all students and employees as measured by increased awareness and protocol implementation.

Summative Evaluation: Significant progress made toward meeting Objective






Strategy 1 Details	Formative Reviews		
Strategy 1: Expand training to campus Medical Emergency Response Teams (MERT) by incorporating Stop the Bleed. Strategy's Expected Result/Impact: Provide response to medical crisis on campus involving cardiac, seizure, and first aid. Staff Responsible for Monitoring: Weisedel	Formative		
	Mar	June	Aug
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide opportunities for employees to be trained in personal safety. Staff Responsible for Monitoring: T. McCarley	Formative		
	Mar	June	Aug
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Focused safety trainings will be implemented at Administrative Council. Staff Responsible for Monitoring: T McCarley	Formative		
	Mar	June	Aug
			
Strategy 4 Details	Formative Reviews		
Strategy 4: Provide additional training on threat assessment and mental health. Strategy's Expected Result/Impact: Expansion of Threat Assessment Teams Staff Responsible for Monitoring: t. McCarley, Massey, K McCarley	Formative		
	Mar	June	Aug
			

Strategy 5 Details	Formative Reviews		
Strategy 5: Coordinate School Safety & Security Committee meetings Strategy's Expected Result/Impact: Review safety procedures and make recommendations, Gather input from stakeholders Staff Responsible for Monitoring: Duckett	Formative		
	Mar	June	Aug
			
Strategy 6 Details	Formative Reviews		
Strategy 6: Provide guidance for campuses in development of Emergency Operation Plans and safety drills. Strategy's Expected Result/Impact: Effective drill implementation and development of EOPs Staff Responsible for Monitoring: ASCDs	Formative		
	Mar	June	Aug
			
Strategy 7 Details	Formative Reviews		
Strategy 7: Develop district-wide reunification plan in the event of an evacuation and implementation of CrisisGo Strategy's Expected Result/Impact: Effective reunification of student/parent/guardian Staff Responsible for Monitoring: T. McCarley, Massey, Duckett	Formative		
	Mar	June	Aug
			
Strategy 8 Details	Formative Reviews		
Strategy 8: Provide training to registered nurses and first responders in recognizing and responding to emergent exacerbations of health conditions. Strategy's Expected Result/Impact: Increased proficiency of nurses and first responders in stabilizing condition until arrival of EMS. Staff Responsible for Monitoring: Weisedel	Formative		
	Mar	June	Aug
			
Strategy 9 Details	Formative Reviews		
Strategy 9: Continue to harden facilities with upgrades/new security video systems and building access through the use of BlueWave doors. Strategy's Expected Result/Impact: Installation and use of new systems Staff Responsible for Monitoring: Duckett, Fornof	Formative		
	Mar	June	Aug
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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 2021, establish programs to increase opportunities to foster patriotism, civic duty and global citizenship.

Summative Evaluation: Significant progress made toward meeting Objective











Strategy 1 Details	Formative Reviews		
Strategy 1: Ensure utilization of resources to teach significance and protocols of state and national symbols, examine differences in cultures and experience civic duty responsibilities. Staff Responsible for Monitoring: Hickman	Formative		
	Mar	June	Aug
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

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.

Performance Objective 1: Utilize technological resources to streamline support services as evidenced by positive customer service responses

Evaluation Data Sources: Customer Service Feedback, Survey Results

Summative Evaluation: Met Objective








Strategy 1 Details	Formative Reviews		
Strategy 1: Create an efficient work order system. Strategy's Expected Result/Impact: Feedback, Time Efficiency Staff Responsible for Monitoring: Douglas	Formative		
	Mar	June	Aug
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Research software to assist in problem solving in the field. Strategy's Expected Result/Impact: Information Obtained, Next Steps Process Development Staff Responsible for Monitoring: Douglas	Formative		
	Mar	June	Aug
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

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.

Performance Objective 2: By June 2021, increase community and district awareness of ancillary support services.

Evaluation Data Sources: Events Hosted, Advertisement Development, Feedback

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Create a marketing plan to showcase all support service departments. Strategy's Expected Result/Impact: Brochure, Marketing Plan Production Staff Responsible for Monitoring: Del Barrio	Formative		
	Mar	June	Aug
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Establish parent orientation sessions related to bus transportation. Strategy's Expected Result/Impact: Agenda, Participation Staff Responsible for Monitoring: Stock	Formative		
	Mar	June	Aug
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Install link to Child Nutrition web page on every district and school web page Strategy's Expected Result/Impact: Successful link installation Staff Responsible for Monitoring: Del Barrio	Formative		
	Mar	June	Aug
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

State Compensatory

Budget for District Improvement Plan

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
199.11.6118.000.699.024.699	6118 Extra Duty Stipend - Locally Defined	\$1,850,000.00
199.11.6118.000.823.024.696	6118 Extra Duty Stipend - Locally Defined	\$90,000.00
199.13.6118.000.823.024.905	6118 Extra Duty Stipend - Locally Defined	\$4,000.00
199.13.6118.000.885.024.885	6118 Extra Duty Stipend - Locally Defined	\$5,000.00
199.11.6119.000.823.024.000	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$254,348.00
199.21.6119.000.824.024.000	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$0.00
199.11.6129.000.824.024.000	6129 Salaries or Wages for Support Personnel	\$0.00
199.21.6129.000.824.024.000	6129 Salaries or Wages for Support Personnel	\$0.00
199.11.6141.000.699.024.608	6141 Social Security/Medicare	\$0.00
199.11.6141.000.823.024.000	6141 Social Security/Medicare	\$3,688.00
199.11.6141.000.823.024.905	6141 Social Security/Medicare	\$3.00
199.11.6141.000.824.024.000	6141 Social Security/Medicare	\$0.00
199.13.6141.000.823.024.905	6141 Social Security/Medicare	\$15.00
199.13.6141.000.885.024.885	6141 Social Security/Medicare	\$85.00
199.13.6141.000.886.024.886	6141 Social Security/Medicare	\$551.00
199.21.6141.000.824.024.000	6141 Social Security/Medicare	\$0.00
199.11.6142.000.699.024.608	6142 Group Health and Life Insurance	\$0.00
199.11.6142.000.823.024.000	6142 Group Health and Life Insurance	\$41,842.00
199.11.6142.000.824.024.000	6142 Group Health and Life Insurance	\$0.00
199.21.6142.000.824.024.000	6142 Group Health and Life Insurance	\$0.00
199.11.6146.000.699.024.608	6146 Teacher Retirement/TRS Care	\$0.00
199.11.6146.000.823.024.000	6146 Teacher Retirement/TRS Care	\$17,296.00
199.11.6146.000.824.024.000	6146 Teacher Retirement/TRS Care	\$0.00
199.13.6146.000.823.024.905	6146 Teacher Retirement/TRS Care	\$122.00
199.13.6146.000.886.024.886	6146 Teacher Retirement/TRS Care	\$2,280.00

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
199.21.6146.000.824.024.000	6146 Teacher Retirement/TRS Care	\$0.00
6100 Subtotal:		\$2,269,230.00
6200 Professional and Contracted Services		
199.13.6219.000.823.024.905	6219 Professional Services	\$4,000.00
199.13.6249.000.824.024.824	6249 Contracted Maintenance & Repair	\$3,000.00
199.13.6291.000.823.024.905	6291 Consulting Services	\$1,000.00
199.13.6299.000.823.024.905	6299 Miscellaneous Contracted Services	\$55,000.00
6200 Subtotal:		\$63,000.00
6300 Supplies and Services		
199.11.6329.000.823.024.905	6329 Reading Materials	\$9,600.00
199.13.6329.000.823.024.905	6329 Reading Materials	\$2,000.00
199.11.6339.000.823.024.905	6339 Testing Materials	\$12,000.00
199.11.6399.000.823.024.905	6399 General Supplies	\$7,000.00
199.11.6399.000.824.024.824	6399 General Supplies	\$27,000.00
199.13.6399.000.823.024.905	6399 General Supplies	\$8,375.00
6300 Subtotal:		\$65,975.00
6400 Other Operating Costs		
199.13.6411.000.823.024.905	6411 Employee Travel	\$3,200.00
199.13.6495.000.823.024.905	6495 Membership Fees	\$300.00
199.13.6497.000.823.024.905	6497 Fees - Locally Defined	\$1,000.00
199.13.6497.000.824.024.824	6497 Fees - Locally Defined	\$0.00
199.13.6499.000.823.024.905	6499 Miscellaneous Operating Costs	\$500.00
6400 Subtotal:		\$5,000.00

Schoolwide and Targeted Assisted Title I 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>
Personnel	Homeless Counselor	Special Programs	1
Personnel	Homeless/Migrant Coordinator	Special Programs	1
Personnel	Behavioral Coordinator	Special Programs	1
Personnel	Behavioral Specialists	Special Programs	2
Personnel	Specialists (C & I)	Special Programs	4
Personnel	Parent Coordinators	Special Programs	3

Plan Notes

April 14-15, 2020- Strategic Plan Finalization

February 25, 2020- Board of Trustee Meeting

January 30, 2020- Present RISE to DEC

January 29, 2020- Strategic Plan Development

January 20, 2020- Review Plan and Funding with Cabinet

November 18, 2019- 5 Year Strategic Planning Kick Off

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	\$16,543,743.00
1	1	6	Payroll	211	\$0.00
1	2	3	Supplies	211	\$0.00
1	3	1	RTI	211	\$53,075.00
1	7	9	Supplies	211	\$1,925,931.90
Sub-Total					\$18,522,749.90
263 - Title III A - Bilingual Education, Language					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	7	1	Supplies	263	\$0.00
1	7	2	Payroll	263	\$0.00
1	7	5	Payroll	263	\$0.00
1	7	8	Payroll	263	\$0.00
1	7	9	Supplies	263	\$219,822.06
1	7	10	Payroll	263	\$0.00
Sub-Total					\$219,822.06
State Compensatory Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Miscellaneous/Operating Costs-Applicable to all Goals, Performance Objectives and Strategies within the District Improvement Plan	199	\$22,700.00
1	1	15	Payroll- Resource applicable to all Goals, Performance Objectives and Strategies within the District Improvement Plan	199	\$37,000.00
1	4	5	Contracted Services-Applicable to all Goals, Performance Objectives and Strategies within the District Improvement Plan	199	\$28,000.00
1	4	5	Supplies-Resource applicable to all Goals, Performance Objectives and Strategies within the District Improvement Plan	199	\$346,000.00
Sub-Total					\$433,700.00

255 - Title II A - Improving Teacher & Principal Q					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Staff Development	255	\$179,000.00
1	1	3	Supplies	255	\$10,000.00
1	1	3	Payroll-Extra Duty	255	\$21,000.00
Sub-Total					\$210,000.00
289 - Title IV- Student Support & Academic Enrichm					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	RTI	255	\$53,075.00
1	5	2	Testing Materials-Supplies (i.e. ITBS, etc.)	289	\$58,797.96
1	5	10	Supplies	289	\$390,000.00
1	5	10	PSAT 8	289	\$26,357.00
1	5	10	PSAT-NMSQT 9th-11th	289	\$48,000.00
2	1	1	Supplies	289	\$234,527.00
2	1	1	Tuition SCI	289	\$194,527.00
2	1	1	Textbooks	289	\$155,473.00
2	2	2	Contracted Services	289	\$421,775.01
2	2	2	Contracted Services includes consultant fees/travel expenses; W9 form completed	289	\$40,000.00
2	2	4	Supplies	289	\$48,000.00
2	2	4	Testing Materials	289	\$30,000.00
5	1	2	Payroll	289	\$429,856.83
5	1	2	Subs for Teacher Staff Dev	289	\$42,248.03
5	1	2	Extra Duty for Teachers (Afterschool Tutoring)	289	\$3,000.00
5	1	2	Contracted Services includes Consultant Fees and Travel Expenses W9 form completed (CD Week Institute)	289	\$42,177,591.00
5	1	2	Restorative Practices	289	\$21,000.00
5	1	2	CD Training	289	\$6,524,801.00
5	1	2	Materials and Supplies (Classroom Books and Consumables)	289	\$71,285.22
5	1	2	Payroll-Specialists	289	\$328,590.87
5	1	2	Payroll-Para's	289	\$66,017.93
Sub-Total					\$51,364,922.85

206- Texas Hurricane Homeless Program					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	8	Part Time or Temp Employees	206	\$80,000.00
1	1	8	Extra Duty Pay-Teachers (Afterschool Tutoring)	206	\$20,000.00
Sub-Total					\$100,000.00
Grand Total Budgeted					\$0.00
Grand Total Spent					\$70,851,194.81

Addendums

DATE:	April 2, 2020
SUBJECT:	Every Student Succeeds Act (ESSA) Waiver Approval & 2020 State Academic Accountability
CATEGORY:	Notice
NEXT STEPS:	Share with appropriate staff

This letter is to notify you that the Texas Education Agency (TEA) received approval from U.S. Department of Education (USDE) on March 30, 2020, to waive statewide assessment and accountability requirements under the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA), for the 2019–2020 school year.

Additionally, for 2020 state academic accountability, all districts and campuses will receive a label of *Not Rated: Declared State of Disaster*.

Background

As announced in the *To the Administrator Addressed* [letter](#) dated March 18, 2020, Governor Greg Abbott used his statutory authority under Texas Government Code, §418.016 to suspend annual academic assessment requirements for the remainder of the 2019–2020 school year. As a result, the State of Texas Assessments of Academic Readiness (STAAR®) are not being administered for the 2019–2020 school year in response to the COVID-19 pandemic.

TEA submitted a federal assessment and accountability waiver on March 24, 2020, and will issue labels indicating *Not Rated: Declared State of Disaster* for 2020 to recognize that the closure of schools during the state's testing window inhibited the ability of the state to accurately measure district and campus performance.

School Improvement Implications and Funding

While no ratings will be issued in 2020, an overall rating or domain rating of *D* or *F* in 2019 and an overall rating or domain rating of *D* or *F* in 2021 will be considered to be consecutive for the determination of multiple-year unacceptable status.

Furthermore, as with other *Not Rated* labels, when a district or campus receives a *Not Rated: Declared State of Disaster* label, the district or campus shall continue to implement the previously ordered sanctions and interventions. If a campus has been ordered to prepare a turnaround plan and then receives a rating of *Not Rated: Declared State of Disaster*, that campus is strongly encouraged, but not required, to implement the approved turnaround plan.

Campuses identified for comprehensive support and improvement, targeted support and improvement, and additional targeted support in 2019 will maintain that label and interventions for 2020–2021.

For Further Information

To view the complete amendment request and approval as well as other valuable resources, visit <https://tea.texas.gov/texas-schools/health-safety-discipline/coronavirus-covid-19-support-and-guidance>.

If you have questions regarding this waiver request or 2020 academic accountability ratings, please contact TEA's Performance Reporting Division at (512) 463-9704 or performance.reporting@tea.texas.gov.

For questions regarding interventions, please contact the School Improvement Division at (512) 463-5226 or SIDivision@tea.texas.gov.

Sincerely,

Mike Morath
Commissioner

2019-20 District STAAR Performance

District Name: PASADENA ISD (101917)

County Name: HARRIS

		State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading At Approaches Grade Level or Above	2019	76%	76%	80%	73%	80%	83%	*	93%	-	79%	45%	80%	81%	75%	79%	82%
	2018	77%	77%	78%	68%	78%	82%	*	94%	*	89%	50%	76%	79%	76%	77%	80%
At Meets Grade Level or Above	2019	45%	46%	42%	31%	42%	45%	*	65%	-	47%	22%	36%	43%	38%	40%	46%
	2018	43%	44%	40%	28%	40%	49%	*	60%	*	43%	29%	42%	41%	35%	37%	42%
At Masters Grade Level	2019	27%	28%	23%	14%	23%	23%	*	46%	-	37%	5%	18%	24%	20%	22%	25%
	2018	25%	25%	19%	15%	19%	25%	*	35%	*	36%	6%	15%	20%	18%	18%	20%
Grade 3 Mathematics At Approaches Grade Level or Above	2019	79%	79%	78%	67%	78%	83%	*	94%	-	79%	49%	85%	79%	75%	77%	82%
	2018	78%	79%	78%	68%	78%	84%	*	93%	*	72%	53%	76%	79%	73%	77%	82%
At Meets Grade Level or Above	2019	49%	49%	41%	28%	40%	56%	*	79%	-	53%	25%	44%	42%	35%	39%	45%
	2018	47%	48%	40%	28%	39%	46%	*	75%	*	41%	32%	35%	41%	34%	38%	44%
At Masters Grade Level	2019	25%	25%	17%	11%	16%	26%	*	49%	-	21%	8%	18%	18%	13%	16%	20%
	2018	23%	24%	16%	12%	15%	17%	*	39%	*	10%	9%	15%	16%	13%	15%	17%
Grade 4 Reading At Approaches Grade Level or Above	2019	75%	75%	77%	70%	77%	82%	-	97%	*	81%	45%	74%	78%	72%	76%	75%
	2018	73%	73%	71%	66%	71%	78%	57%	83%	-	83%	45%	72%	73%	65%	69%	70%
At Meets Grade Level or Above	2019	44%	45%	41%	35%	40%	52%	-	73%	*	46%	25%	35%	42%	37%	39%	38%
	2018	46%	46%	41%	35%	40%	55%	29%	60%	-	67%	30%	32%	42%	37%	38%	37%
At Masters Grade Level	2019	22%	23%	17%	16%	16%	30%	-	38%	*	27%	7%	13%	17%	17%	16%	15%
	2018	24%	25%	19%	16%	18%	26%	0%	37%	-	42%	10%	15%	20%	16%	16%	17%
Grade 4 Mathematics At Approaches Grade Level or Above	2019	75%	76%	75%	63%	75%	80%	-	93%	*	88%	45%	78%	77%	68%	74%	79%
	2018	78%	80%	77%	66%	78%	78%	57%	92%	-	88%	51%	87%	79%	70%	76%	81%
At Meets Grade Level or Above	2019	48%	49%	40%	30%	39%	47%	-	78%	*	35%	28%	42%	42%	35%	39%	45%
	2018	49%	51%	43%	32%	43%	52%	14%	74%	-	63%	32%	48%	46%	36%	41%	46%
At Masters Grade Level	2019	28%	30%	18%	12%	18%	21%	-	51%	*	19%	11%	18%	19%	15%	17%	20%
	2018	27%	29%	20%	14%	19%	26%	14%	53%	-	33%	11%	20%	21%	17%	18%	21%
Grade 4 Writing At Approaches Grade Level or Above	2019	67%	67%	66%	64%	65%	72%	-	91%	*	81%	35%	58%	67%	63%	65%	66%
	2018	63%	63%	62%	53%	62%	68%	57%	79%	-	63%	36%	49%	64%	55%	60%	64%

At Meets Grade Level or Above	2019	35%	35%	30%	30%	28%	39%	-	58%	*	54%	22%	27%	31%	27%	28%	28%
	2018	39%	40%	36%	37%	35%	43%	43%	56%	-	38%	27%	31%	38%	30%	34%	36%
At Masters Grade Level	2019	11%	11%	8%	8%	7%	11%	-	23%	*	15%	6%	4%	8%	7%	7%	7%
	2018	11%	11%	8%	6%	7%	11%	0%	20%	-	8%	8%	5%	8%	6%	6%	7%
Grade 5 Reading^																	
At Approaches Grade Level or Above	2019	86%	86%	84%	77%	84%	88%	86%	92%	*	100%	55%	84%	85%	80%	83%	83%
	2018	84%	83%	79%	73%	78%	89%	*	97%	60%	94%	52%	77%	81%	73%	77%	77%
At Meets Grade Level or Above	2019	54%	54%	47%	41%	45%	59%	43%	75%	*	72%	31%	42%	48%	41%	43%	42%
	2018	54%	54%	45%	42%	43%	60%	*	80%	60%	64%	28%	41%	47%	37%	42%	41%
At Masters Grade Level	2019	29%	30%	21%	19%	20%	35%	0%	44%	*	56%	8%	25%	23%	17%	19%	18%
	2018	26%	27%	18%	19%	17%	31%	*	41%	40%	33%	9%	12%	20%	14%	16%	16%
Grade 5 Mathematics^																	
At Approaches Grade Level or Above	2019	90%	89%	87%	79%	88%	90%	100%	97%	*	100%	68%	88%	89%	83%	86%	89%
	2018	91%	90%	88%	82%	88%	91%	*	99%	100%	91%	68%	84%	90%	83%	87%	88%
At Meets Grade Level or Above	2019	58%	59%	48%	36%	47%	57%	14%	80%	*	78%	34%	49%	50%	42%	45%	48%
	2018	58%	58%	48%	42%	47%	54%	*	87%	80%	61%	33%	41%	51%	39%	46%	47%
At Masters Grade Level	2019	36%	38%	25%	17%	24%	32%	0%	63%	*	50%	15%	23%	26%	21%	23%	25%
	2018	30%	31%	20%	12%	19%	29%	*	58%	60%	27%	12%	14%	22%	14%	18%	21%
Grade 5 Science																	
At Approaches Grade Level or Above	2019	75%	75%	73%	65%	73%	82%	71%	91%	-	100%	47%	74%	75%	68%	71%	71%
	2018	76%	76%	75%	66%	75%	85%	*	96%	80%	84%	53%	70%	78%	67%	73%	76%
At Meets Grade Level or Above	2019	49%	50%	44%	32%	43%	61%	29%	77%	-	78%	31%	47%	46%	37%	41%	42%
	2018	41%	42%	35%	25%	34%	50%	*	77%	40%	53%	27%	25%	37%	28%	33%	33%
At Masters Grade Level	2019	24%	25%	19%	10%	17%	31%	0%	49%	-	56%	12%	21%	20%	14%	16%	17%
	2018	17%	18%	11%	6%	10%	17%	*	35%	20%	16%	8%	6%	11%	9%	10%	11%
Grade 6 Reading																	
At Approaches Grade Level or Above	2019	68%	69%	66%	64%	64%	77%	*	90%	*	90%	37%	62%	68%	59%	64%	62%
	2018	69%	71%	65%	56%	64%	77%	*	91%	*	65%	33%	55%	67%	57%	62%	63%
At Meets Grade Level or Above	2019	37%	38%	31%	34%	28%	45%	*	69%	*	45%	20%	25%	33%	22%	29%	27%
	2018	39%	41%	31%	22%	29%	48%	*	70%	*	35%	20%	19%	33%	25%	28%	28%
At Masters Grade Level	2019	18%	19%	12%	16%	10%	20%	*	35%	*	16%	6%	11%	13%	9%	11%	10%
	2018	19%	20%	14%	9%	12%	29%	*	34%	*	8%	9%	5%	15%	10%	11%	11%
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2019	81%	81%	73%	66%	73%	82%	-	93%	*	96%	53%	71%	75%	68%	72%	72%
	2018	77%	78%	68%	62%	68%	74%	*	91%	*	73%	51%	78%	69%	65%	67%	69%
At Meets Grade Level or Above	2019	47%	48%	26%	23%	25%	33%	-	70%	*	40%	23%	31%	27%	23%	25%	25%
	2018	44%	46%	22%	16%	20%	33%	*	65%	*	14%	25%	26%	21%	22%	20%	22%
At Masters Grade Level	2019	21%	22%	6%	3%	5%	9%	-	43%	*	12%	9%	0%	5%	6%	5%	5%
	2018	18%	20%	4%	2%	4%	4%	*	30%	*	5%	10%	2%	4%	6%	4%	5%
Grade 7 Reading																	
At Approaches Grade Level or Above	2019	76%	77%	74%	63%	74%	83%	*	94%	*	82%	36%	73%	76%	68%	72%	73%
	2018	74%	76%	71%	65%	70%	79%	*	93%	*	77%	37%	50%	73%	64%	69%	69%

At Meets Grade Level or Above	2019	49%	51%	43%	32%	41%	58%	*	80%	*	55%	24%	30%	44%	36%	40%	40%
	2018	48%	50%	43%	31%	42%	57%	*	71%	*	50%	25%	23%	45%	34%	40%	40%
At Masters Grade Level	2019	29%	31%	23%	15%	21%	35%	*	67%	*	32%	10%	17%	25%	18%	21%	22%
	2018	29%	30%	24%	17%	22%	37%	*	51%	*	41%	10%	15%	26%	17%	21%	21%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2019	75%	77%	76%	67%	75%	81%	*	97%	*	80%	46%	81%	77%	69%	74%	76%
	2018	72%	75%	71%	63%	70%	81%	*	91%	-	70%	48%	61%	73%	64%	69%	70%
At Meets Grade Level or Above	2019	43%	46%	38%	27%	36%	48%	*	83%	*	40%	26%	31%	39%	33%	35%	38%
	2018	40%	43%	33%	22%	31%	47%	*	79%	-	30%	22%	25%	34%	27%	30%	32%
At Masters Grade Level	2019	17%	18%	9%	5%	8%	15%	*	47%	*	8%	8%	5%	9%	8%	8%	9%
	2018	18%	20%	11%	9%	9%	15%	*	51%	-	15%	7%	5%	11%	9%	9%	10%
Grade 7 Writing																	
At Approaches Grade Level or Above	2019	70%	72%	67%	59%	66%	78%	*	93%	*	68%	31%	64%	69%	61%	65%	65%
	2018	69%	69%	63%	56%	61%	75%	*	85%	*	74%	26%	35%	65%	54%	60%	58%
At Meets Grade Level or Above	2019	42%	43%	34%	24%	33%	50%	*	74%	*	32%	20%	27%	35%	30%	32%	32%
	2018	43%	44%	33%	26%	32%	49%	*	61%	*	48%	19%	14%	35%	26%	30%	29%
At Masters Grade Level	2019	18%	19%	12%	11%	10%	24%	*	38%	*	14%	8%	5%	12%	9%	10%	9%
	2018	15%	16%	8%	6%	7%	14%	*	27%	*	4%	6%	0%	9%	5%	7%	7%
Grade 8 Reading^																	
At Approaches Grade Level or Above	2019	86%	86%	84%	77%	84%	91%	*	99%	100%	74%	48%	75%	86%	76%	83%	82%
	2018	86%	86%	84%	82%	84%	87%	*	94%	*	91%	49%	77%	86%	77%	83%	81%
At Meets Grade Level or Above	2019	55%	56%	47%	34%	47%	61%	*	69%	33%	52%	22%	25%	51%	35%	45%	43%
	2018	49%	51%	44%	40%	42%	52%	*	72%	*	64%	23%	31%	46%	33%	41%	36%
At Masters Grade Level	2019	28%	30%	21%	15%	20%	32%	*	40%	0%	35%	7%	14%	22%	14%	18%	16%
	2018	27%	28%	21%	14%	20%	26%	*	46%	*	27%	7%	10%	22%	14%	19%	16%
Grade 8 Mathematics^																	
At Approaches Grade Level or Above	2019	88%	88%	90%	84%	90%	93%	*	99%	100%	83%	64%	86%	90%	87%	89%	90%
	2018	86%	87%	91%	91%	90%	91%	*	97%	*	78%	65%	80%	91%	88%	90%	91%
At Meets Grade Level or Above	2019	57%	58%	58%	50%	57%	62%	*	89%	40%	50%	34%	50%	59%	52%	56%	58%
	2018	51%	52%	56%	50%	56%	60%	*	85%	*	52%	31%	46%	58%	50%	55%	58%
At Masters Grade Level	2019	17%	18%	16%	12%	14%	21%	*	57%	0%	17%	10%	10%	17%	12%	14%	16%
	2018	15%	16%	16%	12%	15%	21%	*	43%	*	17%	9%	15%	17%	12%	15%	17%
Grade 8 Science																	
At Approaches Grade Level or Above	2019	81%	81%	78%	72%	78%	88%	*	97%	67%	70%	50%	76%	80%	70%	77%	76%
	2018	76%	77%	74%	69%	74%	81%	*	91%	*	68%	45%	66%	76%	66%	72%	72%
At Meets Grade Level or Above	2019	51%	52%	44%	36%	42%	62%	*	82%	17%	52%	27%	33%	46%	35%	42%	40%
	2018	52%	53%	47%	32%	46%	60%	*	79%	*	55%	26%	39%	49%	37%	44%	43%
At Masters Grade Level	2019	25%	27%	17%	11%	16%	27%	*	42%	17%	22%	9%	5%	19%	10%	16%	15%
	2018	28%	29%	23%	15%	22%	31%	*	58%	*	23%	8%	21%	25%	17%	21%	19%
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2019	69%	70%	68%	59%	67%	80%	*	94%	17%	65%	44%	67%	70%	61%	66%	65%
	2018	65%	66%	66%	62%	65%	73%	*	90%	*	73%	38%	61%	67%	60%	64%	63%
At Meets Grade Level or Above	2019	37%	38%	34%	31%	33%	46%	*	63%	17%	26%	24%	26%	36%	27%	32%	31%
	2018	36%	37%	34%	29%	33%	43%	*	59%	*	45%	23%	29%	35%	27%	32%	31%

At Masters Grade Level	2019	21%	23%	17%	13%	16%	25%	*	42%	0%	22%	10%	17%	19%	12%	16%	15%
	2018	21%	22%	18%	12%	17%	22%	*	49%	*	18%	8%	11%	19%	12%	16%	16%
End of Course English I At Approaches Grade Level or Above	2019	68%	67%	60%	51%	60%	66%	30%	77%	*	76%	22%	44%	63%	49%	59%	50%
	2018	65%	65%	57%	45%	57%	64%	27%	88%	*	68%	20%	42%	60%	48%	56%	45%
At Meets Grade Level or Above	2019	50%	50%	42%	32%	41%	52%	0%	69%	*	64%	10%	36%	44%	32%	40%	31%
	2018	44%	45%	35%	24%	34%	48%	9%	71%	*	45%	10%	27%	37%	28%	32%	21%
At Masters Grade Level	2019	11%	11%	6%	5%	5%	11%	0%	30%	*	15%	2%	1%	7%	4%	5%	2%
	2018	7%	8%	5%	3%	4%	11%	0%	24%	*	13%	3%	3%	5%	4%	4%	1%
End of Course English II At Approaches Grade Level or Above	2019	68%	69%	61%	55%	60%	70%	50%	77%	-	70%	22%	43%	64%	46%	59%	43%
	2018	67%	67%	58%	54%	58%	68%	44%	67%	*	73%	21%	53%	62%	44%	56%	35%
At Meets Grade Level or Above	2019	49%	50%	41%	36%	39%	54%	8%	64%	-	63%	12%	29%	44%	26%	38%	21%
	2018	48%	48%	38%	32%	37%	50%	11%	54%	*	58%	12%	24%	41%	25%	36%	16%
At Masters Grade Level	2019	8%	9%	5%	3%	4%	9%	0%	19%	-	13%	4%	0%	6%	3%	4%	1%
	2018	8%	9%	4%	2%	4%	6%	0%	18%	*	4%	3%	0%	4%	2%	4%	0%
End of Course Algebra I At Approaches Grade Level or Above	2019	85%	84%	90%	81%	90%	88%	67%	95%	*	82%	62%	79%	91%	83%	89%	91%
	2018	83%	83%	81%	70%	81%	85%	71%	94%	*	77%	44%	86%	83%	72%	80%	80%
At Meets Grade Level or Above	2019	61%	61%	73%	61%	73%	70%	50%	89%	*	68%	35%	53%	75%	61%	72%	72%
	2018	55%	55%	49%	33%	49%	55%	14%	83%	*	46%	15%	43%	52%	37%	49%	47%
At Masters Grade Level	2019	37%	38%	46%	35%	46%	52%	50%	74%	*	50%	12%	29%	49%	35%	45%	46%
	2018	32%	34%	27%	11%	27%	32%	0%	66%	*	23%	5%	22%	30%	17%	26%	27%
End of Course Biology At Approaches Grade Level or Above	2019	88%	88%	87%	80%	87%	90%	*	93%	*	93%	58%	85%	89%	80%	86%	83%
	2018	87%	86%	85%	78%	85%	90%	86%	94%	*	92%	52%	80%	87%	77%	84%	80%
At Meets Grade Level or Above	2019	62%	63%	60%	54%	60%	69%	*	75%	*	78%	22%	46%	64%	46%	59%	49%
	2018	59%	60%	57%	46%	56%	73%	71%	83%	*	62%	20%	55%	60%	46%	55%	43%
At Masters Grade Level	2019	25%	28%	21%	15%	20%	28%	*	52%	*	37%	5%	17%	23%	15%	19%	14%
	2018	24%	26%	21%	13%	19%	34%	14%	56%	*	38%	3%	20%	23%	14%	19%	10%
End of Course U.S. History At Approaches Grade Level or Above	2019	93%	93%	92%	88%	92%	96%	100%	96%	*	94%	68%	77%	94%	85%	92%	84%
	2018	92%	91%	92%	90%	92%	94%	100%	97%	80%	100%	67%	93%	93%	88%	91%	83%
At Meets Grade Level or Above	2019	73%	75%	73%	72%	72%	85%	57%	86%	*	89%	37%	49%	75%	61%	72%	47%
	2018	70%	71%	70%	63%	70%	77%	83%	85%	60%	96%	37%	64%	73%	60%	69%	46%
At Masters Grade Level	2019	45%	49%	42%	36%	40%	61%	14%	60%	*	78%	12%	23%	44%	32%	40%	19%
	2018	40%	43%	37%	28%	35%	52%	67%	59%	60%	67%	10%	50%	38%	31%	35%	16%
All Grades All Subjects At Approaches Grade Level or Above	2019	78%	78%	76%	69%	76%	83%	69%	92%	78%	83%	46%	73%	78%	69%	75%	74%
	2018	77%	77%	74%	67%	74%	80%	66%	90%	68%	80%	44%	69%	76%	67%	72%	72%
At Meets Grade Level or Above	2019	50%	51%	45%	37%	44%	56%	29%	75%	35%	55%	24%	37%	47%	37%	43%	40%
	2018	48%	49%	42%	33%	41%	53%	37%	72%	44%	52%	23%	34%	44%	34%	40%	37%

At Masters Grade Level	2019	24%	25%	18%	14%	17%	26%	8%	45%	12%	28%	8%	13%	19%	14%	17%	16%
	2018	22%	23%	16%	11%	15%	23%	11%	42%	34%	23%	7%	11%	17%	12%	15%	14%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	75%	72%	64%	71%	79%	57%	88%	81%	81%	36%	68%	74%	64%	71%	68%
	2018	74%	74%	69%	62%	69%	77%	49%	87%	56%	80%	34%	64%	71%	61%	68%	65%
At Meets Grade Level or Above	2019	48%	49%	42%	34%	40%	53%	16%	70%	31%	55%	19%	33%	44%	33%	39%	36%
	2018	46%	47%	39%	31%	38%	52%	22%	67%	38%	53%	20%	31%	41%	31%	36%	33%
At Masters Grade Level	2019	21%	22%	15%	12%	14%	23%	5%	38%	19%	26%	5%	13%	16%	11%	14%	13%
	2018	19%	20%	14%	11%	13%	22%	3%	34%	31%	25%	6%	10%	15%	11%	13%	13%
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	82%	82%	73%	82%	86%	85%	96%	93%	87%	56%	81%	83%	77%	81%	83%
	2018	81%	82%	80%	71%	80%	84%	79%	94%	91%	79%	53%	80%	81%	73%	78%	81%
At Meets Grade Level or Above	2019	52%	53%	47%	38%	47%	55%	45%	82%	53%	51%	30%	43%	49%	41%	46%	48%
	2018	50%	51%	43%	32%	42%	51%	38%	79%	55%	45%	26%	38%	44%	35%	41%	43%
At Masters Grade Level	2019	26%	28%	21%	14%	20%	27%	20%	56%	13%	25%	11%	15%	22%	17%	19%	21%
	2018	24%	25%	17%	10%	16%	22%	13%	50%	45%	19%	8%	13%	18%	13%	16%	17%
All Grades Writing																	
At Approaches Grade Level or Above	2019	68%	69%	66%	62%	65%	75%	*	92%	*	75%	33%	61%	68%	62%	65%	66%
	2018	66%	66%	62%	54%	62%	71%	55%	82%	*	68%	31%	43%	65%	55%	60%	61%
At Meets Grade Level or Above	2019	38%	39%	32%	27%	30%	44%	*	67%	*	44%	21%	27%	33%	28%	30%	30%
	2018	41%	42%	35%	31%	34%	46%	36%	58%	*	43%	23%	24%	37%	28%	32%	33%
At Masters Grade Level	2019	14%	15%	10%	10%	8%	17%	*	31%	*	15%	6%	4%	10%	8%	9%	8%
	2018	13%	13%	8%	6%	7%	13%	0%	24%	*	6%	7%	3%	8%	5%	6%	7%
All Grades Science																	
At Approaches Grade Level or Above	2019	81%	82%	80%	73%	80%	87%	73%	94%	75%	87%	52%	78%	82%	73%	78%	76%
	2018	80%	80%	78%	72%	78%	86%	82%	94%	57%	83%	50%	72%	80%	71%	77%	76%
At Meets Grade Level or Above	2019	54%	55%	50%	42%	49%	64%	33%	78%	25%	69%	26%	43%	53%	40%	48%	43%
	2018	51%	52%	47%	35%	46%	62%	73%	80%	29%	56%	23%	37%	50%	37%	44%	39%
At Masters Grade Level	2019	25%	27%	19%	12%	18%	29%	0%	48%	13%	37%	8%	16%	21%	13%	17%	15%
	2018	23%	24%	18%	11%	17%	28%	18%	50%	14%	25%	6%	14%	20%	13%	17%	13%
All Grades Social Studies																	
At Approaches Grade Level or Above	2019	81%	81%	80%	73%	80%	88%	82%	95%	29%	78%	56%	72%	82%	72%	79%	71%
	2018	78%	79%	79%	76%	78%	83%	100%	94%	67%	88%	53%	69%	80%	74%	78%	69%
At Meets Grade Level or Above	2019	55%	57%	54%	51%	52%	65%	36%	76%	29%	54%	31%	37%	56%	43%	51%	36%
	2018	53%	54%	52%	46%	51%	59%	63%	73%	50%	73%	30%	38%	54%	43%	50%	35%
At Masters Grade Level	2019	33%	36%	30%	24%	28%	43%	9%	52%	0%	46%	11%	20%	32%	21%	27%	17%
	2018	31%	32%	27%	20%	26%	36%	50%	55%	50%	45%	9%	21%	29%	21%	25%	16%

STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above

3rd Graders																	
Reading and Mathematics	2019	35%	36%	28%	18%	28%	36%	*	59%	-	37%	18%	29%	29%	23%	27%	32%
	2018	34%	34%	28%	20%	27%	36%	*	54%	*	36%	24%	27%	29%	24%	26%	30%
Reading and Mathematics Including EOC	2019	35%	36%	28%	18%	28%	36%	*	59%	-	37%	18%	29%	29%	23%	27%	32%

	2018	34%	34%	28%	20%	27%	36%	*	54%	*	36%	24%	27%	29%	24%	26%	30%
Reading Including EOC	2019	45%	45%	42%	31%	42%	45%	*	65%	-	47%	22%	36%	43%	38%	40%	45%
	2018	43%	44%	40%	28%	40%	49%	*	60%	*	43%	30%	42%	41%	35%	37%	42%
Math Including EOC	2019	49%	48%	41%	28%	40%	56%	*	79%	-	53%	25%	44%	42%	36%	39%	45%
	2018	47%	48%	40%	29%	39%	46%	*	75%	*	41%	32%	35%	41%	35%	38%	44%
4th Graders																	
Reading and Mathematics	2019	35%	36%	28%	21%	27%	39%	-	64%	*	31%	21%	26%	29%	23%	26%	28%
	2018	36%	37%	30%	24%	28%	42%	14%	53%	-	46%	26%	23%	31%	26%	27%	28%
Reading and Mathematics Including EOC	2019	35%	36%	28%	21%	27%	39%	-	64%	*	31%	21%	26%	29%	23%	26%	28%
	2018	36%	37%	30%	24%	28%	42%	14%	53%	-	46%	26%	23%	31%	26%	27%	28%
Reading Including EOC	2019	44%	45%	41%	35%	40%	52%	-	73%	*	46%	25%	35%	42%	36%	39%	38%
	2018	46%	46%	41%	35%	40%	55%	29%	60%	-	67%	30%	32%	42%	37%	38%	37%
Math Including EOC	2019	48%	49%	40%	30%	39%	47%	-	77%	*	35%	28%	42%	42%	34%	38%	44%
	2018	49%	51%	43%	32%	43%	52%	14%	74%	-	63%	32%	48%	46%	36%	41%	46%
5th Graders																	
Reading and Mathematics	2019	44%	44%	34%	27%	33%	46%	14%	68%	*	72%	25%	34%	36%	28%	31%	31%
	2018	44%	44%	34%	31%	32%	42%	*	74%	60%	53%	23%	29%	36%	26%	31%	31%
Reading and Mathematics Including EOC	2019	44%	44%	34%	27%	33%	46%	14%	68%	*	72%	25%	34%	36%	28%	31%	31%
	2018	44%	44%	34%	31%	32%	42%	*	74%	60%	53%	23%	29%	36%	26%	31%	31%
Reading Including EOC	2019	54%	54%	47%	41%	45%	59%	43%	74%	*	72%	31%	42%	48%	41%	43%	41%
	2018	54%	54%	45%	42%	43%	60%	*	80%	60%	64%	28%	41%	47%	37%	42%	41%
Math Including EOC	2019	58%	59%	48%	36%	47%	57%	14%	80%	*	78%	34%	49%	50%	42%	45%	48%
	2018	58%	59%	48%	42%	47%	54%	*	87%	80%	61%	33%	41%	51%	39%	46%	47%
6th Graders																	
Reading and Mathematics	2019	31%	32%	21%	21%	19%	30%	*	64%	*	35%	18%	11%	23%	14%	19%	18%
	2018	31%	33%	20%	14%	18%	34%	*	64%	*	23%	19%	9%	21%	16%	17%	19%
Reading and Mathematics Including EOC	2019	31%	32%	21%	21%	19%	30%	*	64%	*	35%	18%	11%	23%	14%	19%	18%
	2018	31%	33%	20%	14%	18%	34%	*	64%	*	23%	19%	9%	21%	16%	17%	19%
Reading Including EOC	2019	37%	38%	31%	34%	28%	45%	*	69%	*	45%	20%	25%	33%	22%	29%	26%
	2018	39%	41%	31%	22%	29%	48%	*	70%	*	35%	20%	19%	33%	25%	28%	28%
Math Including EOC	2019	48%	49%	36%	30%	34%	45%	*	83%	*	52%	24%	31%	38%	29%	34%	34%
	2018	45%	47%	31%	21%	29%	49%	*	80%	*	23%	27%	29%	33%	27%	29%	32%
7th Graders																	
Reading and Mathematics	2019	36%	39%	29%	18%	27%	42%	*	76%	*	27%	20%	20%	31%	23%	26%	28%
	2018	35%	37%	28%	16%	27%	42%	*	63%	*	41%	19%	13%	30%	20%	25%	27%
Reading and Mathematics Including EOC	2019	37%	40%	29%	18%	27%	42%	*	76%	*	27%	20%	20%	31%	23%	26%	28%
	2018	36%	38%	28%	16%	27%	42%	*	63%	*	41%	19%	13%	30%	20%	25%	27%
Reading Including EOC	2019	49%	51%	43%	32%	41%	58%	*	80%	*	55%	24%	30%	44%	36%	40%	40%
	2018	48%	50%	43%	31%	42%	57%	*	71%	*	50%	25%	23%	45%	34%	40%	40%
Math Including EOC	2019	48%	50%	40%	26%	38%	56%	*	88%	*	32%	26%	42%	42%	33%	37%	39%
	2018	45%	46%	36%	23%	35%	48%	*	77%	*	46%	21%	25%	38%	27%	33%	36%

8th Graders																	
Reading and Mathematics	2019	34%	35%	28%	22%	28%	36%	*	40%	0%	27%	19%	13%	30%	24%	27%	26%
	2018	28%	30%	25%	23%	25%	28%	*	38%	*	14%	21%	19%	26%	20%	24%	22%
Reading and Mathematics Including EOC	2019	47%	48%	40%	28%	40%	52%	*	64%	17%	50%	20%	18%	43%	29%	38%	36%
	2018	41%	43%	37%	30%	35%	45%	*	70%	*	38%	21%	23%	39%	26%	34%	31%
Reading Including EOC	2019	55%	56%	47%	34%	47%	61%	*	68%	33%	52%	22%	25%	51%	35%	45%	43%
	2018	50%	51%	44%	40%	42%	52%	*	72%	*	64%	23%	31%	46%	33%	41%	36%
Math Including EOC	2019	62%	64%	60%	50%	60%	63%	*	87%	50%	59%	34%	43%	62%	52%	58%	59%
	2018	58%	60%	59%	52%	58%	63%	*	89%	*	50%	31%	46%	60%	52%	57%	58%
3rd - 8th Graders																	
Reading and Mathematics	2019	36%	37%	28%	21%	27%	38%	21%	65%	15%	37%	20%	23%	29%	22%	26%	27%
	2018	35%	36%	28%	21%	26%	38%	29%	60%	50%	38%	22%	21%	29%	22%	25%	26%
Reading and Mathematics Including EOC	2019	38%	39%	30%	22%	29%	41%	20%	67%	21%	41%	20%	24%	32%	23%	28%	29%
	2018	37%	38%	29%	23%	28%	40%	29%	63%	50%	40%	22%	21%	31%	23%	27%	28%
Reading Including EOC	2019	47%	48%	42%	35%	40%	54%	33%	72%	36%	52%	24%	33%	43%	34%	39%	39%
	2018	47%	48%	40%	33%	39%	53%	35%	69%	60%	54%	26%	32%	42%	34%	38%	37%
Math Including EOC	2019	52%	53%	44%	33%	43%	54%	40%	83%	50%	50%	29%	42%	46%	37%	42%	45%
	2018	50%	52%	43%	33%	42%	52%	47%	80%	60%	47%	29%	38%	45%	36%	41%	43%

2020 College, Career, and Military Readiness
PASADENA ISD (101917)
Data Table

	Annual Graduates	
	Count/Credit	Percent
Texas Success Initiative (TSI) Criteria		
Met TSI criteria in both ELA/Reading and Mathematics	1,392	39%
ELA/Reading		
Met TSI criteria for at least one indicator	2,011	56%
Met TSI assessment criteria	874	24%
Met ACT criteria	83	2%
Met SAT criteria	1,376	38%
Earned credit for a college prep course	289	8%
Mathematics		
Met TSI criteria for at least one indicator	1,620	45%
Met TSI assessment criteria	868	24%
Met ACT criteria	84	2%
Met SAT criteria	846	24%
Earned credit for a college prep course	206	6%
AP/IB Examination		
Met criterion score on an AP/IB exam in any subject	704	20%
Dual Course Credits		
Earned credit for at least 3 hours in ELA or Mathematics or 9 hours in any subject	409	11%
Industry-Based Certifications		
Earned an industry-based certification from approved list	166	5%
Level I or Level II Certificate		
Earned a level I or level II certificate in any workforce education area	14	0%
Associate's Degree		
Earned an associate's degree while in high school	53	1%
OnRamps Dual Enrollment Course		
Completed an OnRamps course and qualified for at least 3 hours of university or college credit in any subject	0	0%
Graduate with Completed IEP and Workforce Readiness		
Received graduation type code of 04, 05, 54, or 55	179	5%
Special Ed with Advanced Degree Plan		
Identified as receiving special education services and earned an advanced degree plan	111	3%
U.S. Armed Forces		
Enlisted in the U.S. Armed Forces	69	2%
Met Non-CTE Criteria		
Met at least one criteria above	1,987	55%
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications		
CTE coherent sequence graduate with at least one CTE course aligned with an industry-based certification and did not meet any other criteria (1/2 credit)	354	10%

District Name: PASADENA ISD (101917)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL+	Special Ed
4-Year Graduation Rate (Gr 9-12): Class of 2019											
% Graduated	90.4%	88.5%	90.5%	87.6%	100.0%	95.6%	*	88.9%	89.8%	84.2%	81.5%
# Graduated	3,460	239	2,878	183	**	129	*	24	2,526	481	309
Total in Class	3,827	270	3,179	209	**	135	*	27	2,812	571	379
5-Year Extended Graduation Rate (Gr 9-12): Class of 2018											
% Graduated	92.5%	91.8%	92.5%	90.7%	87.5%	98.7%	*	84.6%	92.8%	85.4%	86.4%
# Graduated	3,646	303	2,961	204	**	147	*	22	2,850	387	241
Total in Class	3,941	330	3,200	225	**	149	*	26	3,070	453	279
6-Year Extended Graduation Rate (Gr 9-12): Class of 2017											
% Graduated	92.4%	90.2%	92.8%	88.3%	*	97.0%	*	86.7%	92.4%	85.0%	86.5%
# Graduated	3,402	268	2,753	234	*	128	*	13	2,353	306	205
Total in Class	3,680	297	2,965	265	*	132	*	15	2,546	360	237
Annual Dropout Rate (Gr 9-12): SY 2018-19											
% Dropped Out	1.7%	2.4%	1.7%	2.7%	0.0%	0.3%	0.0%	1.8%	1.9%	3.4%	2.2%
% Dropped Out - Conversion	83.0%										
# Dropped Out	290	32	228	26	0	2	0	2	238	75	39
# of Students	16,680	1,307	13,685	964	35	574	5	110	12,691	2,214	1,768