

Supporting Documentation for Appraisal of Superintendent of Schools



October 11, 2011

Terry B. Grier, Ed.D., Superintendent of Schools
Houston Independent School District

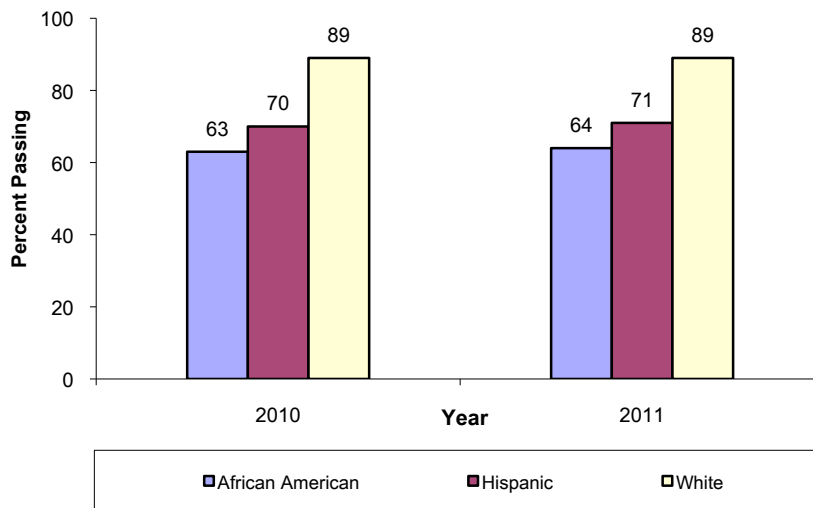
Goal 1: Increase Student Achievement

A. Eliminate the Achievement Gap

HISD will eliminate any achievement gap between student groups as measured by the statewide TAKS examination (see Figures 1-4, Tables 1-2).

Target: The achievement gap in all tests taken will decrease by 3 percentage points annually between white and African American students and white and Hispanic students to no gap remaining, data by gender will also be provided. [\[Ethnicity gap decreased but by less than the target\]](#)

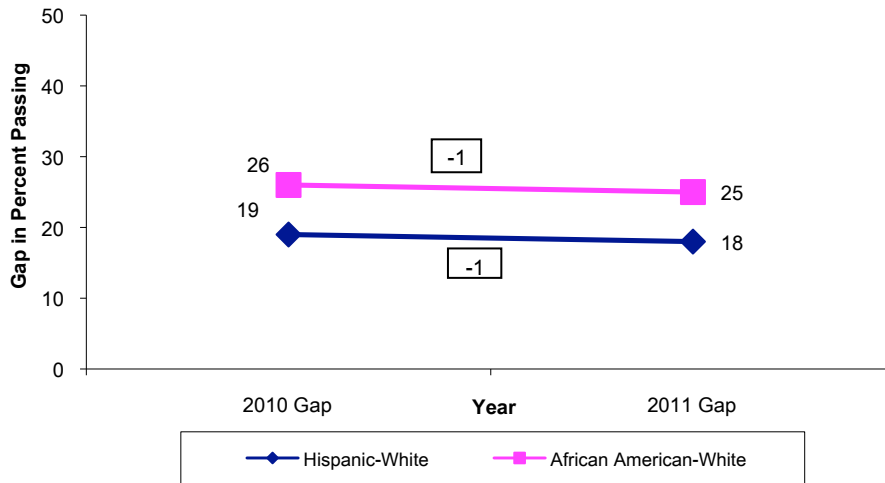
Figure 1: HISD TAKS Percent Passing on All Tests Taken by Race/Ethnicity, 2010-2011



Interpretation

Figure 1 shows the passing rates on all tests taken for Hispanic and African American students compared to white students for the past two years. The white student passing rate remained constant from 2010 to 2011 at 89 percent. The Hispanic passing rate increased from 70 percent in 2010 to 71 percent in 2011, and the African American passing rate increased from 63 percent to 64 percent over the same time period.

Figure 2: HISD TAKS Percent Passing All Tests Taken Gap by Race/Ethnicity, 2010-2011



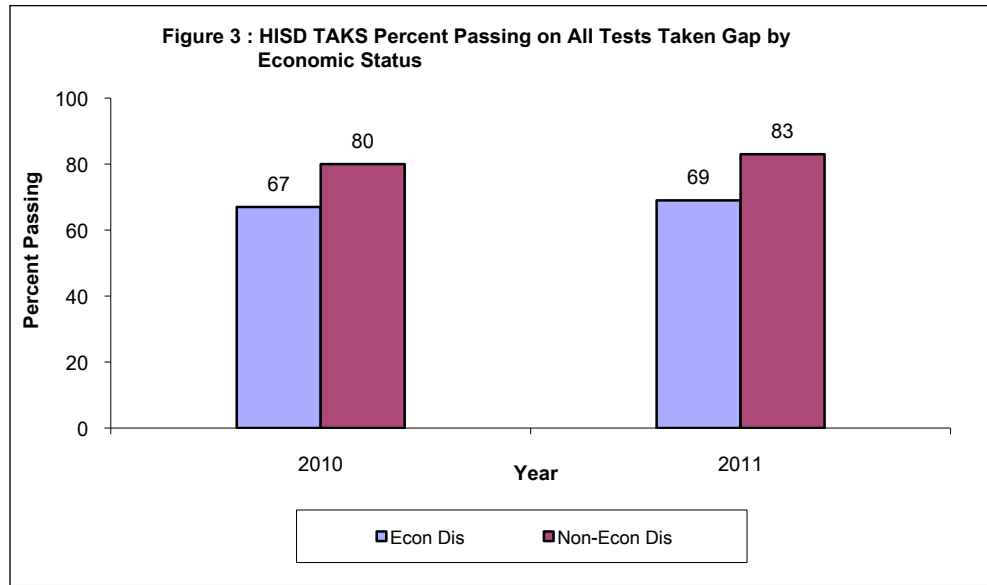
Interpretation

Figure 2 shows that the gap between white and African American students decreased 1 percentage point from 26 percentage points in 2010 to 25 percentage points in 2011. The gap between white and Hispanic students decreased 1 percentage point from 19 percentage points in 2010 to 18 percentage points in 2011.

Data by gender:

Ethnicity	2010		2011	
	Male	Female	Male	Female
Hispanic	68	71	70	73
African American	60	65	61	66
White	89	90	88	90

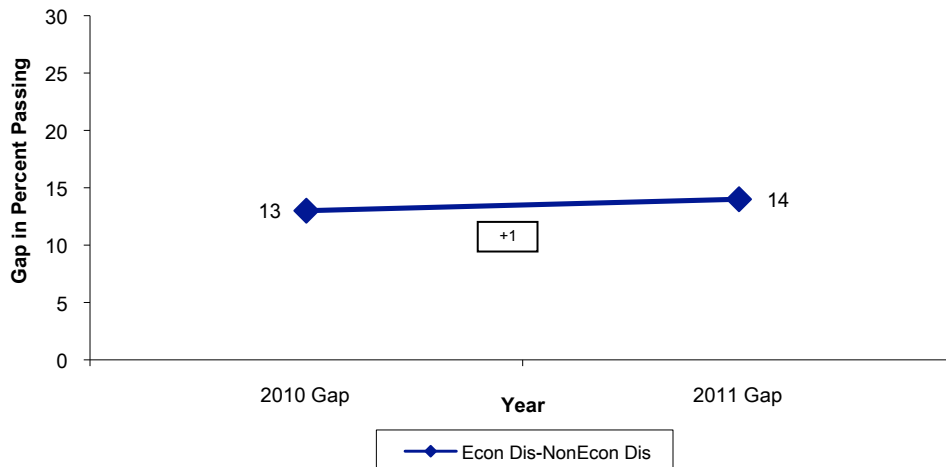
Target: The achievement gap will decrease by 3 percentage points annually between non-economically disadvantaged students and economically disadvantaged students to no gap remaining, data by gender will also be provided. [Economic gap widened but with higher passing rates for both groups.]



Interpretation

Figure 3 shows that the passing rate for economically disadvantaged students increased from 67 percent in 2010 to 69 percent in 2011. The passing rate for non-economically disadvantaged students increased from 80 percent on all tests taken in 2010 to 83 percent in 2011.

Figure 4 : HISD TAKS All Tests Taken Gap by Economic Status, 2010-2011



Interpretation

Figure 4 indicates that the gap between economically disadvantaged students and non-economically disadvantaged students increased by 1 percentage points from 13 percentage points in 2010 to 14 percentage points in 2011.

Data by gender:

Table 2: HISD TAKS Percent Passing All Tests Taken Gap by Economic Status by Gender

<u>Economic Status</u>	<u>2010</u>		<u>2011</u>	
	<u>Male</u>	<u>Female</u>	<u>Male</u>	<u>Female</u>
Econ Dis	66	69	67	70
Non-Econ Dis	78	81	81	84

B. Improve Dropout and Completion Rates

HISD schools shall lower the dropout rate and increase the graduation rate with the ultimate goal of having all HISD students graduate with their cohort group. HISD schools shall achieve the decreased dropout and increased completion requirements necessary for each school to receive at least a Recognized rating by the state's accountability system. Five-year cohort data also will be reported. (See Figures 5–6, Tables 3–4.)

Target: HISD will increase the percentage of students identified as graduating or remaining in school based on a longitudinal four-year cohort for first-time ninth-graders. The annual target is a 3 percentage-point increase for all students and each student group (All, African American, Hispanic, White, and Economically Disadvantaged) until the goal of 95 percent is reached. [\[Met target for All students, African American, and Hispanic\]](#)

Figure 5: Four-Year Completion Rates for All Students and Student Groups in HISD, Class of 2009 and 2010

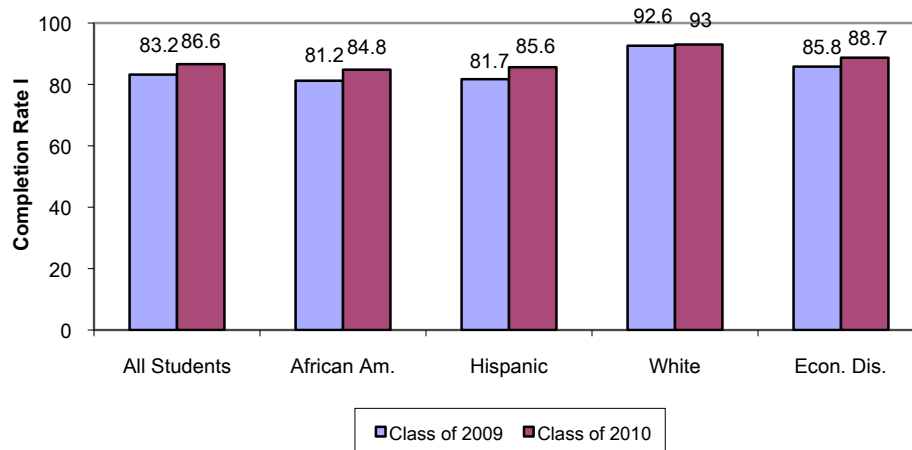


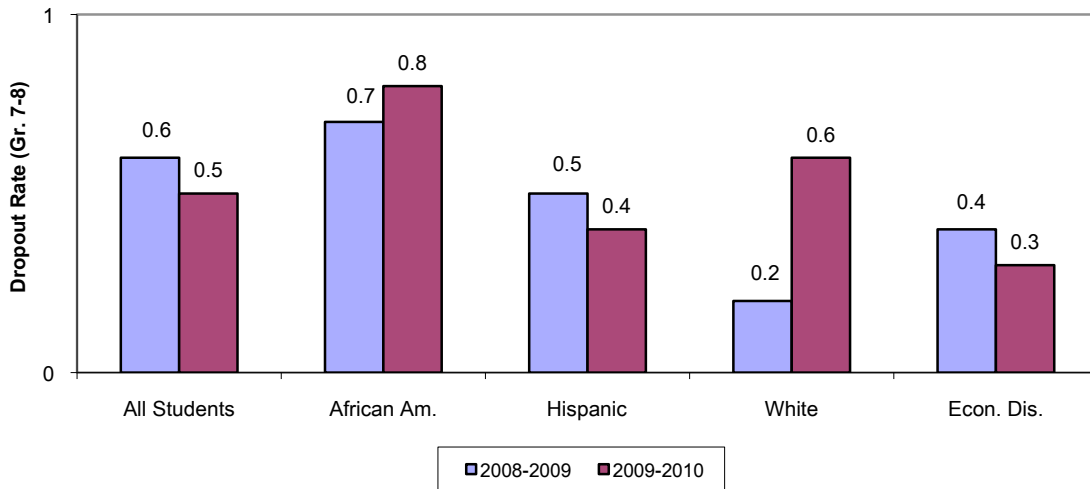
Table 3: HISD Four-Year All Students and Student Groups Completion Rate Differences: Class of 2009 and 2010.

	Class of 2009	Class of 2010	2009 to 2010 Difference
All Students	83.2%	86.6%	3.4
African American	81.2%	84.8%	3.6
Hispanic	81.7%	85.6%	3.9
White	92.6%	93.0%	0.4
Economic. Dis.	85.8%	88.7%	2.9

Interpretation

Table 3 shows that the percentage of HISD students graduating or remaining in school based on their four-year cohort increased by 3.4 percent for the all students group, 3.6 percent for the African American student group, and 3.9 percent for the Hispanic student group, above the 3 percent target for improvement. However, the two other student groups did not meet the 3 percent target from the class of 2009 to the class of 2010. The district's four-year longitudinal completion rate increased from 83.2 percent for the class of 2009 to 86.6 percent for the class of 2010.

Figure 6 : Annual Dropout Rate (Gr. 7-8) for All Students and Student Groups in HISD, 2008-2009 and 2009-2010.



Dropout data are also provided as five-year cohort data.

Student Group	4-Year	5-Year
All Students	70.0%	76.4%
African American	68.4%	73.9%
Hispanic	65.9%	73.9%
White	87.4%	90.2%
Economic. Dis.	74.6%	80.5%
Special Education	53.1%	63.9%
LEP	27.1%	35.5%

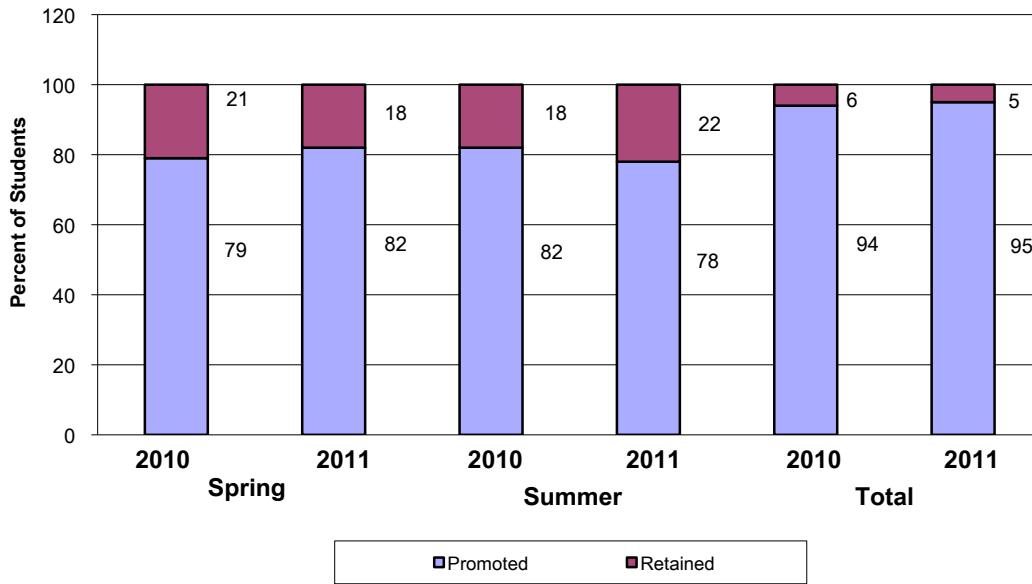
C. Maintain Promotion Standards/High School Credit Status

Maintain promotion standards that incorporate statewide test scores, norm referenced scores, course grades and attendance standards. Use mandatory summer school to bring students into compliance with the standards (see Figures 7 and 8).

Target: The percent of students who meet promotion standards during the regular school year will increase to 90 percent. [\[Increased but did not meet target\]](#)

Target: The percent of students who meet promotion standards after summer school will increase to 98.5 percent by the end of the fall semester of 2012. [\[Increased but did not meet target\]](#)

Figure 7 : Percent of Students in Grades 1-8 Meeting Promotion Standards by Semester and Total, 2010-2011



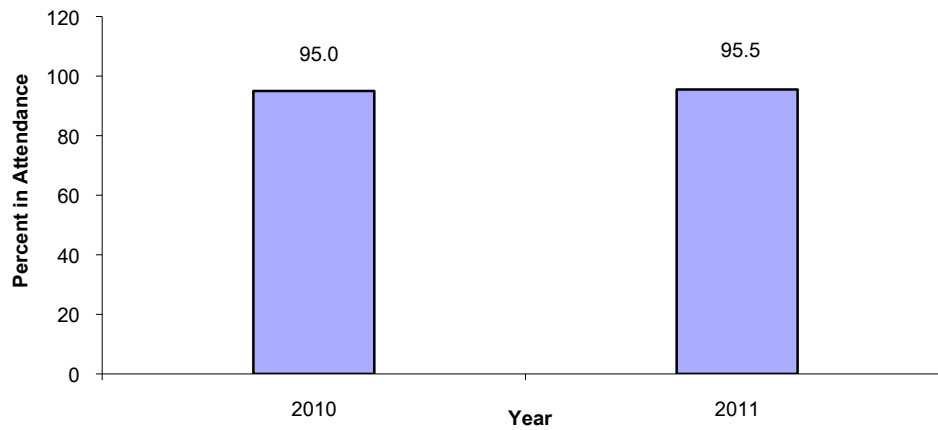
Note: Students with data discrepancies are excluded.

Interpretation

The figure above shows that the percentage of students who met promotion standards during the regular school year increased from 79% in 2009–2010 to 82% in 2010–2011. In addition, the total percentage of students who met promotion standards after summer school increased from 94% in 2009–2010 to 95% in 2010–2011.

Target: HISD will increase student attendance (ADA) by 0.3% annually. [\[Met target\]](#)

Figure 8: HISD Annual Student Attendance, 2010-2011



Interpretation

The figure above shows that the annual student attendance percentage in 2009–2010 was 95.0, and the annual student percentage in 2010–2011 was 95.5.

D. HISD will become a Recognized District

HISD will become a recognized district as defined by the Texas Education Agency (see Table 5).

Target: HISD will achieve the Recognized standard on each district indicator on the TEA Accountability System. [\[Met all but one component of the target\]](#)

Table 5: TEA Requirements to Be a Recognized District and HISD Results for 2011

	Criteria for TEA Recognized Status	HISD District-wide Outcomes	Met/Not Met Recognized Criteria
Lowest T-1 S passing rate for all students and each student group	≥ 80.0%	Lowest T-1 S passing rates: African-American science: 75%, African-American math: 76%, and Econ. Disad. Science: 78%.	Met Required Improvement and Allowable Exceptions
Highest annual dropout rate for all students and each student group grades 7 and 8	1.6%	Highest dropout rate: for all students and each student group dropout rates ranged from 0.3 percent to 0.8 percent.	Met
Lowest 4-year completion rate includes graduates and continuers	≥ 85.0%	Lowest completion rates: 84.8% for African-American.	Met Required Improvement
Number of Academically Unacceptable campuses under standard accountability system	0	21	Not Met
Number of students in grades 7–12 <i>underreported</i> as enrolled or as leavers in the 2007–2008 PEELIS enrollment or leaver record	Less than or equal to 150, or less than or equal to 4 percent of 2009–2010 students in grades 7–12	122 (0.15%)	Met
Percent of English Language Learners (ELL) that met standard on the ELL Progress Indicator: T-1 S Reading	≥ 60.0%	ELL Progress Indicator: 77%	Met
The percent of All students and Economically Disadvantaged students achieving commended performance on T-1 S Reading and Math	≥ 15.0%	T-1 S commended rates: All students- Reading ELA: 30% and Math: 29%; Economically Disadvantaged students- Reading ELA: 26% and Math: 25%	Met

* Previous year indicator.

Interpretation

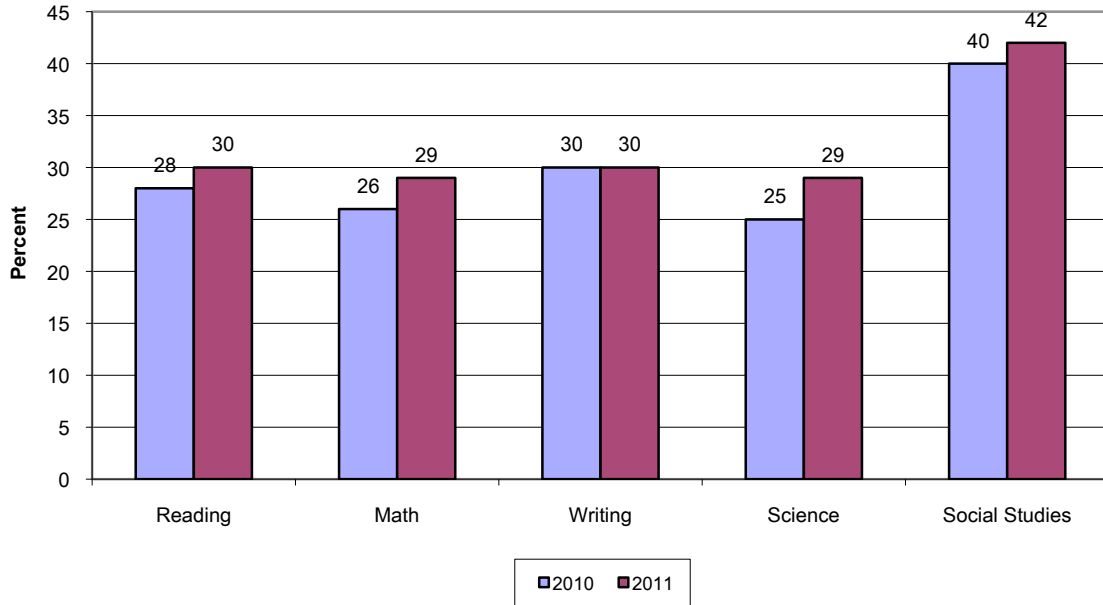
The district met all standards for Recognized status for 2011 except for having no Academically Unacceptable Campuses.

E. Increase the Percentage of TAKS Commended Students

HISD will increase the percent of students scoring at the state-set commended level on TAKS (see Figures 9–10).

Target: The percent of students achieving the commended status will increase by 3 percentage points annually. [\[Met target for math and science\]](#)

Figure 9: 2010-2011 TAKS Percent Commended by Subject



Source: TAKS Data File 2010 and 2011

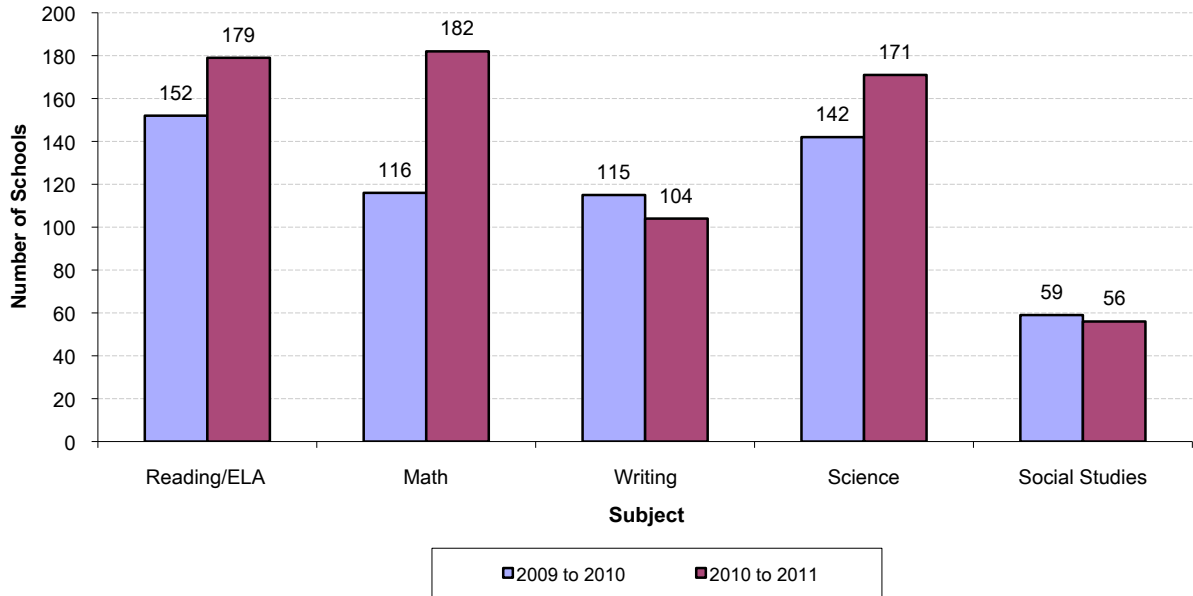
Note: The percentage commended for the reading and math TAKS reflects grades 3–11; writing is for grades 4 and 7; science is for grades 5, 8, 10, and 11; social studies is for grades 8, 10, and 11. Both English and Spanish TAKS results are used where available, and only the first administrations of reading and math are used.

Interpretation

Figure 9 illustrates that the percentage of students reaching the commended status increased from 2010 to 2011 for every subject except for writing. Social Studies had the largest percentage of commended students in 2011 with 42 percent.

Target: HISD will show an annual increase at all campuses with an increased percentage of students reaching the commended level on TAKS by subject. [\[Met target for reading, math, and science\]](#)

Figure 10: Number of Schools Showing an Increase in TAKS Commended Status: 2009 to 2010 and 2010 to 2011



Source: TAKS Data File 2009-2011

Interpretation

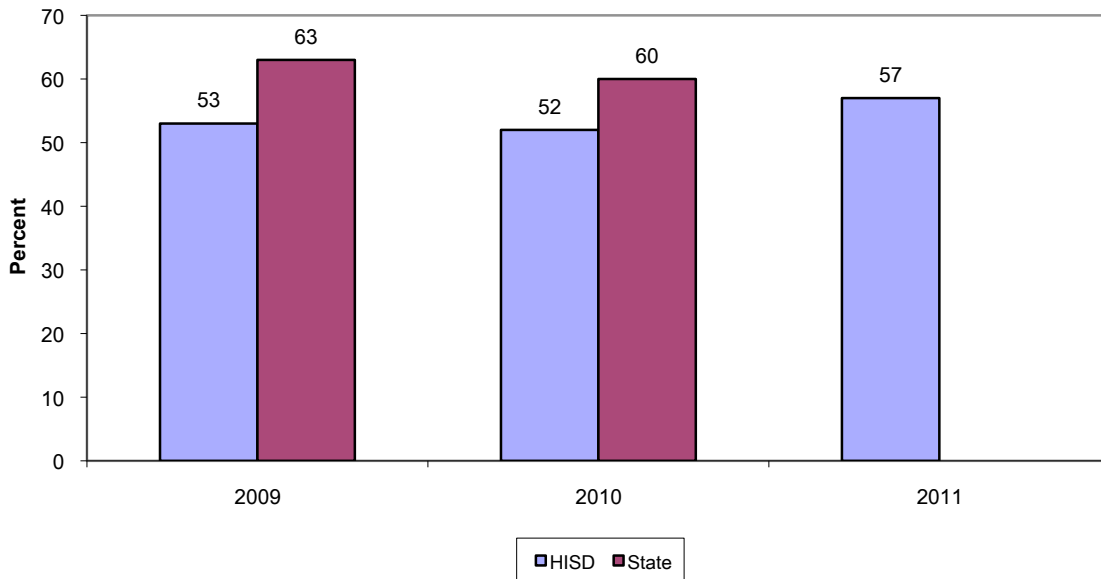
As shown in Figure 10, many schools experienced increases in the percentage of students reaching commended status from 2010 to 2011. More schools reported increases from 2010 to 2011 than from 2009 to 2010, except in writing and social studies.

F. Increase College Readiness

HISD students will be provided with a high quality educational experience designed to appropriately prepare them for the rigor and challenges of a higher education. It is expected that the percentage of students demonstrating college readiness will increase at a rate greater than the state average (see Figure 11–12 and Tables 6–7). 2010 state data are not available at this time.

Target: The percent of students who meet or exceed the college-readiness standard in ELA on the TAKS will reach 70 percent by 2012. [\[2011 state data are not available; did not meet target in 2010\]](#)

**Figure 11: Percent of Students Meeting College Readiness Standards
2009-2011, ELA**



Source: TEA AEIS 2008–2009 and 2009–2010; TAKS Data File 2010–2011

Note: The qualifying scores for college readiness in English Language Arts are a scale score of 2200 on the English Language Arts TAKS exit-level test and a written composition score of ‘3’ or higher on the writing component of the test.

Table 6: College Readiness Standard on TAKS English Language Arts

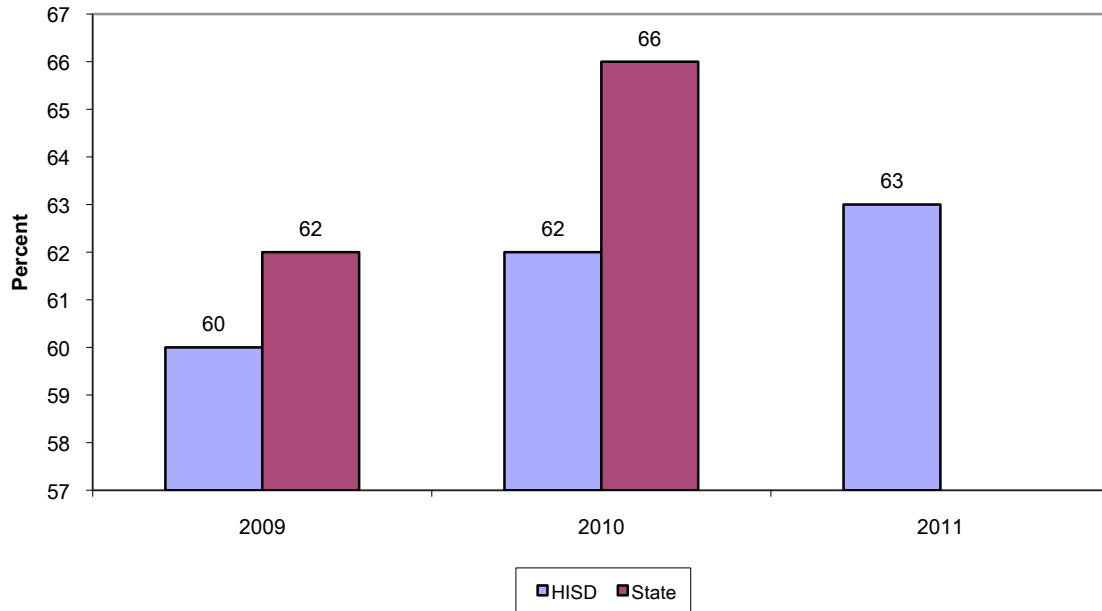
	Percent 2009	Percent 2010	Percent 2011	Difference
HISD	53	52	57	+5
State	63	60	NA	NA

Interpretation

Figure 11 and Table 6 show that HISD had a one percentage-point decrease in the percentage of students meeting the college readiness standard on the TAKS English Language Arts (ELA) from 53% in 2009 to 52% in 2010. Results from 2011 indicate that HISD increased in the percent meeting the standard to 57%. The state decreased in the percentage of students meeting the ELA standard by three percentage points from 63% in 2009 to 60% in 2010.

Target: The percent of students who meet or exceed the college-readiness standard in math on the TAKS will reach 70 percent by 2012. [2011 state data are not available; positive trend in 2010]

Figure 12: Percent of Students Meeting College Readiness Standards
2009-2011, Math



Source: TEA AEIS 2008–2009 and 2009–2010; TAKS Data File 2010–2011

Note: The qualifying score for college readiness in mathematics is a scale score of 2200 on the mathematics TAKS exit-level test.

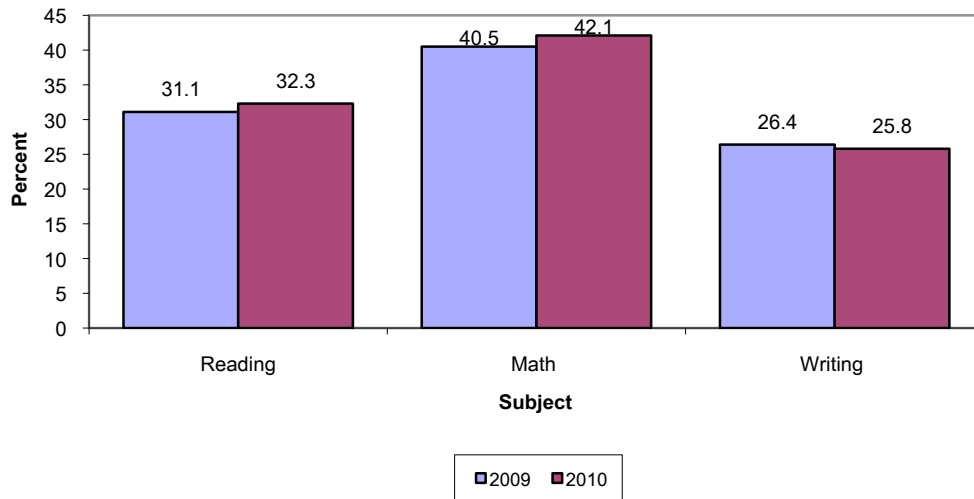
	Percent 2009	Percent 2010	Percent 2011	Difference
HISD	60	62	63	+1
State	62	66	NA	NA

Interpretation

Figure 12 and Table 7 show that HISD had a two percentage-point increase in the percentage of students meeting the college readiness standard on the TAKS math from 60% in 2009 to 62% in 2010. Results from 2011 indicate the HISD increased the percent meeting the standard to 63%. The state increased the percentage of students meeting the math standard by four percentage points from 62% in 2009 to 66% in 2010.

Target: The percent of students scoring at or above 45 on each section of the PSAT shall increase by 4 percentage points annually. [Increased in two of three subjects, but by less than target]

Figure 13: PSAT Percent of Juniors Scoring at or Above 45, Fall 2009 and Fall 2010



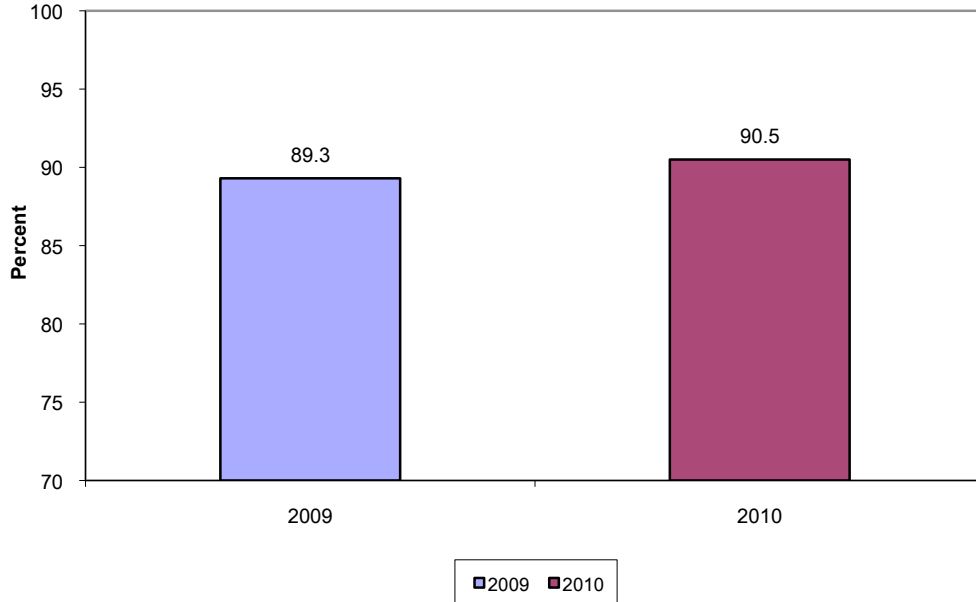
Source: Test Contractor Data Files, 2009–2010

Interpretation

Figure 13 shows the percentage of juniors scoring at or above 45 from 2009 to 2010 on the PSAT increased in reading and mathematics and decreased in writing.

Target: Participation rates on the PSAT will meet or exceed 90% of sophomores (see Figure 14). [\[Met target\]](#)

Figure 14: PSAT Participation for Sophomores



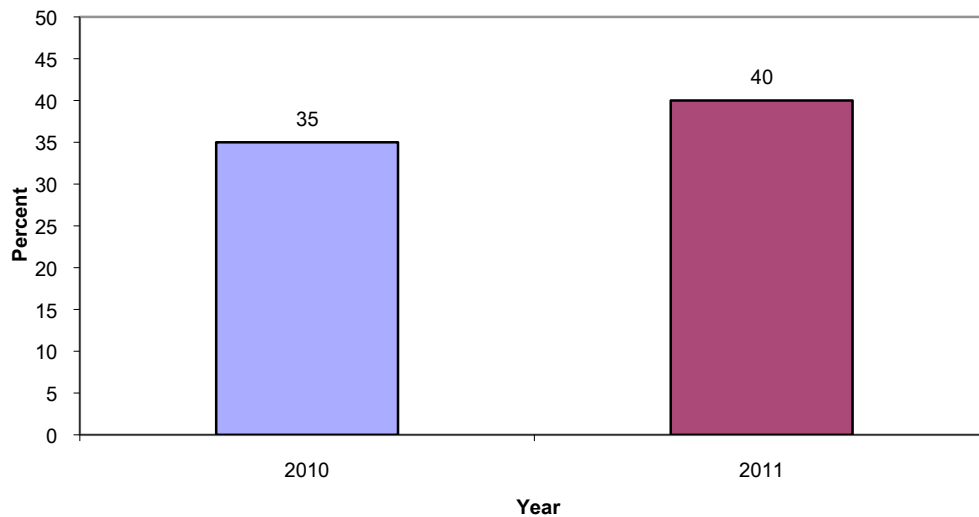
Source: Test Contractor Data Files, 2009–2010

Interpretation

Figure 14 shows HISD increased the participation rate for sophomores from the fall of 2009 to the fall of 2010, where 90.5 percent of all sophomores took the PSAT.

Target: The percent of students scoring at or above 21 on the ACT will reach 50 percent by 2012. [\[Increased but by less than target\]](#)

Figure 15 : ACT Percent at 21 or Higher, 2010 and 2011

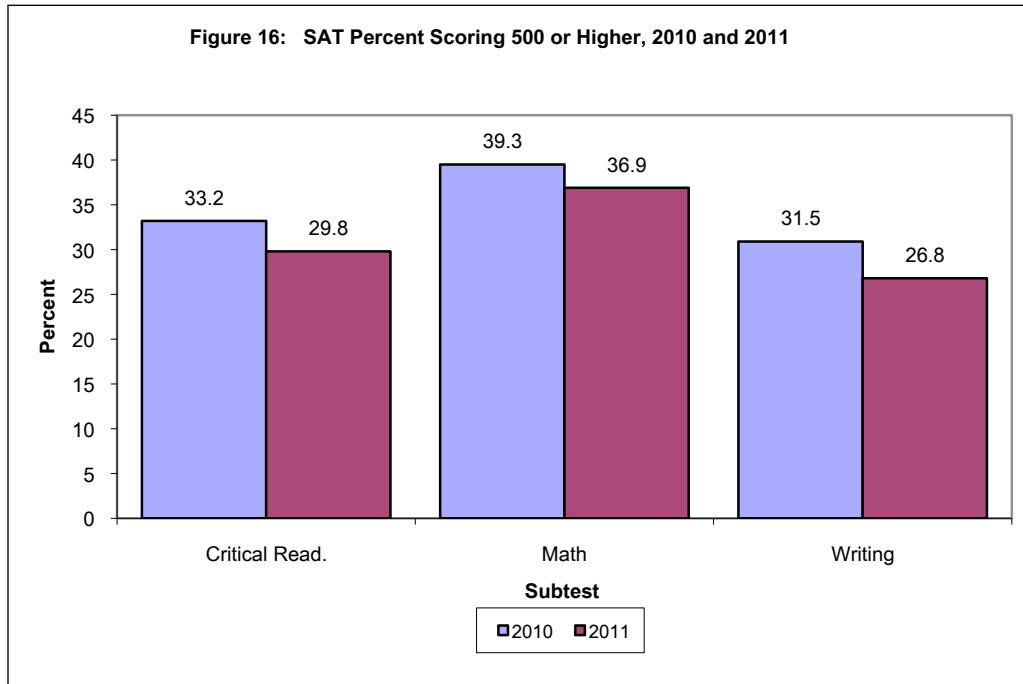


Source: Test Contractor Data Files, 2010–2011

Interpretation

Figure 15 shows that the percentage of students scoring at or above 21 on the ACT composite increased from 35 percent for the class of 2010 to 40 percent for the class of 2011.

The percent of students scoring at or above 500 on each section of the SAT will reach 50 percent by 2012. [\[Did not meet target\]](#)



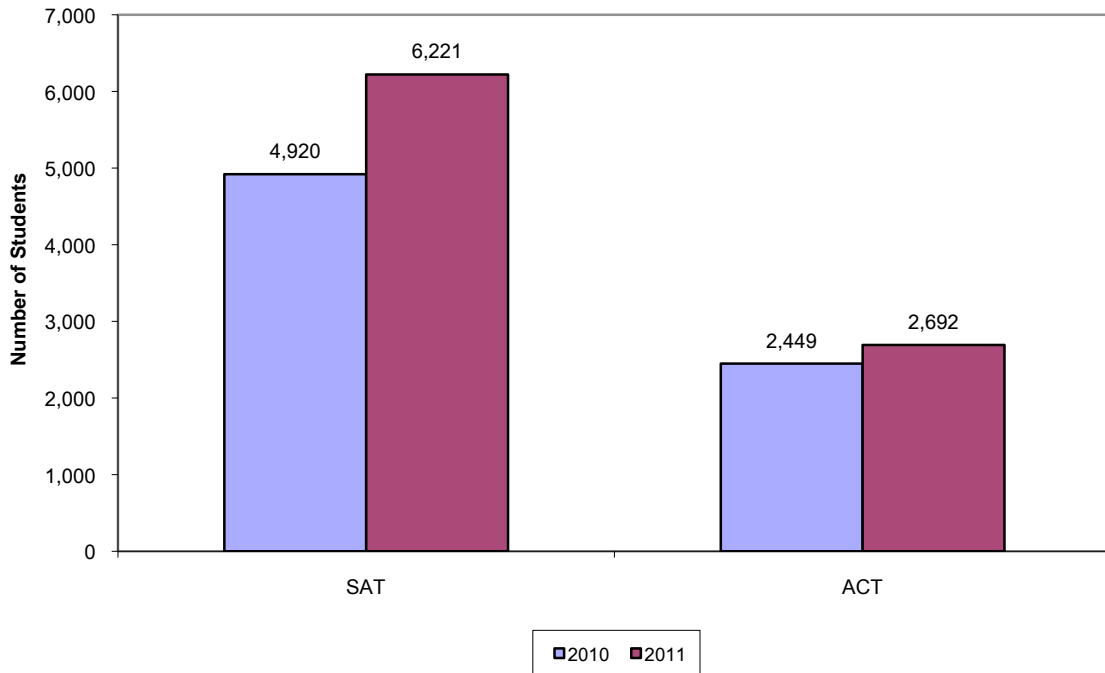
Source: Test Contractor Data Files, 2010–2011

Interpretation

Figure 16 shows that from 2010 to 2011, the percentage of students scoring at or above 500 on each section of the SAT decreased.

Target: The district will show an annual increase in participation rates on both the SAT and ACT exams. [Met target]

Figure 17: Class of 2010 and 2011 SAT and ACT Participation



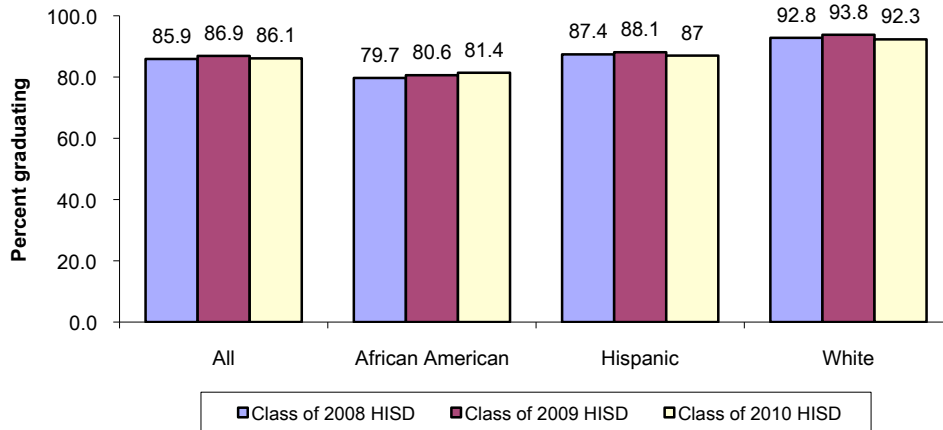
Source: Test Contractor Data Files, 2010–2011

Interpretation

Figure 17 shows that the participation rates for HISD students in the class of 2011 exceeded the participation rates for their 2010 counterparts on both the SAT and ACT.

Target: The percent of students graduating under the RHSP or higher will reach 90 percent by 2012.
[Met target for the White student group]

Figure 18: Percent Graduating Under the RHSP or Higher, Classes of 2008, 2009, and 2010



Source: TEA Accountability Report Data: 2008 and 2009, PEIMS Edit+ Report, 2009–2010 Collection, Resubmission.

Interpretation

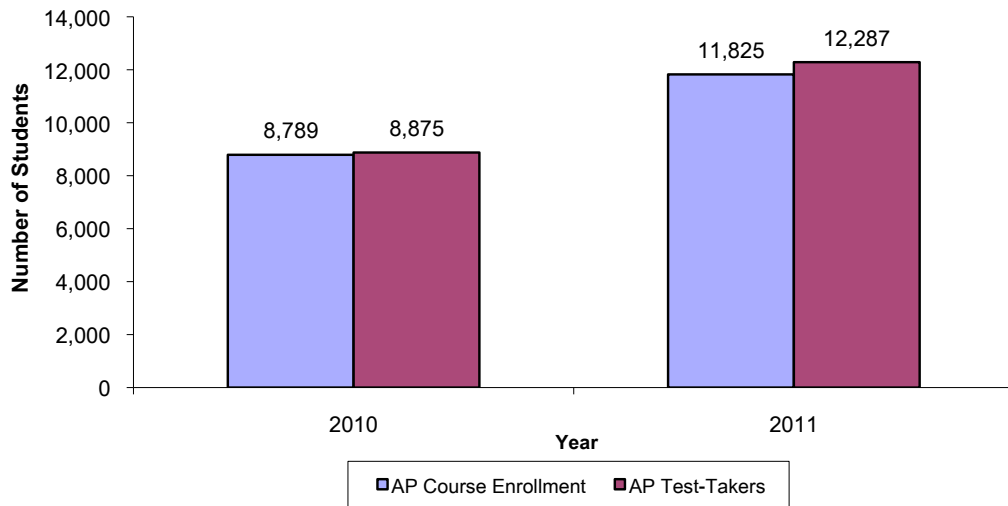
Figure 18 illustrates that the percent of HISD students graduating under the Recommended High School Program (RHSP) increased from 2009 to 2010 for students in the Hispanic student group, while percentages for other students decreased slightly from the class of 2009 to the class of 2010.

G. Increase the Number of Students Taking Advanced Placement (AP) Exams and Scoring 3 or Higher.

HISD will maximize the number of students taking AP exams, the number of exams taken, and the number of exams scored at 3 or higher (see Figures 19–26).

Target: All students taking AP or IB courses will also take AP or IB exams. [\[Met target\]](#)

Figure 19: The Number of High School Students Taking AP Courses and AP Exams



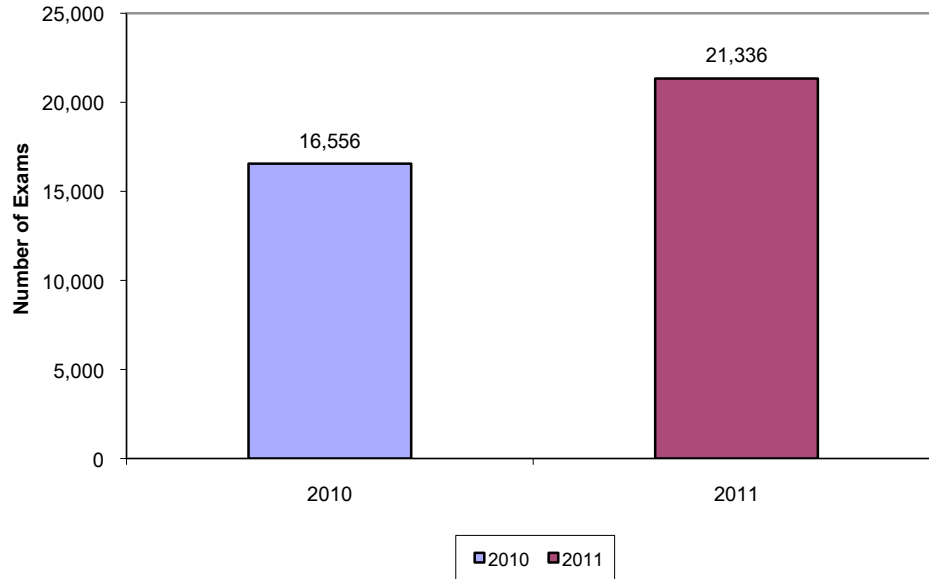
Source: The College Board Reports, 2010 online score report, August 14, 2010; 2011 data disk August 23, 2011. Chancery 2009–2011, End of Year data include only students with “active” status. Data reflect the most current information available.

Interpretation

Figure 19 indicates in 2010–2011, 11,825 high-school students enrolled in AP courses, and 12,287 high school students took at least one AP exam. There were more students taking an AP exam than there were students taking an AP course. The district’s goal was met.

Target: The number of AP exams taken will increase by 10 percent annually. [\[Met indicator\]](#)

Figure 20: 2010 and 2011 AP Exams Taken HS

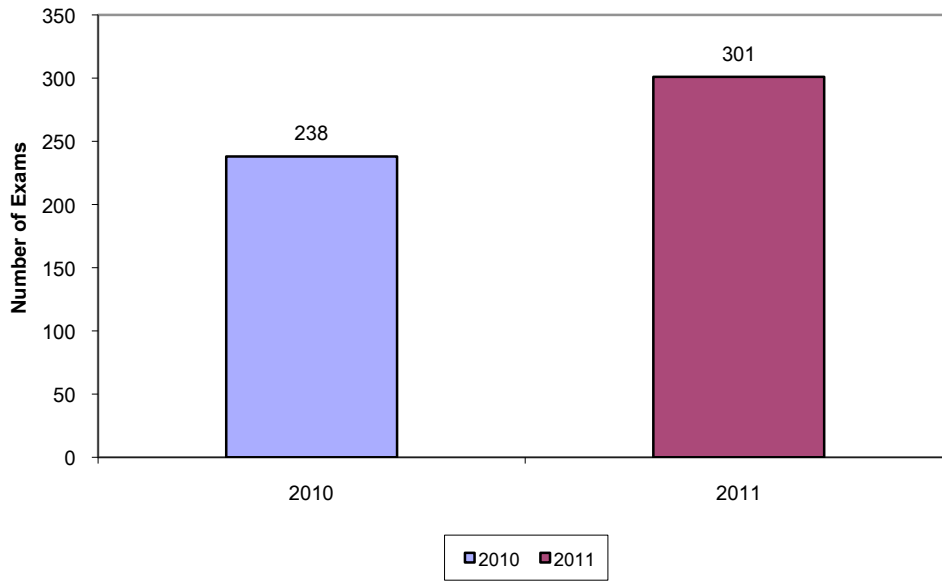


Source: 2010 College Board data file (August 14, 2010), 2011 College Board data file (August 14, 2011)

Interpretation

Figure 20 shows HISD increased the number of AP exams taken by high school students from 2010 to 2011 by 4,780 exams or 29 percent.

Figure 21: 2010 and 2011 AP Exams Taken MS



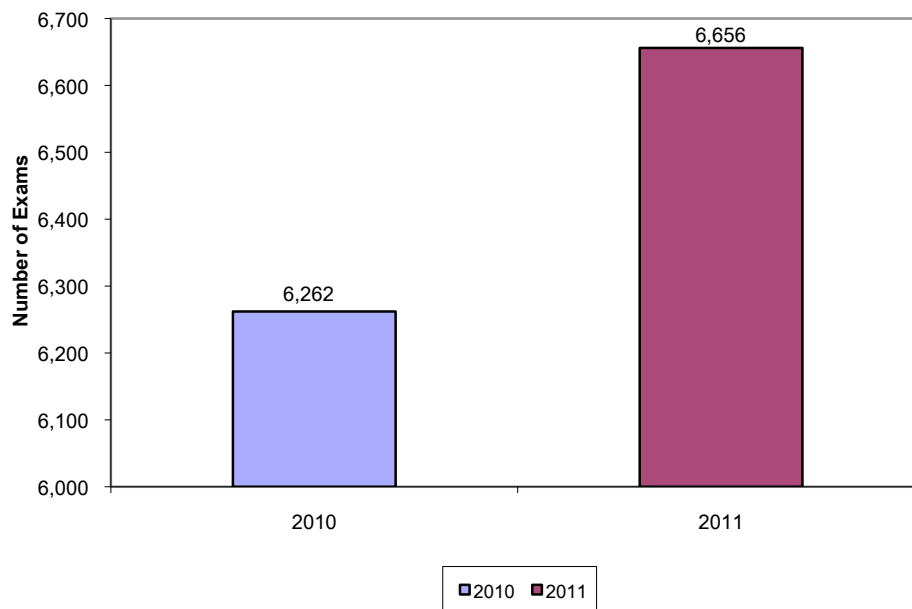
Source: 2010 College Board data file (August 14, 2010), 2011 College Board data file (August 23, 2011)

Interpretation

Figure 21 presents the number of AP exams taken by middle school students in 2010 and 2011. The number of exams taken increased 26 percent from 238 in 2010 to 301 in 2011.

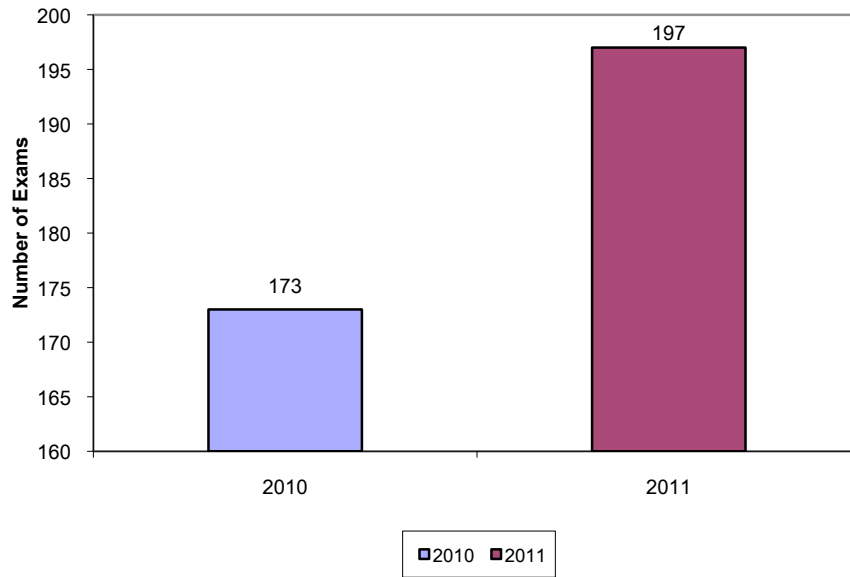
Target: The number of AP exams scored at 3 or higher will increase by 2 percent annually. [\[Met indicator\]](#)

Figure 22: 2010 and 2011 High School AP Exams Scored at 3+



Source: 2010 College Board data file (August 14, 2010), 2011 College Board data file (August 23, 2011)

Figure 23: 2010 and 2011 Middle School AP Exams Scored at 3+

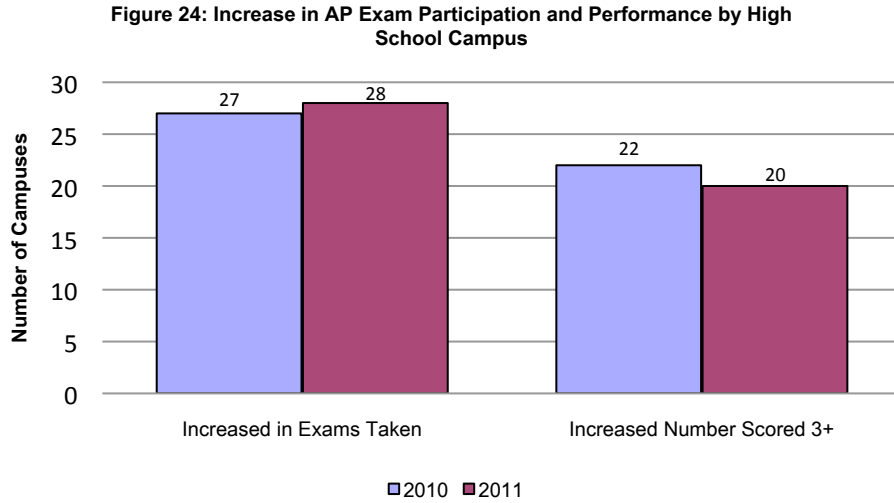


Source: 2010 College Board data file (August 14, 2010), 2011 College Board data file (August 23, 2011)

Interpretation

Figures 22 and 23 show that the number of AP examinations scored at a 3 or higher increased 24 percent from 2010 to 2011 for high school students and 31 percent for middle school students.

Target: HISD will show an annual increase at all campuses in the number of exams taken and the number of exams scored at 3 or higher. [\[Increased in one but not both indicators\]](#)

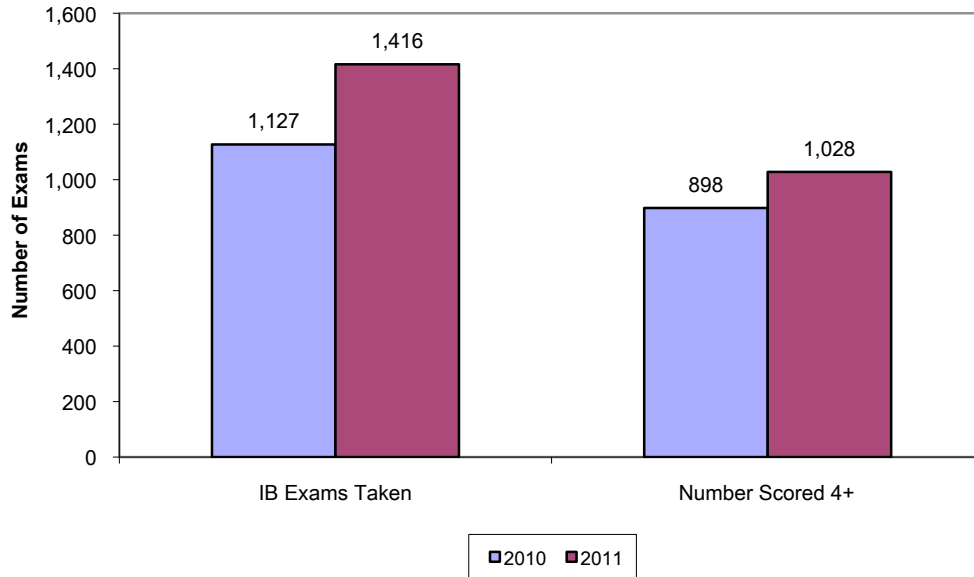


Interpretation

Figure 24 shows that 28 out of 36 campuses who participated in AP exams in both 2010 and 2011 experienced an increase in the number of students taking at least one advanced placement exam from 2010 to 2011, and 20 out of 36 campuses showed an increase in the number of AP exams scored at a 3 or higher over the same time period. In 2011, an additional four campus began offering AP exams.

Target: HISD will show an annual increase in the number of IB exams taken and the number scored at 4 or higher. [\[Met indicator\]](#)

Figure 25: 2010 and 2011 IB Exams Participation and Performance

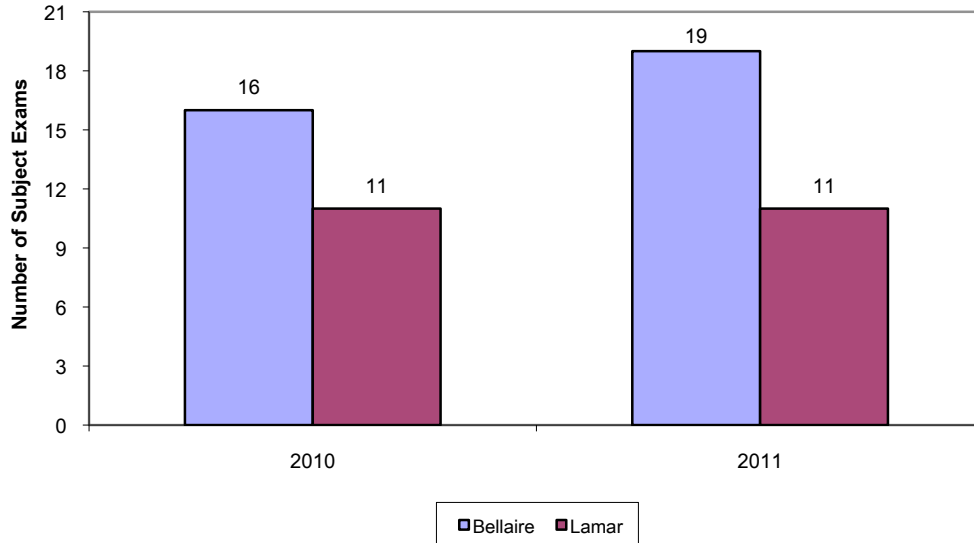


Interpretation:

Figure 25 shows that both the number of IB examinations taken and the number of IB exams scored at a 4 or higher increased from 2010 to 2011.

Target: HISD will show an annual increase at both IB high schools in the number of exams where the school's average score was higher than the worldwide average. [\[Did not meet indicator\]](#)

Figure 26: HISD IB High Schools Number of Exam Averages Exceeding Worldwide Averages



Interpretation

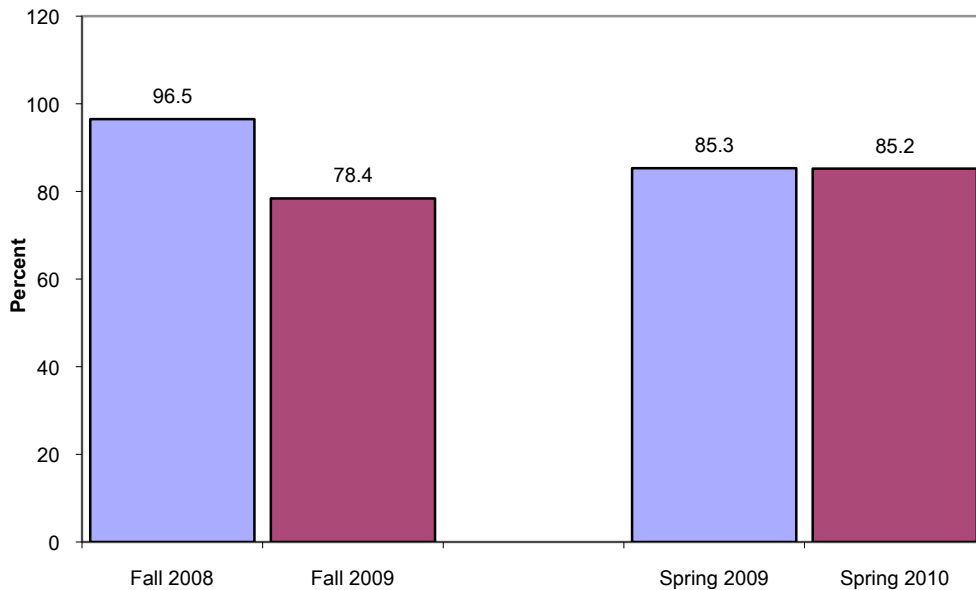
Figure 26 shows that the number of IB examinations where the campus average score exceeded the worldwide average score increased for Bellaire High School from 2010 to 2011, while Lamar High School remained constant over the same time period.

H. Dual Credit

HISD will report on the number of students taking dual credit courses and receiving college credit (see Figure 27).

Target: HISD will show an annual increase in the percentage of students completing dual credit courses up to the target of 95 percent. [\[Did not meet target\]](#)

Figure 27: Percentage of Students Completing Dual Credit Courses: Fall 2008 & 2009 and Spring 2009 & 2010



Source: Chancery 2008–2009 and 2009–2010.

Interpretation

Figure 27 indicates that the percentage of students completing dual credit courses decreased from 96.5 percent from the fall of 2008 to 78.4 percent in the fall of 2009, and decreased slightly from 85.3 percent in the spring of 2009 to 85.2 percent in the spring of 2010.

I. Demonstrate Value-Added Growth Using EVAAS Data

The district shall show value-added growth of all students as measured by the Educational Value-Added Assessment System (EVAAS) data (see Table 8 and Figure 29).

Target: HISD will show value-added growth in estimated NCE gain greater than 1 standard error above the growth standard in all grades on the composite measure across subjects. [\[Met target in 6 out of 9 grades\]](#)

Table 8: HISD Composite Mean NCE Gain by Grade Level

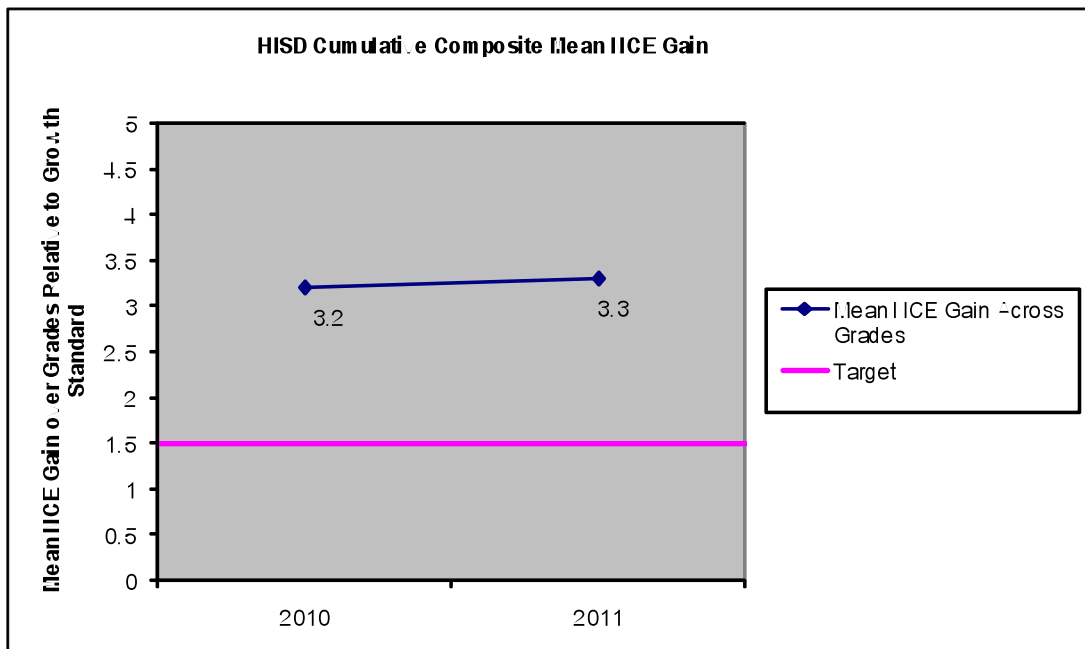
	3	4	5	6	7	8	9	10	11
2010	8.6	4.0	3.3	-5.6	8.6	6.0	-0.4	0.8	5.7
2011	8.4	2.5	3.5	-4.2	8.6	5.9	-1.8	0.0	4.7

	Estimated mean NCE gain is above the growth standard by 1 standard error or more.
	Estimated mean NCE gain is at most 1 standard error below the growth standard but less than 1 standard error above the growth standard.
	Estimated mean NCE gain is below the growth standard by more than 1 standard error.

Interpretation

Table 8 indicates that value-added growth greater than 1 standard error above the growth standard was achieved in grades 3 through 5 and in grades 7, 8, and 11 for both 2010 and 2011, as well as in grade 10 in 2010.

Target: HISD will show a cumulative NCE gain across grades and subjects greater than 1.5 NCEs. [\[Met target\]](#)



Interpretation

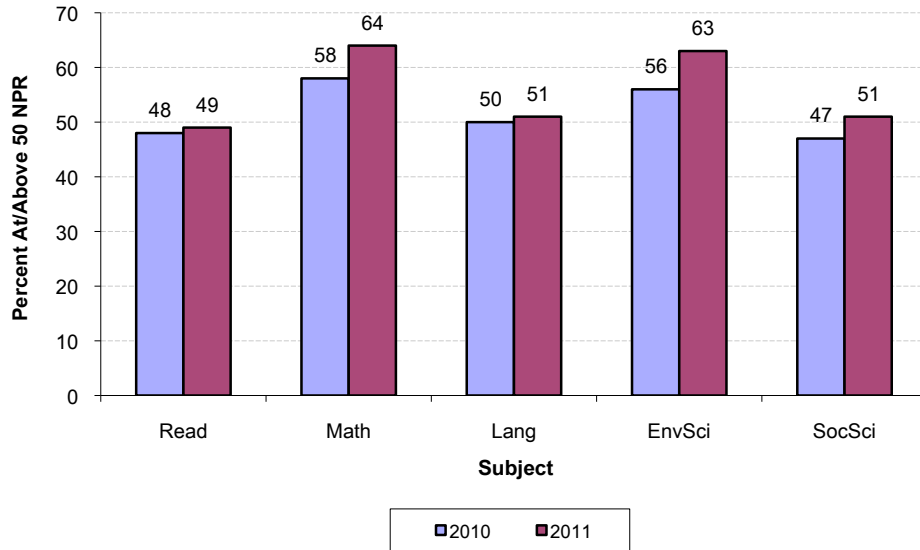
Figure 28 indicates that the HISD cumulative composite mean NCE gain was greater than 1.5 NCEs in both 2010 and 2011, though the mean gain did decrease slightly from 3.2 in 2010 to 3.3 in 2011.

J. Performance of HISD Students Will Exceed National Average

Students will perform at levels exceeding national averages on a norm-referenced test.

Target: The percent of all students performing at or above the 50th percentile (or on grade level) will increase by 2 percentage points on Stanford and Aprenda for each subject area. [\[Met target in math, environmental science, and social science\]](#)

Figure 29: Percentage of All Students Performing at or Above the 50th Percentile by Subject, Stanford and Aprenda Combined 2010 and 2011



Interpretation

As shown in Figure 29, the percentage of students performing at or above the national average of the 50th percentile increased by at least two percentage points in math, environmental science, and social science from 2010 to 2011. There was an increase of one percentage point in reading and language over the same time period.

Glossary Items Superintendent's Appraisal

Annual Dropout Rate, Grades 7–8: Percentage of seventh and eighth grade students who drop out of school during one school year.

$$\frac{\text{Number of dropouts, grades 7–8}}{\text{Cumulative student enrollment, grades 7–8}}$$

Completion Rate: The percentage of students from a class of first-time ninth graders, plus students transferring in and subtracting students transferring out of this group; who graduate, receive a GED, or are still enrolled after four years in high school.

$$\frac{\text{Number of 1st Time 9th graders graduating, still enrolled, or receiving a GED after four years}}{\text{Number of 1st Time 9th graders plus transfers in, minus transfers out over four years}}$$

Gap: The numerical difference between two numbers.

Percent: The proportion of two numbers multiplied by 100.

Promotion Standards: Requirements for promotion and grade-level advancement based on course grades, performance on state-administered assessment instruments, and performance on norm-referenced assessments.

- Course grades in elementary grades require an overall yearly average of 70 or above for the year in all courses taken plus an average of 70 or above in reading, other language arts, mathematics, and in science or social studies. In middle school, an overall yearly average of 70 or above and an average of 70 or above in three of the four core courses: language arts (average of English and reading), mathematics, science, and social studies are required.
- A passing score on the state-administered criterion referenced test.
- Perform at designated grade level standards on a district administered norm-referenced assessment.

TAKS Commended Performance: The highest performance level set by the State Board of Education on the TAKS. Students who achieve Commended Performance, scale score of 2400, have performed at a level that was considerably above the state passing standard and have shown a thorough understanding of the knowledge and skills at the grade level tested.

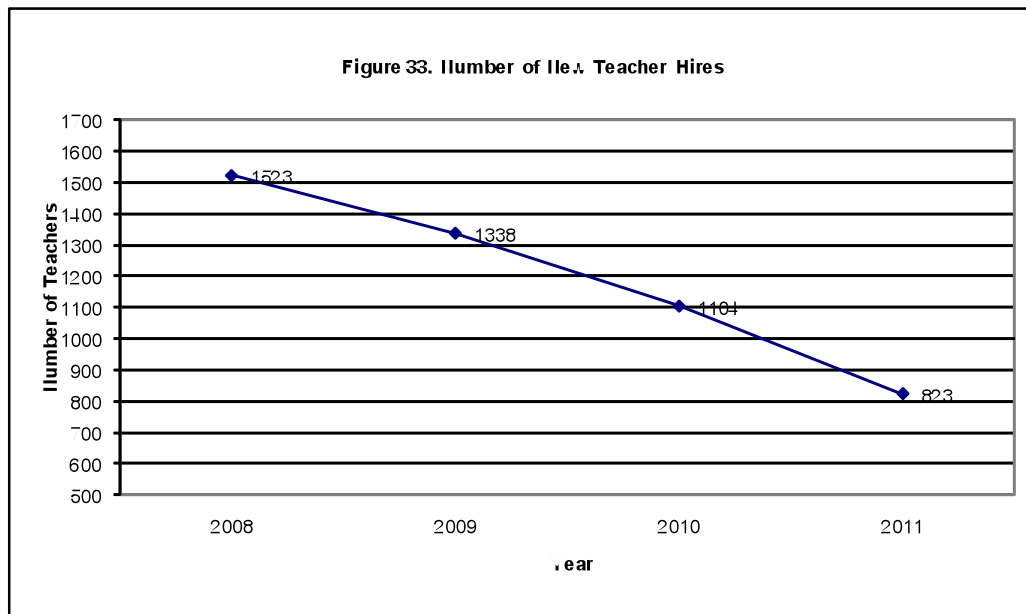
Goal 2: Improve Human Capital: Teacher and Principal Quality

A. Recruitment and Selection

HISD will attract and hire top talent through proactive search strategies and rigorous selection criteria for every position.

Key Metrics:

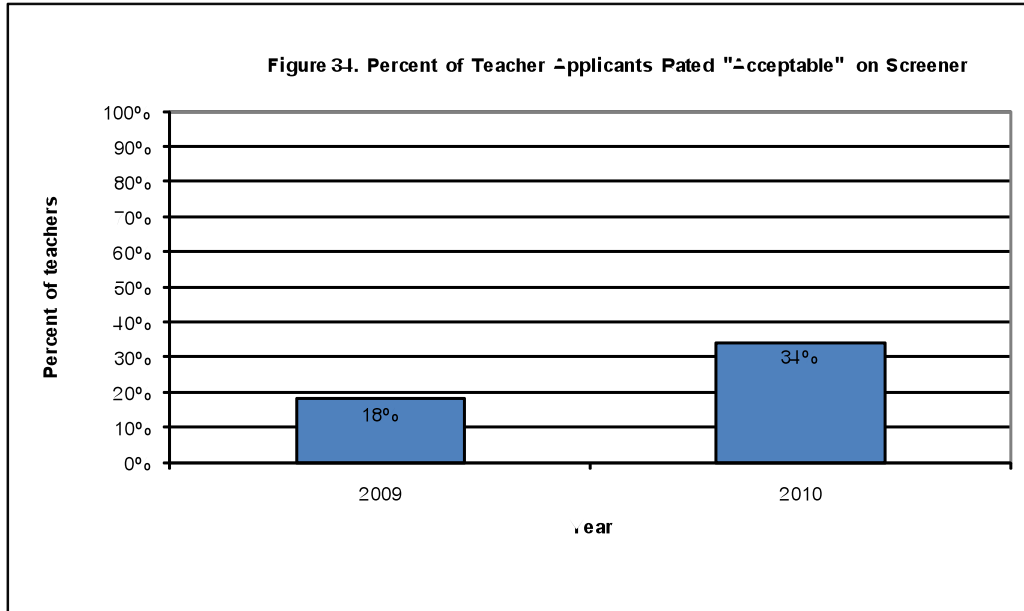
- **Number of new teacher hires**



Interpretation

There has been a steady decline in the number of new teacher hires in the district. Figure 33 shows that HISD hired 1523 teachers during the 2008-2009 school year, 1338 teachers during the 2009-2010 school year, and 1104 teachers during the 2010-2011 school year. As of October 6, 2011, the district has hired 823 new teachers for the 2011-2012 school year.

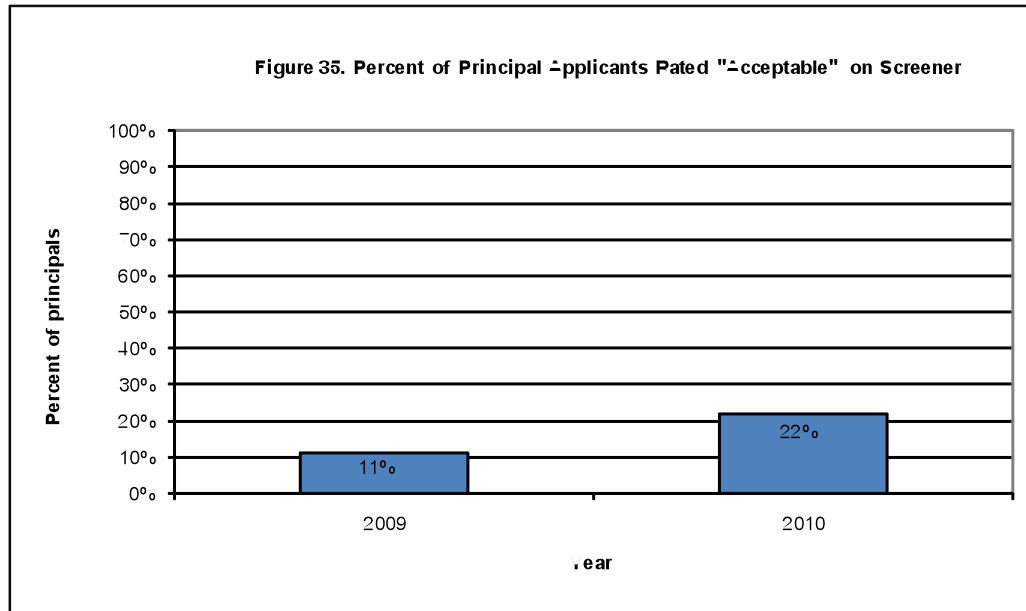
- **Percent of teacher applicants rated in the acceptable range on screener**



Interpretation

In Figure 34, we see that of the 5,383 teacher applicants for the 2009-2010 school year 18% (988) were rated acceptable in the selection process. We define “acceptable” to mean those candidates who successfully completed all phases of the selection process and entered the teacher pool. For the 2010-2011 school year, budget cuts resulted in a hiring freeze, and from March through June, only applicants for vacancies for critical shortage positions were tracked and considered. This limited the number of tracked applicants to 3,191, with 34% (1,088) of these receiving an acceptable rating in the selection process. With the adoption of PeopleSoft 9.1, we anticipate improved tracking ability, even under special circumstances such as a hiring freeze.

- **Percent of principal applicants rated in the acceptable range on screener**



Interpretation

During the 2009-2010 school year, 1,085 principal candidates applied to the candidate pool and 115, or 11%, scored in the acceptable range on our screener. We define "acceptable" to mean those candidates who successfully completed all phases of the selection process and entered the principal pipeline pool. For 2010-2011, the percentage of applicants rated "Acceptable" increased to 22% because the process became more selective. Whereas in the previous year any principal applicant was considered, the 2010-2011 selection process only considered candidates with two years of assistant principal experience.

- **Percent of HR screened teachers rated in top 10 Percent of EVAAS value-added data**

During the 2009-2010 school year, 5,383 people were screened and 665 were hired for the 2010-2011 school year. Out of these teachers, 226 had value-added data from 2010-2011. Of these, 22 (10%) had at least one value-added score that ranked in the top 10%.

- **Percent of HR screened teachers rated in top two quartiles of EVAAS value-added data**

Out of the 226 teachers for the 2010-2011 school year mentioned above, 135 (60%) had at least one value-added score that ranked in the top two quartiles.

- **Percent of HR screened principals at schools rated in top 10 Percent of EVAAS value-added data**

45 principals who went through the screening process for the 2010-2011 school year were assigned to campuses with value-added data. Out of these, 4% were from campuses whose EVAAS composite value-added score ranked in the top 10%.

- **Percent of HR screened principals at schools rated in top two quartiles of EVAAS value added data**

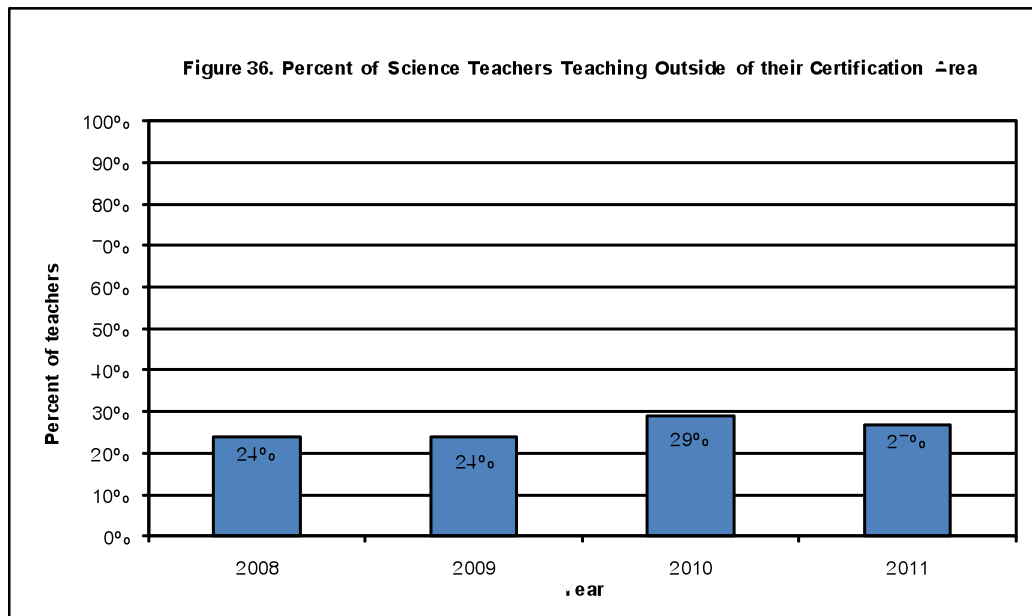
45 principals who went through the screening process for the 2010-2011 school year were assigned to campuses with value-added data. Out of these, 49% were from campuses whose EVAAS composite value-added score ranked in the top two quartiles.

- **Teacher Yield Percent:** number of offers made to teachers versus number of teachers that accepted offer.

This information is not currently tracked. Many principals make offers to teacher candidates and do not send official documentation to HR until a candidate accepts. We will examine this process during the 2011-2012 school year. The Board's decision to enable the district to upgrade to PeopleSoft 9.1 will greatly improve our ability to track this data in the future.

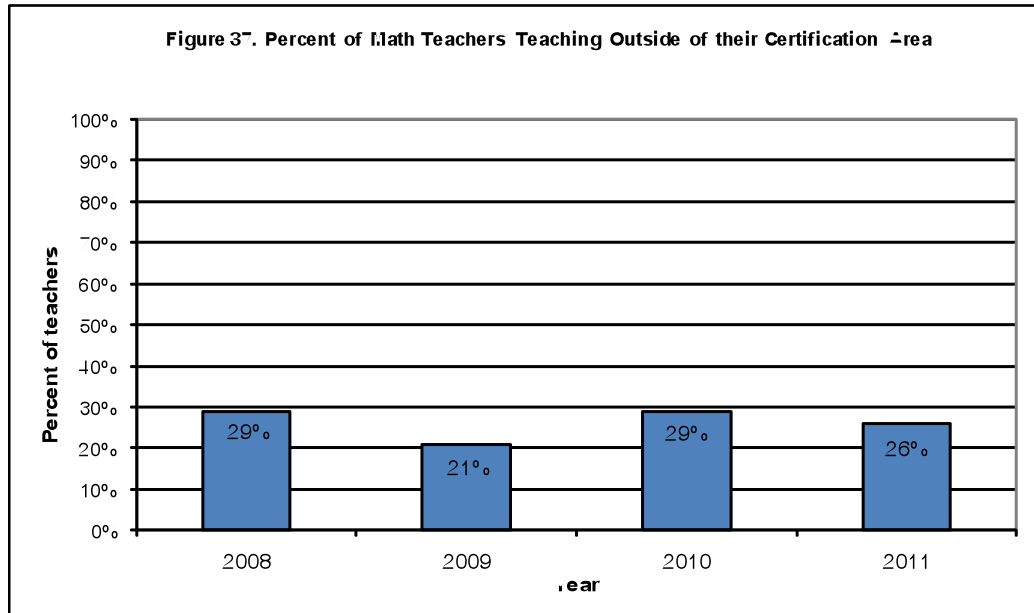
- **HISD HR will show a decrease in the number of math and science teachers teaching outside of their certification area.**

Teaching "outside their certification" is defined as any certified teacher without specific science or math job titles, including self-contained elementary teachers. The numbers reflected below represent data collected at the beginning of each school year.



Interpretation

Figure 36 shows that although there is not a consistent trend in the rates of science teachers teaching outside of their certification area, approximately a 25-30% of science teachers in the district have taught outside of their certification in the last four school years. In the current school year, 27% of science teachers are teaching outside of their certification area; a decrease of two percentage points from 2010-2011.

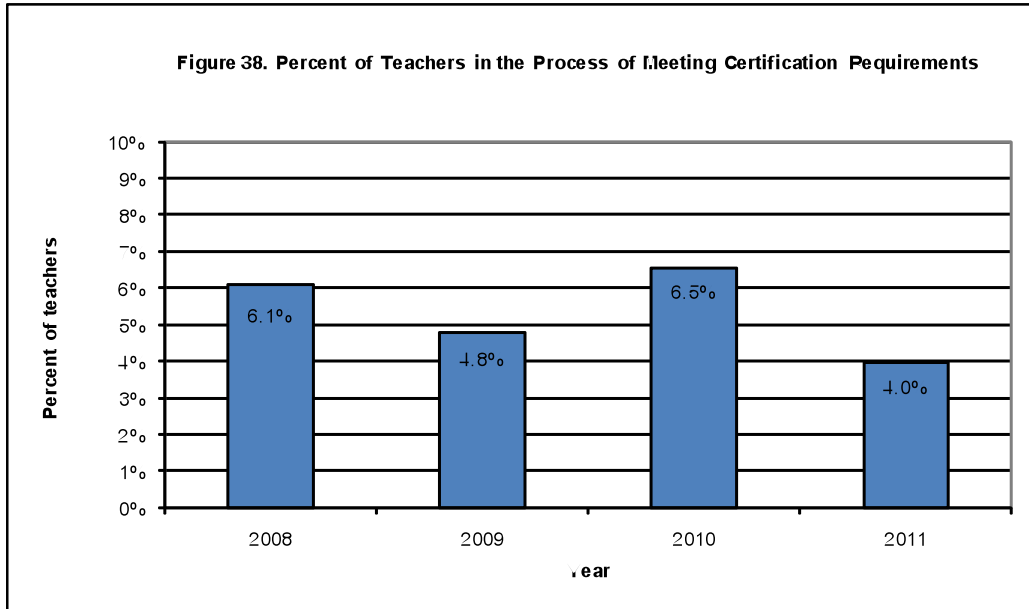


Interpretation

Figure 37 shows that the percentage of math teachers who teach outside of their certification area has hovered between 20-30% for the past four school years. In the current school year, 26% of math teachers are teaching outside of their certification area; a decrease of three percentage points from 2010-2011.

- HISD HR will show a decrease in the number of teachers still in the process of meeting certification requirements.

The numbers reflected below represent the data collected at the beginning of each the school year; they include all persons working toward initial teacher certification.



Interpretation

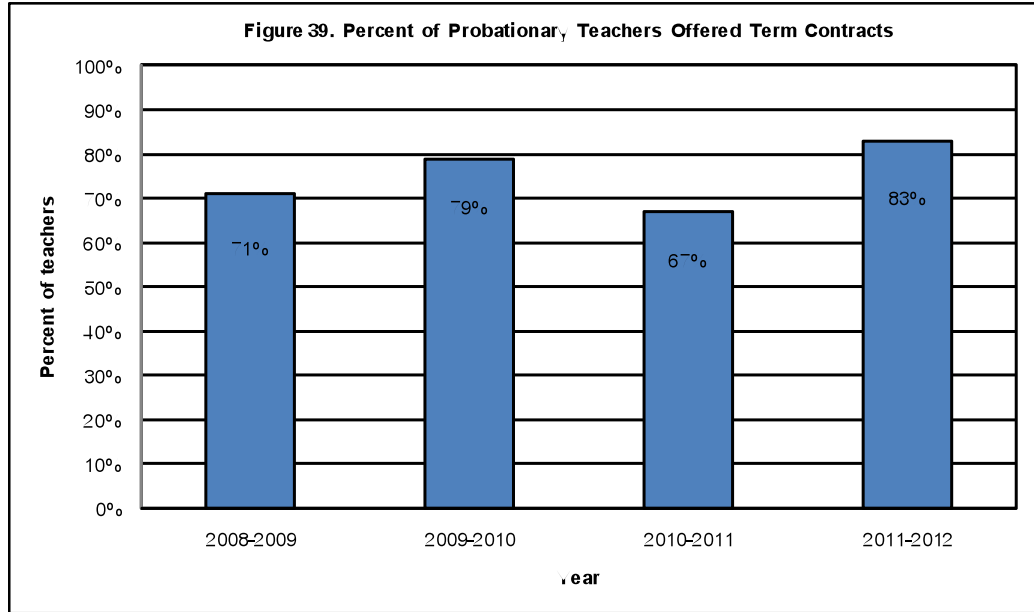
Figure 38 shows the percent of teachers who were still in the process of meeting certification requirements at the start of the 2011-2012 school year and each of the past three years. Although there is not a consistent trend on this indicator, between the current and the previous school years, there was a decrease of 2.5 percentage points in teachers still working on certification requirements.

B. Human Capital Assessment and Retention

HISD will provide every employee ongoing annual feedback that creates opportunities for recognizing excellence, developing skills and leadership and retains high performing staff in every job position.

Key Metrics:

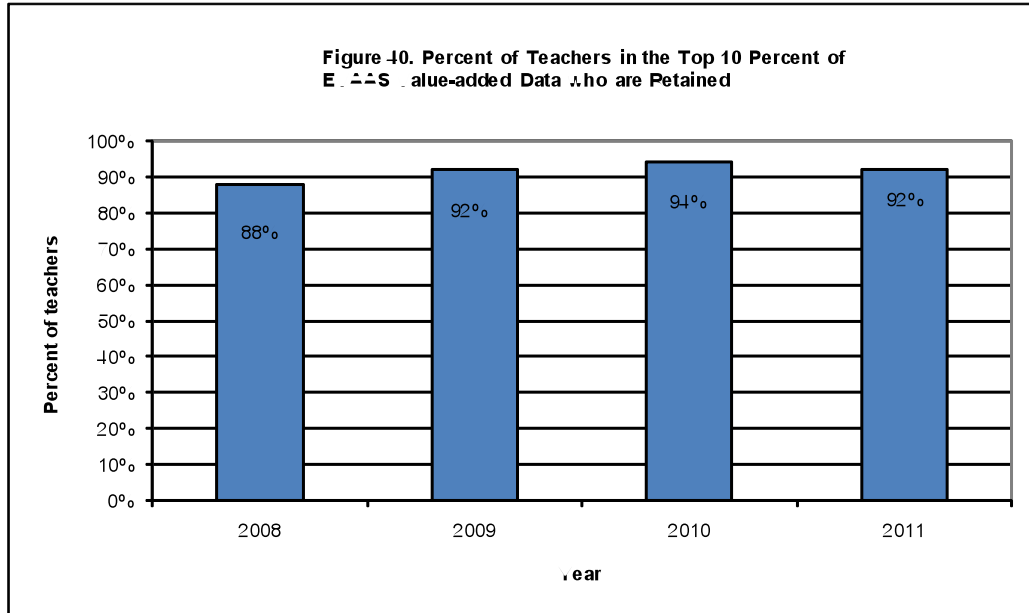
- **Percent of probationary teachers who receive a term contract**



Interpretation

Figure 39 shows that of the probationary teachers from the 2007-2008 school year, 71% were given term contracts for the 2008-2009 school year. 79% of the probationary teachers from the 2008-2009 school year were given term contracts for the 2009-2010 school year, and 67% of the probationary teachers from 2009-2010 received term contracts for the 2010-2011 school year. For the current school year, 83% of probationary teachers from 2010-2011 were given term contracts.

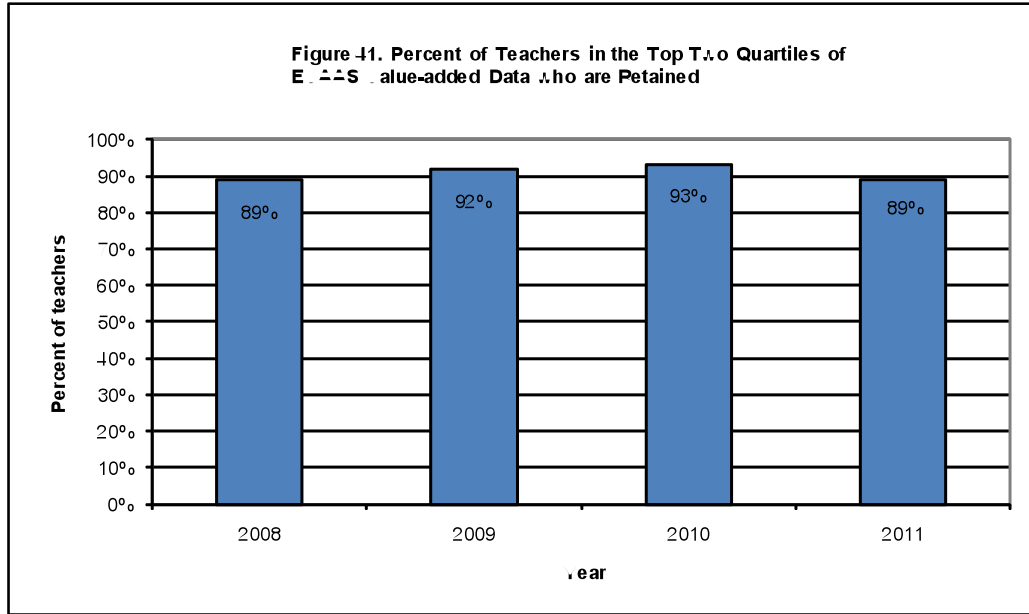
- **Percent of teachers in the top 10 Percent of EVAAS value-added data who are retained**



Interpretation

As Figure 40 shows, 88% of the teachers who had at least one subject that ranked in the top 10 percent of EVAAS value-added scores in the 2007-2008 school year remained an active employee with the district in the 2008-2009 school year. In 2008-2009, 92% of such teachers were retained in the 2009-2010 school year. Of the teachers with the top 10% value-added scores in 2009-2010, 94% remained in the district for 2010-2011. Among the 666 who had at least one subject in the top 10% of EVAAS value-added scores in 2010-2011, 610 (92%) were retained in 2011-2012.

- **Percent of teachers in the top two quartiles of EVAAS value added-data who are retained**



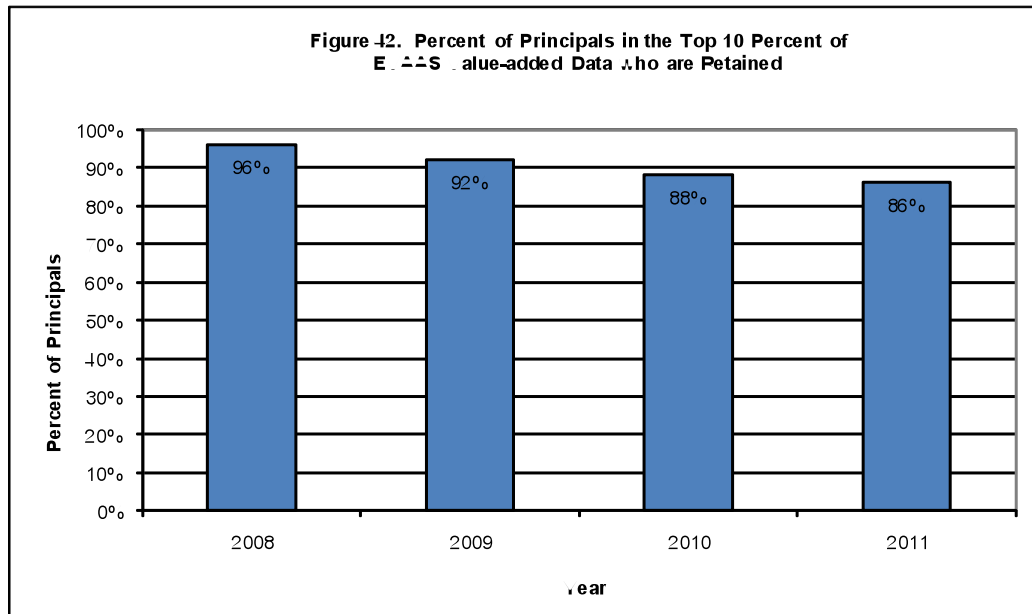
Interpretation

Figure 41 shows the percent of teachers who have at least one value-added gain index ranked in the top two quartiles who remained with the district the following year. 89% of the teachers in the top two quartiles for the 2007-2008 school year continued their employment with the district in 2008-2009. In the 2008-2009 school year, this rate increased to 92%, and continued to increase in 2009-2010 to 93%. In the 2010-2011 school year, of the 2,556 teachers who had at least one value-added score in the top two quartiles, 89% (2,269) continued their employment in the current school year.

- **Percent of principals in the top 10 Percent of EVAAS value-added data who are retained**

This metric is based on campus value-added scores and assesses the retention or termination status of the principals a year after those value-added scores are earned by the campus they led. It is therefore possible to have multiple principals assessed per campus if there was a change in leadership during the school year.

EVAAS campus composite value-added scores are ranked according to school level (i.e., elementary, middle, high school). All campuses whose composite value-added score ranked in the top 10% of their school level and whose principals have retention or termination data are included in the analysis for this metric. Given this, charter school principals whose campus' value-added scores may have ranked in the top 10% are not included in the analysis.



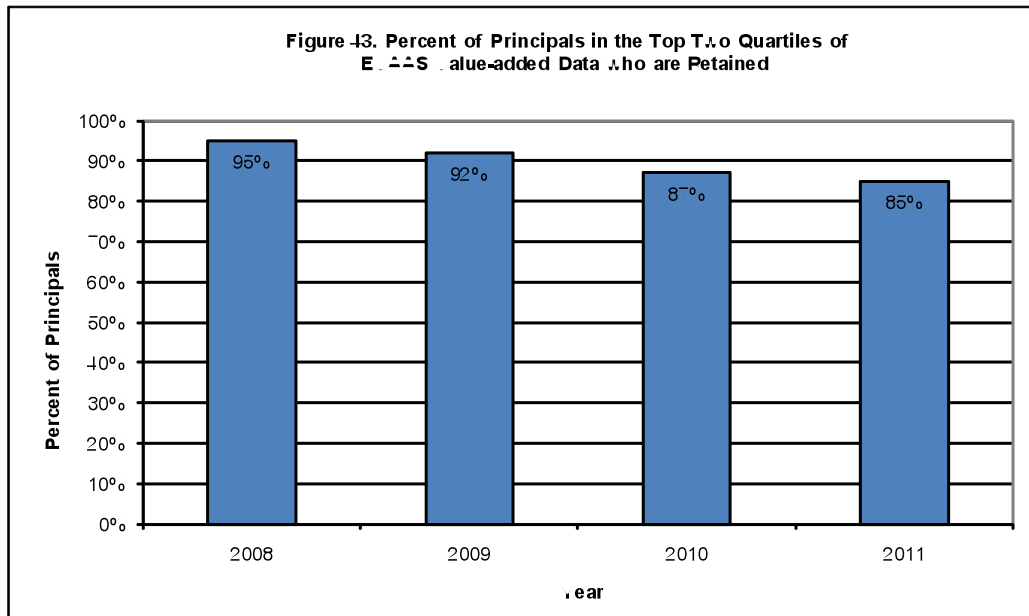
Interpretation

Figure 42 shows a downward retention trend among the principals whose campus had a composite value-added score ranking in the top 10%. For the 2007-2008 school year, 96% remained principals in 2008-2009. Among those principals from top-ranking campuses in 2008-2009, 92% remained principals in the 2009-2010 school year. Among principals whose composite value-added gain index ranked in the top 10% in the 2009-2010 school year, 88% remained with the district. As of the start of the 2011-2012 school year, of the 29 principals whose campus' EVAAS composite score ranked in the top 10%, 86% (25) were retained by the district.

- **Percent of principals in the top two quartiles of EVAAS value-added data who are retained**

This metric is based on campus value-added scores and assesses the retention or termination status of the principals a year after those value-added scores are earned by the campus they led. It is therefore possible to have multiple principals assessed per campus if there was a change in leadership during the school year.

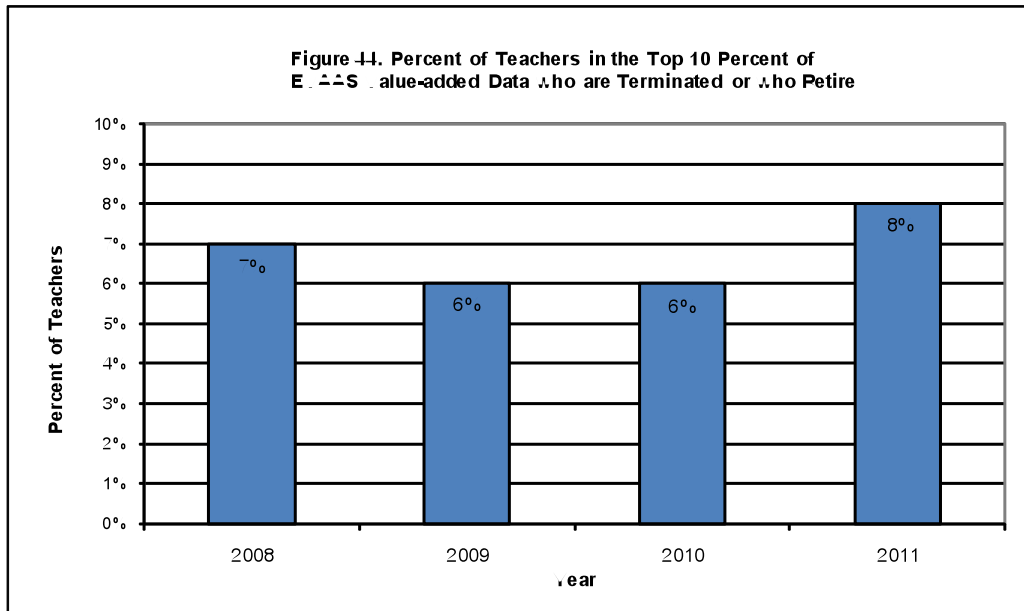
EVAAS campus composite value-added scores are ranked according to school level (i.e., elementary, middle, high school). All campuses whose composite value-added score ranked in the top two quartiles of their school level and whose principals have retention or termination data are included in the analysis for this metric. Given this, charter school principals whose campus' value-added scores may have ranked in the top two quartiles are not included in the analysis.



Interpretation

Figure 43 represents principals whose campus' EVAAS composite value-added score ranked in the top two quartiles and who remained active principals in the next school year. Among the principals whose campus had a composite value-added score ranking in the top two quartiles for 2007-2008, 95% remained principals in 2008-2009. Among those principals from top-ranking campuses in 2008-2009, 92% remained principals in the 2009-2010 school year. Among those whose campuses had a composite gain index ranking in the top two quartiles in 2009-2010, 87% were still with the district in 2010-2011. Out the 143 principals from campuses with EVAAS composite scores rankings in the top-two quartiles in 2010-2011, 85% (121) were retained by the district for the current school year.

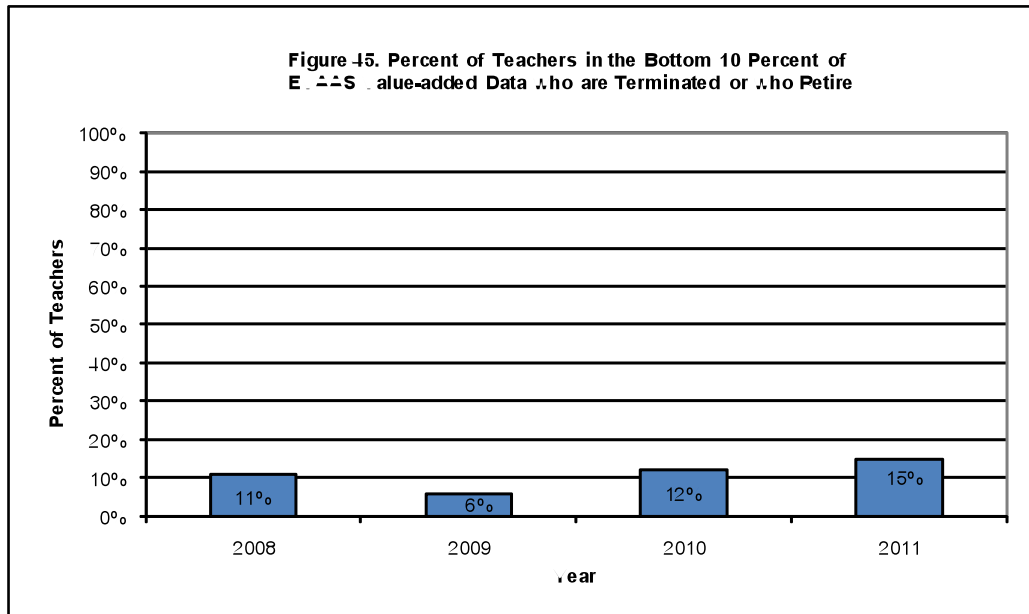
- **Percent of teachers in the top 10 Percent of EVAAS value-added data who are terminated or who retire**



Interpretation

Figure 44 represents the percentage of teachers who had at least one subject that ranked in the top 10 percent of EVAAS value-added scores and were terminated or who retired from the district during the next school year. Of the top-ranked teachers from 2007-2008, 7% were terminated or retired by 2008-2009. Of the top-ranked teachers from the 2008-2009 school year, 6% were terminated or resigned by 2009-2010. Similarly, among the top-ranked teachers in 2009-2010, 6% were terminated or retired by 2010-2011. As of the 2011-2012 school year, 8% of the top-ranked teachers from the prior year had been terminated or retired from the district.

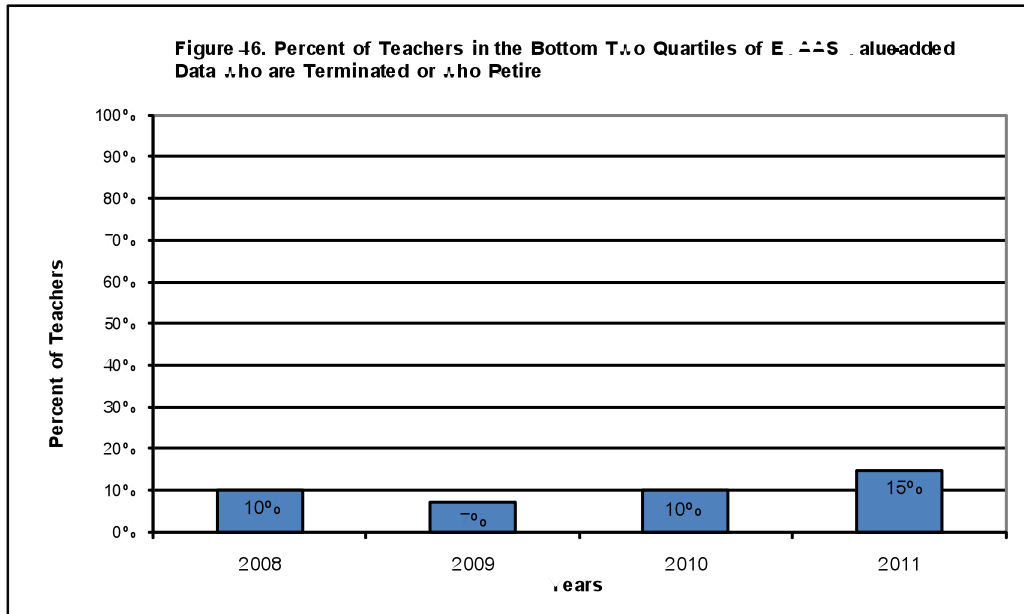
- Percent of teachers in the bottom 10 Percent of EVAAS value-added data who are terminated or who retire



Interpretation

Figure 45 represents the percentage of teachers who had at least one subject that ranked in the bottom ten percent of EVAAS value-added scores who were terminated or retired by the next school year. Among the low-ranking teachers in 2007-2008, 11% resigned or were terminated in 2008-2009; 6% of the low-ranked teachers from 2008-2009 resigned or were terminated in 2009-2010. As of the 2010-2011 school year, 12% of teachers who had at least one value-added score rank in the bottom 10% were terminated or retired from the district. This rate increased to 15% as of the 2011-2012 school year.

- Percent of teachers in the bottom two quartiles of EVAAS value-added data who are terminated or who retire



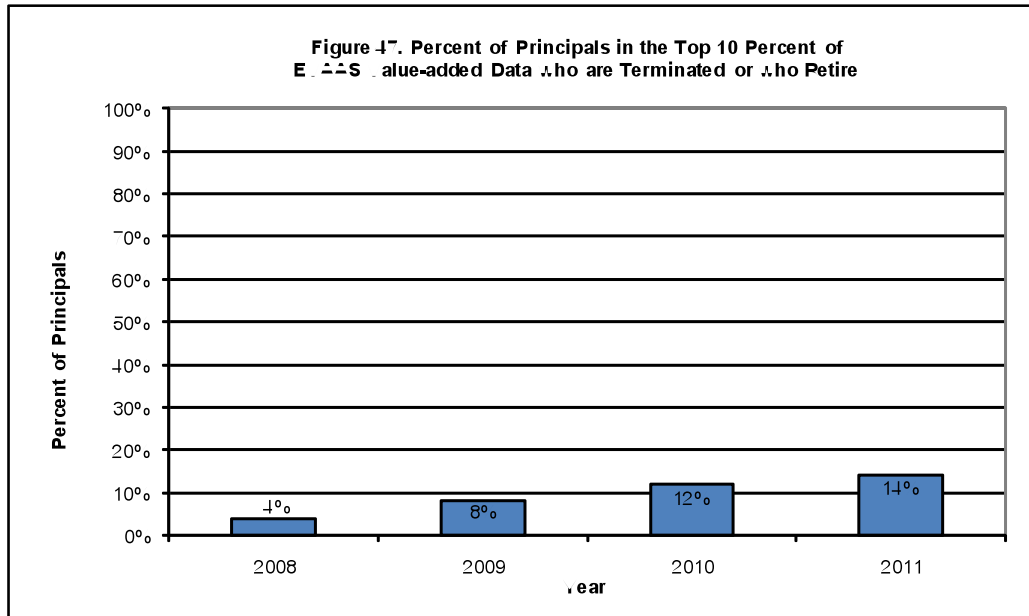
Interpretation

Figure 46 represents the percentage of teachers who had at least one subject ranked in the bottom two quartiles of EVAAS value-added scores and were terminated or retired in the next school year. Among the lowest-ranking teachers in 2007-2008, 10% were terminated or retired by 2008-2009; 7% of low-ranked teachers from 2008-2009 were terminated or retired by 2009-2010, and 10% of low-ranked teachers from 2009-2010 were terminated or retired by 2010-2011. This rate increased in 2011-2012; 15% of low-ranked teachers from 2010-2011 were terminated or retired as of the start of the current school year.

- **Percent of principals in the top 10 Percent of EVAAS value-added data who are terminated or who retire**

This metric is based on campus value-added scores and assesses the retention or termination status of the principals a year after those value-added scores are earned by the campus they led. It is therefore possible to have multiple principals assessed per campus if there was a change in leadership during the school year.

EVAAS campus composite value-added scores are ranked according to school level (i.e., elementary, middle, high school). All campuses whose composite value-added score ranked in the top 10% of their school level and whose principals have retention or termination data are included in the analysis for this metric. Given this, charter school principals whose campuses' value-added scores may have ranked in the top 10% are not included in the analysis.



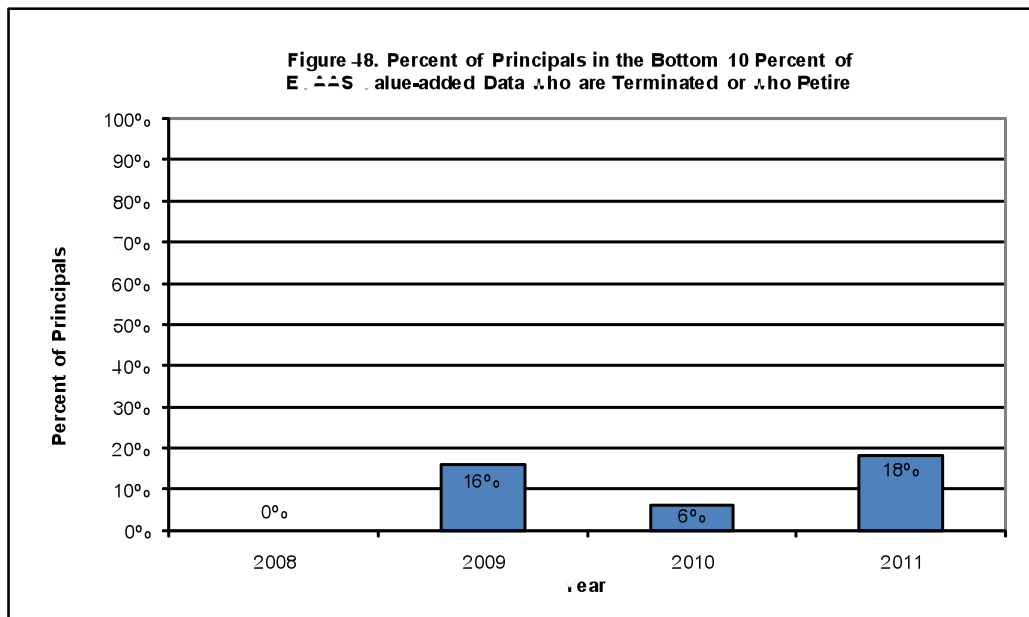
Interpretation

Figure 47 shows 4% of principals from the top-ranking campuses of 2007-2008 resigned or were terminated from the district in 2008-2009. Among the principals from top-ranked campuses in 2008-2009, 8% resigned or were terminated in 2009-2010. In the 2010-2011 school year, 12% of the principals from top-ranked campuses in 2009-2010 had been terminated or retired. Among the principals whose campus ranked in the top 10% in 2010-2011, 14% had been terminated or had retired by 2011-2012.

- **Percent of principals in the bottom 10 Percent of EVAAS value-added data who are terminated or who retire**

As with the previous item, this metric is based on campus value-added scores and assesses the retention or termination status of the principals a year after those value-added scores are earned by the campus they led. It is therefore possible to have multiple principals assessed per campus if there was a change in leadership during the school year.

EVAAS campus composite value-added scores are ranked according to school level (i.e., elementary, middle, high school). All campuses whose composite value-added score ranked in the bottom 10% of their school level and whose principals have retention or termination data are included in this metric. Given this, charter school principals whose campuses' value-added scores may have ranked in the bottom 10% are not included in this analysis.



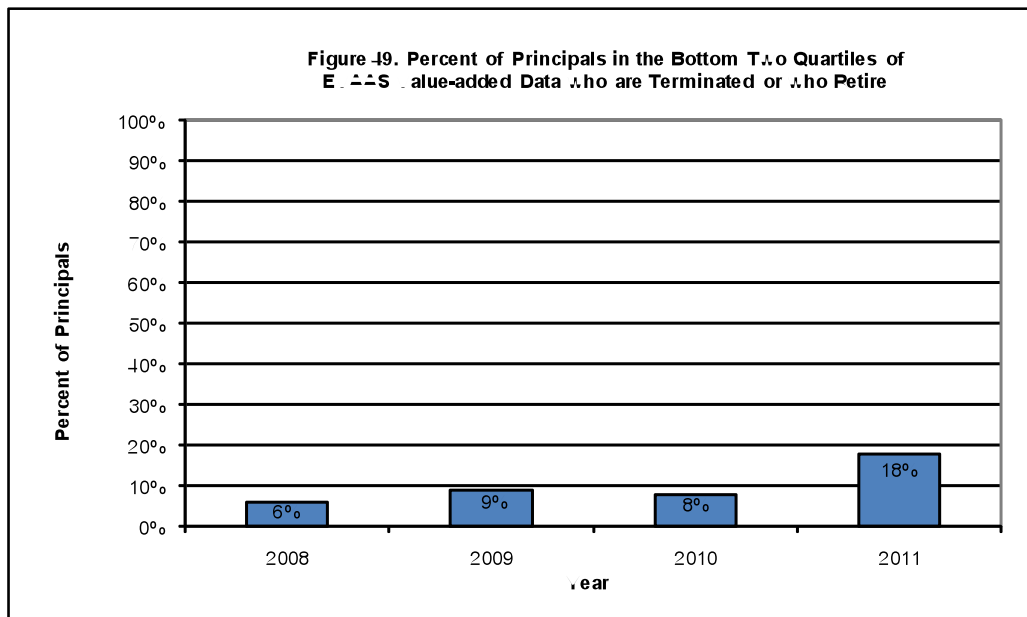
Interpretation

Figure 48 shows the percent of principals whose EVAAS campus composite value-added score ranked in the bottom 10% and were terminated or had retired by the next school year. Among the principals whose campuses were lowest ranked in 2007-2008, no one was terminated by the next school year. Among the principals from the lowest ranked campuses in 2008-2009, 16% were terminated or retired by the 2009-2010 school year. Among the principals from the lowest ranked campuses in 2009-2010, 6% had been terminated or retired from the district by 2010-2011. As of the current school year, 3 of the 17 principals (18%) whose campuses ranked in the bottom 10% of 2010-2011 EVAAS campus composite scores have been terminated or have retired.

- **Percent of principals in the bottom two quartiles of EVAAS value-added data who are terminated or who retire**

As with the previous item, this metric is based on campus value-added scores and assesses the retention or termination status of the principals a year after those value-added scores are earned by the campus they led. It is therefore possible to have multiple principals assessed per campus if there was a change in leadership during the school year.

EVAAS campus composite value-added scores are ranked according to school level (i.e., elementary, middle, high school). All campuses whose composite value-added score ranked in the bottom two quartiles of their school level and whose principals have retention or termination data are included in this metric. Given this, charter school principals whose campuses' value-added scores may have ranked in the bottom two quartiles are not included in this analysis.



Interpretation

Figure 49 shows the percent of principals whose EVAAS campus composite value-added score ranked in the bottom two quartiles and who were terminated or had retired in the next school year. Among the principals whose campuses were lowest ranked in 2007-2008, 6% were terminated or retired by the next school year. Among the principals from the lowest ranked campuses in 2008-2009, 9% left the district by 2009-2010. Among the principals from the lowest ranked campuses 2009-2010, 8% left the district by 2010-2011. As of the current school year, 22 of the 124 principals (18%) whose campuses ranked in the bottom two quartiles of 2010-2011 EVAAS campus composite scores have been terminated or have retired.

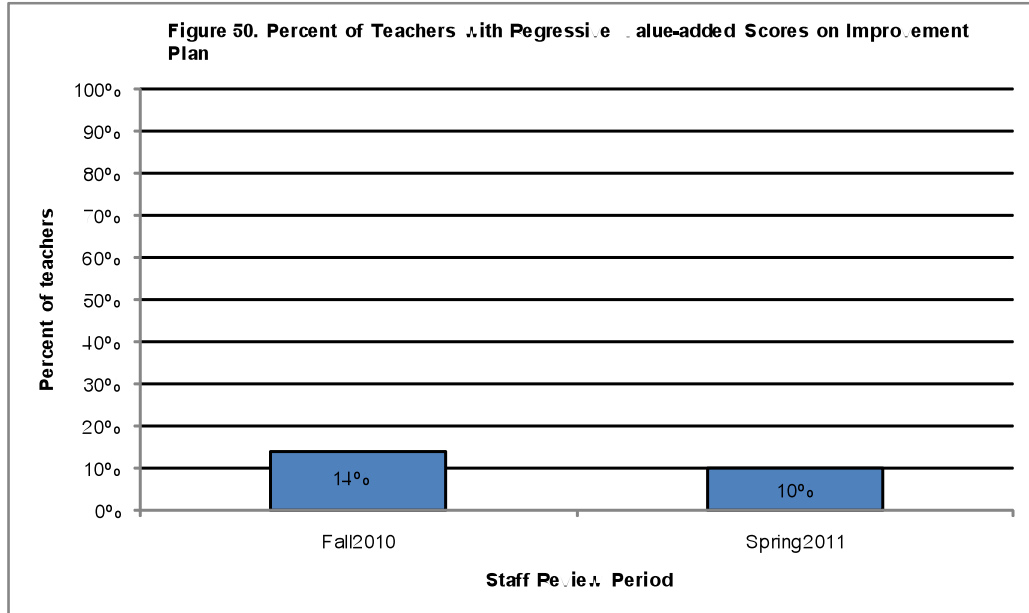
- **Percent of employees on a performance improvement plan by school or department**

Campus principals conduct staff reviews to evaluate the teachers on their campus. The most recent staff review was conducted in the spring of 2011. Out of the 11,824 teachers reviewed at that time, 719 (6%) were placed on a performance improvement plan by the principal.

See Appendix A for a table showing percent of teachers on performance improvement plans by school.

- **Percent of regressive value-added performers on performance improvement plan**

Regressive value-added performers are identified as teachers who have at least one value-added score equal to or less than -1.0 from the previous school year using running average data for up to three years. A positive value-added score is greater than 0.



Interpretation

Figure 50 shows that in the Fall of 2010, 14% of those who had -1 or less running average from 2009-2010 were put on a performance improvement plan as of the November 2010 staff review. The Spring 2011 data point shows that 10% of those who had a value-added running average of -1 or less from 2010-2011 were put on a performance improvement plan as of the Spring 2011 staff review.

- **Percent of regressive value added performers on improvement plans that attain positive value added scores following remediation outlined in the plan.**

Regressive value-added performers are identified as teachers who have at least one value-added score equal to or less than -1.0 from the previous school year using running average data for up to three years. There were 204 regressive value-added performers from 2009-2010 who were put on an improvement plan. Out of these, 44 (22%) attained positive value-added scores in 2010-2011.

C. Customer Service

Provide such quality service and personal attention that we meet the needs of our current employees, applicants and external customers.

Key Metric(s):

- **Number of HR functional teams scoring in the top 2 indicators on the principal survey.**

Human Resources is in the process of identifying a comprehensive strategy for using surveys to gauge the following:

1. Employee engagement/satisfaction
2. Community support/perceptions
3. Student engagement/satisfaction
4. 360 Feedback for departments on their service to schools

A proposal for this strategy will be included in the December Board Monitoring Report.

Goal 3 – Provide a Safe Environment

SAFETY AUDITS

The TSSC guidelines for conducting security audits address both security and safety-related inquiries. Prior to the adoption of SB11 and as components of its regular operations, Risk Management Department Field Safety staff have conducted safety audits for multiple years. These audits were comprised of; General Campus Safety (CSI) and Fire Safety Inspections (FSI), Intruder Drills, and (upon request by schools) observed Fire-Exit Drills, Shelter In Place Drills, and/or Lockdown Drills. The forms utilized by Field Safety staff for conducting CSI and FSI inspections and Intruder Drills were also updated to incorporate safety-specific inquiries addressed by TSSC guidelines for conducting security audits, for compliance to SB 11.

Binders of all safety audits from August 1, 2008, through June 30, 2011, are on file in Board Services for review by Board Members. These binders will include copies of reports noting (hazard) findings, observations, and recommendations for (corrective) follow-up action, with applicable forms used for conducting CSI & FSI Inspections, Intruder Drills and/or observed Exit Drills.

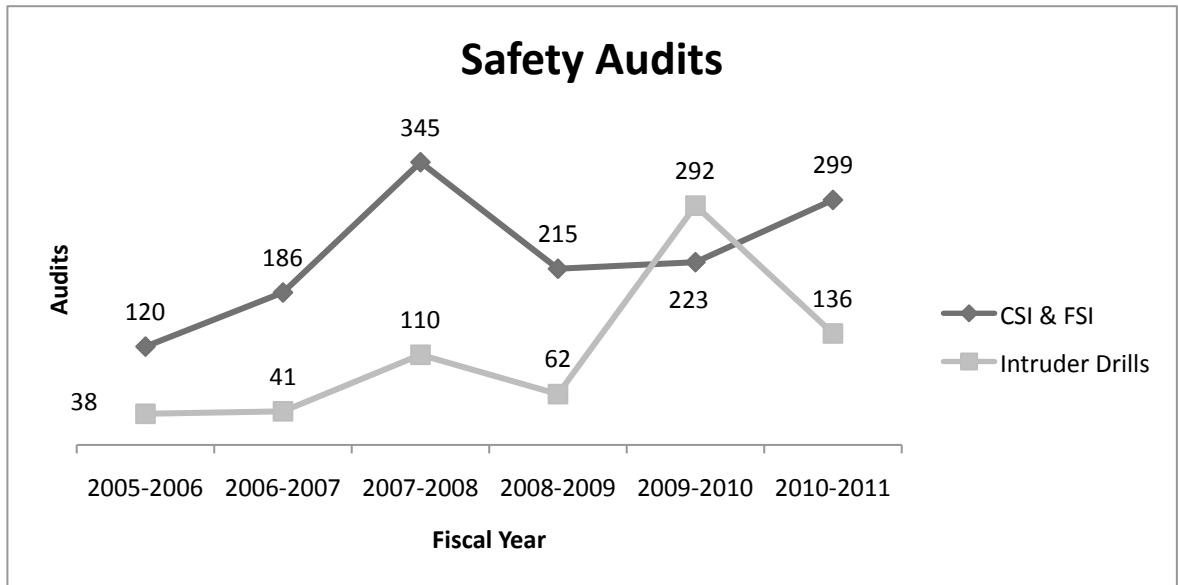
Supplemental data indicating the types of safety inspections and/or drills conducted/observed during the subject school years is provided below, as is a brief summation with examples of what Field Safety staff may consider when conducting/evaluating safety audits/inspections and exit drills. Data indicating employee safety training inservices, the number of training locations for those inservices, and numbers of employees trained is also provided in this summary report, for the reported school years.

Since 2005 – 2006 CSI & FSI Inspections have increased by 149 percent. The numbers of Intruder Drills have increased by 258percent over that same period.

Year	CSI & FSI	Intruder Drills
2005-2006	120	38
2006-2007	186	41
2007-2008	345	110
2008-2009	215*	62
2009-2010	223*	292
2010-2011	299**	136**
% Increase from 2005-2011	149%	258%

* Updated from prior year's report

**The decrease in inspections from 2009-2010 to 2010-2011 was due to an increased focus on the campuses that had a history of not passing the inspections.



Additionally, the Risk Management Department, Safety and Loss Control serves as the district-wide technical resource for concerns relative to student and employee safety, security, and emergency preparedness and crisis management. Safety staff regularly respond to inquiries from employees, parents, employee-interest groups, fire safety professionals and others, both internal and external to the district, that join our commitment to provide a safe and secure work and learning environment for HISD employees and students.

SECURITY AUDITS

In an effort to enhance the mission of the Houston Independent School District, the HISD Police Department conducted a Crime Prevention Through Environmental Design (CPTED) assessment of HISD facilities.

CPTED is based on the premise that the proper design and effective use of the built environment can lead to a reduction in incidents and fear of crime, and an improvement in the quality of life. CPTED assessment uses four key concepts:

I. Natural Surveillance: is the placement of physical features, activities, and people in a way that maximizes visibility. For example, private spaces and property should be clearly defined.

II. Natural Access Control: is the physical guidance of people coming and going from a space by judicious placement of entrances, exits, fences, landscaping and lighting.

III. Territorial Reinforcement: is the use of physical attributes that express ownership, such as fences pavements, art, signage and lighting.

IV. Maintenance: allows for the continued use of space for its intended purpose. Maintenance serves as an additional expression of ownership, and prevents reduction of visibility from landscaping overgrowth and obstructed or inoperative lighting.

The purpose of security assessments/audits are:

1. To identify concerns and develop solutions to address those concerns;

SUPERINTENDENT'S APPRAISAL: 2010-2011

2. To identify security issues and risk factors, offer recommendations, suggestions to minimize them;
3. To be use as a tool to evaluate the school's environment. If use effectively, it can provide a snapshot of the school's level of security and identify those areas that need improvement;
4. To provide the police department with a better tool to better assist in the allocation of resources; and
5. To help reassure the parents and community that student can maximize their learning potential within a safe and secure learning setting.

The last CPTED audits were conducted in SY 2010-2011. As of July 31, 2011, 282 schools and support locations have been audited and assessed via CPTED. This process is still ongoing.

Copies of all CPTED reports are on file in the Board Services Room located at 4400 W. 18th St.

PREVENTION CONTROL OFFICER/SECURITY OFFICER PROGRAM

Beginning in August of 2011, the police department has reorganized the former Prevention Control Officer Division. The "Prevention Control Officer" title has been changed to "Security Officer". In order to better protect the staff and students of the Houston ISD community, the police department has upgraded the criteria for becoming a security officer for the school district. All new applicants must pass a background investigation, polygraph and psychological examinations, and an oral interview. All operational oversight of the new Security Officer Program will be forwarded to the Office of the Chief of Police.

POLICE POSITIONS

Presently, the Houston ISD Police Department is comprised of one hundred eighty-four police officers (184), eleven police dispatchers (11) and one communications supervisor. However, the authorized strength for the police department is one hundred eighty-six (186). In order to recruit more qualified applicants and police recruits, the police department currently maintains the Police Trainee Sponsorship Program and actively recruits from the community and area police academies. The Houston ISD Police Department is currently accepting applications for the position of police officer.

CRIME STATISTICS

For School Year 2010-2011 (SY 2010-11), the Houston Independent School District experienced a decrease in crime by 7.89 percent (5,135 crimes in the time reporting period of August 16, 2010 to June 3, 2011). This is compared to the previous school year of SY 2009-10 with 5,575 crimes. This statistic is based on Uniform Crime Report (UCR) reportable crimes.

TRACKING GANG AND DRUG ACTIVITY

For School Year 2010-2011, the Houston ISD Police Department's Gang Suppression Unit (GSU) conducted numerous gang and criminal investigations throughout the school district and surrounding area. In addition to the investigations, the GSU provided gang awareness presentations, children finger printing services (KID Print), gun safety awareness and career/health presentations to schools. The GSU also conducts property crime investigations. Gang investigations have increased as the department works to be more proactive in these matters.

Houston ISD Police GSU			
Activity	SY 2009-10	SY 2010-11	% Change
Gang Investigations	351	590	68.09%
Documentations	230	235	2.17%
Presentations	94	98	4.26%

Gang Data SY 2010-11

The Gang Suppression Unit is actively involved in the Gang Resistance Education and Training Program (G.R.E.A.T). This program is a school-based, law enforcement officer instructed classroom curriculum with prevention as its primary objective. Presently, the GSU is staffed by four (4) police officers. A Memorandum of Understanding was signed with between the HISD Police Dept and the U.S. Drug Enforcement Administration (DEA) in the fall of 2009. This joint effort will assist the school district in combating illegal drugs in and around our schools and facilities. The HISD Police Department was able to assign an officer to the DEA Task Force Houston for this function. This partnership with federal law enforcement will assist the police department to provide better service to our students, staff, and communities by addressing the issues that have a negative impact on our students.

BUILDING AND FIRE CODE VIOLATIONS

The "Code Violation Count" figures previously contained in this report do not necessarily reflect items meeting the traditional definition of code violations. Upon further research and discussion with the City of Houston Code Enforcement Division, it was discovered that these "violation counts" may have included counts for construction inspections, cancelled inspections, rescheduled inspections, and other routine inspections that may not reflect a code violation for an occupied space. We will work with the City this year to better identify code violations occurring in occupied spaces for future reports.

HEALTH DEPARTMENT VIOLATIONS

Typically, citations are only issued after a violation has not been corrected after 3 consecutive warnings. HISD received two citations: (1) for a grease trap overflow and (2) for a pest control issue. In 2009-2010 HISD received three citations: (1) for a dumpster issue and (2) and (3) for improper food temperatures at separate campuses. In 2010-2011 HISD received one citation for sewer gases.

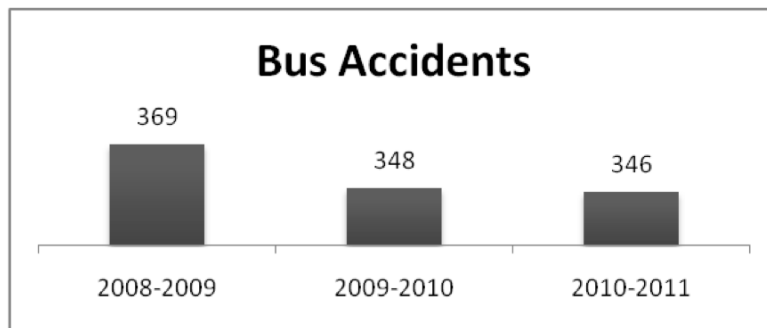
There were a total of 627 documented violations during the 2010-2011 school year. The majority of these violations are primarily related to maintenance issues such as lighting violations and housekeeping, as opposed to specific food safety concerns. Food Services will be conducting additional quality control site-visits at the start of the school year to all campuses and throughout the year to identify and address any issues.

TRANSPORTATION ACCIDENTS

The safe transport of students is the most important goal of the Transportation Department. The Houston Independent School District (HISD) has provided a very safe and secure transportation system, with accident rates far below other possible transport modes. To maximize safety, the Department extensively trains new drivers, provides ongoing training for existing drivers, and tracks its safety record to help evaluate how it can be even safer.

School buses are essentially an extension of the classroom, and as such, need to offer students a safe, secure and positive environment. All school bus accidents are tracked, regardless of severity or assignment of fault. After a bus is in an accident, the safety team completes a comprehensive review. The total number of school bus accidents year-over-year has declined by 6.2 percent since the 2008-2009 school year.

SUPERINTENDENT'S APPRAISAL: 2010-2011



Measurement	Results
Bus accidents per 100,000 miles <i>based on the state definition of an accident (involving a citation from a police agency)</i>	.3013
Vehicle accidents per 100,000 miles <i>based on the total number of reported accidents (there is no state definition)</i>	.739
Percentage of bus drivers accident free <i>free of all accidents – both preventable and non preventable</i>	92%
Percentage of vehicle drivers accident free* <i>free of all accidents – both preventable and non preventable</i>	92%

* Please note that the percentage of vehicle drivers that were accident free is an estimate based on counting the total number of vehicle accidents and comparing against the total number of vehicles in the fleet. Without looking at each individual accident report, there could be a vehicle driver who had 2 or more accidents.

DISCIPLINARY INCIDENTS

DISCIPLINARY ALTERNATIVE EDUCATION PROGRAM (DAEP) REFERRALS: Table 1 below contains information concerning referrals to the secondary schools DAEP, which is a contracted program with Community Education Partners, Inc. (CEP) for middle and high school students who have been removed from the regular school program for disciplinary reasons. Referrals are submitted for review and approval to the Department of Student Discipline. For the 2010-2011 school year, the District also provided a districtwide DAEP for elementary schools. For the elementary DAEP, 96 referrals were submitted and, of these, 82 were approved for placement. About seventy-five percent (75%) of the students enrolled in the elementary DAEP were in the fourth to fifth grades; twenty-three percent (23%) were in the second and third grades; and about two percent (2%) were in first grade and kindergarten.

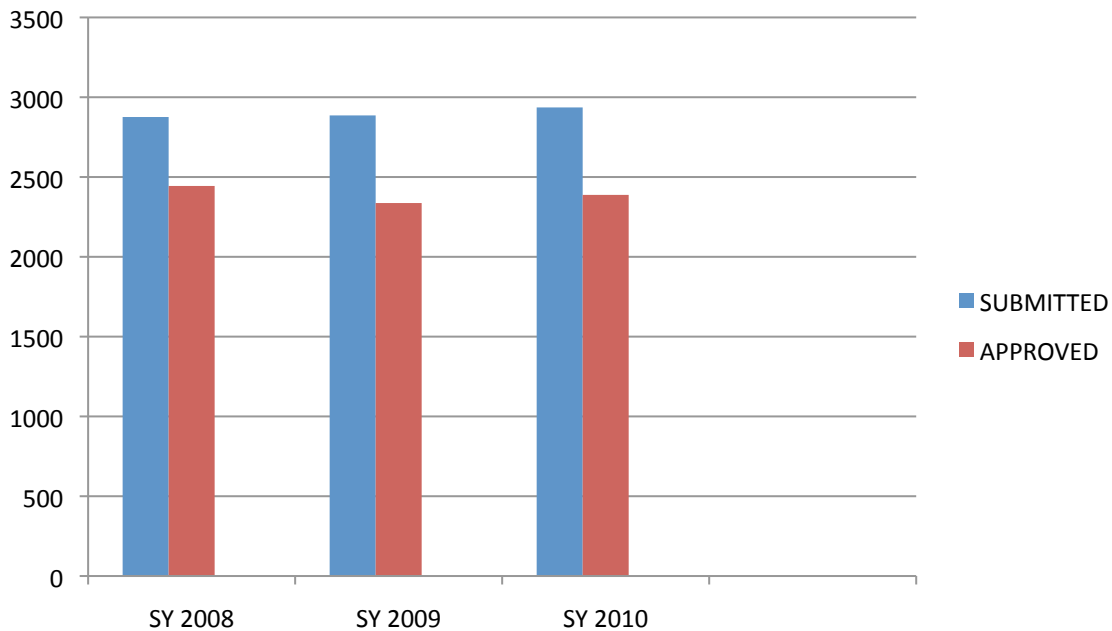


TABLE 1: REFERRALS TO THE SECONDARY DAEP/CEP FOR SCHOOL YEARS 2008-2009, 2009-2010, AND 2010-2011. Table 1 indicates that there have been no significant increases in placements in the secondary DAEP between school years 2008-2009 and 2010-2011.

Juvenile Justice Alternative Education Program (JJAEP): Students can be expelled to the JJAEP for Level V offenses as specified in the HISD Code of Student Conduct: Your Rights and Responsibilities. The JJAEP is a contracted program with the Harris County Juvenile Board, which provides services for expelled students for all Harris County school districts. Table 2, below, compares the number of submitted and approved expulsions for school years 2008-2009, 2009-2010, and 2010-2011. Table 2 indicates that there has been about a six percent (6%) decrease in expulsions to the JJAEP between school years 2008-2009 and 2009-2010 and a twenty percent (20%) decrease between school years 2009-2010 and 2010-2011.

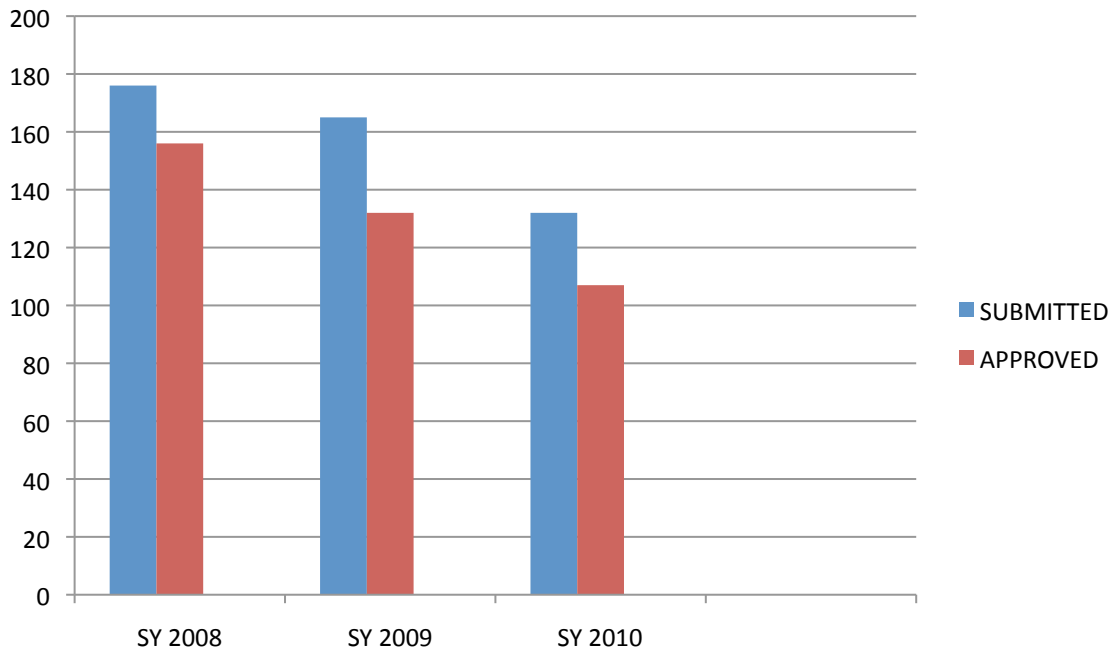


TABLE 2: JJAEP EXPULSION SUBMITTED AND APPROVED FOR SCHOOL YEARS 2008-2009, 2009-2010, AND 2010-2011

UNSAFE SCHOOLS INCIDENTS

The Unsafe School Choice Option (USCO) [section 9532 of the Elementary and Secondary Education Act (ESEA) of 1965, as amended by the No Child Left Behind Act of 2001] requires that each state receiving funds under ESEA establish and implement a statewide policy requiring that students attending a persistently dangerous public elementary or secondary school, or students who become victims of a violent criminal offense while in or on the grounds of a public school they attend be allowed to attend a safe public school. TEA annually reassesses schools using the state's criteria for the identification of persistently dangerous schools.

Following is the current method for identifying campuses as required by the USCO:

- On campuses with a student population of fewer than 200 students, two (2) or more serious violent, weapon, or felony drug-related incidents per year in each of the three (3) most recent consecutive years for which data are available will cause the campus to be identified as a persistently dangerous school.
- On campuses with a population of 200 or more students, a number of incidents equal to 1% of the campus enrollment in each of the three (3) most recent consecutive years for which data are available will cause the campus to be identified as a persistently dangerous school.

There are currently no HISD schools identified as persistently dangerous schools.

Goal 4: Increase Management Efficiency

A: Program and Services Will Be Evaluated for Effectiveness

Program and Services Evaluations

Evaluations of all major programs will be conducted, closely reviewed, and reported in accordance with established schedules.

Base Indicator: The administration will report to the Board on the effectiveness of specific programs and services. **(Met Indicator)**

Base Indicator: The report will include a framework and services review or evaluation and shall include a cycle of programs and services of high impact that will be evaluated. **(Met Indicator)**

Base Indicator: Evaluations shall include a cost benefit analysis of programs and services. **(Met Indicator)**

Information Technology

The Council of the Great City Schools conducted a review of the Information Technology Department in January, 2011. The Council commented that the information technology function is not “broken” and many areas appear to be operating effectively; mid-level management staff members appear to be knowledgeable, skilled and motivated; the new Compliance Officer has improved accountability and discipline within E-Rate; and recent changes in reporting relationships of much of the applications staff has improved communications.

The findings were categorized in three areas: 1) Organization, 2) Leadership and Management, and 3) Operations and actions are being taken on the recommendations.

Organization:

As recommended, the Chief Technology Information Officer (CTIO) is a direct report to Superintendent and has reorganized the IT department at the highest level to make it more effective to HISD. Additionally, a framework is being developed for policies, procedures, process, specifications, data governance, stewardship, and integrity to support both administrative and classroom functions.

Leadership and Management:

A new district Technology Plan is being prepared. This Long Range Plan (2012-2017) is focused on technology and financial challenges facing the district (security, age of equipment and “refresh” strategy, minimum standards, etc). A Program Management Office has been created and standardized processes are being developed, including prioritization, resource allocation and documenting and implementing a standardized SDLC across application teams. A Principal Advisory Committee is being formed. Principals have been contacted and the first meeting is being planned.

Additionally, IBM has performed an assessment and provided recommendations for district-wide security. These recommendations include security-oriented network architecture and

design of major components in terms of capacity, performance, availability, security and management.

Operations:

The current implementation of Remedy-on-Demand will provide more operation metrics and the self-service component will facilitate a greater uptake of self-help across the district. As recommended by the Council, tools are being evaluated to facilitate management of end user devices remotely, including the capability to re-image, and syndicate software.

Real Men Read

Houston Real Men Read is a mentoring program in which men from the Houston community committed one hour of their time, once a month, to read to second-, fifth-, and seventh-grade students. This was the third year for the program in the district. The reading dates were November 11 and December 9, 2010, as well as January 13, February 10, and May 12, 2011. This program reinforced three fundamental principles: reading is fun, the community cares, and a commitment to education can ensure success. A total of 308 mentors were assigned to 47 participating schools and were trained on how to interact with students. Mentors and students read from the same books. Mentors were given reading guides to provide them with guidelines and questions to enhance the students' reading experience. Students were allowed to keep the five books to add to their personal home libraries. Campuses and mentors used the May reading to encourage students to read during the summer with the District's summer reading program, The Millionaire Club. As part of the program evaluation, mentors responded to a survey. Results were positive, with an overwhelming majority of men planning to participate in the program again and stating that they would recommend others to participate.

After School Programs

HISD is committed to providing its students with enriching opportunities, including afterschool programs. The district was determined to examine the prevalence of after school programs, quality of activities and the impact of different after school programs on student performance. Based on the 2009-2010 evaluation of After Schools Program, 188 of 300 Houston Independent School District schools offered additional learning opportunities through after school programs. Additional learning activities included tutorials, homework assistance, and/or enrichment activities beyond the school day. Students at campuses with afterschool programs were performing comparable to the district students' performance rates on the reading and math TAKS tests and Stanford 10 subtests. For the 2010 and 2011 TAKS reading and math tests, students from campuses with the ASAP and the YMCA programs maintained higher passing rates as compared to students from campuses with the 21st Century program and Partnership Project. For Stanford 10 reading and math subtests, students from YMCA and Partnership Project campuses earned higher NCEs in 2010 and 2011 than students from other afterschool campuses.

Supplemental Education Services (SES)

SES tutoring services are provided before school, after school, on weekends, or online at no cost to the parent. Tutoring is provided in reading, writing, math, and science. These services should be research-based, and specifically designed to increase student academic achievement. Because HISD is committed to increasing student achievement, it implemented an open enrollment process throughout the school year (Cycle 1: August 23 through November 23, 2010 and Cycle 2: November 29 through February 11, 2011). The companies that provide the tutoring services are called Supplemental Educational Services (SES) Providers. They are approved by the Texas Education Agency to provide tutoring services to school districts across the state.

Students in grades 6–12 qualifying for free and reduced lunch status (economically disadvantaged) were eligible to participate in the SES programs. Parents of eligible students were notified by the Department of External Funding that supplemental educational services were available. Parents were

then given an opportunity to select a provider whom they felt best met the needs of their children. Agreements were made between parents and providers to ensure that students attended the programs. The providers committed to produce information to the district on the status of the students' academic achievement.

TEA did not conduct an official evaluation of the effectiveness of the SES Providers. However, HISD's Research and Accountability Department collected data to determine the level of improvement of 2010–2011 participating SES students based on their performance on the Texas Assessment of Knowledge and Skills (TAKS) for grades 3–11 and Stanford Achievement Test Series, Tenth Edition (Stanford 10) for the past two years (2009–2010 and 2010–2011) for grades 1–8. Stanford 10 for grades 9–12 were not considered because this test was administered in the fall. Participation in the program was not complete until the end of summer. Students identified for analysis were enrolled at Title I campuses that failed to make AYP for a minimum of three consecutive years. Fifth grade students were included if they were enrolled at these schools. The students in the data collected received services from SES providers during the 2010–2011 school year. The Department of External Funding provided the names and identification numbers of students who received services from the selected providers, the schools they attended, and the number of hours they attended. The students' TAKS 2010 and 2011 percent passing mathematics, reading/ELA, and science were based on the spring TAKS administrations, and the 2010 and 2011 Stanford 10 NCEs for mathematics, reading, language, and science subtests were obtained from the grades 1–8 Stanford 10 spring administrations.

The providers with the most leading outcomes were Alternatives Unlimited, Inc., Learn It System, Mobile Collegiate Tutorial Services, Tutors with Computers, and Wonder-Space Mobile. Of the five, Wonder-Space Mobile had the greatest number of leading outcomes and academic progress in TAKS and Stanford categories, 14. In contrast, Mobile Collegiate Tutorial Services had seven leading outcomes based on test differences. Lee High School had the most leading outcomes on TAKS. Provision School and James Ryan and McKinley Williams middle schools had the most leading outcomes of SES schools on TAKS and Stanford 10, seven or more. The number of service hours did not appear to be related to the gains demonstrated by the students served by the providers.

Special Education Review

HISD commissioned Thomas Hehir and Associates of Harvard University to conduct a study of the effectiveness of the district's special education program. Key findings identified areas for improvement related to identification, assessment, placement, instruction, school-district relationships and parent choice. Those improvement areas and actions taken to date include:

- **Develop outcome-based school monitoring systems for students with disabilities. Several systems have been implemented or are in the process of implementation. Those systems include:** Easy IEP, a web-based data management system has been implemented district-wide this school year to monitor student progress toward IEP goals and objectives. Evaluation Tracker, a multi-user program has been developed and implemented to track, monitor, and improve compliance with the evaluation process. Other actions include:
 - A screening process has been implemented to ensure all campuses are providing appropriate and effective interventions through the Response to Intervention process prior to special education referral.
 - The Child Study Division has developed an institute that provides evaluation specialists with best practices for the evaluation of minority and ELL students.
 - A system has been developed to assure students with disabilities are appropriately identified as LEP.
 - A multi-user database system has been developed and implemented to ensure timely resolution of parent concerns.

- **Hold principals accountable for issues identified in the report.** A dashboard providing real-time data on outcome-based measures is available to campus leadership through EasyIEP and Evaluation Tracker. At the elementary level, campus leadership is required to participate in a multi-disciplinary team meeting to review interventions and strategies to ensure students remain in the most inclusive setting. Department chairpersons, program specialists, and senior managers for special education will review placements two times per year to ensure continuation of appropriate student placement. Campus leadership has been provided with training related to appropriate decisions related to test selection, accommodations, supplemental aids, and services. This process will continue for the STAAR assessment.
- **Develop effective models of special education service delivery emphasizing effective universal design principles.** Almost 600 Universally Designed for Learning (UDL) workstations arrived on 283 campuses. Introductory professional development for the new workstations was conducted for district teachers and support personnel with more comprehensive professional development planned for the 2011 – 2012 school year. An automated screening process is being developed to analyze students' occupational and physical therapy needs which will guide the integration of UDL principles into instructional programming. The process will be implemented in the 2011-12 school year.
- **Develop specialized inclusive schools for students with significant disabilities.** Conversations have been held with targeted principals regarding the development of integrated specialized settings for students with the most significant disabilities.
- **Develop policies, procedures, and practices for effective services for students with dyslexia.** Responsibility for identifying students with dyslexia and for dyslexia services has been reorganized and moved under the Office of Special Education Services in order to provide a seamless service delivery model. Policies, procedures, and best practices for effective delivery of services to students with dyslexia are being incorporated into special education operating guidelines. Before the 2011 – 2012 school year began, the district's 150+ evaluation specialists received training in identifying students with dyslexia, not only for special education eligibility, but also for eligibility under Section 504. Under the previous structure, the district had only six evaluation specialists trained to identify students with dyslexia.
- **Develop and distribute a comprehensive easily accessible manual of special education policies and procedures.** The website for the Office of Special Education Services is being redesigned in order to provide end-users with easy access to current forms, manuals, policies, and procedures. A special education toolbar has been created and distributed which provides instant access for all district personnel to resources within and outside of the district that provide guidance on a variety of special education topics.

Facilities (Maintenance)

HISD commissioned the Council of the Great City Schools to study CFS and recommend ways it could be improved. The CFS journey to excellence continues as the transformation process is ongoing. Over the past year, CFS implemented ways to standardize its processes and procedures. CFS looked critically at the constraints that have kept them from achieving their goals by changing its culture, organizational structure, and leadership behavior. Actions to date have included:

- The CGCS questioned the way CFS does business by concentrating on their core functions. CFS leadership challenged those individuals who said, "We have always done it this way." CFS flattened its organization in summer 2010. The new restructured organization is now in-line with 2010 CGCS recommendations.

- CFS defined its core functions and allocated responsibility to each employee accordingly. CFS identified duplications within divisions and with other HISD Departments. This enabled CFS to eliminate duplication of services, consolidate like functions, and create a more efficient organizational structure. As a result, CFS has reduced overtime expense by \$5.9 million in FY2011.
- CFS established key performance indicators (KPIs) that are measurable and in line with like industry best practices.
- CFS established an employee performance plan (EPP) for each CFS employee that clearly outlines their job duties, responsibilities, minimum job expectations, and consequences for poor performance.
- CFS developed a zero-based budget and established a realistic baseline of the funding needed to run the new restructured organization effectively. Comparisons of the current budget to prior years' budgets were reviewed and opportunities to reduce costs with little or no impact on delivery of core services were identified.
- CFS has added quality assurance and control specialists that are independent of the maintenance and operations team.
- CFS has begun retro-commissioning program for district facilities to identify and alleviate maintenance and save on energy costs.

Health Care

In order to control district and employee costs, a new approach to district benefits was implemented in 2011 providing in-network only benefits through Aetna. HISD was the first national participant in their tiered-hospital program where participants get the lowest deductible and highest co-insurance benefits by utilizing the most efficient hospital systems in the Houston area. In addition, HISD worked with Aetna to develop a single hospital system network as well that limits the non-emergency hospital services in the Houston Area to the Memorial Hermann Hospital System. During the first year implementation, 99% of employees chose one of the four Consumer benefit options and 40% of all employees chose one of the single hospital benefit options. During the first six months 2011, there was an 8% reduction in medical plan costs from the prior year and an 8% redirection of all hospitalizations to the most efficient hospitals during the first quarter of 2011. Additionally, pharmacy costs were down 17% for the first half of 2011 compared with the first half of 2010. While the network and physician choices were limited, HISD also implemented a new medical second opinion benefit with Best Doctors to allow employee's access to world class medical experts in all areas of medical care to ensure members are properly diagnosed and have the best treatment plan for their condition.

HISD and the other participating districts with The Health Care Partnership (THCP) marketed a number of voluntary benefits for 2012. There was a 26% rate reduction for employees for additional term life insurance, a 27% rate reduction for employees participating in disability insurance, a 19% reduction for employees in the vision plans, and a 6% rate reduction in the legal plans. Overall, employees are expected to realize nearly \$2 million reduction in voluntary benefit costs in 2012 from the newly negotiated rates. The Employee Assistance Program (EAP) was also marketed in 2011 and the new rates for 2012 are 30% lower than in 2011.

E-Rate Compliance Program

The District's E-Rate Program was placed on hold by the Federal Communications Commission in 2006. As a result of the compliance agreement signed in March 2010, the District paid \$850,000 in settlement charges and lost the opportunity to pursue \$105.1 million in funding applications that were under review by the FCC. Since the execution of the compliance agreement, the District hired an E-Rate Compliance Officer and has established a robust compliance framework covering the E-Rate Program that has been successful in the eyes of the external auditors and regulators alike. To date, HISD has received funding approvals for over \$150 million since the execution of the compliance agreement and is currently developing a design and roll-out strategy to best use these funds for the benefit of student achievement and to make optimal use of district resources.

B: Long-Range Facilities Planning

Major facility upgrades are happening at schools across the city thanks to the \$805 million bond proposal that voters approved in 2007.

At the beginning of this school year, HISD opened six new campuses (Almeda, Frost, Lovett, DeChaumes, Berry, and Horn elementary schools) and completed the renovations at 60 other campuses.

Two additional new campuses (Lewis and DeAnda elementary schools) will open this fall.

HISD made many commitments to the public in 2007, and those commitments are being fulfilled.

Pledges HISD made to taxpayers in 2007 included:

Initiate a district-wide effort to upgrade campus safety and security

- New fencing installed at 31 schools
- More than 8,000 additional campus security cameras installed

Build 13 new schools to replace aging facilities

- Ten of those schools (*Almeda, Berry, DeChaumes, Frost, Gregg, Herod, Horn, Lovett, Patterson, and Piney Point Elementary Schools*) are open and serving our students.
- Three of those schools (*Carnegie Vanguard High School, Roosevelt and Cunningham Elementary Schools*) are under construction and two will open later in the school year.

Build 3 new schools to relieve crowding:

- Two of those schools (*Billy Reagan K-8 School, Neff/White Elementary*) are under construction
- *DeAnda Elementary School* is finished

Replace outdated schools with low enrollment with 6 new schools

- *Three* of those schools (*Atherton, Allen/Kennedy, and Peck/MacArthur*) are under construction
- *Lewis Elementary Schools* is finished
- Two of those schools (*Scott/Dogan and Sherman/Crawford Elementary Schools*) will begin construction later this year.

Expand 2 schools to relieve crowding

- Two of those projects (*Crockett and Valley West Elementary Schools*) are finished.
- Three ADDITIONAL expansions (*Bellaire and Sharpstown High Schools, and Grady Middle School*) have been added to the building program, two of which are under way with construction.

More than 134 school renovation/repair projects

- Projects have been completed at 60 schools and are ongoing at 42 other schools throughout the city. This work includes:
 - Roof replacements/repairs
 - Heating/ventilation and air-conditioning improvements
 - Americans with Disabilities Act related improvements
 - Lighting, electrical, and plumbing improvements
 - Door/window improvements
 - Restroom upgrades
 - Science laboratory upgrades

C: Resources Devoted to Instruction

Demonstrate progress in the efficient use of taxpayer dollars and increase the funds spent on the teaching and learning process.

- Each year the district will show an increase in the percentage of current budgeted school district funds supporting campus based instruction and student service activities. (considering only Function 11, met indicator; with support services, met indicator).

Interpretation

Function 11 is the functional category used to record district instructional expenses. As defined by the Texas Education Agency's Finance Resource Accountability Guide, function 11 is used for activities that deal directly with the interaction between teachers and students. Teaching may be provided for students in a school classroom, in other locations such as a home or a hospital, and in other learning situations. It may also be provided through some other approved medium such as television, radio, telephone, telecommunications, multimedia, and correspondence. This function includes expenditure/expenses for direct classroom instruction and other activities that deliver, enhance, or direct the delivery of learning situations to students.

The budgeted funds for the General Fund (see table on next page) show that the percentage of funds for function 11 has increased from 60.52% in 2010-2011 to 61.02% in 2011-2012.

Comparing total budgeted funds for instructional services and student support services from 2010-2011 to 2011-2012, the percentage has increased by .29%.

Comparing total budgeted funds for general administration from 2010-2011 to 2011-2012, the percentage has increased by .32%. The increase in general administration is primarily attributable to the increase in legal costs for teacher hearings as a result of the reduction in force that occurred in 2011-2012 as well as increasing audit costs.

SUPERINTENDENT'S APPRAISAL: 2010-2011



HOUSTON INDEPENDENT SCHOOL DISTRICT

Schedule of Expenditures by Function
 Excluding Debt Service and Capital Outlay
 For the Fiscal Years 2010 through 2012

Business Area: GF1	2010*			2011*			2012		
	Original Budget	Percent	Per ADA	Original Budget	Percent	Per ADA	Original Budget	Percent	Per ADA
All Functions (Excluding Other Uses)									
INSTRUCTIONAL	915,255,550	60.43%	5,052	948,271,236	60.52%	5,190	906,665,928	61.02%	4,975
LIBRARY	15,564,625	1.03%	86	15,299,889	0.98%	84	11,444,723	0.77%	63
STAFF DEVELOPMENT	12,480,637	0.82%	69	16,140,213	1.03%	88	10,304,415	0.69%	57
CURRICULUM DEVELOPMENT	4,558,811	0.30%	25	4,360,637	0.28%	24	4,907,654	0.33%	27
INSTRUCTIONAL ADMINISTRATION	24,746,427	1.63%	137	24,261,317	1.55%	133	21,919,321	1.48%	120
SCHOOL ADMINISTRATION	122,644,583	8.10%	677	125,677,218	8.02%	688	119,121,401	8.02%	654
GUIDANCE & COUNSELING SERVICES	37,114,664	2.45%	205	36,075,159	2.30%	197	31,752,396	2.14%	174
ATTENDANCE & SOCIAL WORK SERVICES	1,359,877	0.09%	8	1,217,621	0.08%	7	878,101	0.06%	5
HEALTH SERVICES	19,707,363	1.30%	109	19,912,878	1.27%	109	17,506,507	1.18%	96
PUPIL TRANSPORTATION	39,792,818	2.63%	220	45,204,040	2.89%	247	42,992,940	2.89%	236
FOOD SERVICES	152,090	0.01%	1	182,150	0.01%	1	179,158	0.01%	1
COCURRICULAR ACTIVITIES	10,439,119	0.69%	58	13,280,664	0.85%	73	13,558,492	0.91%	74
GENERAL ADMINISTRATION	30,018,052	1.98%	166	31,740,716	2.03%	174	34,938,060	2.35%	192
PLANT MAINTENANCE & OPERATION	125,439,328	8.28%	692	124,142,382	7.92%	679	109,599,883	7.38%	601
UTILITIES	59,350,557	3.92%	328	60,139,824	3.84%	329	60,766,493	4.09%	333
SECURITY & MONITORING SERVICE	18,804,726	1.24%	104	19,647,348	1.25%	108	18,703,620	1.26%	103
DATA PROCESSING SERVICES	24,011,351	1.59%	133	26,019,488	1.66%	142	24,477,374	1.65%	134
COMMUNITY SERVICES	2,028,585	0.13%	11	2,133,934	0.14%	12	1,967,318	0.13%	11
JJAEP	2,990,080	0.20%	17	1,990,080	0.13%	11	990,080	0.07%	5
TIRZ PAYMENTS	37,780,666	2.49%	209	40,834,241	2.61%	223	43,355,397	2.92%	238
OTHER GOVERNMENTAL CHARGES	10,232,492	0.68%	56	10,232,492	0.65%	56	9,722,313	0.65%	53
GF1 Total	1,514,472,401	100.00%	8,360	1,566,763,527	100.00%	8,574	1,485,751,574	100.00%	8,152
65% Rule Calculation (NCES)									
INSTRUCTIONAL	915,255,550	60.43%	5,052	948,271,236	60.52%	5,190	906,665,928	61.02%	4,975
LIBRARY	15,564,625	1.03%	86	15,299,889	0.98%	84	11,444,723	0.77%	63
COCURRICULAR ACTIVITIES	10,439,119	0.69%	58	13,280,664	0.85%	73	13,558,492	0.91%	74
JJAEP	2,990,080	0.20%	17	1,990,080	0.13%	11	990,080	0.07%	5
GF1 65% Rule Total (NCES)	944,249,374	62.35%	5,212	978,841,869	62.48%	5,357	932,659,223	62.77%	5,118

*Note: For 2009-2010 and 2010-2011 the state required the district to transfer State Fiscal Stabilization Funds (SFSF) from the General Operating Fund to a Special Revenue fund. For comparison purposes 2010-2011 has been modified to add back in the State Fiscal Stabilization Funding (SFSF) in the amount of \$54,495,618. The original budget for 2009-2010 had the SFSF funds included and were not transferred out into a Special Revenue fund until after budget adoption. The SFSF funds were transferred back into the General Operating fund in 2011-2012.

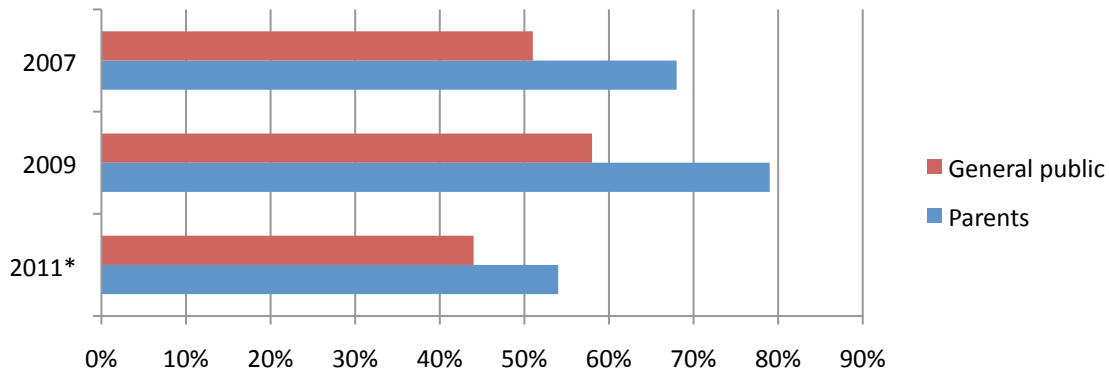
The 65% definition as set forth by NCES is no longer used, however the district is continuing to monitor the district's expenditures using the original established criteria.

Goal 5: Improve Public Support and Confidence in Schools

COMMUNITY SURVEY (SUMMER 2011)

The HISD Community Survey is conducted every two years beginning in 2007 to determine HISD's overall image among parents and the general population. The survey is based on 1,317 telephone interviews with 1,012 HISD residents and 305 parents of current HISD students. In general, overall satisfaction was down from 2009. The 2011 survey found:

- 54% of parents and 44% of the general population believe that HISD is on the right track, compared with 79% and 58% in 2009, respectively. In 2007, 68 percent of parents and 51 percent of the general population believed HISD was on the right track.



* Budget cuts caused by the Texas Legislature's decision to decrease funding to public schools were the primary reason cited among those who said they have an unfavorable opinion of HISD. Both groups cited "reducing teaching staff" as the primary reason for this opinion, followed by "cutting budget in wrong areas" and "closing schools." At the time of the survey, HISD was in the process of laying off 724 teachers.

Other key findings:

- 86 percent of elementary school parents, 81 percent of middle school parents, and 72 percent of high school parents report a favorable opinion of their children's schools.
- Participants stating they are "very satisfied" with the following aspects of HISD increased from 2009 to 2011:
 - School buildings, facilities, and grounds (Parents, +14 percentage points; General Population, +8 percentage points)
 - Principals (Parents, +19; General Population, +2)
 - Teachers (Parents, +9; General Population, +11)
 - Board of Education (Parents, +7; General Population, +7)
 - Central Office Administration (Parents, +13; General Population, +5)
 - Superintendent (Parents, +2; General Population, +5)
- Around 60 percent of the general population and 75 percent of parents said they agree with the following statements about HISD:
 - HISD strives to attract and retain the best teachers, principals, and staff members who can positively impact student achievement.

SUPERINTENDENT'S APPRAISAL: 2010–2011

- HISD strives to create a culture of trust by being open and transparent.
- HISD strives to use data to inform its decision making and hold itself accountable.
- HISD strives to provide all students with a rigorous instructional program to ensure they are ready for college and career.
- At least 71 percent of all HISD parents also said they agree that their schools:
 - Use good instructional practices
 - Use sound business practices
 - Provide adequate equipment and up-to-date technology
 - Set high standards for academic performance
 - Provide quality education
- At least 74 percent of respondents agreed with the following statements:
 - "I know how to connect with someone at my child's school when I have questions and concerns."
 - "I am satisfied with the communication between school and home."
 - "I am satisfied how my child's school keeps me informed about my child's academic progress."
 - I have been invited to participate in a school event for parents."
 - "I am satisfied with opportunities for parent input on school initiatives."
- 66% of the parents and community members who were aware of the changes to the district's website had a positive impression.
- 69% of parents give their local HISD school a top rating for "adequately preparing students for college."

SAFETY AND SECURITY SATISFACTION

- 71% of high school parents, 82% of middle school parents, and 89% of elementary school parents agree with the statement "is safe and secure," as pertaining to HISD.
- 84% of high school parents, 87% of middle school parents, and 92% of elementary school parents agree that HISD provides a safe learning environment.

COMMUNITY OUTREACH FEEDBACK

- More than 2,800 parents, staff, students, and community members attended 19 Community Conversations that focused on proposed changes to HISD's magnet programs and the potential impact of the state budget crisis.
- Based on the results of a survey handed out at Community Conversations related to the budget, 96 percent of respondents said they agreed or strongly agreed that they had an opportunity to participate in the process and have their questions answered.
- 88% of those who returned postage-paid feedback cards included in the Welcome to HISD publication sent to all families said they thought the publication was easy to read. Roughly the same percentage of people said they thought the publication included information they needed about enrollment, grades, resolving issues, and becoming involved in their child's school.

ADVISORY COMMITTEES

Two advisory committees were created, in addition to the existing Asian Advisory committee. The Hispanic Advisory Committee was formed to advise and support HISD in strengthening and encouraging public support of HISD schools, improving student achievement, and increasing parental

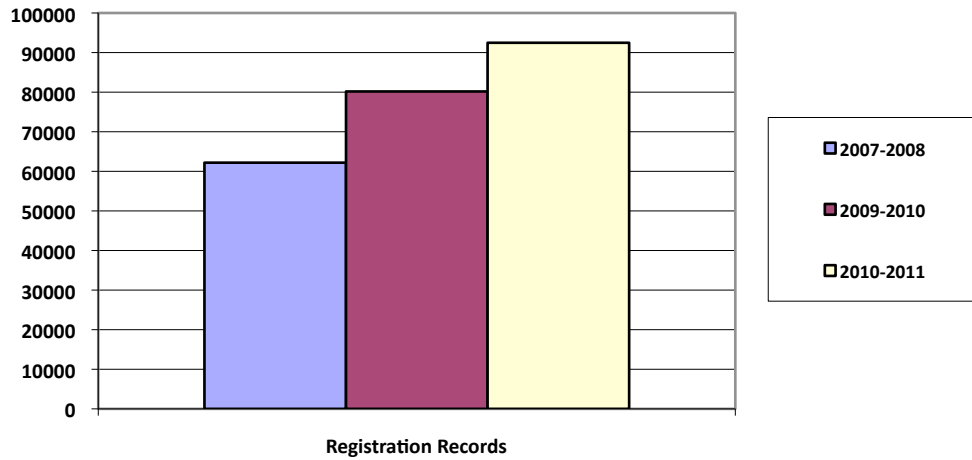
and community involvement. The Strategic Partnerships Department conducted the first meeting of its Hispanic Advisory Committee at the district's headquarters on August 16, and almost a dozen Hispanic business and community leaders—along with Superintendent Terry Grier and Board of Education members Manuel Rodríguez and Juliet Stipeche—came to discuss how they could help HISD become the best school district in America. Dr. Grier also attended the launch of the African American Advisory Council, whose purpose is to strengthen public support of HISD schools, increase student achievement, and encourage parental and community involvement within the African-American community. The committee began meeting on a quarterly basis in July 2011 and provides feedback on important district issues, particularly those impacting the district's African-American student population.

VOLUNTEERS

- 11, 818 new HISD volunteers were registered and verified by Human Resources between July 31, 2010, and June 1, 2011.
- During the 2010–2011 school year, an estimated 308 mentors participated in the Real Men Read program, a 27% increase from 243 mentors in 2009–2010, and 83% increase from 168 mentors in 2008–2009. The Houston Real Men Read program won the Texas Association of Partners in Education 2010 Crystal Award.
- More than 600 Teach for America corps members, and 129 new members, participated in the Teach for America Program in HISD schools.
- The Volunteers in Public Schools Recognition Breakfast was attended by more than 650 volunteers and HISD school administrators; 26 district-wide volunteer award winners were recognized.
- In preparation for the 2011 – 2012 school year, more than 220 students and staff volunteered for the first-ever HISD Back to School Fest on August 2, 2011. We served approximately 45,000 students at the event, providing free backpacks, school supplies, uniforms, immunizations, fresh produce, and other resources. This inaugural undertaking in partnership with the City of Houston was held at the George R. Brown Convention Center. Approximately \$1.5 million in-kind donations and \$158,000 in corporate sponsorships were raised. Plans are already under way for next year's event.

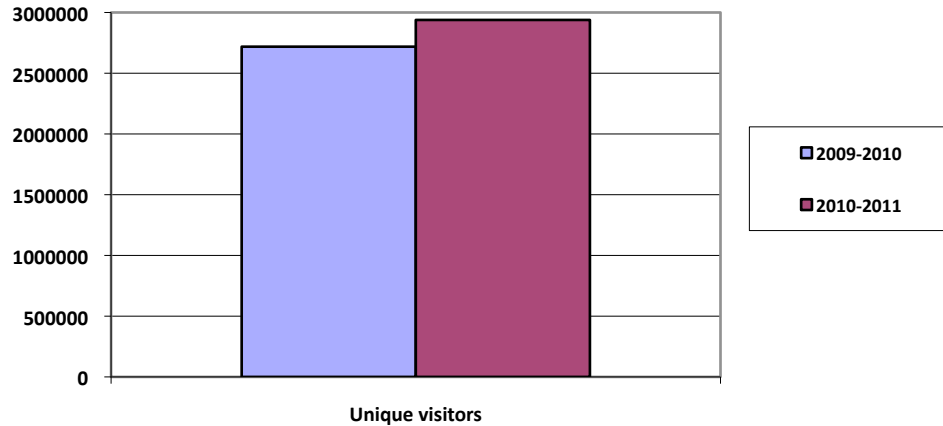
SUPERINTENDENT'S APPRAISAL: 2010-2011

- There were 92,477 registration records in the Volunteers in Schools Information Tracking System (VISITS) at the end of the 2010-2011 school year, compared with 80,175 registration records at the end of the 2009-2010 school year (a 15% increase) and 62,189 at the end of the 2007-2008 school year (a 49% increase).



WEBSITE HITS AND MEDIA

- For the period of July 1, 2010, to June 30, 2011, there were 2,938,621 absolute unique visitors to the website. Visitors spent an average of 1:31 on the site, and viewed an average of 2.51 pages. During the same time period from 2009 to 2010, there were 2,718,545 absolute unique visitors, visitors spent an average of 1:26 on the site, and viewed an average of 2.44 pages.

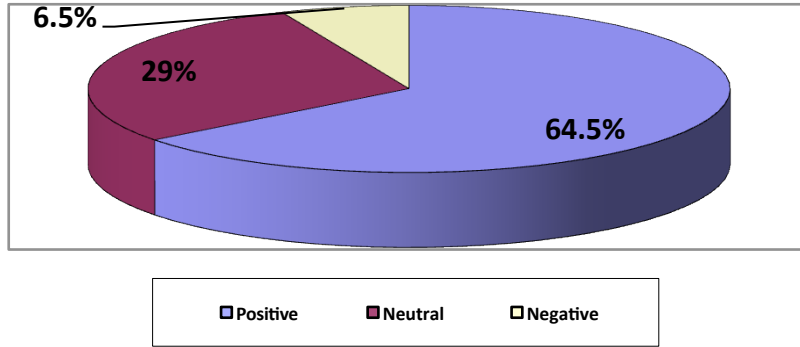


- The total number of pages viewed on the HISD website was 77,962,788 from July 2010 to June 2011, compared with 78,810,006 views for the same period from 2009 to 2010.*
- The HISD website had 31,099,987 total visits from July 1, 2010 to June 30, 2011, a decrease of 3.86% compared with July 1, 2009, to June 30, 2010.*
- From January to August 2011, HISD's social media presence grew steadily: HISD Twitter followers have grown from 949 followers in January 2011 to 2,194 followers currently. 590 people have liked HISD on our Facebook page since its launch in May.
- As of August 31, 2011, there were 60 videos featured on HISD's YouTube channel and 277 videos featured on HISD's Vimeo channel.

* *Page views* are defined as a view of a page on the website. If a visitor hits reload after reaching the page, or navigates to a different page and then returns to that original page, it will be counted as an additional pageview. *Visits* represent the number of individual sessions initiated by all the visitors. *Unique visitors* – the number of distinct people that are visiting a website – and the average amount of time spent on the site have been viewed as more strategic web metrics.

SUPERINTENDENT'S APPRAISAL: 2010–2011

- During the 2010–2011 school year, more than 2,600 stories about the district were reported in the media.
 - 64.5 percent of the coverage was positive, 29 percent was neutral, and 6.5 percent was negative.

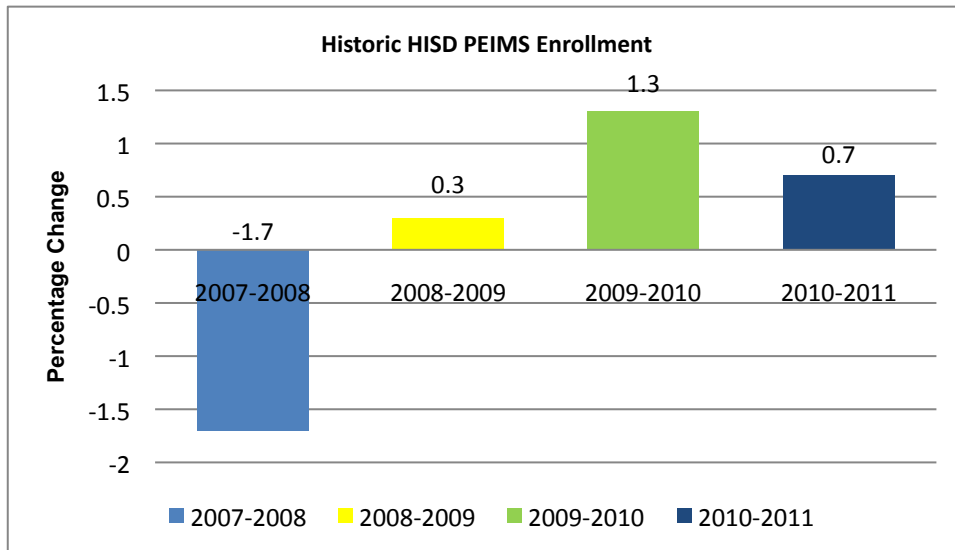


- The district's Media Relations Department tripled the average number of press releases issued per month, and sent out more than 257 press releases during the last school year.

Enrollment Data

HISD will continue to increase student enrollment counts based on fall PEIMS submission by 0.4%.

Year	Enrollment	% Change
2006–2007	202,936	
2007–2008	199,534	-1.7
2008–2009	200,225	0.3
2009–2010	202,773	1.3
2010–2011	204,245	0.7



Goal 6: Create a Positive District Culture

A. Create and Maintain a Positive District Culture

HISD will create and maintain a strong, positive district culture making HISD the school district of choice for educational professionals throughout the nation.

Key Metric(s):

- **Employee satisfaction survey overall rating**
- **Employee exit survey overall rating**
- **Percent of satisfactory employees retained**
- **Professional development attendee satisfaction survey overall rating**
- **Relevance of professional development offered**
- **Principal survey—service linked to student performance**
- **Principal survey—support**
- **Principal survey—courtesy**
- **Principal survey—quality of knowledge**
- **Principal survey—responsiveness**

Human Resources is in the process of identifying a comprehensive strategy for using surveys to gauge the following:

1. Employee engagement/satisfaction
2. Community support/perceptions
3. Student engagement/satisfaction
4. 360 Feedback for departments on their service to schools

A proposal for this strategy will be included in the December Board Monitoring Report.

Maintains Effective Relationship with the Board

Communications with the Board of Education

Increase governance efficiency by maintaining effective lines of communication with board members.

President Relations:

- Hosted weekly meetings with Board of Education president.
- Served on educational panels with Board members representing Houston ISD.

Full Board Communications:

- Maintained weekly correspondence with the board in addition to Superintendent's calendar update.
- Continued *Friday eNews* electronic message to employees and the public.
- Provided regular updates on major initiatives (magnet, budget, effective teacher, legislative updates) to the board in convenient small group meetings by Chiefs ("Cabinet").
- Shared informative and relevant electronic news and research articles from educational publications with board members on a regular basis.
- Returned telephone calls in timely fashion and alerted trustees of critical situations in a timely manner.
- Ensured Board members have full access to Cabinet members for timely responses to inquiries and requests for documentation and data.
- Held 80 individual meetings with Board members.
- Completed 233 Board referrals by administration.

Professional Experiences:

- Participated in the annual Council for Great City Schools' national conference and presented two workshops during the conference – one on the Board/Superintendent Relations and a second on Apollo 20. Cabinet presented a record-breaking number of sessions to promote HISD innovations last year at 6 presentations.
- Participated in the Board of Education annual January 2011 retreat.
- Public speaking engagements: 37
- Press conferences and Presentations: 35
- Live TV and Radio interviews: 12

Strategic Direction:

- Provided regular progress reports on the Strategic Direction Plan.
- Hosted 19 Community Conversations on the budget crisis, state Legislature, and magnet schools throughout the district attended by more than 2,800 stakeholders.
- Scheduled six Community Conversations during October 2011 to build awareness of the Strategic Direction and answer important questions from staff and community members.

Board Recognition:

- Submitted proposals to local and national conferences for presentations with administration and board members.
- Seven presentations have been accepted by the Council of the Great City Schools (Oct 2011), a new record.

Monthly Workshop Presentations:

- Prepared and presented thirty-six workshops and nine budget presentations to the Board of Education from August 2010 to August 2011. Topics included characteristics of effective principals, effective teacher initiative, summer school, promotion and retention standards, magnet redesign, management oversight reports, the new STAAR accountability and regular updates on other the major initiatives.

Transformation Governance:

- Updated policy items for the following major areas: technology, social media, Erate.
- Designed and currently implementing the new teacher appraisal system.
- Received waiver to start school five days early in low performing schools.
- Attended meetings with the U.S. Department of Education officials regarding the re-authorization of the Elementary and Secondary Education Act and Race to the Top applications for districts in states that do not apply and update on teacher appraisal system.
- Met with Houston Congressional delegation and staff of Congressional educational staff to discuss the re-authorization of the Elementary and Secondary Education Act.
- Testified before the U.S. House of Representative's Education Subcommittee regarding the re-authorization of the Elementary and Secondary Education Act and ways to improve district flexibility.
- Testified before the Texas Senate's Education Committee and the Texas House's Public Education Committee regarding legislation to allow Houston ISD to start school before the state mandated school start date.
- Visited with members and staff of the Texas Legislature regarding HISD's teacher appraisal system.

District Impact: *Becoming the best district in the country: Engaging, Empowering, Educating*

Student Services

- Increased the graduation rate to 74.3 percent, an HISD record.
- Decreased the dropout rate to 12.6 percent, an HISD record.
- Increased the percentage of students passing and scoring at the commended level on all TAKS subjects to an all-time high.
- HISD students of every race and ethnicity outperformed their urban school district peers on the National Assessment of Educational Progress science test.
- HISD landed 93 schools on the latest National Center for Educational Achievement's list of Higher Performing Schools. This is more than Dallas, Austin, San Antonio and El Paso combined.
- HISD students recently passed 6,800 college-level AP exams, a 39 percent increase from 2009.
- HISD graduates this year were offered scholarships worth \$129 million, up substantially from the \$76 million offered in 2009.
- Set new record of 25 schools on the Washington Post's list of America's Best High Schools up from 16 the previous year and 7 in 2008.
- Implemented the Apollo 20 program to transform the failing and low performing schools in partnership with Harvard, EdLabs. Year one results produced single-year gains comparable to America's top charter schools and produced a better return on investment than other reform efforts.
- Helped pass legislation giving HISD the option to extend the school year by five days.
- Implemented testing requirement for all students enrolled in AP/IB courses along with allocation for payment all AP/IB exams. As of July 6, 2011, the number of AP exams taken by HISD students was 20,930, an 81 percent increase from 2009. The total number of exams scored 3 or higher is now 6,800, a 39 percent increase from 2009.
- Opened the Young Men's and Young Women's College Preparatory Academies and the DeVry Institute in the fall of 2011.

Central Services

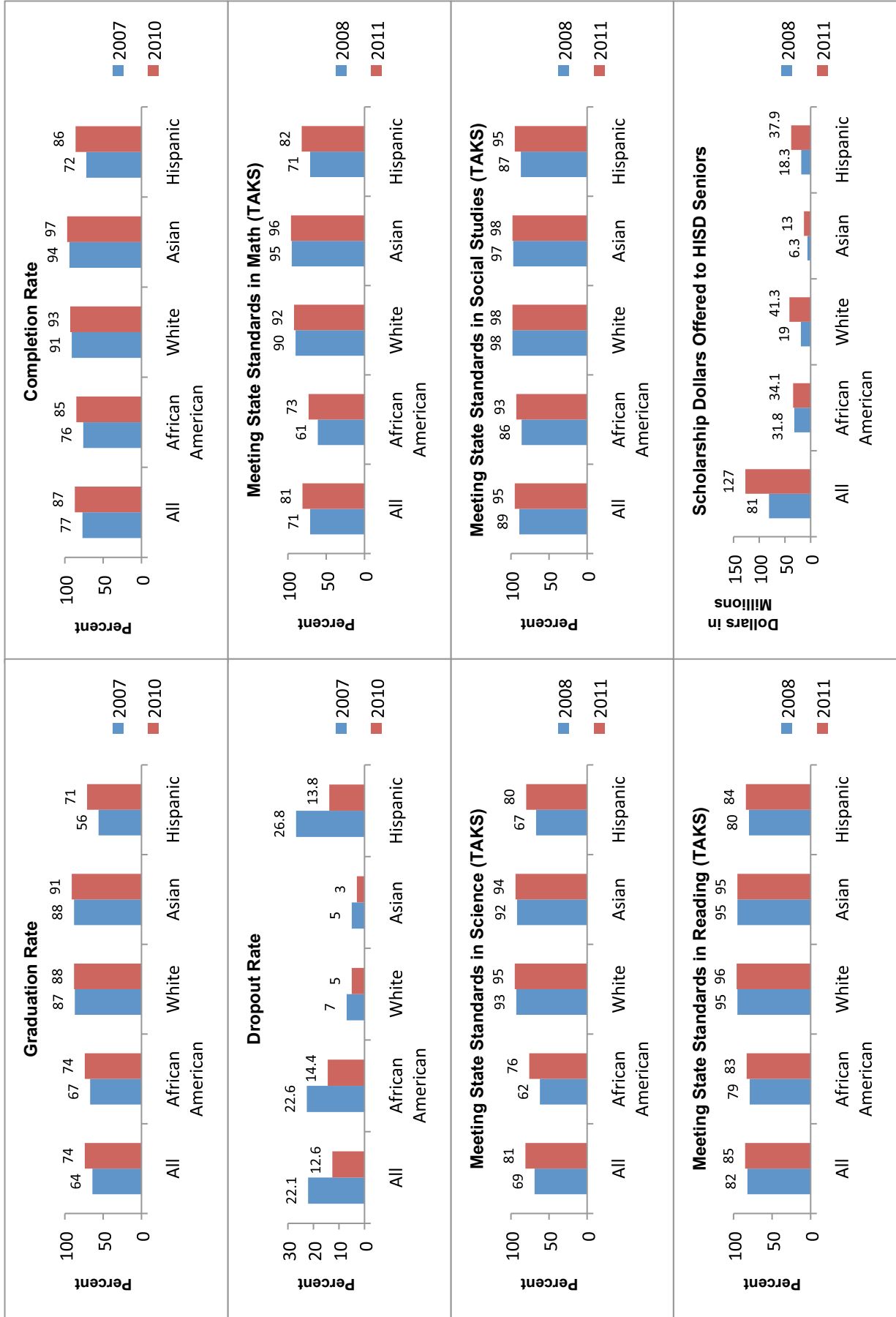
- Established a Central Services Advisory Committee.
- Instituted a comprehensive engagement plan for the design of a new teacher appraisal system under the Effective Teacher Initiative. The engagement plan involved more than 4 forums for SDMCs, monthly DAC meetings and an online feedback session for the public. HISD is one of only a handful of districts nationwide and the only urban district in Texas to design and adopt its own appraisal system.

- Increased retention rates of high performing teachers to 92% and reduced retention rates of low-performing teachers to 45% based on 2010-2011 Staff Review data.
- The First Class Breakfast program was implemented in all middle schools

Financial Impact:

- Scholarships offered to 2011 HISD graduates totaled \$121 million. In 2010, the total was \$97 million; and in 2009, the total was \$76 million.
- Increased the amount of funds raised for the HISD Foundation from \$1,154,650 in 2008-2009 to \$1,591,868 in 2009-2010. The current budget for the HISD Foundation for 2010-2011 stands at \$14.4 M and increasing as new grants and donations are secured.
- Received a commitment of \$1.5M for five years from the Bill and Melinda Gates Foundation (totaling \$7.5 million) to support the Effective Teacher initiative in partnership with The New Teacher Project.
- Secured nearly \$1.5 M to support our College Readiness Plan in partnership with Michael and Susan Dell Foundation and College Board.
- Received \$28M through the Texas Title I Priority Schools (TTIPS) Cycle I for six high schools, four of which are Apollo schools and \$3 M through the TTIPS Cycle II for a non-Apollo middle school.
- Secured \$1M grant from Dallas-based foundation to begin All Girls 6-12 grade school for 2010-2011 school year.
- Secured \$2.1 M for the Propane-Fueled Bus Program and more than \$400,000 to retrofit 50 buses with diesel.
- Secured, in partnership with the HISD Foundation, approximately \$14 M in private funds to support Apollo 20.
- Received a \$2.4 M Algebra Readiness Grant.
- Received a Magnet Schools Assistance Program grant in the amount of \$11.4 M.
- Awarded the largest federal Teacher Incentive Fund grant in the history of HISD at a level of \$31.5 M over 5 years. This grant supports the ASPIRE Award Program and the Effective Teacher Initiative.

HISD Student Achievement Results by Student Group



SUPERINTENDENT'S APPRAISAL: 2010–2011**WORKSHOP PRESENTATIONS TO THE BOE**
August 2010 – August 2011

Workshop Date	Workshop Topics
August 5, 2010	Update on Long-Range Strategic Direction
August 19, 2010	Update on the New Teacher Project Update on Long-Range Strategic Direction
August 26, 2010	Update on the Long-Range Strategic Direction
September 2, 2010	Update on Apollo 20 Schools
September 23, 2010	Magnet Programs Update Update on the Effective Teacher's Initiative
October 7, 2010	Facilities & Construction Report School & Facilities Rightsizing Practices
October 28, 2010	Finance & Procurement Dept. (Management Oversight Report)
November 4, 2010	Update on Summer School & Title I Funding
November 8, 2010	Presentation on All Girls Academy
November 18, 2010	Update on Promotion Standards Budget Update
December 2, 2010	Human Resources Department (Management Oversight Report)
December 16, 2010	Right-sizing of School Facilities Redistricting of Trustee Districts
January 6, 2011	Workshop cancelled
January 20, 2011	Update on Magnet Program Review Update on Effective Teacher Initiative Budget Update
February 3, 2011	E-Rate Compliance Training Technology Update Budget Update
February 17, 2011	Cancelled (State of the Schools Event)
February 24, 2011	Magnet Update Legislative Update
March 3, 2011	Budget Update Discussion on Policy Related to School Closing Discussion on Magnet Funding Recommendations
March 17, 2011	No workshop (District closed due to spring break)
March 24, 2011	Budget Update Summer School Update Update on Policy EIE(LOCAL) Promotion & Retention
April 7, 2011	Teacher Appraisal System
April 21, 2011	Budget Update Redistricting Update
April 28, 2011	Budget Update Principal Appraisal System
May 5, 2011	Technology Update
May 19, 2011	Budget Update Communications Department (Management Oversight Report)
May 26, 2011	Budget Update Principal Appraisal & Development System Update on Grad Lab Results
June 16, 2011	Budget Update
July 21, 2011	STAAR Update
August 18, 2011	EVAAS Data Update
August 25, 2011	Magnet Policy Discussion

Appendix A

Table 1: Percent of Teachers on a Performance Improvement Plan by School¹

School	Number of Improvement Plans	Total Teachers Reported On	Percent of Teachers Reported on Improvement Plan
9th Grade Preparatory Academy	3	48	6.25%
Alcott Elementary	4	32	12.50%
Almeda Elementary	0	46	0.00%
Anderson Elementary	0	39	0.00%
Ashford Elementary	2	31	6.45%
Askew Elementary	6	47	12.77%
Atherton Elementary	2	24	8.33%
Attucks Middle School	8	37	21.62%
Austin High School	3	126	2.38%
Barbara Jordan HS	1	85	1.18%
Barrick Elementary	3	39	7.69%
Bastian Elementary	2	44	4.55%
Bell Elementary	2	54	3.70%
Bellaire High School	2	202	0.99%
Bellfort ECC	1	21	4.76%
Benavidez Elementary	2	61	3.28%
Benbrook Elementary	3	30	10.00%
Berry Elementary	3	41	7.32%
Black Middle School	1	33	3.03%
Blackshear Elementary	5	25	20.00%
Bonham Elementary	2	58	3.45%
Bonner Elementary	4	55	7.27%
Braeburn Elementary	4	54	7.41%
Briargrove Elementary	0	46	0.00%
Briar Meadow Charter School	0	25	0.00%
Briar Meadow Middle School	0	7	0.00%
Briscoe Elementary	0	33	0.00%
Brookline Elementary	23	57	40.35%
Browning Elementary	0	33	0.00%
Bruce Elementary	1	34	2.94%
Burbank Elementary	1	56	1.79%
Burbank Middle School	3	80	3.75%
Burnet Elementary	2	37	5.41%

¹ Data reported by principals during the February 2011 Staff Review Process

SUPERINTENDENT'S APPRAISAL: 2010-2011

Burrus Elementary	0	23	0.00%
Bush Elementary	0	38	0.00%
Cage Elementary	0	40	0.00%
Carnegie Vanguard High School	1	31	3.23%
Carrillo Elementary	0	42	0.00%
Challenge High School	0	20	0.00%
Chavez High School	0	153	0.00%
CLC High School	4	35	11.43%
CLC Middle School	2	11	18.18%
Clifton Middle School	14	51	27.45%
Codwell Elementary	7	38	18.42%
Community Services	1	18	5.56%
Condit Elementary	2	40	5.00%
Coop Elementary	1	43	2.33%
Cornelius Elementary	3	52	5.77%
Crawford Elementary	1	12	8.33%
Crespo Elementary	4	62	6.45%
Crockett Elementary	0	24	0.00%
Cullen Middle School	3	43	6.98%
Cunningham Elementary	0	41	0.00%
Davila ES	0	40	0.00%
Davis High School	5	101	4.95%
De Chaumes Elementary	3	44	6.82%
De Zavala Elementary	1	39	2.56%
Deady Middle School	1	56	1.79%
DeBakey HSHP	2	56	3.57%
Dodson Elementary	1	37	2.70%
Dogan Elementary	1	23	4.35%
Dowling Middle School	17	94	18.09%
Durham Elementary	0	28	0.00%
Durkee Elementary	3	47	6.38%
E O Smith Elementary	1	8	12.50%
E O Smith Middle School	4	23	17.39%
Early College HS East	0	21	0.00%
Eastwood Academy HS	2	22	9.09%
Edison Middle School	6	51	11.76%
Eleanor Tinsley Elementary	3	43	6.98%
Eliot ES	0	37	0.00%
Elrod Elementary	4	36	11.11%
Emerson Elementary	3	48	6.25%
Empowerment College Prep HS	2	8	25.00%

SUPERINTENDENT'S APPRAISAL: 2010-2011

Farias ECC	1	23	4.35%
Felix Cook ES	4	44	9.09%
Field Elementary	1	26	3.85%
Fleming Middle School	0	36	0.00%
Foerster Elementary	1	38	2.63%
Fondren Elementary	1	25	4.00%
Fondren Middle School	1	47	2.13%
Fonville Middle School	3	68	4.41%
Foster Elementary	4	33	12.12%
Franklin Elementary	1	35	2.86%
Frost Elementary	10	29	34.48%
Furr High School	1	51	1.96%
Gabriela Mistral Center ECC	1	23	4.35%
Gallegos Elementary	1	34	2.94%
Garcia Elementary	2	45	4.44%
Garden Oaks Elementary	4	37	10.81%
Garden Villas Elementary	2	64	3.13%
Golfcrest Elementary	5	44	11.36%
Gordon Elementary	0	25	0.00%
Grady Middle School	1	32	3.13%
Gregg Elementary	2	34	5.88%
Gregory-Lincoln Elementary	1	21	4.76%
Gregory-Lincoln Middle School	5	25	20.00%
Grimes Elementary	0	22	0.00%
Grissom Elementary	0	46	0.00%
Halpin Center	0	26	0.00%
Hamilton Middle School	3	74	4.05%
Harper Alternative	6	21	28.57%
Harris R P Elementary	0	37	0.00%
Hartman Middle School	10	94	10.64%
Hartsfield Elementary	0	25	0.00%
Harvard Elementary	0	40	0.00%
Helms Elementary	1	32	3.13%
Henry Middle School	6	62	9.68%
Herod Elementary	0	44	0.00%
Herrera Elementary	4	52	7.69%
High School Ahead Academy	0	19	0.00%
Highland Heights Elementary	2	39	5.13%
Hines-Caldwell ES	1	45	2.22%
Hobby Elementary	2	51	3.92%
Hogg Middle School	4	47	8.51%

SUPERINTENDENT'S APPRAISAL: 2010-2011

Holland Middle School	0	47	0.00%
Horn Elementary	0	35	0.00%
Houston Academy International	1	21	4.76%
Houston Gardens Elementary	2	21	9.52%
HSPVA	0	45	0.00%
International HS At Sharpstown	2	21	9.52%
Isaacs Elementary	0	29	0.00%
J P Henderson Elementary	0	49	0.00%
J R Harris Elementary	0	42	0.00%
Jackson Middle School	4	50	8.00%
Janowski Elementary	2	41	4.88%
Jefferson Elementary	2	35	5.71%
Jenard M Gross Elementary	5	48	10.42%
Johnston Middle School	1	84	1.19%
Jones High School	1	46	2.17%
K Smith Elementary	4	52	7.69%
Kaleidoscope M S	1	6	16.67%
Kashmere Gardens Elementary	0	26	0.00%
Kashmere High School	13	45	28.89%
Kelso Elementary	5	38	13.16%
Kennedy Elementary	0	44	0.00%
Ketelsen Elementary School	0	37	0.00%
Key Middle School	8	40	20.00%
Kolter Elementary	0	34	0.00%
Lamar High School	3	157	1.91%
Lanier Middle School	1	78	1.28%
Lantrip Elementary	1	43	2.33%
Las Americas Middle School	0	4	0.00%
Law Elementary	3	41	7.32%
Law Enf. and Criminal Justice	1	39	2.56%
Lee High School	11	98	11.22%
Lewis Elementary	8	48	16.67%
Liberty High School	0	5	0.00%
Lockhart Elementary	0	43	0.00%
Long Middle School	11	40	27.50%
Longfellow Elementary	0	45	0.00%
Looscan Elementary	2	29	6.90%
Love Elementary	3	28	10.71%
Lovett Elementary	0	40	0.00%
Lyons Elementary	0	53	0.00%
M L King ECC	2	23	8.70%

SUPERINTENDENT'S APPRAISAL: 2010-2011

MacGregor Elementary	2	31	6.45%
Mading Elementary	0	34	0.00%
Madison High School	18	135	13.33%
Mark Twain Elementary	3	48	6.25%
Marshall Middle School	3	61	4.92%
Martinez C Elementary	2	36	5.56%
Martinez Elementary	0	39	0.00%
McDade Elementary	1	20	5.00%
McNamara Elementary	3	44	6.82%
McReynolds Middle School	2	41	4.88%
Memorial Elementary	0	21	0.00%
Milby High School	1	133	0.75%
Milne Elementary	2	36	5.56%
Mitchell Elementary	6	58	10.34%
Montgomery Elementary	2	47	4.26%
Moreno ES	6	44	13.64%
N Q Henderson Elementary	0	23	0.00%
Neff Elementary	3	68	4.41%
Ninfa Laurenzo ECC	0	18	0.00%
North Alternative Elementary	0	5	0.00%
North Houston Early College HS	0	15	0.00%
Northline Elementary	2	45	4.44%
Oak Forest Elementary	1	46	2.17%
Oates Elementary	1	27	3.70%
Ortiz Middle School	8	52	15.38%
Osborne Elementary	0	29	0.00%
Park Place Elementary	0	61	0.00%
Parker Elementary	0	53	0.00%
Patterson Elementary	2	46	4.35%
Peck Elementary	1	32	3.13%
Pershing Middle School	2	107	1.87%
Petersen Elementary	5	42	11.90%
Pilgrim Academy	0	58	0.00%
Pin Oak Middle School	0	68	0.00%
Piney Point Elementary	2	58	3.45%
Pleasantville Elementary	1	22	4.55%
Poe Elementary	0	43	0.00%
Port Houston Elementary	2	21	9.52%
Project Chrysalis MS	0	11	0.00%
Pugh Elementary	2	35	5.71%
Ray Daily ES	3	40	7.50%

SUPERINTENDENT'S APPRAISAL: 2010-2011

Reach Charter	0	12	0.00%
Reagan High School	5	109	4.59%
Red Elementary	2	35	5.71%
Revere Middle School	9	51	17.65%
Reynolds Elementary	4	33	12.12%
Rhoads Elementary	0	18	0.00%
Rice Elementary School	2	34	5.88%
Rice Middle School	1	33	3.03%
River Oaks Elementary	0	37	0.00%
Roberts Elementary	1	46	2.17%
Robinson Elementary	1	46	2.17%
Roderick R Paige ES	3	22	13.64%
Rodriguez Elementary	3	56	5.36%
Roosevelt Elementary	2	37	5.41%
Ross Elementary	4	27	14.81%
Rucker Elementary	2	42	4.76%
Rusk Elementary	2	30	6.67%
Ryan Middle School	5	25	20.00%
Sam Houston School Math/Scienc	3	115	2.61%
Sanchez Elementary	0	36	0.00%
Scarborough Elementary	2	42	4.76%
Scarborough High School	2	56	3.57%
School at St George Place	1	40	2.50%
Scott Elementary	2	23	8.70%
Scroggins Elementary	0	35	0.00%
Seguin Elementary School	3	37	8.11%
Shadowbriar Elementary	3	30	10.00%
Sharpstown High School	13	80	16.25%
Sharpstown Middle School	4	40	10.00%
Shearn Elementary	3	27	11.11%
Sherman Elementary	0	25	0.00%
Sinclair Elementary	3	33	9.09%
South District Alternative ES	2	5	40.00%
Southmayd Elementary	3	43	6.98%
Sterling High School	8	67	11.94%
Stevens Elementary	2	43	4.65%
Stevenson Elementary	1	23	4.35%
Stevenson Middle School	2	80	2.50%
Sugar Grove Academy	0	35	0.00%
Sutton Elementary	2	63	3.17%
T H Rogers Elementary	0	17	0.00%

SUPERINTENDENT'S APPRAISAL: 2010-2011

T H Rogers Middle School	0	72	0.00%
Thomas Middle School	1	40	2.50%
Thompson Elementary	3	45	6.67%
Tijerina Elementary	1	35	2.86%
Travis Elementary	1	43	2.33%
Valley West Elementary	3	36	8.33%
Wainwright Elementary	10	50	20.00%
Walnut Bend Elementary	12	41	29.27%
Waltrip High School	12	108	11.11%
Washington BT High School	5	64	7.81%
Welch Middle School	2	72	2.78%
Wesley Elementary	2	27	7.41%
West Briar Middle School	14	76	18.42%
West University Elementary	0	69	0.00%
Westbury High School	12	141	8.51%
Westside High School	6	161	3.73%
Wharton Elementary	0	26	0.00%
Wheatley High School	2	66	3.03%
Whidby Elementary	7	28	25.00%
White Elementary	0	50	0.00%
Whittier Elementary	0	33	0.00%
Williams Middle School	0	34	0.00%
Wilson Montessori	1	29	3.45%
Windsor Village Elementary	1	44	2.27%
Woodson ES	3	12	25.00%
Woodson MS	16	30	53.33%
Worthing High School	4	64	6.25%
Yates High School	24	76	31.58%
Young ES	3	27	11.11%
Total	719	11824	6.08%