



Strategic *Direction*

A Community Effort
to Transform HISD

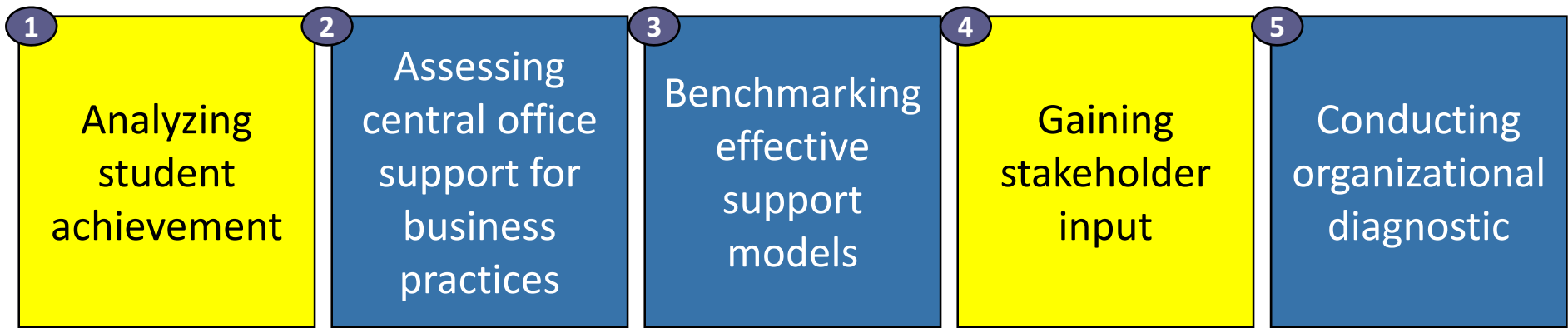
Update to the Board of Education

June 17, 2010

Agenda

- Review final Phase I outputs
- Update on Phase II progress
- Discuss Strategic Direction final products
- Next steps

Since the April workshop we have completed the remaining Phase I elements



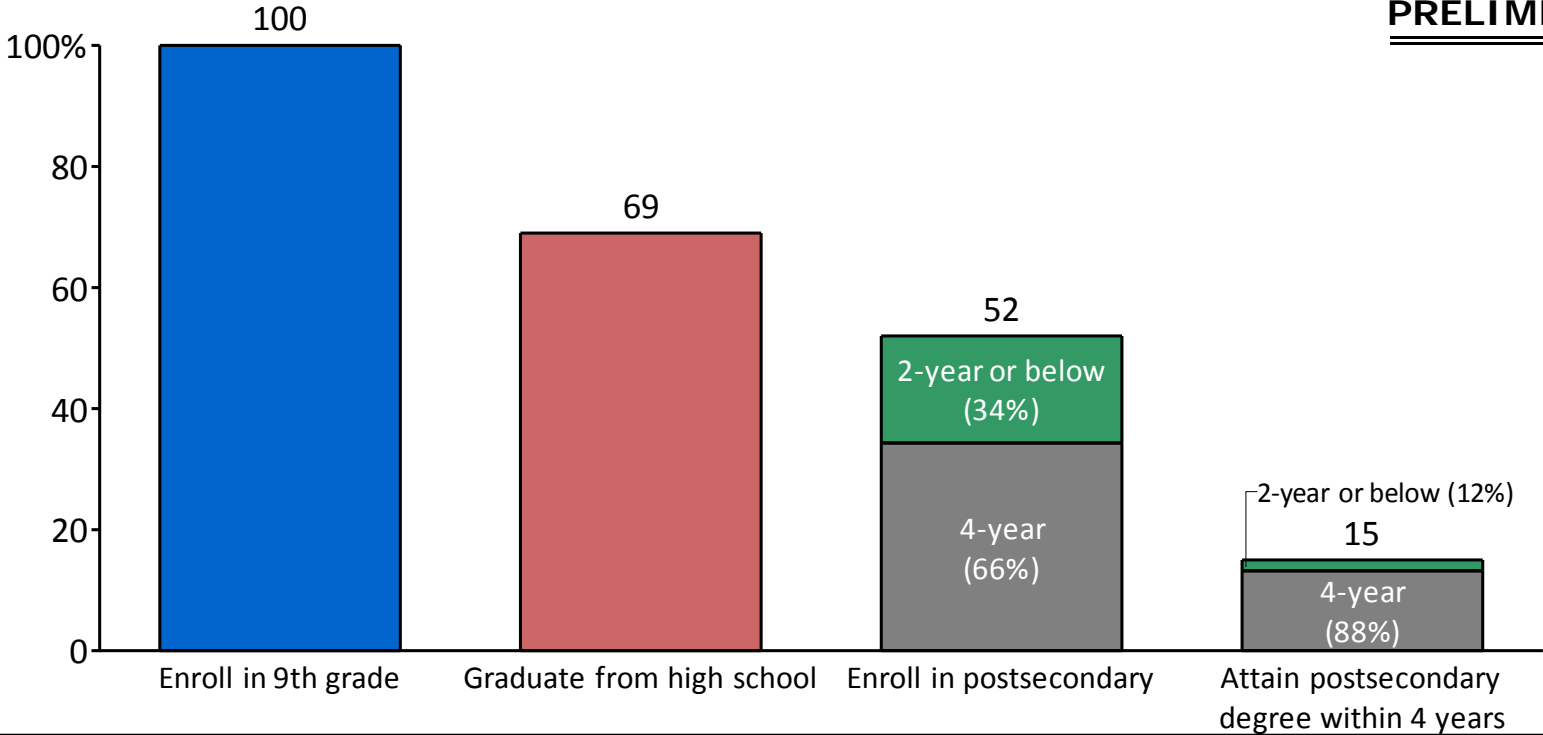
- **Finished analysis of college success and on-track to college readiness indicator**

- **Completed Phase I engagement activities and synthesized findings**

HISD student pipeline: Ninth grade through postsecondary

Percent of first time 9th graders

PRELIMINARY



Percent of 9th graders	69%	52%	15%
Percent of previous stage	69%	76%	28%

Notes:
 [1] High school graduation rate calculated from the Class of 2008 Cohort. College enrollment and graduation rates calculated from the 2004-05 HISD High School Graduates Cohort.
 [2] Students are given until January 2010 to graduate college, so it is more accurately a 4.5 year graduation rate.
 [3] Source: NSC data on HISD students, HISD student outcome data,

TAKS proficiency is not a high enough standard for preparing students for college and career success

- The **TEA** cut score for TAKS proficiency is 2100
- The **Board Monitoring System** college readiness standard for TAKS is 2200
- However, empirical research on Texas students by the **National Center for Educational Achievement** suggests that the TAKS cut score that identifies which students are on-track for postsecondary success is 2300
- **Standards for career readiness are similar as college readiness.**
According to a study done by ACT:
 - “Whether planning to enter college or workforce training programs after graduation, high school students need to be educated to a **comparable level of readiness in reading and mathematics.**”

A new standard: on-track to college (and career) readiness

PRELIMINARY

On-track to College Readiness		Grades										
		1	2	3	4	5	6	7	8	9	10	11
Attendance	Attendance $\geq 90\%$	√	√	√	√	√	√	√	√	√	√	√
Grades	Reading (elementary) / English grade $\geq 80\%$	√	√	√	√	√	√	√	√	√	√	√
	Math course grades $\geq 80\%$	√	√	√	√	√	√	√	√	√	√	√
Standardized Test Scores	TAKS reading ≥ 2300			√	√	√	√	√	√	√	√	√
	TAKS math ≥ 2300			√	√	√	√	√	√	√	√	√
	TAKS written comp. ≥ 3											√
Courses	Pre-algebra or higher taken by 8 th grade								√			
Percent of HISD students on-track to college readiness		30%	29%	21%	22%	24%	21%	12%	17%	16%	15%	17%

Notes:

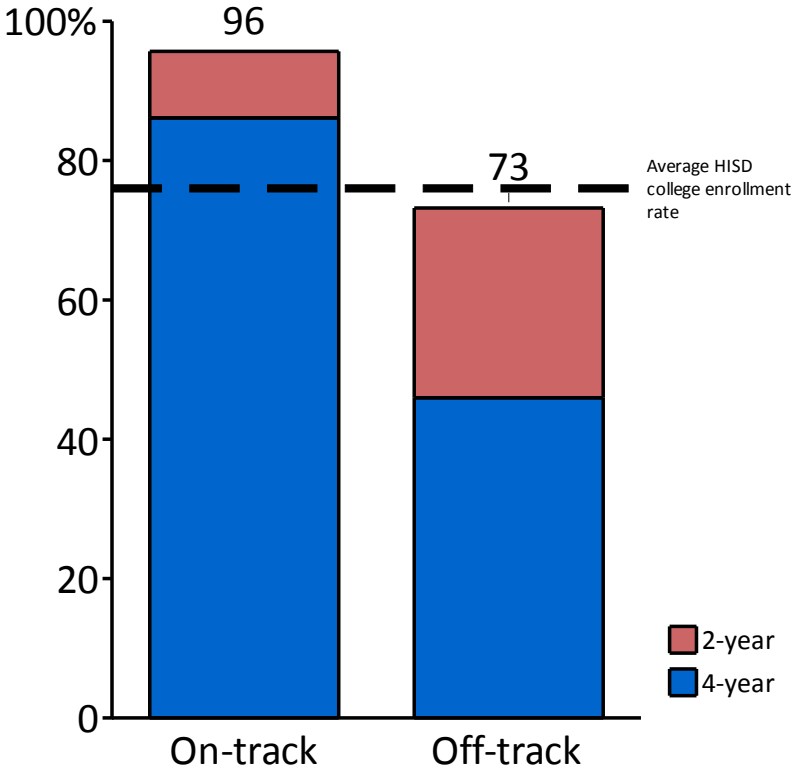
[1] See appendix for research sources and methodology.

[2] Percent of HISD students on-track to college calculated from HISD student outcome data.

On-track students are more likely to enroll in 4-year colleges and earn a degree

College enrollment rates

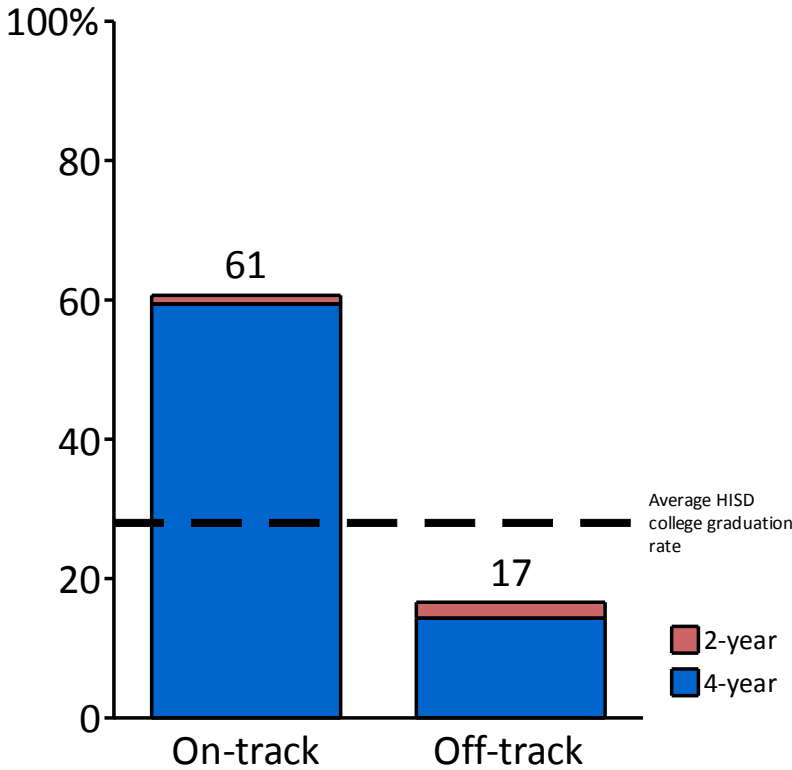
Percent of HISD students enrolled in college



College graduation rates

Percent of HISD students graduating from college

PRELIMINARY



Notes:
 [1] Group of students analyzed are HISD high school graduates in 2004-05. On-track indicators calculated for SY2003-04 and do not include the ELA Written Composition score, as data are unavailable. College graduation rates are 4.5-year rates (students enrolled in 2005 that earned a degree by Jan. 2010)
 [2] Numbers may not add due to rounding
 [3] Source: NSC data for HISD high school graduates and HISD student outcome data.

Key findings from student achievement analysis

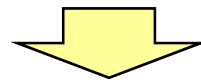
- Approximately 15% of HISD ninth graders will ultimately attain a postsecondary degree
- Progress towards college and career readiness can be assessed with some degree of confidence at each grade level using data currently available

Summary of findings from stakeholder engagement efforts in Phase I (1 of 2)

- There is an opportunity to improve the level of **awareness** of the *Declaration of Beliefs and Visions*
- The majority of those who provided feedback believe that the goals set by the Board of Education **capture the priorities** for HISD, but see a **gap in execution**
- Stakeholders identified a **number of strengths**, with being a district of choice as number one
- To achieve real transformation, stakeholders believe HISD needs to **focus and prioritize** its efforts

Summary of findings from stakeholder engagement efforts in Phase I (2 of 2)

- Stakeholders suggested specific actions they would like to see HISD take to reach its goals:
 - 1 Increasing focus on hiring and supporting high-quality teachers and principals
 - 2 Enhancing instructional options to best prepare all students for college and career success
 - 3 Integrating health, nutrition, physical activity, and support services into students' education
 - 4 Heightening safety measures at school campuses
 - 5 Improving transparency and accountability
 - 6 Augmenting frequency and clarity of communications
 - 7 Providing further opportunities for parent engagement and creating partnerships with community, private sector, and government

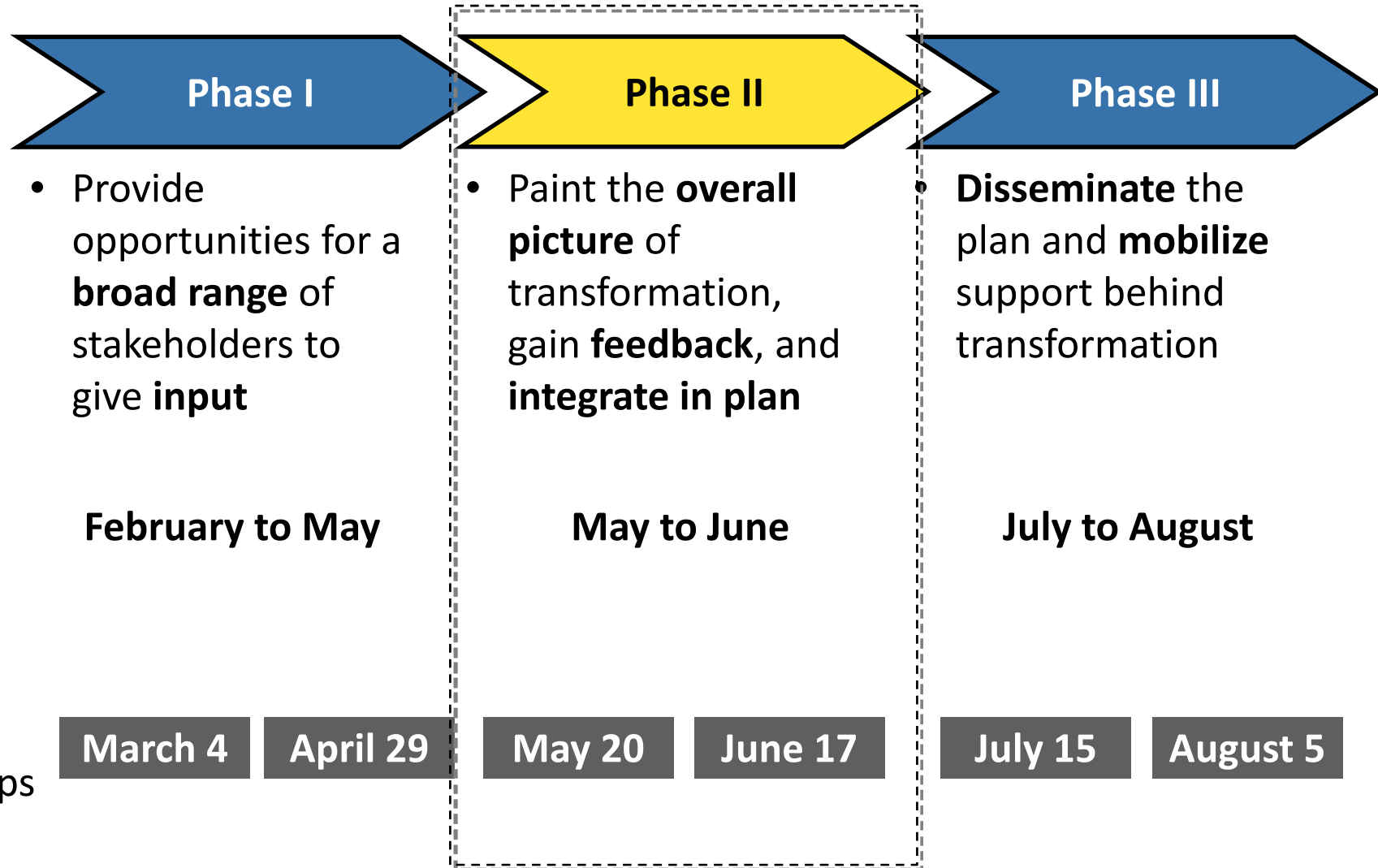


Input from stakeholders has informed the design of the core initiatives and strategies and will continue to be leveraged in developing implementation plans

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Stakeholder engagement is a key element of the strategic planning process



Phase II is underway, widening reach by adding new communication channels

Channel	Status and Reach
<ul style="list-style-type: none"> • Website with information about strategic direction and calendar of activities, with feedback capability 	<ul style="list-style-type: none"> • Ongoing - 3,100+ page views and 2,400+ unique page views to date
<ul style="list-style-type: none"> • eNews updates 	<ul style="list-style-type: none"> • 1 planned for June (following this workshop)
<ul style="list-style-type: none"> • Twitter messages with web site and meeting reminders 	<ul style="list-style-type: none"> • 3 messages sent in June to date
<ul style="list-style-type: none"> • Group discussions with staff • Chiefs meeting with their direct reports 	<ul style="list-style-type: none"> • 3 meetings with total attendance of ~70 • 10 meetings
<ul style="list-style-type: none"> • Work sessions (deep-dive) with key district committees 	<ul style="list-style-type: none"> • Principal Ad-Hoc; Districtwide principals' meeting ~350 principals • District Advisory Committee and Public Engagement Committee, Principal and Teacher Advisory (6/15 & 16)
<ul style="list-style-type: none"> • Town hall and regular meetings hosted by Board of Education 	<ul style="list-style-type: none"> • 11 meetings conducted with ~500 + attendees
<ul style="list-style-type: none"> • Parents and community meetings 	<ul style="list-style-type: none"> • Scheduled for June 22, 10:00 am & 6:00 pm
<ul style="list-style-type: none"> • Live TV show with Dr. Grier and Board of Education members 	<ul style="list-style-type: none"> • English show planned for June 28, Spanish for June 29

Core initiatives for HISD transformation



Phase II process of stakeholder engagement

- Communication of transformation strategy
- Collection of information
- Integration of feedback into design of Strategic Direction

Several major themes have emerged from feedback to date (1 of 3)

- Effective Teacher in Every Classroom
 - Appraisal system that is meaningful and ongoing, not just a one-time annual event
 - New and multiple measures of performance
 - Monitoring and tracking systems for recruitment and selection
- Effective Principal in Every School
 - Meaningful and multiple metrics that are rigorous and aligned to district priorities
 - Clear expectations
 - Focus on instructional leadership and student achievement

Several major themes have emerged from feedback to date (2 of 3)

- Rigorous Instructional Standards and Supports
 - Common, formative assessments and expectations for use
 - Allocation of sufficient resources – staffing, programs, time, and funding for support
 - Integration of best practices at all schools
 - Clear expectations of rigor for all students
- Data-Driven Accountability
 - Improvement of key business practices (e.g., procurement, finance)
 - Upgraded IT infrastructure
 - Quick, easy access to student data for multiple audiences

Several major themes have emerged from feedback to date (3 of 3)

- Culture of Trust through Action
 - Accountability of implementation (evidence)
 - Being conscientious of terminology
 - Clearly defined processes for input and feedback loop with all audiences
- General
 - High-quality programs and assessments (e.g., gifted and talented, English language learners, special education)
 - Prioritization and alignment of all efforts
 - Allocation of resources
 - Getting the metrics right

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Strategic Direction Final Products

- Stakeholders will see themselves in the Strategic Direction
- Two-way communication will continue to be a priority
- Multiple methods and languages will be used to communicate

Strategic Direction Final Products

Written Report

- Easy-to-read, straightforward document in three languages

Report Summary

- Dual-language brochures with brief overview of process and report

Implementation Plan

- Comprehensive details for executing core initiatives and strategies

Accountability Updates

- Biannual reports on key metrics and benchmarks

Strategic Direction Final Products

Website

- Dedicated website in three languages with documents, video, and links to other resources

Video

- Five-to-seven minute general overview of process and report in three languages

Communication Packet

- PowerPoint, video/DVD, talking points, and resources for board, cabinet, department heads, principals, and community leaders

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Next steps

- Incorporate comments from today's discussion
- Finish Phase II stakeholder engagement activities and synthesize and incorporate feedback
- Refine core initiatives, key strategies, main elements, and performance metrics
- Continue to update the Strategic Direction website
- Develop implementation plan for each initiative
- Draft Strategic Direction report