DESTINATION 2035 – AN ACTION PLAN FOR HISD

JUNE 2023
“Being born in a garage does not make you a car.”
The result: we have failed to enable underserved communities to break the cycle of poverty and attain economic mobility. *The promise of education being the great equalizer has largely been broken.*
## 2022 NAEP -- Percent Proficient and Above

<table>
<thead>
<tr>
<th></th>
<th>4th Gr. Reading</th>
<th>4th Gr. Math</th>
<th>8th Gr. Reading</th>
<th>8th Gr. Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>National</td>
<td>32</td>
<td>35</td>
<td>29</td>
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<tr>
<td>Texas</td>
<td>30</td>
<td>38</td>
<td>23</td>
<td>24</td>
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<tr>
<td>Large Urbans</td>
<td>26</td>
<td>26</td>
<td>26</td>
<td>21</td>
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<tr>
<td>Houston</td>
<td>19</td>
<td>24</td>
<td>18</td>
<td>18</td>
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HISD lags Texas and the nation
HISD lags Texas and the nation
Percent of HISD 8th Gr. at Proficient or Above
2003 vs 2022 NAEP

<table>
<thead>
<tr>
<th>Year</th>
<th>Math</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>2003</td>
<td>12</td>
<td>14</td>
</tr>
<tr>
<td>2022</td>
<td>18</td>
<td>18</td>
</tr>
</tbody>
</table>

Legend:
- Blue: Math
- Orange: Reading
Achievement gaps for Black and Latino students in HISD have persisted or steadily worsened.

Percent of HISD 4th Gr. Proficient or Above in **Reading**
2003 vs 2022 NAEP by demographic

- **Black**
  - 2003: 11%
  - 2022: 14%

- **White**
  - 2003: 33%
  - 2022: 49%

- **Hispanic**
  - 2003: 46%
  - 2022: 46%
Percent of HISD 4th Graders Proficient or Above in Math
2003 vs 2022 NAEP by demographic

2003
- Black: 12
- White: 63
- Hispanic: 51

2022
- Black: 12
- White: 70
- Hispanic: 52

Legend:
- Black
- White
- Hispanic
NES Feeder Patterns lag HISD

2022 STAAR Scores

<table>
<thead>
<tr>
<th>Subject</th>
<th>Texas</th>
<th>HISD</th>
<th>NES Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>4th Reading</td>
<td>54</td>
<td>49</td>
<td>36</td>
</tr>
<tr>
<td>4th Math</td>
<td>43</td>
<td>41</td>
<td>33</td>
</tr>
</tbody>
</table>

Texas HISD NES Schools
2022 STAAR Scores

8th Reading

- Texas: 58
- HISD: 58
- NES Schools: 36

8th Math

- Texas: 40
- HISD: 34
- NES Schools: 22
2022 STAAR Scores

EOC Eng. I

- Texas: 47
- HISD: 42
- NES Schools: 24

Algebra I

- Texas: 43
- HISD: 32
- NES Schools: 15
Meanwhile, the world and workplace have not waited for us to address our earlier challenges.
We are at a critical nexus in education, and time is against our children. The opportunity gap is getting larger, and another gap is growing: the Year 2035 competencies gap.
Is this mission even possible?
What to do?
It’s the system, stupid!
“Every system is designed to get the results it is getting.”
We need to build a different system to get different results.
The traditional system will not get us there.
Piecemeal, incremental reform will not work.
If you don’t tie your actions to a likely future, then any path forward will do.

And it’s most likely to be the one you’ve always been on.
By the year 2030, HISD will implement wholesale systemic reform of 150 schools to significantly narrow achievement gaps and prepare all students for Year 2035 workplace and world.
GOALS

- Decrease the number of D & F rated schools from _____ in 2023 to fewer than 10 by July 2024
  - Raise the overall accountability rating of each NES school at least one level from the 2023 rating (or maintain an A rating)
  - The NES schools will achieve an average 1.7 years of growth on the NWEA Math and Reading assessments
  - The NES schools will achieve an average percentile growth of at least 7% in NWEA Math and Reading assessments
GOALS

- Improve the quality of instruction
  - The percentage of teachers receiving a “Proficient” or higher rating on the spot observations will be 10% higher in Dec 2023 than the percentage in September 2023 as assessed by an independent review team
  - That percentage will be 20% higher in May 2024
GOALS

- SPED instruction and achievement
  - By 1 June 2024, the average 3-8 student with special needs in F, D, and C1 schools will demonstrate at least 1.5 times the national average on the NWEA MAP assessments in reading, math, and science (not including life-skills students)
GOALS

- CCMR
  - HISD will increase the percentage of graduates attending college, entering public service, or graduating with an industry-approved certification by 5%
  - HISD will upgrade CTE programs at NES high schools
How do we get there?
What it really takes

• **Courage** to make the tough decisions that real transformation requires; and the courage to put student needs above adult issues

• A **sense of urgency** and an **unrelenting focus** on preparing students for a different workplace and world
Problem: how to create a new education system while schools are already functioning in a monolithic system.
Current Education System

Use a “split screen” strategy
1. Expand Leadership Density
We will develop all principals into effective instructional coaches. Staff members will receive real-time and on-the-job feedback.
All of the leaders have to know quality instruction and guide the improvement of it. The entire system will be aligned to develop effective principals and their evaluators.
1. EXPAND LEADERSHIP DENSITY

- Create a Department of Leadership and Professional Development
- Focus development of Principals on instruction and “leadership”
- Create and conduct the Principals’ Academy
- Create and conduct the Teachers’ Leadership Academy
The number one variable in raising student achievement is the quality of instruction.

Our teachers are leading the way.
We know what effective instruction looks like and will develop teachers to be the most effective teachers of any large district ever.
BEING HISD READY
2. IMPROVE THE QUALITY OF INSTRUCTION

- Recruit 1,200 lead teachers
- Provide incentives for reading and math teachers at D and F schools
- Implement spot observations and on-the-job coaching at F, D, and C1 schools
- Conduct NWEA MAP and DIBELS assessments District-wide
- Improve summer school instruction and rigor
3. Strengthen Central Office Effectiveness
We will engage in effective action planning and alignment.
3. STRENGTHEN CENTRAL OFFICE EFFECTIVENESS

- Restructure instructional departments – School Leadership, Chief Academic Office, Professional Development, Special Education
- Train leaders on action planning and create aligned action plans
- Review programs and consultant contracts and eliminate those that are not adding specific value
- Address Tier 1 and Tier 2 deficiencies of the LBB report
- Develop a more effective transportation plan for the 2024-2025 school year
4. Improve Pre-K through 4th Grade reading instruction

\[ \text{RC} = \text{D} \times \text{LC} \]

Reading Comprehension equals decoding times language comprehension
4. IMPROVE PRE-K THROUGH 4TH GRADE READING INSTRUCTION

- Create a Department of Reading Instruction within the Chief Academic Office
- Develop effective lesson plans and other materials using Science-of-Reading curricula for F, D, and C1 schools
- Provide professional development and follow through on SOR (train both principals and teachers)
- Assess the need and space capacity to add Pre-K seats (for the 2024-2025 school year)
5. Improve SPED and SEL services

- Strengthen SPED instruction
- Improve reading instruction
- Support SPED teachers with paperwork and compliance requirements
- Improve quality and effectiveness of IEPs

<table>
<thead>
<tr>
<th>Position</th>
<th>No. of teachers</th>
<th>Salary Range</th>
<th>Minimum for 3yrs of Experience (Avg. Base Salary)</th>
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</thead>
<tbody>
<tr>
<td>Special Education</td>
<td></td>
<td>$85,000</td>
<td>$90,000</td>
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<tr>
<td>Special Education support</td>
<td></td>
<td>$55,000</td>
<td>$60,000</td>
</tr>
</tbody>
</table>
5. Improve SPED and SEL services
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- Establish performance outcomes for SPED teachers and principals
- Raise base salary for SPED teachers in priority schools to $90,000 (+$10,000 stipend)
  - Must apply for these positions
  - Must be the primary teacher for at least two separate classrooms of students of at least 8 students each
  - 120 teachers
- Create SPED Specialist position to support SPED teachers
  - 100 positions
  - $60,000 base salary
5. IMPROVE SPED AND SEL SERVICES

- Create IEP review team
- Train SPED teachers in priority schools on Science of Reading
- Create 6 Sunrise centers to support students and families outside of the classroom
6. Improve Safety of Facilities
6. IMPROVE SAFETY OF FACILITIES

- Hire Chief of Police and Deputy Chief of Safety
- Review TEA safety audit of schools and prioritize need
- Conduct separate facility safety audit
- Complete structural improvement of Tier 1 facilities
- Conduct air and water analysis at every school
7. Create a New Education System
7. CREATE A NEW EDUCATION SYSTEM

- Conduct wholesale reform of 30 schools
  - Reconstitute staff
  - New instructional model, staffing model, hospital model supports, evaluation and compensation, class schedule, school hours
HOSPITAL MODEL IN HISD: In HISD, we are going to let teachers focus on instruction.

- Discipline handled by administrators
- Lesson plans provided by curriculum developers (grades 2-10)
  - PowerPoint presentation
  - DOL
  - LSAE assignments
  - Answer keys
- Copies made by support personnel
- Papers graded by support personnel
- Four periods of duty in a month (75 minutes each time)
8. Implement a new staffing model

The staffing paradigm provides students with high quality instruction every day (regardless of the person providing it). This also means the model provides good instruction on the first day of school and every day of the year regardless of adult absences or human resource challenges.
More and more teachers place a premium on work-life balance

More teachers reject a “career ladder” that takes 15-20 years to earn a professional wage

The number of teachers leaving mid-year trends upward

The “ability to make a difference” is losing weight in the employee value proposition
8. IMPLEMENT A NEW STAFFING MODEL

- Train Principals on new staffing model
- Implement new staffing model in F, D, and CI schools
- Hire new staff as needed, but employ teachers from reconstituted schools
9. Implement new principal evaluation system
9. IMPLEMENT NEW EDUCATOR EVALUATION

- Train all instructional leaders on the principal evaluation system
- Develop/ adjust platform for evaluation information
- Implement the Leader Effectiveness and Development System
- Train teachers and gather input on the teacher evaluation system
- Pilot the Teacher Excellence Initiative in the NES schools
10. Create a defined autonomy system

ACCOUNTABILITY

MOTIVATION

MASTERY AUTONOMY PURPOSE
10. CREATE A DEFINED AUTONOMY SYSTEM

- Revise and refine the draft HISD Defined Autonomy System
- Assess all schools using the HISD Defined Autonomy System matrix
- Implement the HISD Defined Autonomy System
11. Develop and implement Year 2035 competences and experiences
11. DEVELOP AND IMPLEMENT YEAR 2035 COMPETENCIES AND EXPERIENCES

- Create a Dyad Concept Team to research and develop Year 2035 competencies for grades 3 through 9
- Create a Year 2035 CTE Team to research and develop a world-class CTE program
- Train school leaders and supervisors of the NES schools on the Dyad Concept
- Implement (pilot) Dyad Concept in all NES schools
- Implement new Year 2035 CTE Program (pilot) in the NES high schools
“It’s not possible!”

“No, it’s necessary.”

from the movie, Interstellar