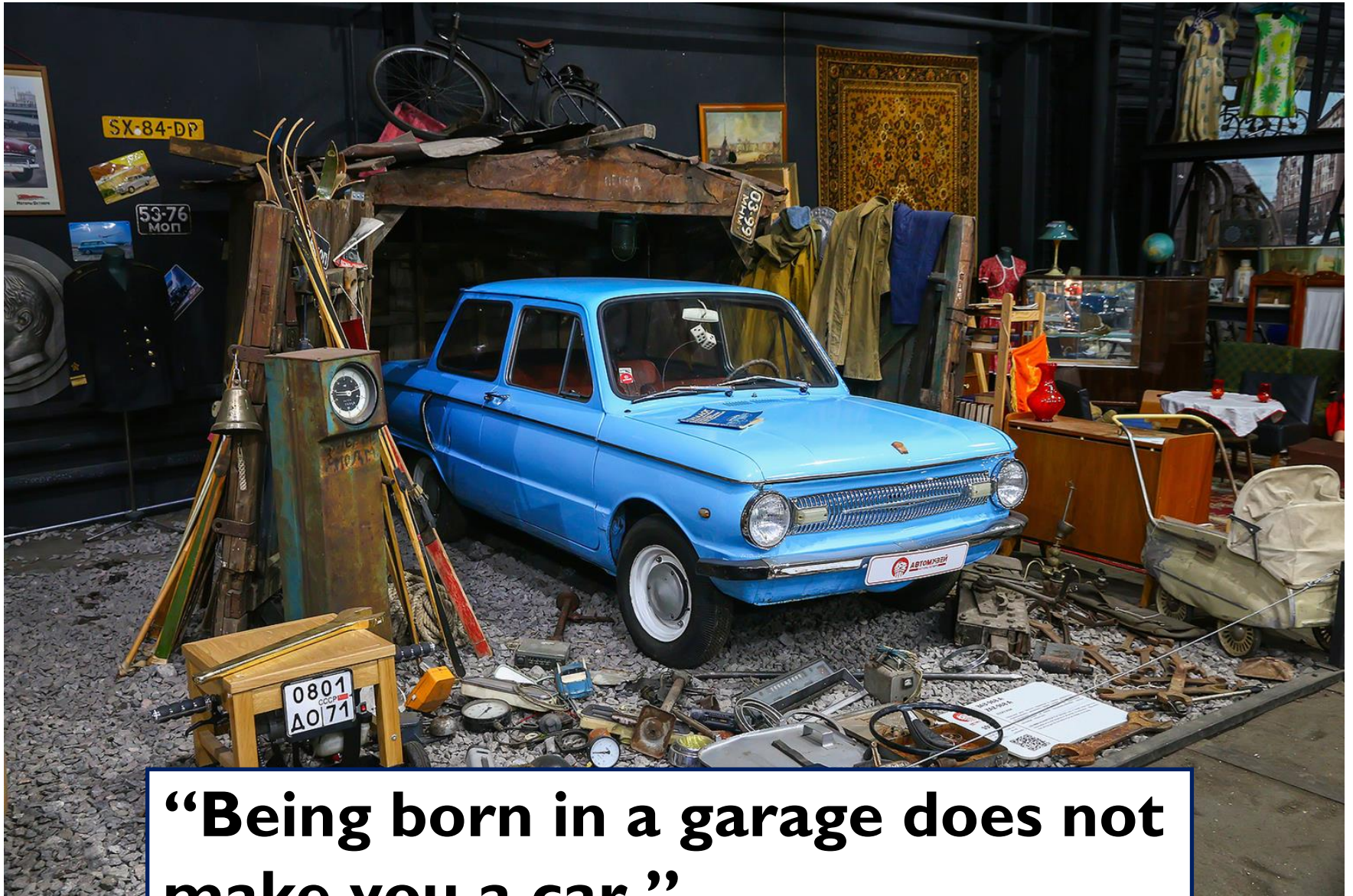


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# DESTINATION 2035 – AN ACTION PLAN FOR HISD

JUNE 2023



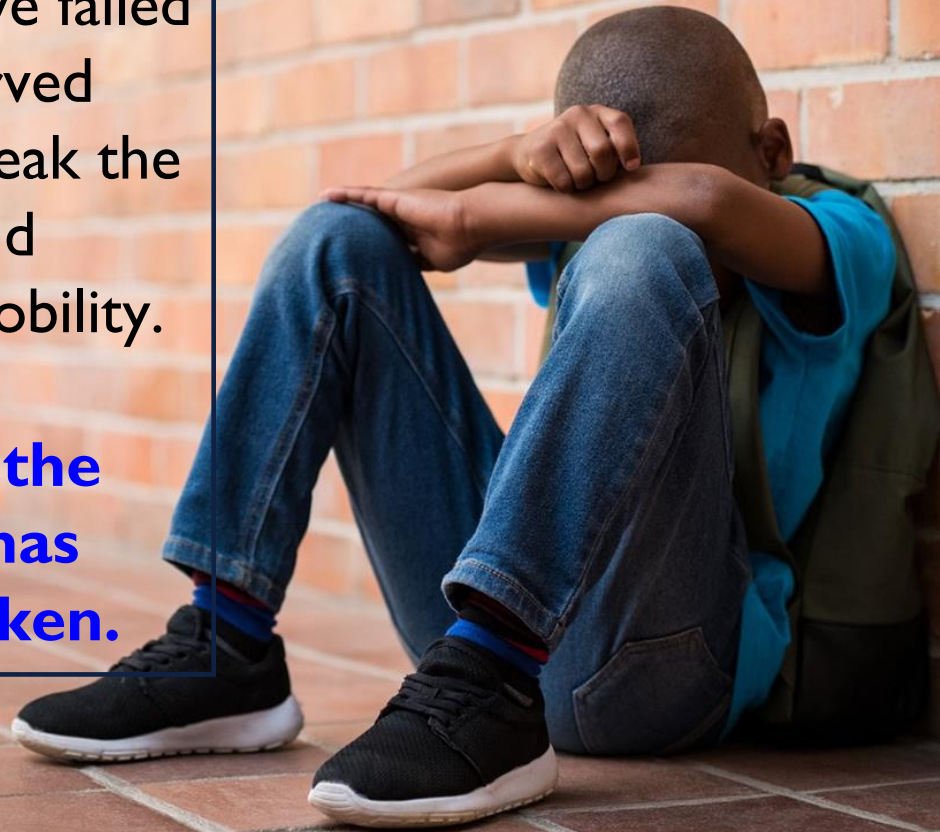


**“Being born in a garage does not make you a car.”**



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.**



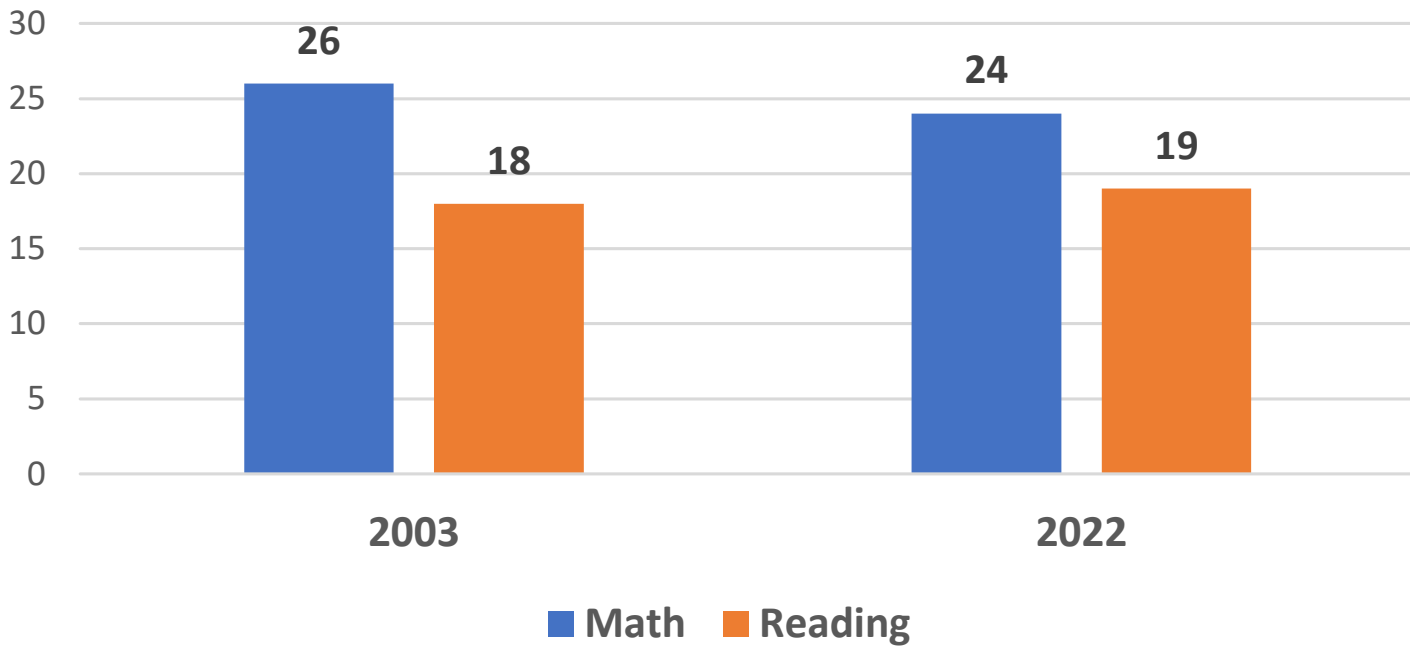
## HISD lags Texas and the nation

### 2022 NAEP -- Percent Proficient and Above

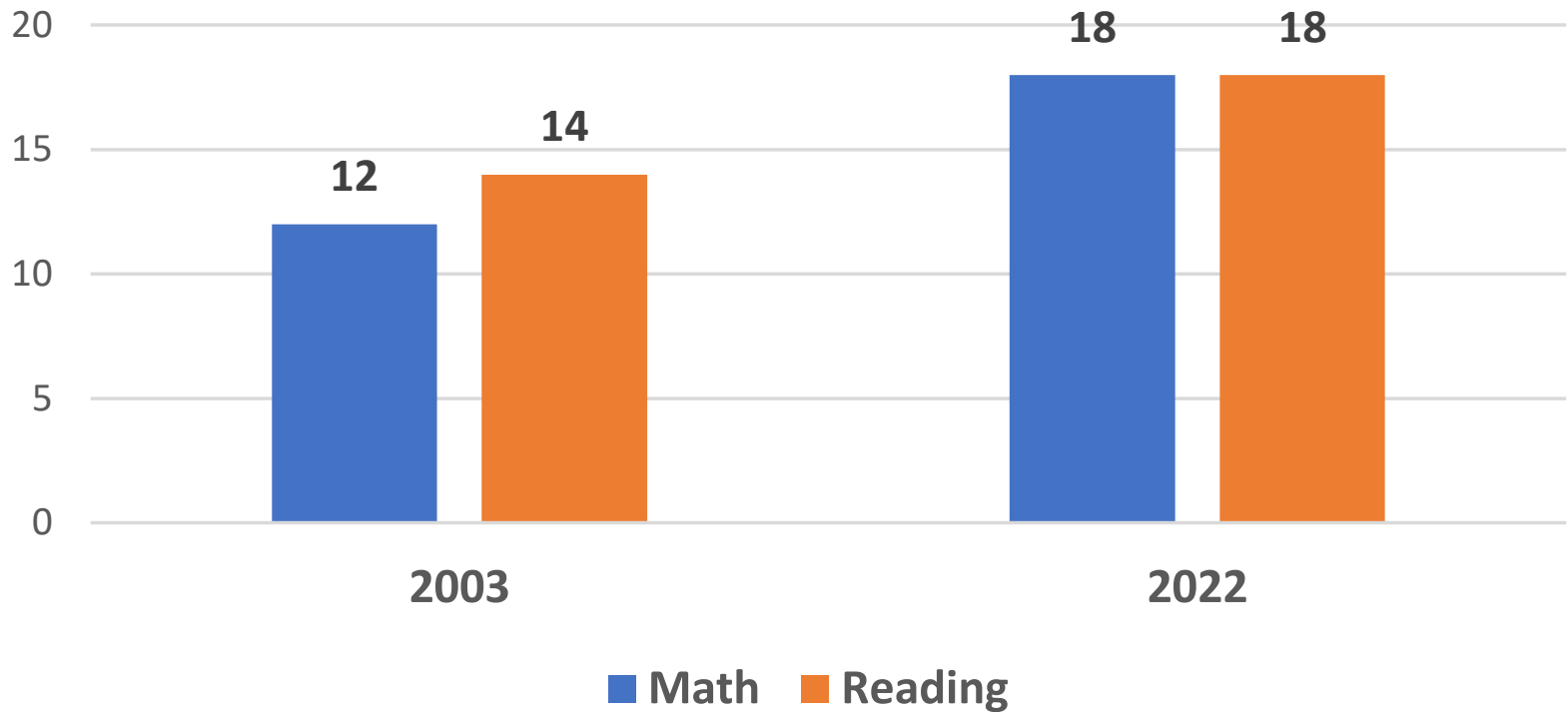
	4th Gr. Reading	4th Gr. Math	8th Gr. Reading	8th Gr. Math
<b>National</b>	32	35	29	26
<b>Texas</b>	30	38	23	24
<b>Large Urbans</b>	26	26	26	21
<b>Houston</b>	19	24	18	18

# HISD lags Texas and the nation

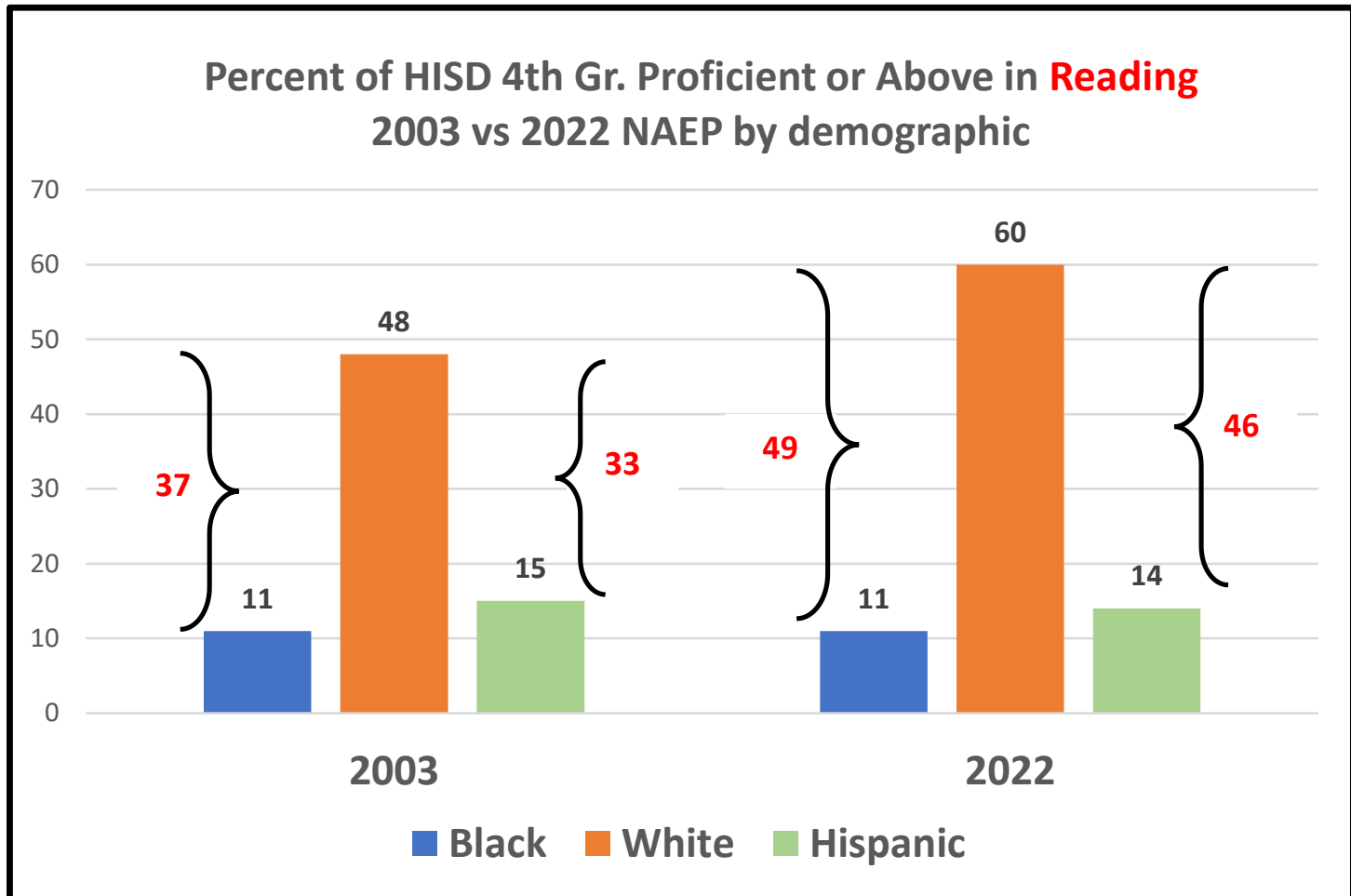
Percent of HISD 4th Gr. at Proficient or Above  
2003 vs 2022 NAEP



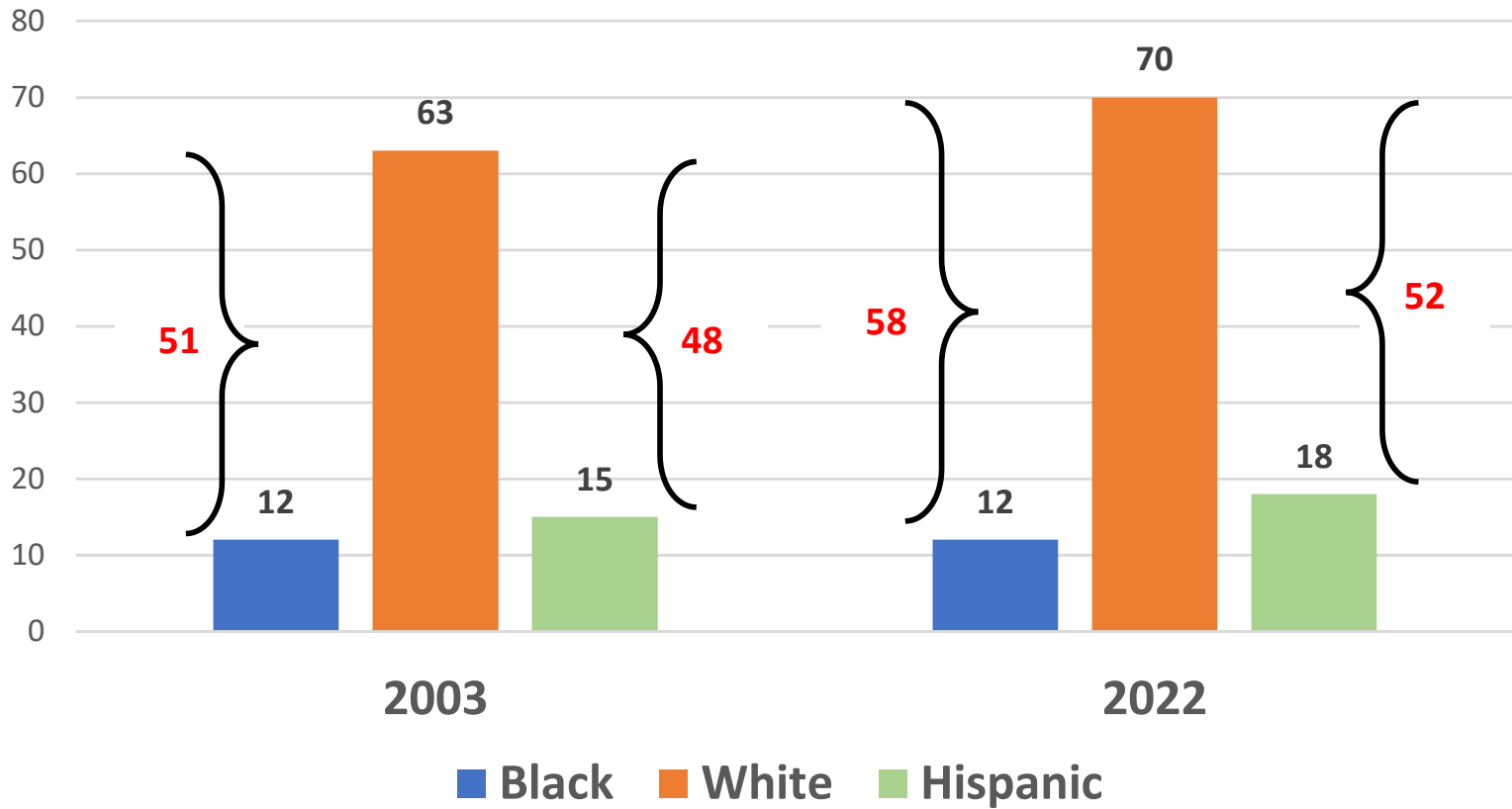
**Percent of HISD 8th Gr. at Proficient or Above  
2003 vs 2022 NAEP**



Achievement gaps for Black and Latino students in HISD have persisted or steadily worsened.



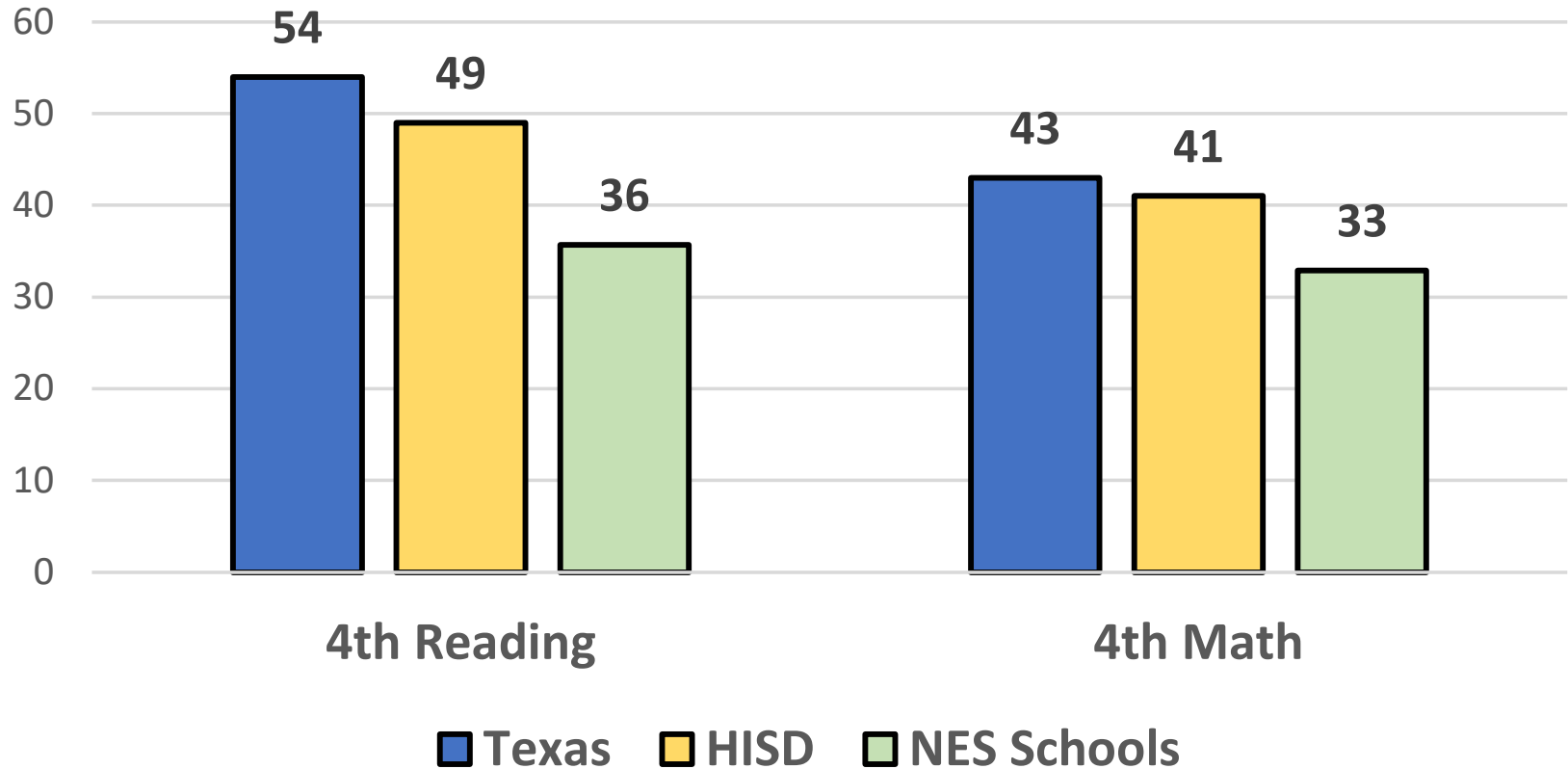
## Percent of HISD 4th Graders Proficient or Above in **Math** 2003 vs 2022 NAEP by demographic



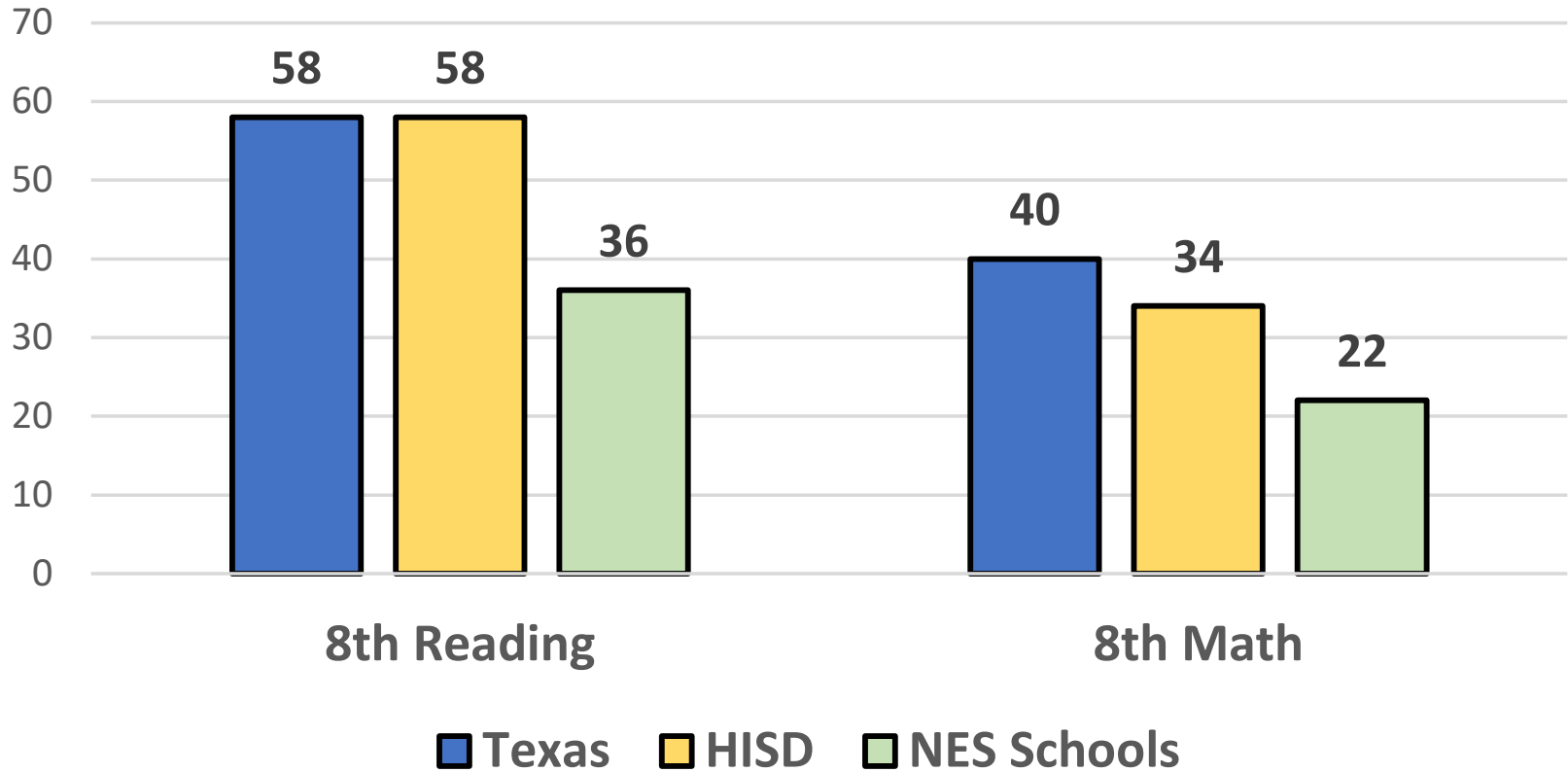


# NES Feeder Patterns lag HISD

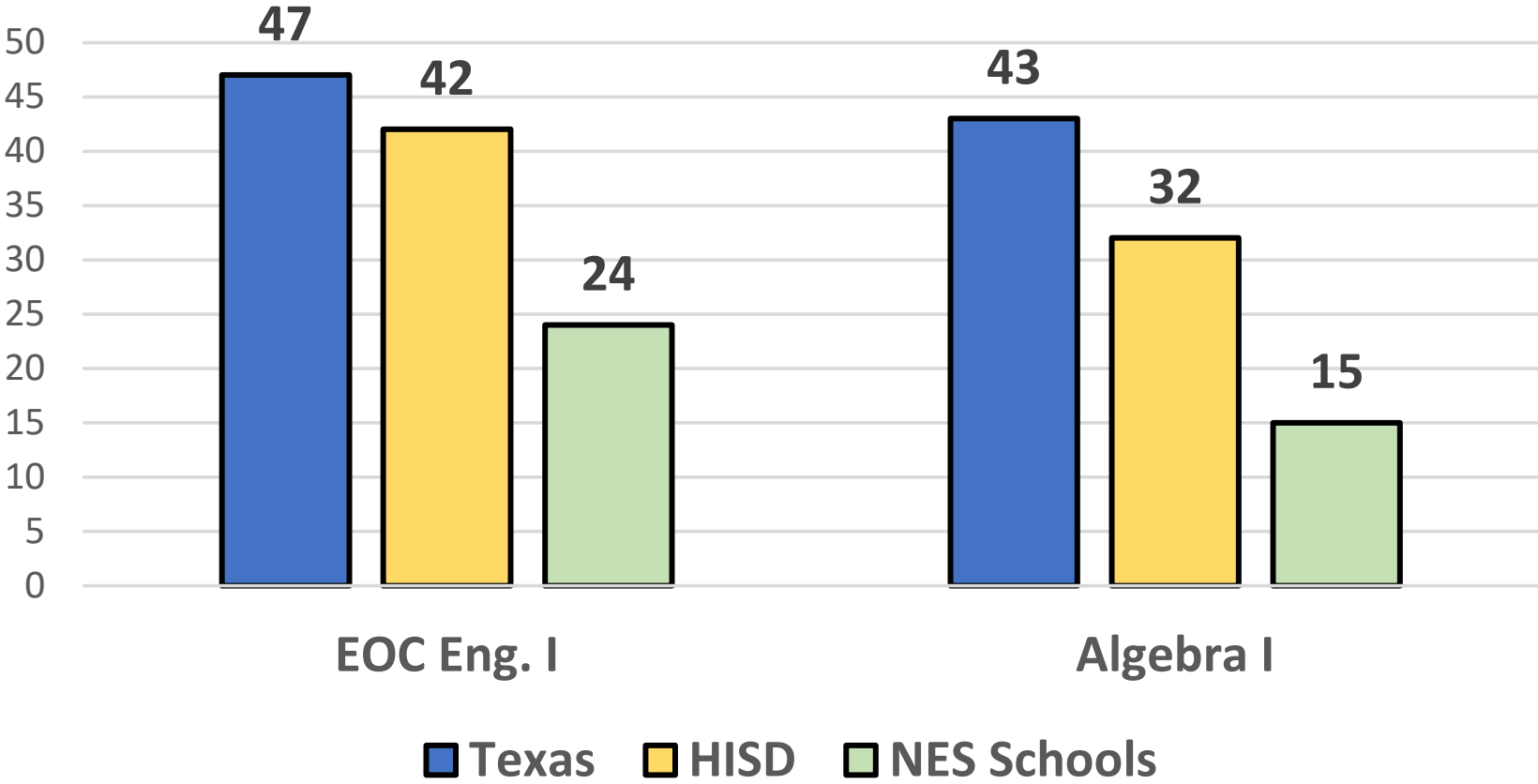
## 2022 STAAR Scores



## 2022 STAAR Scores



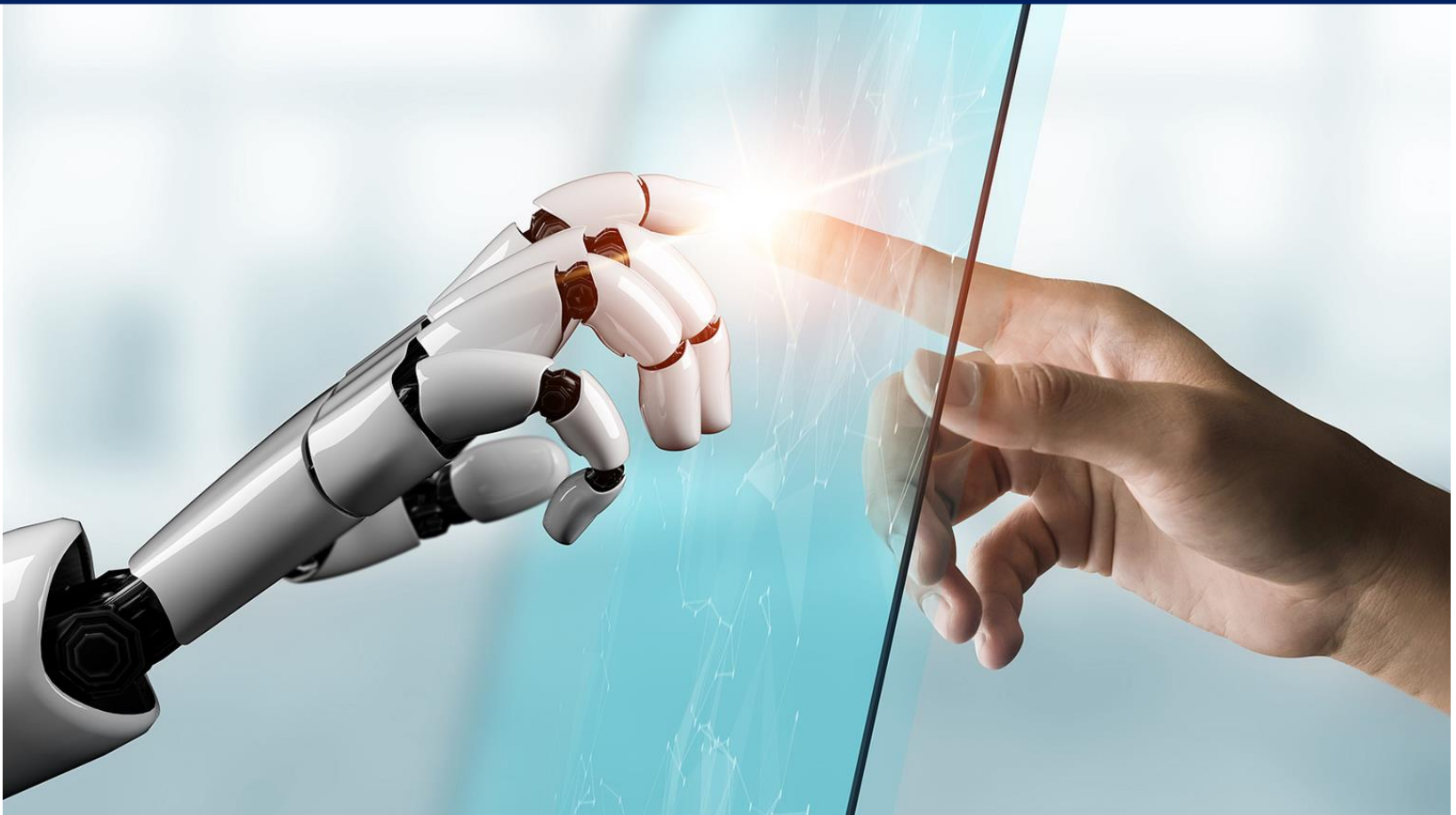
# 2022 STAAR Scores



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?**



A photograph of two golden-brown, triangular samosas. A white paper strip is placed between them, with the text "It's the system, stupid!" printed in black. The samosas are set against a plain, light-colored background.

**It's the system, stupid!**



**“Every system is designed to get the results it is getting.”**

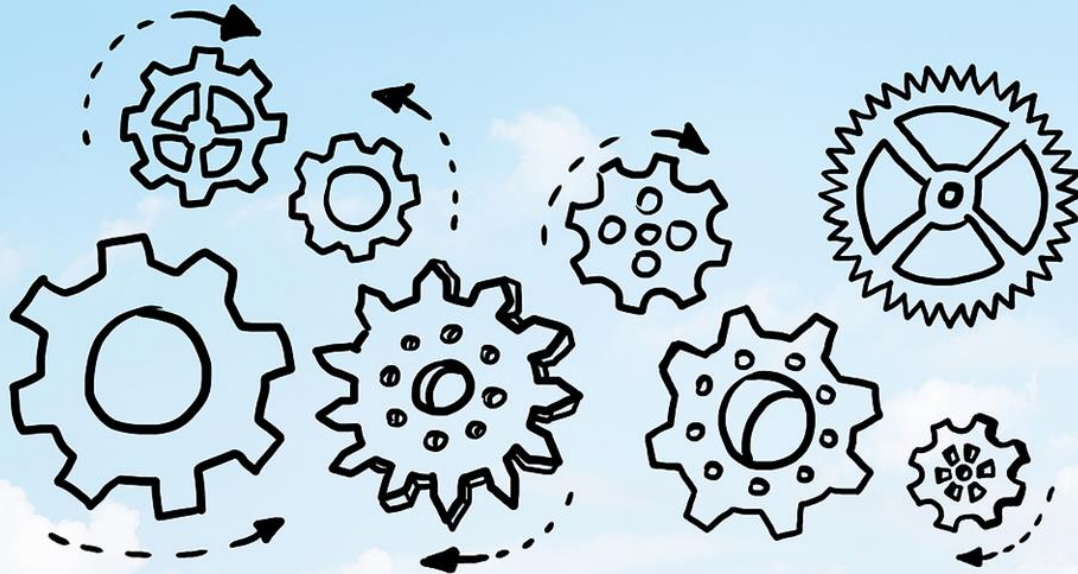


**We need to  
build a different  
system to get  
different  
results.**





**The traditional system will not get us there.**



**Piecemeal,  
incremental  
reform will not  
work.**







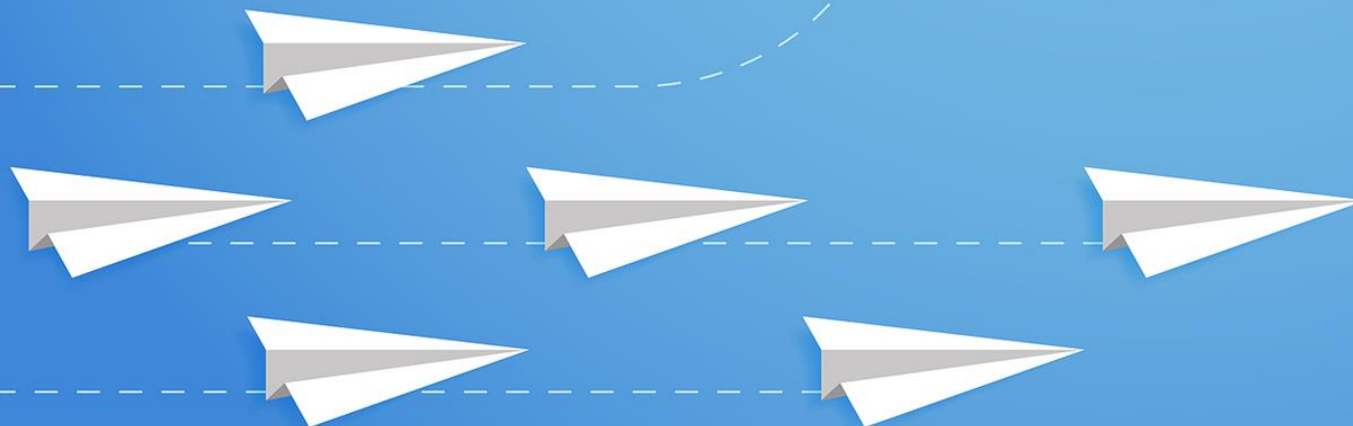
**If you don't tie your actions to a likely future, then any path forward will do.**



***And it's most likely to be the one you've always been on.***

# HISD Vision

**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 CI 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

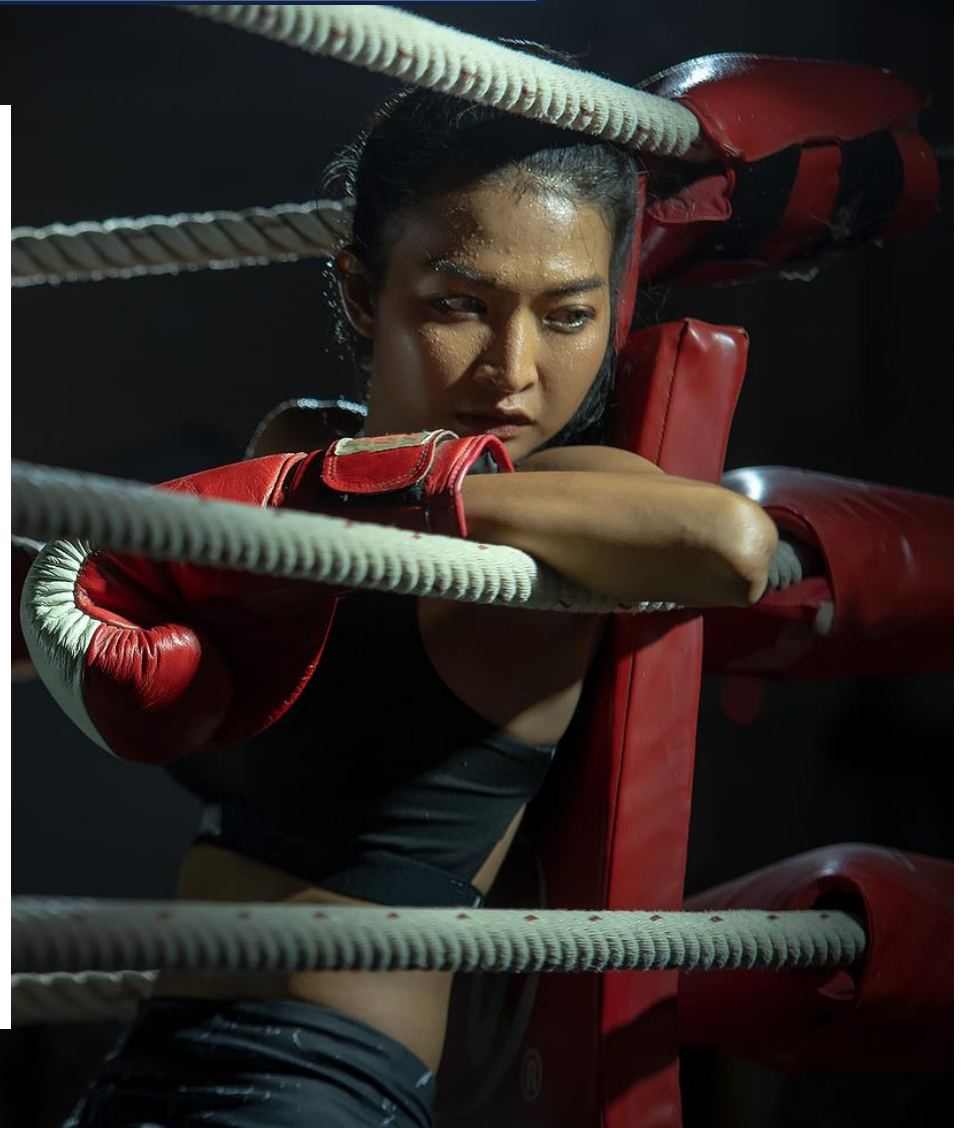


**How do we get there?**



## 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



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**Problem: how to create a  
new education system  
while schools are already  
functioning in a monolithic  
system.**

**Use a “split screen” strategy**

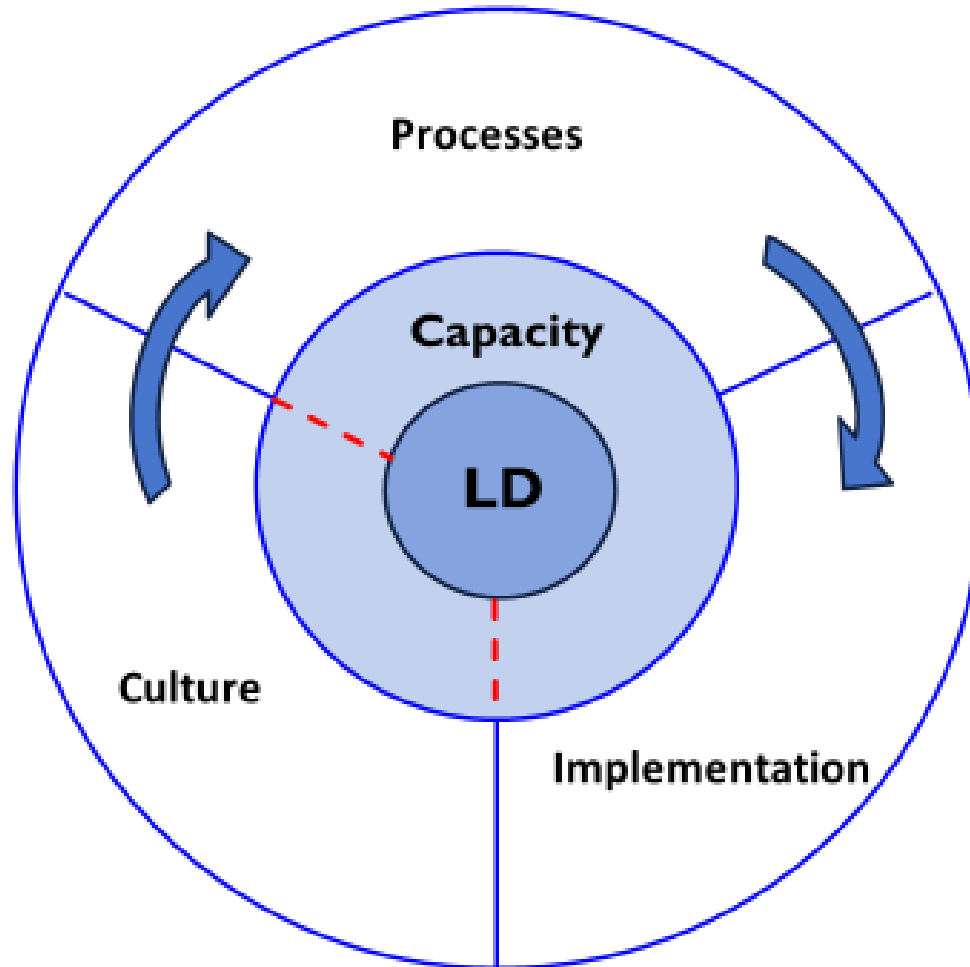
**Current Education  
System**

**New  
Education  
System**



# I. Expand Leadership Density

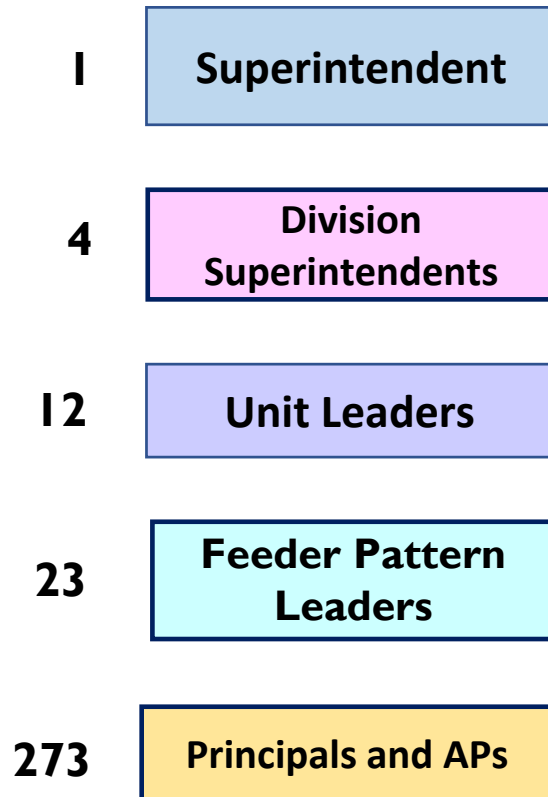
## Systems Diagram



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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.

# I. 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

## 2. Improve the Quality of Instruction



**The number one variable in raising student achievement is the quality of instruction.**

**OUR TEACHERS ARE LEADING THE WAY.**





### HISD Spot Observation Form -- Core Subjects

revised 1 June 2023

Teacher:		Date:	
Gr./ Subject:		Time in:	
Observer:		Time out:	

Area	Instructional Characteristics	Pts. Awarded
Lesson Obj. and DOL	Objective aligns to curriculum maps and assessments	(0-1)
	Obj. provides focus and coherence to the lesson	
	Obj. is specific enough to be taught in 1 lesson	
	DOL is tied directly to the lesson objective and curriculum	
	DOL can be accomplished in 5 to 10 minutes	
Purposeful Instruction	Instruction and activities support the objective	(0-3)
	Instruction is relevant and engaging and delivered in a way that maximizes understanding	
	Direct instruction is at grade level and rigorous	
	Transitions are smooth with no loss of instructional time	
	Lessons are adjusted based on classroom response data	
	The teacher requires the students to read, write, or think the entire lesson	
Engage.	The teacher effectively uses multiple response strategies and uses an MRS every 4 min.	(0-3)
	There is 100% student participation	
	Teacher uses a variety of MRS strategies	
	Students annotate work when appropriate	
LSAE Model	Uses the LSAE model to differentiate instruction into four levels	(0-2)
	Separates students into appropriate groups for LSAE time	
	Work for each group is appropriately rigorous and tied to specific learning objectives	
	L's receive more direct instruction/extension of the lesson	
	Push-out occurs within 40 to 50 minutes of the start of the lesson	
Classroom manage.	Classroom rules and procedures are clear, rehearsed frequently, and followed	(0-1)
	Students enter and leave the class in an orderly and safe manner	
	The teacher appropriately redirects students and keeps the focus on instruction	
	The teacher follows the school's discipline policies and procedures	

<b>Other Notes:</b>	<b>(TOTAL PTS.)</b>
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**Praise:**

**Question:**

**Polish:**

Overall score for this spot observation:

Unsat. (1-3)	Progressing (4-5)	Proficient (6-7)	Proficient II (8-9)	Exem. (10)
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**We know what effective instruction looks like and will develop teachers to be the most effective teachers of any large district ever.**

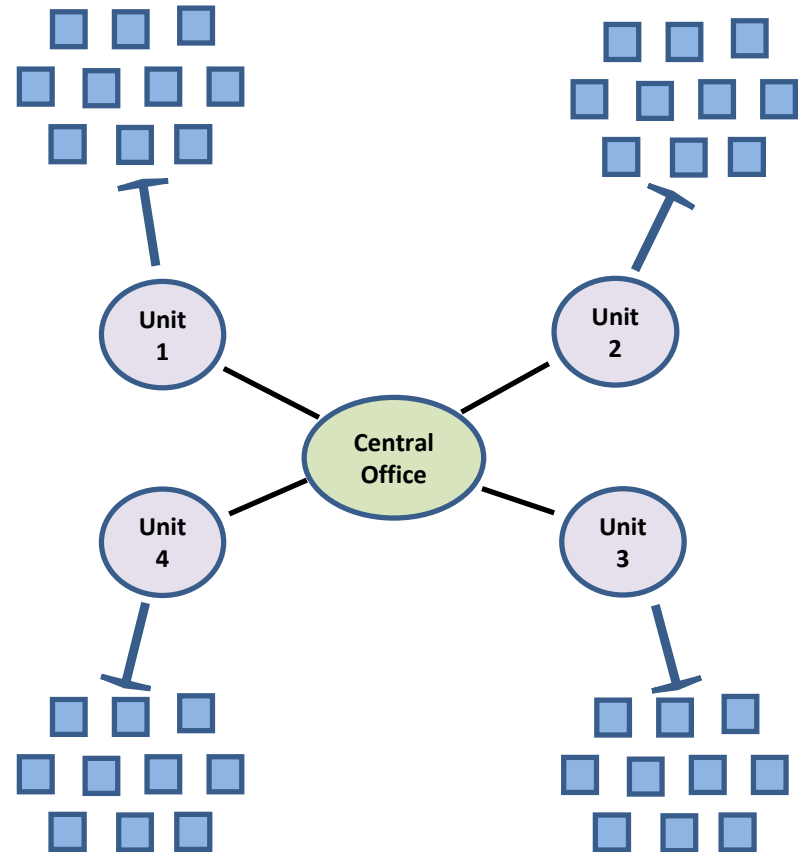
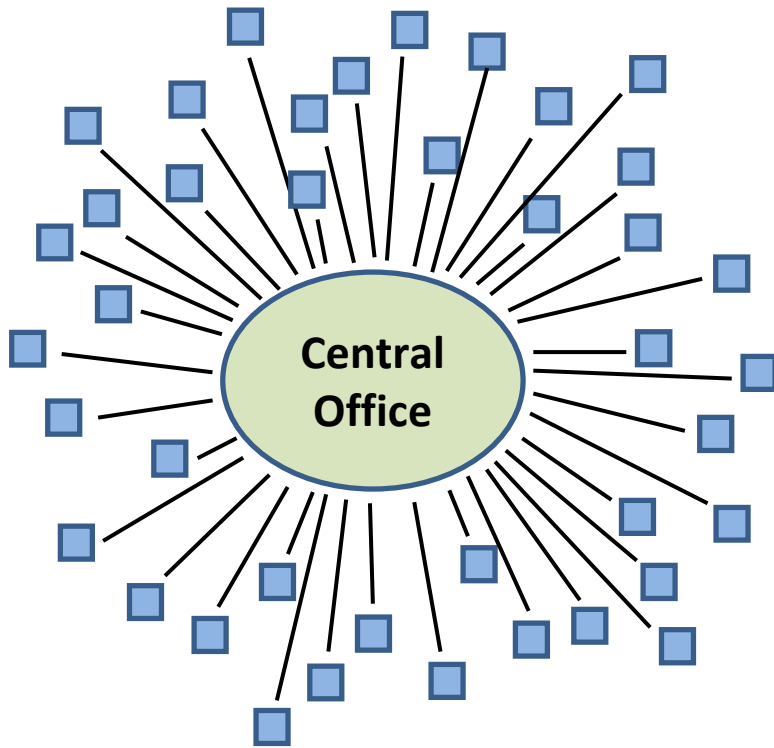
# BEING HISD READY




## 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 CI schools
- Conduct NWEA MAP and DIBELS assessments District-wide
- Improve summer school instruction and rigor

### 3. Strengthen Central Office Effectiveness





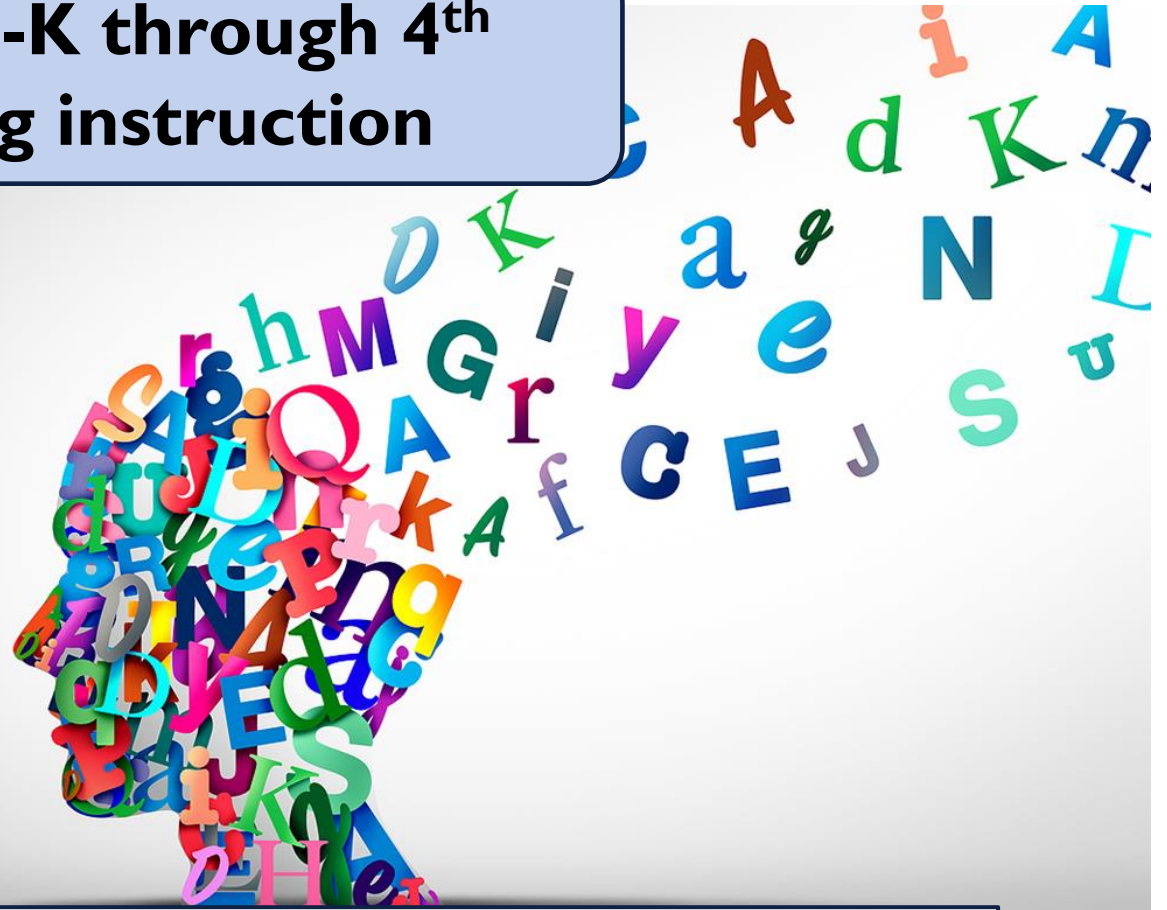
**We will engage in effective  
action planning and  
alignment.**



### 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 4<sup>th</sup> Grade reading instruction



$$RC = D \times LC$$

Reading Comprehension equals decoding times  
language comprehension

## 4. IMPROVE PRE-K THROUGH 4<sup>TH</sup> GRADE READING INSTRUCTION

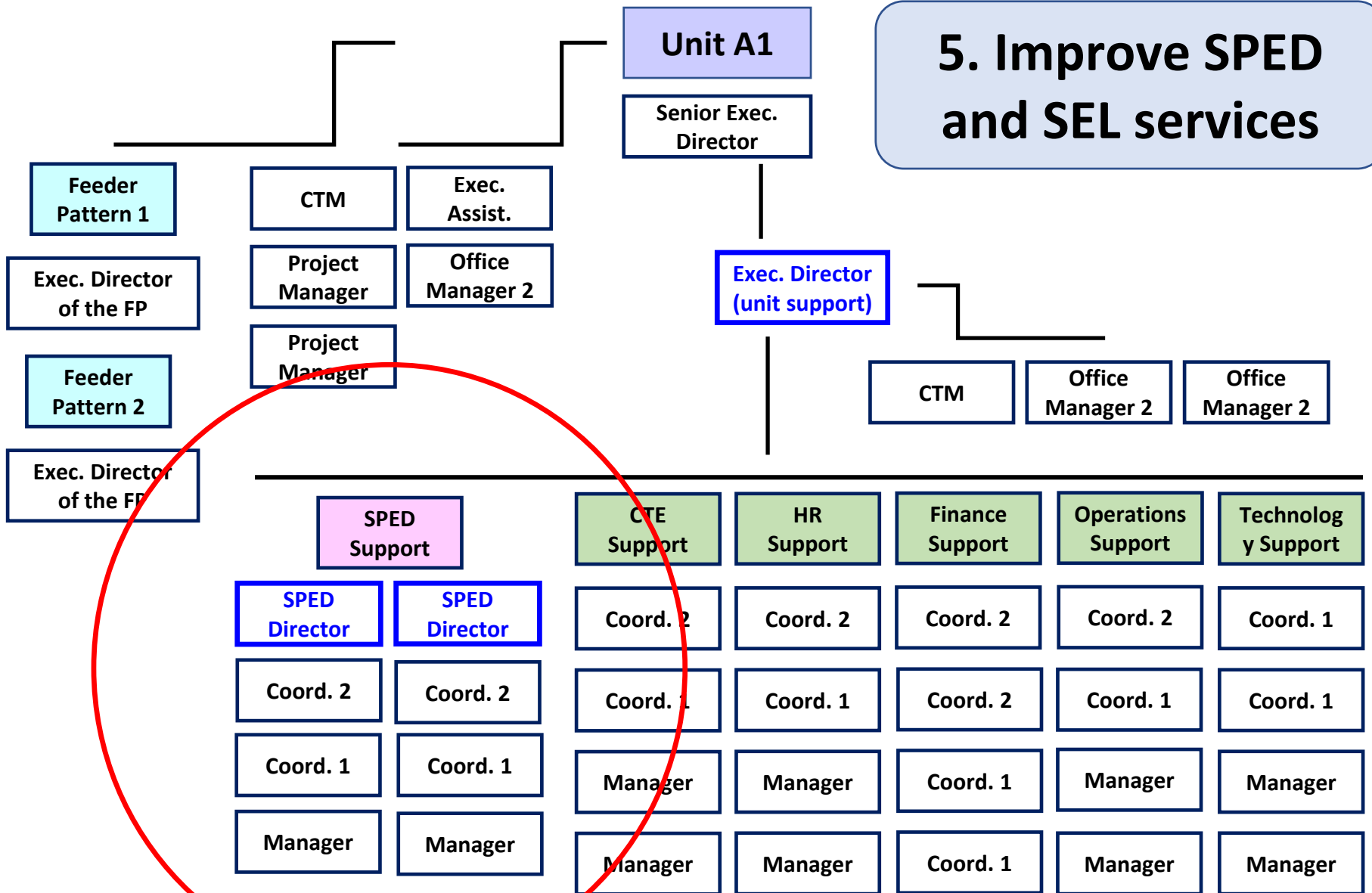
- Create a Department of Reading Instruction within the Chief Academic Office
- Develop effective lesson plans and other materials using Science-of-Reading curricula for F, D, and CI schools
- Provide professional development and follow through on SOR (train both principals and teachers)
- Assess the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

## 5. Improve SPED and SEL services

Position	No. of teachers	Salary Range		Minimum for 3yrs of Experience (Avg. Base Salary)
		Minimum	Maximum	
Special Education		\$85,000	\$110,000	\$90,000
Special Education support		\$55,000	\$80,000	\$60,000

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

# 5. Improve SPED and SEL services



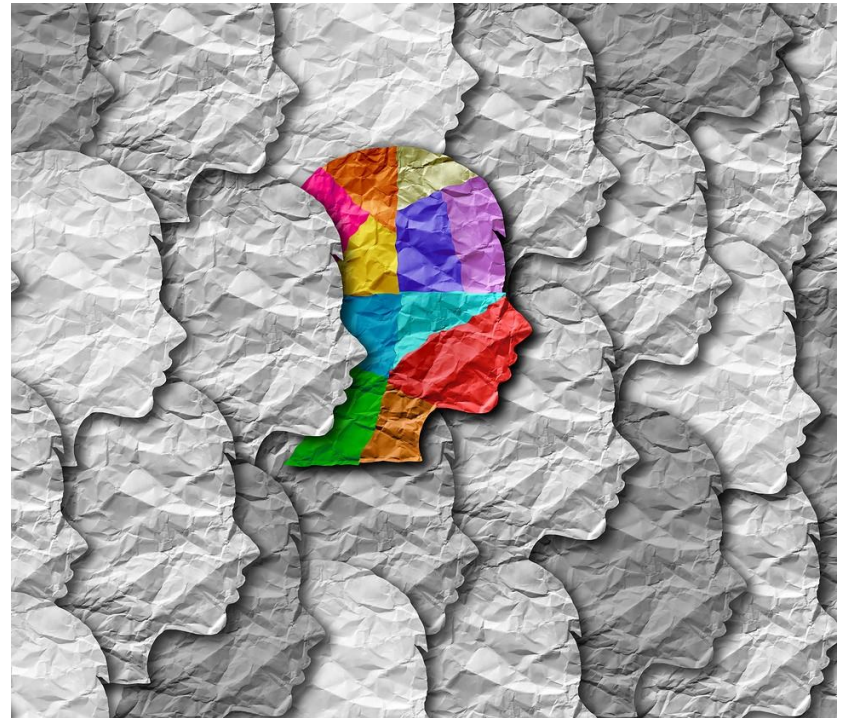


## 5. IMPROVE SPED AND SEL SERVICES

- 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 I 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.**

# Workforce changes



- **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

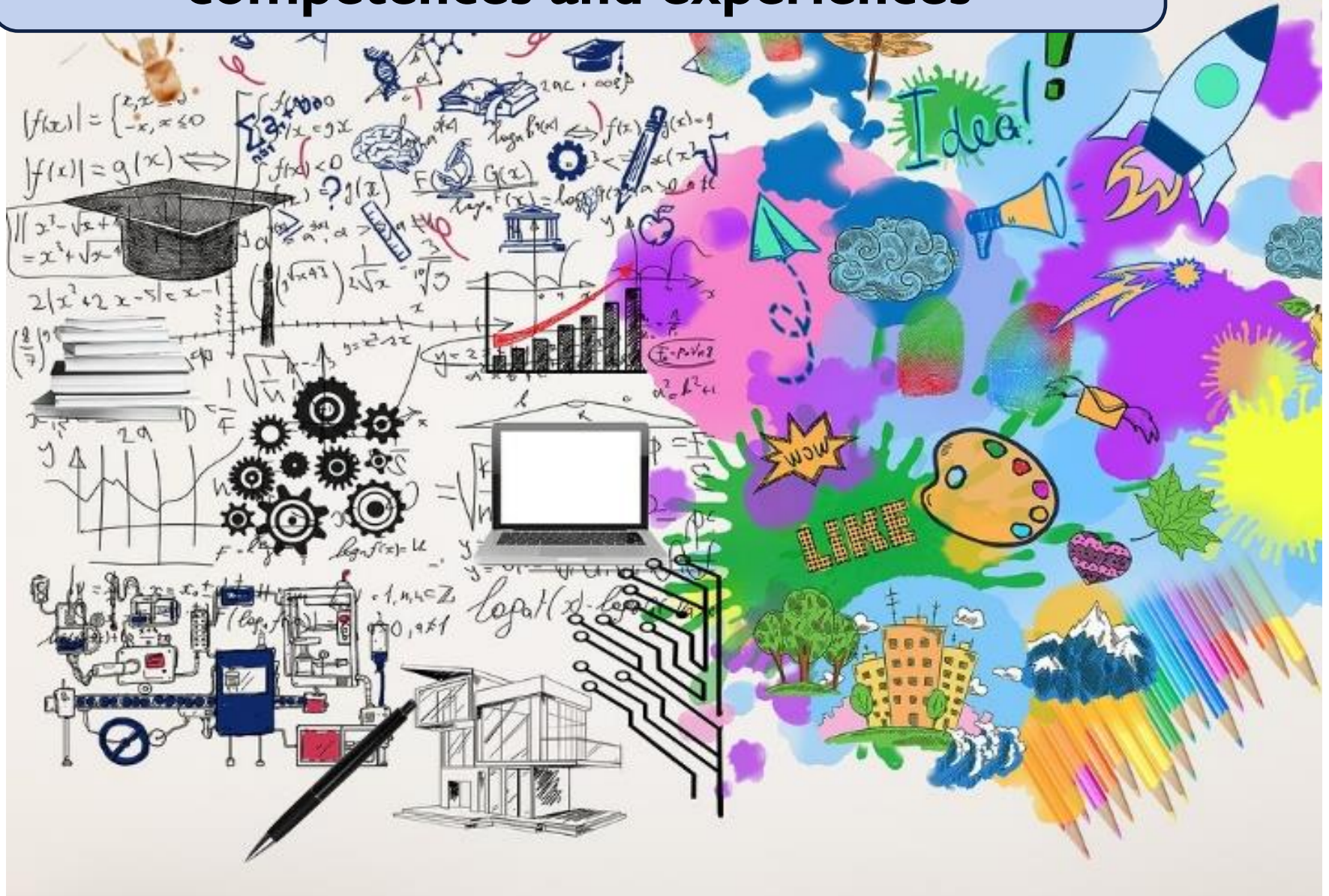


## 10. CREATE A DEFINED AUTONOMY SYSTEM



- 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

# II. Develop and implement Year 2035 competences and experiences





## II. 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*