

CHAPTER 2 – EDUCATIONAL SERVICE DELIVERY

BACKGROUND

Lamar Consolidated Independent School District (LCISD) is located in Fort Bend County and encompasses 384.92 square miles. It resides in Education Service Center Region 4. In 2014-2015, according to LCISD fall enrollment data the district had 28,332 students. In 2015-2016, its enrollment increased to 29,692. In the fall of 2016-2017 school year, LCISD's student population increased to 30,829, an increase of 3.8 percent and was ranked the 6th highest growth district in Texas (among school districts with 20,000 or more students). From 2009-2010 to the beginning of 2015, its student population increased 18.9 percent. The increase was especially large for kindergarten grades. In 2013-2014, enrollment grew eight percent and in 2014-2015 it grew five percent. LCISD projects that by 2025 the district will have about 48,754 students, a 72.1 percent growth from 2014-2015.

The district is ethnically diverse. According to the Texas Education Agency Texas Academic Performance Report in 2015-2016 its student population was 19.1 percent African American, 44.3 percent Hispanic, 27.7 percent White, 6.3 percent Asian, and 2.5 percent other ethnicities or more than one race/ethnicity. Compared to the state, LCISD has a larger percentage of African American students (12.6 percent statewide) and Asian students (4.0 percent statewide); a smaller percentage of Hispanic students (52.2 percent statewide) and White students (28.5 percent statewide). More than 43 percent of its students were economically disadvantaged compared with 59 percent statewide.

Among the 62 districts in Texas with 20,000 students or more, LCISD has a relatively low percentage of economically disadvantaged students and ranked in the 17th place. Forty-eight (48) percent of LCISD's students were at-risk compared with 50.1 percent statewide in 2015-2016. It had a smaller percentage of English Language Learners (ELLs) than the state: 13.8 versus 18.5 percent. Its percentage of students in special education was slightly lower than the state's average: 8.1 percent versus 8.6 percent.

In 2016-2017, LCISD has an Early Childhood Center (ECC), 24 elementary schools (including Lindsey Elementary opened in March 2017), 4 middle schools (Grade 6 only), 5 junior high schools (Grades 7 and 8), and 5 high schools. Less than five percent of students residing within the LCISD boundaries attend private schools or charter schools.

LCISD has an alternative academic education center – 1621 Place – for high school students. 1621 Place consists of an *AM Diploma Program* for juniors and seniors approaching graduation; a *PM Rebound Program* for sophomores, juniors and seniors who are behind on credits; and an *Operation Graduation Night School (OGNS) Program* for over-age students to complete their high school diplomas.

CHAPTER HIGHLIGHTS

- All LCISD Schools “met standard” on state assessment in 2015-2016 with students’ performance exceeding state and Region 4 in all grade levels and core content areas.
- Principals, teachers, and instructional coaches disaggregate data systematically and effectively at the end of each grading period to review student grade level mastery and implement improvement strategies.
- LCISD aligned its disciplinary guidelines across secondary campuses to enhance consistency in policies, procedures and consequences.
- LCISD provides comprehensive health care services for uninsured, under-insured, and medically underserved students by operating two clinics with Memorial Hermann Health Centers for Schools.
- LCISD’s curriculum is not fully developed, especially at the middle school/junior high level.
- LCISD had a high turnover of new teachers. More than 41 percent of teachers who left between 2013-2014 and 2015-2016 left within three years.
- LCISD applies disciplinary actions disproportionately to ethnic/racial student populations.
- LCISD libraries’ budget, staffing, and collection size and age does not align with public school library standards.

LCISD has an Alternative Learning Center that offers a Disciplinary Alternative Education Program (DAEP). The district also provides services to students in the Fort Bend County Juvenile Detention Center (JDC) and the Fort Bend County Alternative School (FBCAS), the Juvenile Justice Alternative Education Program (JJAEP).

In 2015-2016, LCISD's average class sizes at the elementary and secondary levels were slightly larger than the state average. Its retention rates for non-special education students in K-8 were lower than the state average with the exception of grades 2, 3, and 4. Its retention rates for special education students were lower than the state's rates with the exception of grades 6 and 7.

In 2015-2016, LCISD had a staff of 3,376.4 FTEs, including 2,238.2 FTE professional staff, consisting of 1,737.3 teachers and 400.8 FTE professional support staff. Its percentages of professional staff, teachers, and professional support staff were slightly higher than the state's. Its teachers group although ethnically diverse overall, was 64.9 percent White. Teachers' length of professional experience and their tenure in the district were slightly below the statewide average at 10.6 and 6.7 years for the district versus 10.9 and 7.3 for the state, respectively. The district's turnover rate for teachers at 14.5 percent was lower than the state's rate of 16.5 percent. LCISD salaries were higher than the state average for teachers, professional staff, and campus and central administrators.

Academically, a larger percentage of LCISD students than Region 4 students and students statewide met STAAR Level II and End-of-Course (EOC) satisfactory standards in all subjects in 2015-2016. A larger percentage of Lamar students than Region 4 and students statewide also met the postsecondary readiness standard in all core subjects.

LCISD had slightly higher attendance rates than Region 4 and statewide and lower dropout rates. It also had a higher percentage of students graduating from high school. For example, in 2012-2013 and 2013-2014 LCISD's annual dropout rate for grades 7-8 in 2012-2013 and 2013-2014 was 0.0 percent, lower than the Region 4 (0.2 and 0.3 percent, respectively) and 0.4 and 0.5 percent for the state. The annual dropout rate for grades 9-12 was 0.7 percent in 2012-2013 and 0.8 percent in 2013-2014 compared with regional dropout rates of 2.3 and 2.2 percent, respectively and state rates of 2.2 percent during each of these years. Its 4-year longitudinal dropout rate for the class of 2013 was 3.8 percent compared with 7.1 percent for Region 4 and 6.6 percent for the state. The 4-year longitudinal rate for the class of 2014 was 2.5 percent compared with 7.0 percent for Region 4 and 6.6 percent for the state. Its high school four-year extended longitudinal graduation rates for the classes of 2012 to 2015 ranged from 91.7 to 94.3 percent compared with 86.7 to 88.5 percent in Region 4 and 87.7 to 89.0 percent statewide. Of its 2015 class, 94.1 percent graduated in four years compared with 88.5 percent in Region 4 and 89.0 percent statewide.

A smaller percentage of LCISD students in Grades 11 and 12 than Region 4 or students statewide enrolled and completed advanced or dual credit courses or participated in Advanced Placement (AP) exams. Although a smaller percentage participated in SAT/ACT exams, LCISD students' SAT average scores in 2012-2013, 2013-2014, and 2014-2015 were higher than Region 4 and the state average scores. Their average ACT scores in 2012-2013 and 2013-2014 were higher than the state average but slightly lower than Region 4 average scores. In 2014-2015 their average ACT score was higher than both Region 4 and the state.

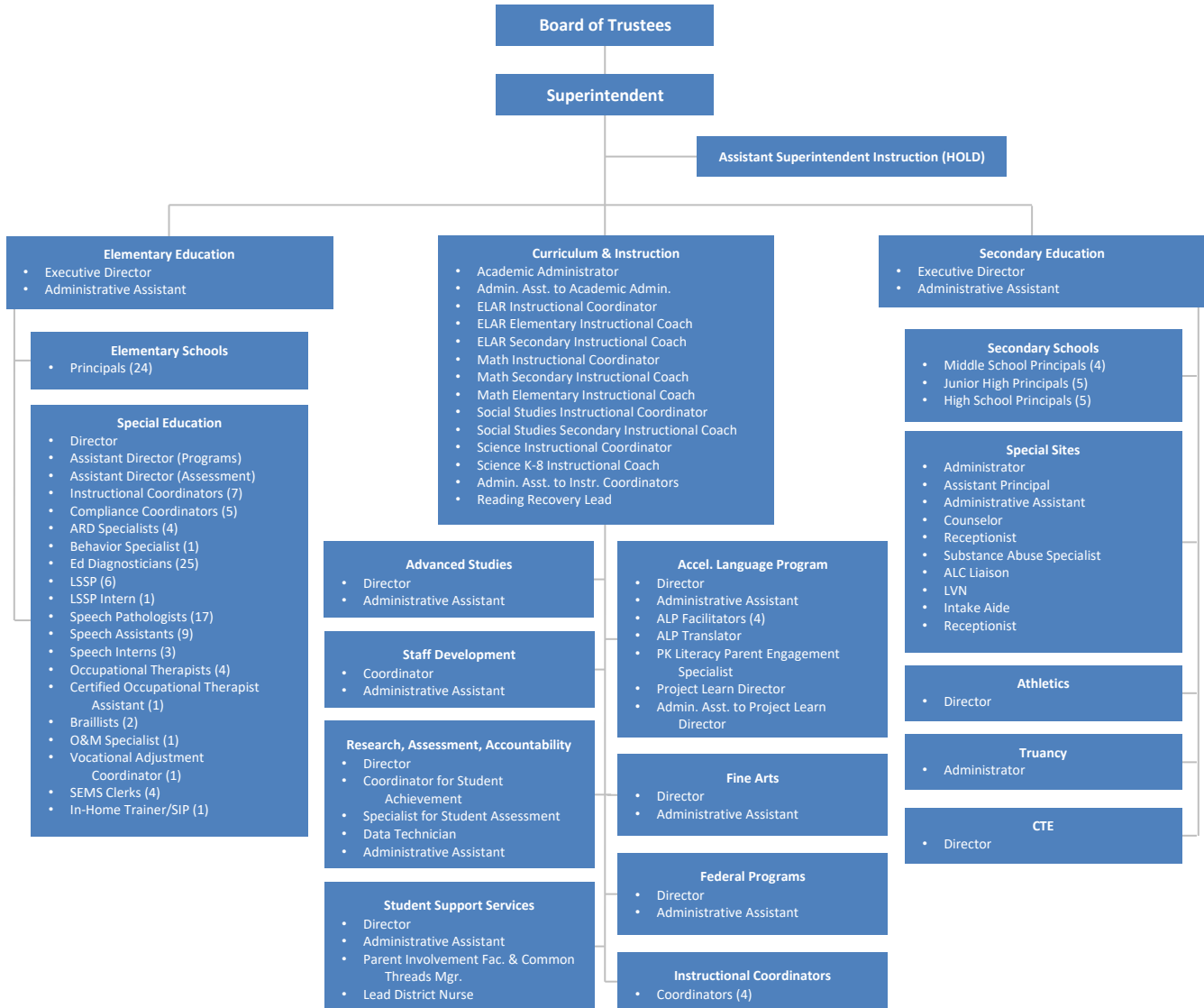
A larger percentage of LCISD graduates than Region 4 and state graduates enrolled in Texas institutions of high education in 2011-2012, 2013-2014, and 2014-2015.

LCISD's budget in 2015-2016 was \$244.285 million or \$8,285 per student. About 65 percent of the budget was allocated for instruction.

LCISD identified five peer districts for comparison purposes. The peer districts identified include: Clear Creek, Goose Creek, Pearland, Spring, and Spring Branch.

LCISD’s educational service delivery organizational chart is depicted in **Exhibit 2-1**.

Exhibit 2-1
Lamar Consolidated ISD – Educational Service Delivery Organization
School Year 2016-2017



Source: LCISD February 2017.

BEST PRACTICES

Best practices are methods, techniques, or tools that have consistently shown positive results, and can be replicated by other organizations as a standard way of executing work-related activities and processes to create and sustain high performing organizations. When comparing best practices, similarity of entities or organizations is not as critical as it is with benchmarking. In fact, many best practices transcend organizational characteristics.

McConnell & Jones LLP (or the review team) identified 26 best practices against which to evaluate the Educational Service Delivery of LCISD. **Exhibit 2-2** provides a summary of these best practices. Best practices that LCISD does not meet result in observations, which we discuss in the body of the chapter. However, all observations included in this chapter are not necessarily related to a specific best practice.

Exhibit 2-2
Summary of Best Practices – Educational Service Delivery

Best Practice Number	Description of Best Practice	Met	Not Met	Explanation
1.	The education service delivery departments systematically and timely document their policies, processes and procedures and have a central depository for them.		X	LCISD’s education service delivery departments do not have a formal system in place to document processes and procedures or to review them on a regular basis and update them as needed. Documentation and updating largely depends on administrators’ initiatives. See Observation 2-1
2.	The district has a fully developed curriculum for each grade level and content area.		X	LCISD’s curriculum development initiative has been slow. As it focused on the elementary level, it has left middle and junior high teachers without an updated curriculum. The curriculum developed thus far has many gaps: some of its components have not yet been developed or only partially developed making instruction at all grade levels a challenge. See Observation 2-2
3.	The district’s research and assessment department evaluates the effectiveness of instructional strategies and programs, and conducts detailed and in-depth analyses of student performance.	X		The Research, Assessment and Accountability Department use innovative applications of statistical techniques to help instruction and improve student performance. It measures the validity and effectiveness of district assessments and instructional programs. Its assessment of the validity of student grades helps the Curriculum and Instruction Department determine if it needs to increase the rigor of the district-developed assessments so they are more strongly correlated with STAAR. It’s Student Expectation (SE) and Item Analysis shows teachers where they need to change or differentiate their instructional strategies. See Accomplishment 2-C .

Best Practice Number	Description of Best Practice	Met	Not Met	Explanation
4.	The district has a long-term curriculum management plan specifying the curriculum and assessment development and refinement activities by year, content area, and educational levels for all core areas and electives.		X	LCISD does not have a multi-year plan specifying curriculum development and revision activities by content area and educational level to be undertaken each year. It also lacks a plan addressing its efforts in developing and refining its new curriculum. See Observation 2-3 .
5.	Response to Intervention (RtI) appropriately targets academic and behavioral difficulties students experience using a systematic and scientifically-based approach that is implemented with fidelity.		X	RtI implementation varies across campuses, lacking consistency and fidelity. Campuses use their own screeners to identify students who are struggling; they use their own tools and decide what interventions to use. The interventions used are generic and not all are research-based. Skyward, the data depository for RtI is not user friendly, offers a menu of generic interventions that cannot be modified. Skyward RtI component use is not consistent and information entered is not used on most campuses. See Observation 2-5 .
6.	The district uses a rigorous process to review its instructional software programs by examining cost, usage, and impact on student performance to determine whether to continue or discontinue use.	X		Instructional software programs are reviewed annually. The review determines whether to discontinue the program, allow another year for data collection, or endorse the program for use without qualification until the subsequent review. The review prioritizes the programs based on cost and examines program utilization and impact on student performance. See Accomplishment 2-G
7.	The district's students' academic performance meets or exceeds state standards.	X		LCISD students' academic performance was higher than the state and Region 4 rates in all grade levels and core content areas in 2015-2016. It also exceeded state and Region 4 rates in percent who met "Advanced Standard" and in postsecondary preparation. See Accomplishment 2-A
8.	The district uses a data disaggregation system to review student performance and make informed decisions and guide instruction to support and improve student performance.	X		LCISD principals, teachers, and coaches meet at the end of each grading period to review student performance data by track and school on a series of variables to identify strengths and weaknesses, increases or declines in performance across grade levels, "weak" TEKS, struggling teachers, and students in need of assistance. Instructional coordinators and coaches provide assistance and guidance to teachers and students on struggling campuses. See Accomplishment 2-B

Best Practice Number	Description of Best Practice	Met	Not Met	Explanation
9.	The Gifted and Talented (G/T) assessment system is effective in identifying gifted students who are members of historically under-represented student populations.		X	The assessments LCISD's G/T program uses have not been effective in identifying minority and Limited English Proficient (LEP) gifted students. See Observation 2-4
10.	The district's Advanced Placement (AP) program has a large number of secondary students taking AP classes, AP exams and achieving scores of 3 or higher.	X		To increase the number of students from underrepresented populations in AP classes LCISD implemented an AP targeted recruitment initiative and a five-day AP summer program. The program offers a curriculum taught by AP experienced teachers and addresses the most challenging concepts students will learn during the year using project-based learning. See Accomplishment 2-D
11.	The district has a comprehensive fine arts program on each campus and grade level.	X		LCISD has a K-12 Fine Arts program. It offers art and music classes at the elementary level and theatre, art, choir, band, dance, and visual arts at the secondary level. All fine arts classes use the project based learning approach with a curriculum that addresses the respective TEKS. LCISD students have won numerous awards in music, visual arts, theatre, and dance. See Accomplishment 2-F
12.	The district has a student support services plan that is aligned to the district's strategic /improvement plan. The plan specifies the operation, coordination, resources, delivery, evaluation, and refinement of student services. Student Support Services staff activities are developed based on the department's plan.		X	The Student Support Services Department does not have a cohesive plan with articulated overarching goals, specified resources, and timelines that is aligned to the district's goals and initiatives. See Observation 2-6
13.	The district offers literacy programs that prepare parents to help their children academically and thus increase their involvement in their children's education.	X		LCISD offers day and evening classes for parents in several schools. Classes include English as a Second Language, Adult Basic Education, GED, parent education, home instruction, and technology. Their children receive homework assistance, tutoring, or early childhood education to increase academic achievement and English language proficiency. See Accomplishment 2-E

Best Practice Number	Description of Best Practice	Met	Not Met	Explanation
14.	The Guidance and Counseling program adheres to national standards, especially in the areas of staffing and direct and indirect services.		X	LCISD's staffing formula for allocating counselors to schools has resulted in large caseloads and limits counselors' services to individuals or small groups of students, serving only students with the highest risk factors. The amount of time counselors are assigned to perform non-counseling duties is a barrier to providing high-quality interventions for students. See Observation 2-7
15.	The district has a formal, structured mentoring system to support first year teachers.	X		LCISD has a formal dual-mentoring system. It supports first year teachers by assigning to them a district-level mentor and a campus-level mentor who is an experienced teacher in the same content area, grade level, and campus. Both types of mentors meet weekly with teachers and respond to their needs. See Accomplishment 2-H
16.	The district has a multi-year coherent and sequential staff development program for first year teachers.		X	LCISD's staff development program for new teachers, aside from the 3-day orientation, offers a mix of topics that vary from year to year; is not sufficiently focused on the curriculum; and makes attendance optional. See Observation 2-8
17.	The summer school program is organized as an extension of the school year targeting instruction and assistance to students with poor academic performance.	X		LCISD offers three sessions of summer school. Previously optional at the secondary level, the program was centralized in 2016-2017 and is mandatory for secondary students who failed Student Success Initiative (SSI)/End of Course (EOC) exams. Centralizing the program in two schools, providing meals, and offering transportation has made it accessible to students from different tracks. See Accomplishment 2-J
18.	Teachers integrate TA-TEKS into classroom instruction at all grade levels and content areas.		X	Lacking an explicit expectation that all teachers integrate TA-TEKS into instruction, use of TA-TEKS in the classroom has not been implemented by all teachers or consistently across the district. See Observation 2-9
19.	The district effectively supports teacher integration of technology into instruction through the deployment of campus-based and district instructional technology specialists.		X	The current staffing level of Campus Instructional Technology Specialists (CITS) does not meet teachers' technology integration needs. See Observation 2-10 .

Best Practice Number	Description of Best Practice	Met	Not Met	Explanation
20.	The schools' discipline policies or code of conduct have clear, appropriate, and consistently applied expectations and consequences helping students improve behavior and increase engagement and achievement. The schools continuously evaluate the discipline policies and practices to ensure fairness and equity.	X		A 2015-2016 review showed that district disciplinary codes were too generic and disciplinary policies, procedures, and actions varied across campuses. LCISD overhauled its secondary code of conduct to ensure consistency across secondary campuses, defined its behavior incident codes more precisely, and aligned them with minimal and optimal consequences. See Accomplishment 2-I .
21.	The district's behavior management strategies reduce disciplinary actions and its disciplinary policies apply disciplinary actions equitably across student populations.		X	LCISD has implemented multiple student behavior management strategies. However, the gamut of its disciplinary actions has resulted in racial/ethnic disparities. See Observation 2-11
22.	District libraries align with the Texas Public School Library Standards with regard to staff, collection size, collection age, items per student, and budget.		X	Thirty-four of LCISD libraries have inadequate budgets; none have library aides and are short of four certified librarians; 25 libraries have an aged collection; and 13 libraries have a below standard collection size. See Observation 2-12
23.	The district staffing guidelines accommodate high-need campuses that have large minority, English Language Learners (ELLs), and economically disadvantaged students.		X	LCISD staffing guidelines allocate administrative, instructional, and support staff based on student enrollment size categories and do not differentiate between Title I and non-Title I campuses. See Observation 2-13
24.	The district provides the full range of nursing and health care services to meet student needs.	X		The district meets student healthcare needs through a well-organized and managed campus nursing program and through the operation of two clinics that provide comprehensive health care services for uninsured, under-insured, and medically underserved students. See Accomplishments 2-K and 2-L .
25.	The district expands students' international experiences through the development of cultural exchange programs with schools outside the United States.	X		LCISD's international exchange programs in China and Taiwan provide students and staff with international cultural experiences. See Accomplishment 2-M .
26.	Athletics maintains financial reports; internal controls to enforce No Pass No Play beyond monitoring by coaches; and long-term facility planning.		X	Athletics does not maintain financial reports; relies on the coaches to monitor and enforce compliance; and does not maintain a five-year plan. See Observation 2-14 .

Source: McConnell & Jones' Review Team.

ACCOMPLISHMENTS

ACCOMPLISHMENT 2-A

LCISD and all its schools “met standard” on state assessments in 2015-2016. Lamar students’ performance was higher than the state and Region 4 in all grade levels and core content areas.

The percentage of LCISD students who performed at “Level II Satisfactory Standard or Above” on state assessments in 2015-2016 exceeded the State and Region 4 averages in all core content areas and grade levels (**Exhibit 2-3**). For example, 82 percent of grade 3 LCISD students performed at the “Level II Satisfactory Standard or Above” on Reading compared with 74 percent of Region 4 students and 73 percent of students statewide.

Exhibit 2-3
Student Performance on STAAR and End-of-Course by Grade, LCISD, Region 4, and State
2015-2016 School Year

	LCISD	Region 4	State
GRADE 3			
Reading	82%	74%	73%
Math	87%	76%	75%
GRADE 4			
Reading	84%	76%	75%
Math	84%	75%	73%
Writing	74%	69%	69%
GRADE 5			
Reading	87%	81%	81%
Math	93%	86%	86%
Science	81%	75%	74%
GRADE 6			
Reading	81%	71%	69%
Math	84%	75%	72%
GRADE 7			
Reading	80%	72%	71%
Math	77%	72%	69%
Writing	78%	69%	69%
GRADE 8			
Reading	89%	88%	87%
Math	91%	83%	82%
Science	85%	77%	75%
Social Studies	78%	65%	63%

	LCISD	Region 4	State
END OF COURSE			
English/Reading I	70%	65%	65%
English/Reading II	75%	67%	67%
Algebra I	79%	78%	78%
Biology	92%	87%	87%
U.S. History	95%	91%	91%
ALL GRADES			
Reading	81%	74%	73%
Math	85%	78%	76%
Writing	76%	69%	69%
Science	86%	80%	79%
Social Studies	88%	78%	77%
ALL SUBJECTS	83%	76%	75%

Source: Texas Education Agency, Texas Academic Performance Report, at Level II Satisfactory or Above, 2015-2016.

The percentage of LCISD students performing at the “Advanced Standard” on state assessments in 2015-2016 also exceeded State and Region 4 averages in all core content areas, as shown in **Exhibit 2-4**.

Exhibit 2-4
Student Performance on STAAR at Advanced Standard – LCISD, Region 4, and State – All Grades
2015-2016 School Year

	LCISD	Region 4	State
All subjects	24%	19%	18%
Reading	22%	18%	17%
Math	25%	21%	19%
Writing	19%	15%	15%
Science	22%	18%	16%
Social Studies	29%	24%	22%

Source: Texas Education Agency, Texas Academic Performance Report, at Postsecondary Readiness Standard, 2015-2016.

LCISD students also exceeded State and Region 4 averages with regard to postsecondary preparation in the core content areas (**Exhibit 2-5**).

Exhibit 2-5
Student Performance on STAAR at Postsecondary Readiness Standard – LCISD, Region 4, and State – All Grades
2015-2016 School Year

	LCISD	Region 4	State
Two or more subjects	54%	47%	45%
Reading	54%	48%	46%
Math	54%	46%	43%

	LCISD	Region 4	State
Writing	50%	42%	41%
Science	57%	50%	47%
Social Studies	59%	50%	47%

Source: Texas Education Agency, Texas Academic Performance Report, at Postsecondary Readiness Standard, 2015-2016.

All LCISD schools “Met Standard” on state assessments in 2015-2016. In addition, 24 out of 34 schools (70.6 percent) received 75 distinction designations in the three core areas as well as for student progress, closing performance gaps, and postsecondary readiness (**Exhibit 2-6**). Specifically,

- 10 schools received distinction designations in Reading/ELA;
- 11 schools received distinction designations in Math;
- 10 schools received distinction designations in Science;
- 14 schools received distinction designations for student progress;
- 19 schools received distinction designations for closing performance gaps; and
- 11 schools received distinction designations for postsecondary readiness.

**Exhibit 2-6
2016 Distinction Designations Awarded by School and District**

School	Met Standard	Distinction Designations Awarded						
		Reading/ ELA	Math	Science	Social Studies	Student Progress	Closing Performance Gaps	Post-secondary Readiness
ELEMENTARY								
Adolphus Elementary	Yes	X						
Arredondo Elementary	Yes			X				
Austin Elementary	Yes	X	X			X	X	X
Beasley Elementary	Yes			X			X	
Bentley Elementary*								
Bowie Elementary	Yes							
Campbell Elementary	Yes		X	X		X	X	x
Dickinson Elementary	Yes	X				X		X
Frost Elementary	Yes	X	X	X		X	X	X
Hubenak Elementary	Yes					X	X	
Huggins Elementary	Yes							

School	Met Standard	Distinction Designations Awarded						
		Reading/ ELA	Math	Science	Social Studies	Student Progress	Closing Performance Gaps	Post-secondary Readiness
Hutchison Elementary	Yes							
Jackson Elementary	Yes		X			X	X	X
Long Elementary	Yes	X	X	X		X	X	X
McNeill Elementary	Yes	X		X		X	X	X
Meyer Elementary	Yes					X		
Pink Elementary	Yes							
Ray Elementary	Yes	X	X	X		X	X	X
Smith Elementary	Yes							
Thomas Elementary	Yes							
Travis Elementary	Yes							
Velasquez Elementary	Yes			X			X	X
Williams Elementary	Yes						X	
MIDDLE SCHOOLS								
Navarro Middle	Yes		X				X	
Polly Ryon Middle School	Yes	X	X				X	
Wertheimer Middle	Yes	X	X				X	
Wessendorff Middle	Yes							
JUNIOR HIGH								
Briscoe Jr High School	Yes		X				X	X
George Jr High School	Yes							
Lamar Jr High School	Yes			X		X	X	
Leaman Jr High School	Yes							
Reading Junior High	Yes	X				X	X	X

School	Met Standard	Distinction Designations Awarded						
		Reading/ ELA	Math	Science	Social Studies	Student Progress	Closing Performance Gaps	Post-secondary Readiness
HIGH SCHOOL								
Foster High School	Yes						X	
Fulshear High School*								
George Ranch High School	Yes					X	X	
Lamar Consolidated High School	Yes		X	X		X		
Terry High School	Yes							
TOTAL		10	11	10	0	14	19	11

Source: Texas Education Agency, 2016 District and Campus Ratings Summary.

*Bentley Elementary and Fulshear High School are new schools opened in 2016-2017.

ACCOMPLISHMENT 2-B

LCISD has a highly structured data disaggregation process. Principals, teachers, and instructional coaches use it systematically and effectively at the end of every grading period to review student progress toward grade level mastery and to implement improvement strategies.

LCISD instituted data tracking meetings in 2015-2016 with principals, district coordinators, and instructional coaches by track. The meetings take place after each grading period: each nine weeks for the elementary level and six weeks for the secondary level. The meetings review student performance by school, grade level, content area, objective, TEKS, teacher, student gender, student growth over several years, and student population characteristics. The review identifies common strengths and weaknesses within a track and assesses long-term impact. The review also addresses each school within a track and helps identify increases or declines in performance across grade levels.

The school analysis also identifies “weak” TEKS, struggling teachers, and students in need of assistance. The data disaggregation may result in a corrective action plan, which is developed with the assistance of instructional coordinators and coaches. Instructional coaches go to struggling campuses and provide assistance and guidance to teachers. The instructional coaches meet with the respective teachers, provide tutorials, and help teachers implement appropriate strategies and tools for addressing areas of weakness.

Teachers can access their own data through Aware in Eduphoria. Each teacher uses the data disaggregation regarding his/her students and addresses TEKS not mastered by the students. Some schools (e.g., Lamar Junior High, George Junior High) have data teams that meet every other week. Some principals invite the instructional coaches to the data meetings. Principals also use the data to guide their walkthroughs. The executive directors of Elementary Education and Secondary Education track student performance on each campus in the following grading period to identify improvement.

ACCOMPLISHMENT 2-C

The Research, Assessment and Accountability Department uses innovative applications of statistical techniques to measure the validity and effectiveness of district assessments and instructional programs. It forecasts student performance to ensure accountability and focus instruction.

The department conducts a variety of regression analyses at the end of each grading period correlating the district assessments and the appropriate STAAR and End-of-Course tests. These analyses measure the validity of the district assessments; that is, the extent to which they “predict” performance on the state assessments. The analyses performed for each school and grade level compare student performance in each of the core content areas on the state assessment and the district assessment relative to the percent of students passing the test.

The regression analyses calculate the percent variance of the district assessment explained by the state assessment (R-squared). The higher the R-squared the better aligned the district assessment is with the respective STAAR. The analysis has shown that any assessments with an R-squared value of 0.6 or above are well aligned.

Exhibit 2-7 shows the regression values for each core content area and grade level.

Exhibit 2-7
Alignment of District Assessment to STAAR and End-of-Course
Regression Analysis by Grade and Subject
2015-2016

Grade	Subject	R ² -Value
3	Math	0.67
3	Reading	0.74
4	Math	0.74
4	Reading	0.95
4	Writing	0.67
5	Math	0.87
5	Reading	0.64
5	Science	0.70
6	Math	0.95
6	Reading	0.90
7	Math	0.87
7	Reading	0.94
7	Writing	0.84
8	Math	0.55
8	Reading	0.94
8	Science	0.84
8	Social Studies	0.77
High School	Algebra I	0.94
	Biology	0.98
	English I	0.65
	English II	0.83
	U.S. History	0.42

Source: LCISD, Research, Assessment and Accountability Department, 2015-2016.

The department also assesses the validity of student grades based on students’ scores on district-developed assessments and measures the strength of the correlation between the district-developed assessments and STAAR. These analyses identify “danger zones” where student grades are higher than the average raw scores on the grade level STAAR. Average higher grades than average STAAR raw scores point to grade inflation; average grades that are lower than average STAAR raw scores point to grade deflation. These analyses have helped the Curriculum and Instruction Department adjust the district-developed assessments by increasing their rigor so they are more strongly correlated with STAAR.

The department conducts Student Expectation (SE) analysis and item analysis. The Student Expectation analysis divides student performance into four categories with regard to percent of SEs mastered: below 75 percent, 75 to 79 percent, 80 to 89 percent, and 90 percent or higher. Each category is color coded. Any area of SEs below 75 percent is an area of concern to teachers pointing to the need to change or differentiate their instructional strategies.

The item analysis conducted on released STAAR tests (benchmarks) and on district assessments shows the correct and incorrect answers to each item and the percent of students who chose each of these answers. Any item of a benchmark or a district assessment where a majority of students did not choose the correct answer indicates an instructional problem: either the content was not covered or it was covered poorly. Depending on the regression value of the test, district assessment items where a majority of students did not choose the correct answer may be invalid. It is the responsibility of the Curriculum and Instruction Department to determine whether the item is poorly written or not aligned to the curriculum.

The SE and Item analyses allow the district to forecast its performance on state assessments and determine its accountability rating. LCISD’s forecasting model has been 95 percent accurate. This accuracy allows the district to plan in a timelier manner, articulate factors contributing to student success in a range of programs such as Advanced Placement, and define more precisely expected changes in student performance.

ACCOMPLISHMENT 2-D

LCISD is implementing a targeted Advanced Placement (AP) initiative across all its secondary campuses encouraging more students to take AP courses and AP exams.

Exhibits 2-8 through Exhibit 2-11, show the number of LCISD students taking AP exams, the number of AP exams administered, the average number of AP exams taken by student, and their performance on these exams by high school and by year. The number of LCISD students taking AP exams has increased from 2012 to 2016 by nearly 89 percent (**Exhibit 2-8**). It increased 129 percent at George Ranch High School, 117 percent at Terry High School, 90 percent at Foster High School, and about 8 percent at Lamar Consolidated High School.

**Exhibit 2-8
Number of Students Taking AP Exams per Year/per Campus
2012 to 2016**

Campus	2012	2013	2014	2015	2016	% Change
Lamar Consolidated High School	197	172	192	193	212	8%
Terry High School	102	51	87	74	221	117%
Foster High School	280	317	323	423	532	90%
George Ranch High School	320	547	653	703	734	129%
Total	899	1,087	1,255	1,393	1,699	89%

Source: LCISD, Research, Assessment, and Accountability, CLT Presentation to Sixth Grade, November 30, 2016, AP Scores Review from 2012 to 2016.

The number of AP tests students have taken has also increased from 2012 to 2016. The number of AP tests taken increased 226 percent for George Ranch High School, 164 percent for Terry High School, 113 percent for Foster High School, and about 6 percent in Lamar Consolidated High School (**Exhibit 2-9**).

Exhibit 2-9
Number of AP Exams per Year/per Campus
2012-2016

Campus	2012	2013	2014	2015	2016	% Change
Lamar Consolidated High School	334	279	337	347	354	6%
Terry High School	141	77	120	113	372	164%
Foster High School	462	544	541	713	986	113%
George Ranch High School	465	951	1,177	1,398	1,518	226%

Source: LCISD, Research, Assessment, and Accountability, CLT Presentation to Sixth Grade, November 30, 2016, AP Scores Review from 2012 to 2016.

However, the average number of AP tests per student has remained largely unchanged during this period, as shown in **Exhibit 2-10**.

Exhibit 2-10
Average Number of AP Exams Students Took per Year/per Campus
2012-2016

Campus	2012	2013	2014	2015	2016
Lamar Consolidated High School	1.7	1.6	1.8	1.8	1.7
Terry High School	1.4	1.5	1.4	1.5	1.7
Foster High School	1.6	1.0	0.8	1.7	1.3
George Ranch High School	0.5	0.9	0.9	1.0	0.9

Source: LCISD, Research, Assessment, and Accountability, CLT Presentation to Sixth Grade, November 30, 2016, AP Scores Review from 2012 to 2016.

AP test scores range from 1 to 5. Scores of 3 (Qualified), 4 (Well Qualified) and 5 (Extremely Well Qualified) entitle students to college credit. Students with scores of 3 or higher are either exempted from introductory coursework or are placed in higher designated courses in college.

The percentage of LCISD students getting a 3 or higher varied by school and across time. The percentage of students getting a score of 3 or higher declined at Terry High School and Lamar Consolidated High School from 2012 to 2016; it was lower in 2016 than in 2012 for Foster High School students; and stayed unchanged for George Ranch High School students.

LCISD students outperformed Texas students overall. A higher percent of LCISD students who took AP exams from 2012 to 2016 scored 3 or higher than the Texas average. However, LCISD students scoring 3 or higher on the AP exams was lower than the national average for all years except 2012 (**Exhibit 2-11**).

Exhibit 2-11
Percent of AP Exams with Scores of 3 or Higher per Campus
2012-2016

Campus	2012	2013	2014	2015	2016
Lamar Consolidated High School	51%	41%	41%	43%	36%
Terry High School	43%	33%	34%	22%	14%
Foster High School	68%	58%	64%	53%	56%
George Ranch High School	61%	53%	58%	60%	61%
LCISD	60%	53%	56%	54%	52%
Texas	48%	48%	49%	46%	46%
Nationally	59%	59%	59%	58%	58%

Source: LCISD, Research, Assessment, and Accountability, CLT Presentation to Sixth Grade, November 30, 2016, AP Scores Review from 2012 to 2016. College Readiness Testing Report, 2015-2016; Advanced Placement (AP) Testing, Spring 2016.

The Research, Assessment and Accountability Department evaluated the AP program and used the 2014 senior class raw STAAR scores and student grades to identify characteristics of students who succeeded in AP courses and exams (**Exhibit 2-12**). LCISD used these data to identify students in the district not currently enrolled in AP who have the potential to succeed in AP courses. The AP initiative resulted in the identification of 400 students who should take AP classes. LCISD also identified what would motivate these students to enroll in AP courses and developed a campaign targeted at these students.

Exhibit 2-12
Profile of a Successful LCISD AP Student

Content Area	STAAR Scores	Grades	Average AP Score Outcome
English Language Arts and Reading	92% or greater of questions correct. Student has Level III performance consistently within 2-3 questions of a perfect score. Varies +/- 1% point	89% or better yearly average. Varies +/- 5% points	3 to 4
Math	94% or greater of questions correct. Student has Level III performance consistently within 2 questions of a perfect score. Varies +/- 1% point	94% or better yearly average. Varies +/- 5% points.	4
Science	90% or greater of questions correct. Student has Level III performance consistently within 2-4 questions of a perfect score. Varies +/- 1% point.	91% or better yearly average. Varies +/- 5% points	4
Social Studies	89% or greater of questions correct. Student has Level III performance consistently within 2-5 questions of a perfect score. Varies +/- 1% point	92% or better yearly average. Varies +/- 5% points	4

Source: LCISD Research Assessment and Accountability, Statistical Profile of a Successful LCISD AP Student, December 2014.

LCISD received an AP grant through Equal Opportunity Schools (EOS) to recruit students from underrepresented populations to enroll in AP courses. EOS is a national non-profit organization with the goal of closing race and income enrollment and success gaps in AP programs by identifying students for enrollment in AP classes; building stakeholder support for the program; providing tools and instructional support; and increasing student engagement, achievement, and college readiness.

According to EOS, the AP initiative resulted in the identification of 400 students who should take AP classes. As part of its effort to recruit students to AP courses, LCISD organized an AP fair using students who took AP classes as recruiters of other students. The district also convened special assemblies with celebratory cakes and mailed “golden tickets” to students encouraging them to sign up for AP classes.

LCISD organized during the summer the Polaris Project for 22 Lamar Consolidated High School and Terry High School students from underrepresented populations who signed up for AP classes. The program offered five days of classes and three days of field trips. The summer program offered a curriculum addressing the most challenging concepts students will learn during the year and included trips to museums and businesses as well as project-based learning. Experienced AP teachers taught the curriculum. The program provided an opportunity for students to meet each other and get to know the teachers.

ACCOMPLISHMENT 2-E

LCISD’s Project Let’s Eliminate At-Risk Needs (L.E.A.R.N) provides opportunities for parents to increase their literacy levels and thereby increase their involvement in their child’s education.

Project LEARN is a family-based literacy program that provides educational opportunities to eligible families to help parents become partners in their child’s education. Through the LEARN program, parents can enroll in English as a Second Language (ESL), Adult Basic Education (ABE), GED, parent education, home instruction, and computer classes. While parents are in class, their children receive assistance with homework, tutoring, or early childhood education to increase academic achievement and English language proficiency.

LEARN staff consists of a coordinator, secretary, home instructor, home instructor specialist, parent engagement and literacy specialist, aide, and a parent education specialist. Project LEARN components include adult education, parent education, early childhood education for children ages 0 to 5, tutorials for elementary school children, and bi-monthly home visits from a parent educator to discuss child development and age appropriate activities that parents can do with their child at home. Project LEARN offers day and evening classes. Day classes are offered from 8:15 AM to 12:15 or 1:30 and evening classes are offered twice a week from 5:30 to 8:30 PM. Classes offered are listed in **Exhibit 2-13**.

**Exhibit 2-13
LEARN Day and Evening Classes**

Day Classes	Evening Classes
Adult ESL classes	ESL Classes
Adult GED Class	Computer Reinforcement for Adults
Computer Reinforcement for Adults	Early Childhood Education classes for infants to toddlers from 2 months to 3 years of age
Early Childhood Education for children ages 0-4 years	Homework help for Children who attend PK-5 th grade
Parent and Child Together (PACT) Time – <i>Interactive parent and child literacy activities</i>	Parent and Child Together (PACT) Time – <i>Interactive parent and child literacy activities</i>
Parenting Classes	Parenting Classes
Parent Volunteer Opportunities	
Project Based Learning	

Source: Project LEARN Administrator Manual, page 99.

Project LEARN operated at several sites in LCISD during 2013-2014 to 2016-2017: Bowie Elementary, Jackson Elementary, Travis Elementary, Seguin Early Childhood Center (ECC), and the Special Needs Center (SNC). As shown in **Exhibit 2-14**, the number of families, adults, and children enrolled in the program increased each year. Between 2013-2014 and 2016-2017, the number of families and active adults increased 62 percent and the number of active children increased 50 percent. The annual family dropout rate from the program decreased from a high of 56.8 percent in 2014-2015 to 17.5 percent in 2016-2017.

Exhibit 2-14
Project LEARN Adults and Children Served
2013-2014 to 2016-2017

	2013-2014	2014-2015	2015-2016	Summer 2016	2016-2017
Active Families	60	74	86	33	97
Active Adults	62	75	88	33	100
Active Adults at Bowie Elementary	22	14	22	33	37
Active Adults at Travis Elementary	13	14	–	–	–
Active Adults at Seguin ECC	–	18	28	–	63
Active Adults at Jackson Elementary	–	14	17	–	–
Active Adults at Special Needs Center	27	15	21		–
Active Children	110	132	166	53	165
Active Children at Bowie Elementary	34	27	41	53	48
Active Children at Travis Elementary	23	26	–	–	–
Active Children at Seguin ECC	–	30	60	–	117
Active Children at Jackson Elementary	–	25	27	–	–
Active Children at Special Needs Center	53	24	38	–	–
Number of Families Who Dropped from LEARN	31	42	31	–	17
Percentage of Families Who Dropped from LEARN	51.7%	56.8%	36.0%	N/A	17.5%

Source: LCISD Project LEARN, March 2017.

ACCOMPLISHMENT 2-F

LCISD has a comprehensive Fine Arts program that starts in kindergarten and is implemented on each campus.

The Fine Arts program starts in kindergarten. Every elementary school, K-5, offers art and music classes and has one music and one visual arts teacher per campus. Students have 45-50 minutes of instruction in Art and Music by certified art or music teachers every four to six days. Fine Arts instruction is aligned to the TEKS.

- The Kindergarten music program includes beginning instruction in singing, performing, identifying simple musical concepts, playing musical games, and moving.

- The visual arts program for Kindergarten is an introduction to the elements of art such as line, shape, color texture and form, and principles of design, including repetition/pattern, and balance in the environment.

LCISD’s middle and junior high schools offer theatre, art, choir, and band. At the high school level, the Fine Arts Department offers music, band, choir, theatre, dance, visual arts, and broadcasting. All fine arts classes use the project-based learning approach. Each class has a curriculum that addresses the respective TEKS. The department also supports Journalism and oversees the publishing of a literary magazine that comes out four times a year.

In 2017-2018, the Fine Arts Department is planning to have an orchestra for middle and junior high students and to offer an orchestra class. In 2015-2016, the department started an after school fourth grade orchestra pilot at two sites. One hundred students participated in weekly music instruction taught by four LCISD teachers. The pilot continues in 2016-2017 and offers a beginners track and an advanced track.

In 2016-2017, the Fine Arts Department has 137 teachers and staff in addition to a director and administrative assistant, as shown in **Exhibit 2-15**.

Exhibit 2-15
Fine Arts Department Staff by School Level
2016-2017

Fine Arts Department Section	Elementary	Middle/Junior High	High School	Total Number of Staff
Elementary Music	23	–	–	23
Dance	–	–	6	6
Theatre	–	8	6	14
Visual Arts	23	10	10	43
Choir	–	4	6	10
Band	–	14	13	27
Speech/Debate*	–	–	3	3
Journalism/Yearbook*	–	5	6	11
Total	46	41	50	137

Source: LCISD Fine Arts Department, February 2017.

*Fine Arts Department supports Speech/Debate and Journalism and Yearbook.

LCISD students have won numerous awards in music, visual arts, theatre, and dance. **Exhibit 2-16** lists their awards for 2015-2016.

Exhibit 2-16
Fine Arts Awards
2015-2016

School	Fine Arts Area
MUSIC	
THS Winter Percussion Ensemble	Texas Color Guard Circuit Scholastic Concert A Division Championship
2 LCISD music teachers	Latin Grammy in the Best Children’s Album category
2 students from F HS and GRHS	Named UIL Outstanding Performers at the Texas State Solo & Ensemble Contest
4 students from LCHS and GRHS	Earned positions in the Texas Music Educators Association All State Band and Choir
4 students from HES Husky Choir	Auditioned and earned positions in the All State Elementary Honor Choir that performed at the Texas Choral Directors Association Convention in San Antonio

School	Fine Arts Area
VISUAL ARTS	
THS, GRHS, and FHS	Artworks advanced to the School Art Auction at the Fort Bend County Fair
FHS	Artworks advanced to auction and earned \$42,000 in sales at the Houston Livestock Show & Rodeo School Art Auction
Student from TRES	2015-2016 Houston Livestock Show & Rodeo School Art Elementary Division Grand Champion
2 students from FHS and 1 student from GRHS	All state finalists at the 2015-2016 State Visual Arts Scholastic Event in San Antonio
GRHS theatre	Performed “The Laramie Project” at the Edinburgh Fringe Festival in Scotland in August, 2015—LCISD’s first international performance. Also performed it at Texas Thespians Festival in Dallas in November on the Main Stage
49 LCISD students from LCHS, FHS, THS, GRHS	Qualified for the International Thespian Festival at the University of Nebraska
student from LCHS	Earned a national championship in Theatre Marketing
LCHS student	Honored as the 2015 Texas Thespians School Administrator of the Year
FHS	Received seven nominations at the 2015-2016 Tommy Tune Awards for their show, “In the Heights”
LCHS	Received a nomination for their show, “Little Shop of Horrors”
FHS student	Received the 2015-2016 Tommy Tune Awards Best Actor Award. Advanced to the National Jimmy Awards in New York City, receiving the Spirit of the Jimmy’s Award
DANCE	
LCISD	Initiated Dance Day for high school Dance I students. Over 150 high school students participated and worked with a professional choreographer and performed a mass dance

Source: LCISD Fine Arts Department, *Fine Arts Achievements*, February 25, 2017.

Ninety-three (93) percent of staff, 77 percent of students, and 83 percent of parents that responded to the 2016 Campus Climate Survey rated the Fine Arts and Music program as “excellent” or “good” in 2016. Ninety percent staff, 87 percent of students, and 66 percent of parents indicated that there is strong support for the program from staff, parents, students, and the community (**Exhibit 2-17**).

Exhibit 2-17
Staff, Students and Parents Assessment of Fine Arts Program
2016

Fine Arts Program	Staff (N=1,870)	Students (N=9,113)	Parents (N=5,757)
<i>Overall quality of Fine Arts and Music Education Programs</i>			
Rated as “Excellent” or “Good”	93%	77%	83%
<i>There is strong support for the program from staff, parents, students, and community</i>			
“Strongly Agree” or “Agree”	90%	87%	66%

Source: *Campus Climate Survey*, 2017.

ACCOMPLISHMENT 2-G

LCISD uses a rigorous process to review its instructional software programs based on cost, usage, and impact on student performance to determine whether to continue their use.

The Curriculum and Instruction Department reviews its instructional software programs annually and determines whether to discontinue the program, allow another year for data collection, or endorse the program for use without qualification until the subsequent review. It uses five factors in the review:

1. Whether the program has hidden costs that the vendor did not reveal, such as the need for ancillary hardware or software needed for optimal functioning;
2. The cost and benefit of the program: did the gains realized justified the expenditure;
3. Replicability of the program: was the district able to implement the program with the required fidelity;
4. Was the program able to meet or exceed the goal(s) specified for the need; and
5. The efficacy of the program.

The LCISD Curriculum and Instruction Department prioritizes its review of the instructional software programs looking at high-dollar programs first. Its review addresses program utilization and change in student performance. Some of the software programs specify the length of time before changes in student performance are expected. It takes into consideration the length of time the vendor indicated it would take before changes in student performance are expected.

The Curriculum and Instruction Department compares utilization and impact. If utilization is high and impact is low, the department concludes that the instructional program did not meet LCISD's needs. If both utilization and impact are low or if utilization and impact vary across campuses, the department examines the causes.

Between 2013 and 2016, LCISD discontinued several instructional software programs that did not meet utilization or impact on student performance expectations. For example, in 2014, it discontinued an instructional reading intervention software program for middle and junior high grades once it recognized that the program was underutilized and was not implemented with fidelity because of scheduling conflicts. It also discontinued a math intervention gaming software program for elementary students because it was not effective and a reading strategies program because the questions it posed did not meet state rigor standards. Recently it added Edgenuity; a software program that can be used for credit restoration and personal learning and is also appropriate for transfer students and homebound students.

ACCOMPLISHMENT 2-H

LCISD's dual-mentoring system for first-year teachers consisting of a district-level mentor and a campus-level mentor is well organized and managed.

LCISD hires more than 100 first year teachers annually. In 2016-2017, LCISD has 129 first year teachers and added two mentor positions for a total of seven district mentors. The district-level mentors are retired teachers who work up to 19 hours a week as mentors. Focusing on pedagogy, the district mentors meet mostly weekly with the first year teachers. They coach them, help prepare model lessons, respond to their needs, and provide monthly Success Seminars.

The Success Seminars that the district mentors facilitate are tailored to the needs of the first-year teachers and are provided in a small group setting. The Success Seminars address topics such as "Building a Classroom Structure that Works," "Setting Limits, Staying Strong & Staying Calm," "When Spring Fever Hits... Raising Expectations & Behavior," and "Working Smarter, Not Harder."

The majority of the first-year teachers were satisfied with the seminars the district-level mentors provided (**Exhibit 2-18**). Ninety-six percent of the new teachers who responded to the survey "agreed" or "strongly agreed" that the Success Seminars provided an opportunity for them to network and learn from other new teachers and that the

topics were relevant and timely. More than 81 percent of the new teachers also considered the time and location of the seminars convenient.

Exhibit 2-18
First-Year Teachers Satisfaction with New Teacher Seminars*
2015-2016

	Strongly Disagree	Disagree	Agree	Strongly Agree
<i>I was able to network and learn from other new teachers</i>	0.0%	3.7%	70.4%	25.9%
<i>The topics were relevant and timely to support my teaching</i>	0.0%	3.7%	70.4%	25.9%
<i>The time and location was convenient</i>	7.4%	11.1%	66.7%	14.8%

Source: LCISD, 2015-2016 First Year Teacher Program Review.

*Twenty-seven new teachers responded to the survey.

The district mentors also meet monthly with the director of staff development to discuss needs and concerns of new teachers and receive updates on district initiatives and concerns. The district mentors participate in a summer retreat to plan for the next school year. In 2015-2016, the district-level mentors provided 930 hours of direct support to new teachers. Between 89 and 100 percent of these new teachers also considered themselves to be compatible with their district-level mentor (**Exhibit 2-19**).

Exhibit 2-19
First-Year Teachers Compatibility with District Mentor*
2015-2016

	Strongly Disagree	Disagree	Agree	Strongly Agree
<i>Teaching assignment (grade level or content knowledge)</i>	3.7%	7.4%	29.6%	59.3%
<i>General teaching style</i>	0.0%	3.8%	38.5%	57.7%
<i>Schedule/Availability</i>	0.0%	0.0%	33.3%	66.7%
<i>Personality</i>	0.0%	0.0%	22.2%	77.8%

Source: LCISD, 2015-2016 First Year Teacher Program Review.

*Twenty-seven new teachers responded to the survey.

The campus-level mentors have at least three years of teaching experience and are selected from the same content area as the new teachers. They conduct and log weekly one-on-one 15-minute sessions with their assigned new teacher and submit the logs to the lead district mentor and the staff development coordinator.

The campus mentors receive a \$425 stipend. Nearly two-thirds of campus mentors reported that they meet with the new teachers assigned to them one-on-one for 15 minutes a week. More than three-quarters of the new teachers who participated in the survey indicated that their campus mentor has the opportunity to observe them teaching and provide feedback for improvement. Between 93 and 100 percent of the new teachers who participated in the survey considered themselves compatible with their campus mentor (**Exhibit 2-20**).

Exhibit 2-20
First-Year Teachers Compatibility with Campus Mentor*
2015-2016

	Strongly Disagree	Disagree	Agree	Strongly Agree
<i>Teaching assignment (grade level or content knowledge)**</i>	0.0%	6.9%	24.1%	68.4%
<i>General teaching style</i>	0.0%	0.0%	34.5%	65.5%
<i>Location in building**</i>	3.5%	3.5%	27.6%	65.5%
<i>Schedule/Availability</i>	0.0%	3.5%	31.0%	65.5%
<i>Personality</i>	0.0%	0.0%	24.1%	75.9%

Source: LCISD, 2015-2016 First Year Teacher Program Review.

*Twenty-nine new teachers responded to the survey.

** Due to rounding, percent may not add up to 100.

ACCOMPLISHMENT 2-1

LCISD shifted its approach to discipline in 2016-2017 and aligned it across the secondary campuses to enhance consistency in policies, procedures, and consequences.

A 2015-2016 review of LCISD disciplinary incidents and actions by secondary campuses and tracks showed that the disciplinary codes the district uses were too generic and that disciplinary policies, procedures, and actions varied across campuses. For example, the “failure to follow rules” (FTR) code was used heavily thereby obscuring what specific type of behavior was taking place or when and where it was occurring. This situation underscored the need to have more specific codes for certain behaviors and to add location codes.

Additionally, campuses had their own behavior consequences regarding extracurricular activities and social media. As a result of the review by the Secondary Handbook and Extra-Curricular Code of Conduct Subcommittee for Discipline Practices and Codes, LCISD overhauled its secondary Code of Conduct in April 2016 to ensure consistency across secondary campuses.

LCISD updated and defined its behavior incident codes more precisely to allow administrators and staff to pinpoint behavior more accurately and align them with consequences. Updates were mainly associated with the use of digital communication devices and social media. Instead of a generic code stating that “student does not follow rules,” the new codes refer to: “hall disruption: running, shouting;” “disruptive noises;” or “classroom rules violation.”

LCISD developed a Discipline Consistency Chart with 109 discipline codes divided into five levels:

- **LEVEL I:** Minor Offenses
- **LEVEL II:** Major Offenses
- **LEVEL III:** Major Offenses /Discretionary Removal Offenses (DAEP)
- **LEVEL IV:** Mandatory Removal Offenses (DAEP/Discretionary Expulsions (DAEP or JJAEP)
- **LEVEL V:** Expellable Offenses (Mandatory Expulsion (JJAEP) must be supported with Police Report)

Each level of disciplinary incidents specifies required minimum consequences and optional consequences, as shown in **Exhibit 2-21**. Among consequences, LCISD has increased the involvement of parents in the disciplinary process at all five disciplinary incident levels and decreased or eliminated placing children in In School Suspension (ISS) while addressing disciplinary issues in a timely manner and enforcing the consequences immediately.

Exhibit 2-21
LCISD Discipline Consistency Chart – Levels and Required Minimum and Optional Actions

LEVEL I: Minor Offenses	LEVEL II: Major Offenses	LEVEL III: Major Offenses/ Discretionary Removal Offenses (DAEP)	LEVEL IV: Mandatory Removal Offenses (DAEP)/ Discretionary Expulsions	LEVEL V: Expellable Offenses
Required Minimum:	Required Minimum:	Required Minimum:	Required Minimum:	Required Minimum:
Reprimand/ Verbal correction	Student conference	Student conference	Student conference	Student conference
Student conference	Parent contact	Parent contact/ Conference	Parent contact/ conference	Parent contact/ conference
Confiscation (if applicable)	Discipline referral	Discipline referral	Alternative Learning Center (ALC)	Police referral
Administrative fee (cell phone)	Confiscation (if applicable)		Police referral	Expulsion
Optional:	Optional:	Optional:	Optional:	
Cooling off time	ISS/Out of School Suspension (OSS) (2 days max)	ALC discretionary placement	OSS (3 days max)	
Discipline referral	Loss of privileges	Class reassignment		
Parent contact	Removal from extra- curricular activities	ISS/OSS (3 days max)		
Dress correction (<i>dress code</i>)	Saturday school	Police referral		
Short-term class removal	Class reassignment	Restitution (for damage of school property)		
Loss of privileges	After school detention	Loss of privileges		
After school detention		Removal from extra- curricular activities		
Bus suspension				
Parking privilege suspension				

Source: LCISD Discipline Consistency Chart, February 2017.

LCISD also created a disciplinary actions scale for secondary students for bus safety violations (**Exhibit 2-22**) and a road map of who to contact in case of discipline issues on school busses. The individuals to contact range from the executive director of Secondary Education, Transportation Department administrators and staff, an administrator and secretary in each secondary school, the transportation color track contact, as well as the Transportation Department staff member responsible for discipline.

Exhibit 2-22
Disciplinary Action for Bus Safety Violations: Grades 6-12
2016-2017

Referral	Action	Consequence(s) Can Result in a...
First referral	Parent/Student notification and campus consequence	5 day bus suspension
Second referral	Parent/Student notification and campus consequence	10 day bus suspension

Referral	Action	Consequence(s) Can Result in a...
Third referral	Parent/Student notification and campus consequence	Bus suspension through the end of the current semester
Fourth referral	Parent/Student notification and campus consequence	Bus suspension through the end of the current school year

Source: LCISD Disciplinary Action for Bus Safety Violations – Grade 6-12, 2016-2017, Spring Semester.

The realignment of the behavior codes has had an immediate impact. It has been integrated into the Restorative Practices approach’s student behavior agreements, mediation agreements, and the determination of appropriate consequences that deter future negative behavior. LCISD has implemented Restorative Practices in 2016-2017.

ACCOMPLISHMENT 2-J

LCISD centralized, expanded, and restructured its summer school making it an effective extension of the school year.

Before 2016, the Summer Extended Year program was decentralized with secondary campuses offering remediation tutorials that were optional. There were limited opportunities for restoring original credit on some secondary campuses. Tutorials and classes were provided through a computer-based program (Compass).

LCISD overhauled the Summer Extended Year program in 2016 and has continued modifying it in 2017. It made it mandatory for junior high and high school students who did not successfully pass Student Success Initiative (SSI)/End of Course (EOC) exams. These students will attend the first session of the Summer Extended Year program so that they can take part in the summer SSI/EOC re-testing. Middle school, junior high, and high school students who do not pass one or both semesters of a course are required to attend summer school session 2 and/or session 3.

LCISD centralized the Summer Extended Year program for secondary students offering it at Wessendorff Middle School for special education students and at Lamar Consolidated High School for sessions 1 and 2 and Lamar Junior High for sessions 2 and 3 (**Exhibit 2-23**). This centralization offers access to students from the different tracks. LCISD offers food service as well as transportation to summer school locations before school, mid-day, and after school.

Exhibit 2-23
Summer School 2017 Schedule

	Session 1	Session 2	Session 3
Schedule	June 5 – 16, 2017	June 26 – July 13, 2017	July 17 – August 1, 2017
Location	Lamar Consolidated High School	Lamar Consolidated High School and Lamar Junior High	Lamar Junior High
Subjects	SSI and EOC tutorials and re-tests*	Middle School/Junior High: Credit Restoration courses High School: Original Credit and Credit Restoration	Middle School/Junior High: Credit Restoration courses High School: Original Credit and Credit Restoration
Offered	8:15 - 11:30 AM 12:00 - 3:15 PM	8:15 - 3:30	8:15 - 3:30

Source: LCISD, Summer School 2017, February 8, 2017.

*SSI refers to Student Success Initiative; EOC refers to End-of Course.

Instead of using computer-based instruction, the Summer Extended Year program will have a summer school administrator, a registrar, a counselor, a testing counselor (for session 1 only), a SSI/EOC tutorial teacher and re-test proctor, and an original credit and credit restoration teacher. The Summer Extended Year program also raised summer school pay rates and stipends for teachers and staff to attract high-quality staff to the program.

ACCOMPLISHMENT 2-K

In collaboration with Memorial Hermann Health Centers for Schools, LCISD provides, through the operation of two clinics, comprehensive health care services for uninsured, under-insured, and medically underserved students.

Memorial Hermann Health Centers for Schools operates two clinics at Lamar Consolidated High School and Terry High School. The clinics have been open for five years. Each clinic is staffed by a nurse practitioner and a social worker. LCISD provides transportation to the clinics. The clinics provide comprehensive health care services to the two most socially-economically disadvantaged tracks: Red and Blue.

The Lamar Clinic also serves Jackson Elementary students (**Exhibit 2-24**). Services include: medical care-sick visits; immunizations; well child and sports physicals; mental health counseling for individuals, families, and groups; dental care- exams, cleaning, and restorative procedures; nutrition counseling; assistance with Medicaid/CHIP applications; free vision exams and glasses; and referrals to specialists, if needed.

The dietician services include a Healthy Eating & Lifestyle Program (HELP) for overweight and obese youth, a cholesterol program, and counseling services on iron deficiency, anemia, sports nutrition, pregnancy nutrition, and underweight conditions. In addition, the clinics offered, in June and July 2016, ten-day Healthy Attitudes Promote Positive Youth (HAPPY) boot camps for students in grades 5 to 9 from the Lamar and Terry feeder schools who are overweight or obese. Medical staff from the clinics monitored the students' health progress. Nineteen students participated in the summer boot camp.

**Exhibit 2-24
Health Care Services Provided to LCISD Students
2014-2015 and 2015-2016**

Services	2014-2015	2015-2016
Number of parents signing consent for healthcare services	7,214	6,825
MEDICAL SERVICES		
Number of students receiving services at Lamar and Terry Clinics	1,345	1,455
Total medical visits at both clinics	3,083	3,798
Percent of students returning to class after their visit to the clinic	87.3%	92.3%
Sick or injured	2,141	2,665
Sports physical	330	474
Well student check-up	211	234
Student immunized	401	425
MENTAL HEALTH COUNSELING SERVICES		
Total mental health counseling visits	1,655	1,355
Individual counseling	1,630	1,043
Group counseling	194	91
Family counseling	63	91
Significant others counseling	31	67
Risk assessment	86	63
MOBILE DENTAL PROGRAM SERVICES		
Number of dental procedures (cleaning, cavity filled, root canal, tooth extraction)	3,924	5,056
Number of dental visits	575	662

Services	2014-2015	2015-2016
Number of new dental visits		182
Number of recall dental visits		481
Dietitian Services		
Number of students receiving dietitian services	150	152

Source: Report to LCISD for 2014-2015 School Year Services and Report to LCISD for 2015-2016 School Year Services.

ACCOMPLISHMENT 2-L

LCISD’s nursing staff is organized effectively to meet students’ healthcare needs.

LCISD’s nursing staff consists of a total of 38 nurses, a pool of substitute nurses, and a system of buddy nurses. LCISD has a staff of 33 registered nurses (RNs) and five licensed vocational nurses (LVNs). Each campus has a nurse. The elementary, junior high, and high school campuses have RNs. The four middle school campuses have LVNs and one LVN is assigned to the medically fragile students located on the Dickinson Elementary campus.

On average, nurses have eight years of experience. The lead nurse visits each school once a month, looks at the clinics and reviews binders. The lead nurse conducts an annual performance review of the nurses with the principal of each school.

LCISD has a pool of eight substitute nurses. Offering a competitive rate to substitute nurses has allowed LCISD to attract a sufficient pool of substitute nurses. Its substitute nurses are RNs, and they have to shadow a nurse before the district employs them as substitute nurses. In 2015-2016, substitute nurses were used for 294 jobs. The substitute nurses are contacted daily. When there is a need for a substitute nurse, the webcenter system LCISD uses calls each substitute nurse on the list until one is available and ready to accept the assignment.

LCISD also has a system of buddy nurses who offer support to campus nurses by phone. Each RN has a buddy nurse and each LVN has two buddy nurses. The buddy nurses are paired by experience and school proximity. The buddy nurses are a resource for clarification of policies, procedures, and protocols. In instances when the primary nurse on campus is absent, the school administrator can contact the buddy nurse to come to the campus of the absent nurse to dispense medications or in an emergency to evaluate a student, employee, or visitor to the campus. The buddy nurse system encourages knowledge sharing and feedback and builds collaboration across nurses and campuses.

ACCOMPLISHMENT 2-M

LCISD implemented two immersion exchange programs with high schools in China and Taiwan providing LCISD students and staff with international culture experiences.

LCISD signed a Memorandum of Understanding (MOU) with a school in China and a school in Taiwan. George Ranch High School and Terry High School have an exchange program with Foshan High School #3 and Foster High School has an exchange program with Ping Tung High School in Donggang Township in Taiwan. The exchange program, implemented annually, is a two-week full immersion program. LCISD students stay with host families in China and Taiwan and the Chinese and Taiwanese students coming to LCISD are hosted by the families of the students who participate in the program. LCISD students who want to participate in the program must apply.

LCISD and the Education Bureau of Chancheng District, Foshan City in China signed a Memorandum of Understanding (MOU) on April 20, 2015, to collaborate and exchange teachers and students for short-term learning. The short-term experience will use a common curriculum. The local school district in each country will be responsible for all costs incurred during the exchange. The MOU specified that students from both countries will use identical themes in their learning with a focus on the local culture. In addition, both parties will exchange teachers to provide training, and the language teachers, who will participate in the exchange, will serve as Chinese/English teaching assistants.

The Chinese partner school will employ LCISD education experts, principals, and teachers as educational advisors to Chancheng to support their education reform. The two schools will also exchange sport teams, art troupes, and groups in other cultural fields. Persons at the executive levels of both entities will stay in touch regularly to maintain collaboration and sustain the exchange program.

The partnership began with a two-week immersion visit of 15 Foshan students and two staff to George Ranch High School in January 2014 and a visit by 16 George Ranch High School students and five staff to Foshan High School in January 2015. In January 2016, both parties expanded the program by adding another school. Terry High School was added. In January 2016, George Ranch High School hosted 15 Foshan students and two staff members and 16 George Ranch High School students and four staff members traveled to Foshan. In addition, George Ranch High School hosted two teachers from Foshan in October 2015 and 2016 to learn new instructional strategies on integrating technology into the classroom. In January 2017, George Ranch High School hosted 15 Foshan students and two staff members and 19 George Ranch High School and Terry High School students and four staff travelled to Foshan. In February 2017, Foster High School hosted 15 students and five staff members from Taiwan. George Ranch plans to send two teachers in May 2017 to Foshan to support the need for electives and strengthen students' conversational English-speaking skills.

LCISD students from the respective high schools who want to participate in the program complete an application, attend a parent and student campus information meeting, and participate in an interview with selected staff. Students who apply and are selected to participate in the program are expected to pay for the trip. The schools offer a payment plan and organize a fund raiser. The event raises funds for specific students. The costs for staff traveling with the students are covered by the district.

LCISD and the Department of Education of the Pingtung County of Taiwan signed a Memorandum of Understanding (MOU) on April 23, 2015 to exchange students, teachers, sports, choir and other cultural groups, and to have a summer camp. Both entities will maintain regular communication to facilitate consultation and cooperation on the exchange. Foster High School sent five representatives in September 2016 to Ping Tung High School for a week-long visit to meet with staff and students and to plan for 15 Ping Tung High School students and four staff to visit Foster High School in January 2017. Local families will serve as host. The plan is to expand the program in 2019 and add Lamar Consolidated High School.

DETAILED OBSERVATIONS

Organization and Management

OBSERVATION 2-1

LCISD's education service delivery departments do not have a system and timetable to document and update their policies, processes, and procedures; they also lack a central depository for the documentation of policies, processes, and procedures.

LCISD does not have a formal system in place to document its processes and procedures, to review them on a regular basis, and to update them as needed. Documentation and updating largely depends on administrators' initiatives. For example, the Student/Parent Handbook was out of date. In 2016-2017, the Secondary Education Department overhauled the Student Handbook and the Elementary Education Department is updating their handbook. The district did not have an Enrollment and Registration Handbook until 2016-2017. LCISD's Code of Conduct was inconsistent across campuses and has been revised in 2016-2017. The Librarian Handbook has not been updated for several years and is currently under revision. The Curriculum and Instruction Department started developing an Operations Manual in summer 2016 and is in the process of revising different sections.

Formal processes and procedures provide a common frame of reference and a method of consistent communication and describe how a program operates. They ensure consistent communication about what each process is, how it should be applied, who is responsible for its successful execution, and offer a clear understanding of the inputs or triggers and what the expected results should be upon process completion. Their documentation ensures continuity and consistency, which transcends staff changes. Having formal processes and procedures and documenting them is critical because of LCISD's current and forecasted growth rate, its opening of new schools, and its hiring of a large number of teachers annually. Many of the processes and procedures used are not documented.

RECOMMENDATION 2-1

Formally develop, implement, and document policies, processes, and procedures in the educational service delivery area.

The Curriculum and Instruction, Elementary Education, and Secondary Education Departments jointly with the administrators and directors of their departments/programs should review their respective programs to identify areas where formal processes and procedures have not been developed but would be beneficial. They should also identify current policies, processes, and procedures in need of updating or revision. Once identified, each department should prepare a plan and timetable for the development and updating of processes and procedures and their documentation.

The Academic administrator and the executive directors of Elementary Education and Secondary Education should assign the responsibility to their staff for the development of policies, processes, and procedures and for updating and revising existing policies, processes, and procedures in their respective area. The policies, processes, and procedures documentation system should include a timeline for development, implementation steps, and resources needed, and identify staff involved in implementation.

The policies, processes, and procedures should incorporate best practices and, to the extent feasible, adapt policies, processes, and procedures proven to be effective in other districts with similar characteristics and enrollment. Each department should review its policies, processes, and procedures, refine, and implement them. The Academic administrator and the executive directors of Elementary Education and Secondary Education should monitor implementation during the first year and review implementation at the end of the first year and make adjustments, as needed. The Curriculum and Instruction, Elementary Education, and Secondary Education

Departments should work with the Technology Department to develop a central depository of its formal documents.

FISCAL IMPACT

This recommendation can be implemented with existing resources.

ANTICIPATING TOMORROW

As the district grows, it should institutionalize the systematic development, review, and updating of policies, processes, and procedures and maintain a document depository. Documented policies, processes, and procedures increase in importance as a district experiences high growth. Documented policies, processes, and procedures create a common frame of reference and a method of consistent communication. Having documented policies, processes, and procedures and providing easy access to them improves communication, enhances efficiency, and facilitates cohesive operations. Institutionalizing the periodic review and updating of processes and informing employees of changes and updates will minimize the costs of integrating new teachers and staff, inconsistencies, and disruptions to operations.

Curriculum, Student Performance and Assessments

OBSERVATION 2-2

Although in its third year, LCISD's curriculum is not fully developed, especially at the middle school/junior high level thereby making instruction a challenge.

LCISD undertook an ambitious curriculum development project in 2013-2014. LCISD used a curriculum it purchased from Fort Bend ISD until 2013-2014. As this curriculum had not been updated to the TEKS and LCISD could not change large portions of the curriculum because it was under copyright protection, LCISD decided, when the agreement with Fort Bend ISD came up for renewal, to develop, in large part, a new curriculum.

During the summer of 2014, LCISD moved the curriculum to Eduphoria and developed districtwide assessments. In 2014-2015, LCISD removed, from the curriculum, the objectives that were out of date or had copyright protection and reorganized the curriculum according to the revised TEKS. LCISD reviewed the district assessments to ensure they had a strong alignment with STAAR performance, incorporated new math TEKS for K-8, and put a major emphasis on genres for ELAR revisions focusing first on K-5.

LCISD also adopted Stemsscopes as a science resource to meet the Texas Education Agency's (TEA) requirement for 80 percent labs in the primary grades and 40 percent in high school and History Alive as a prime resource for Social Studies. LCISD started teaching the new curriculum in 2014-2015. In the summers of 2015 and 2016, LCISD used teams of five to ten teachers divided into content areas and grade levels to develop components of the curriculum including a Scope and Sequence, At-a-Glance, Roadmaps, Resources, Strategies, and model lesson plans. LCISD also used Lead4ward Field Guides. These components are described below.

- The Scope and Sequence for each content area and grade level lists the units to be taught in each grading period and lists, for each unit, the unit's main ideas, grading period, expected student outcomes, the respective TEKS, clarification of the TEKS, respective vocabulary, suggested length of instruction, suggested resources, suggested instructional strategies, suggested extensions, and suggested re-teaching.
- At-a Glance provides an overview for the entire year. It lists, for each grading period, the units to be covered, the estimated time frame, and the respective TEKS. It also identifies ongoing processes and skill areas.
- Roadmaps provide for each content area, grade, and unit, the time frame, a unit summary (big ideas) vis-à-vis student expectations, the applicable TEKS (as they pertain to readiness, supporting, process, and suggested English Language Proficiency Standards (ELPS)), the academic content vocabulary, instructional suggestions, differentiation strategies, sample assessment items, and additional resources. Roadmaps for

reading may also include the academic content vocabulary in Spanish, list supplemental bilingual or ELL professional resources, and mentor text.

- Field Guide developed by Lead4ward is a tool for teachers supplementing the local curriculum and connecting the scope and sequence with STAAR. It provides an overview of the readiness and supporting standards assessed on STAAR. The Field Guide analyzes each standard by scaffolding the TEKS and associated student expectation, extracts the content in a bulleted list, describes the instructional implications and the rigor implications, identifies the academic vocabulary, and alerts teachers to areas where students typically struggle (distraction factor).

LCISD's approach to revising and updating its curriculum consisted of several phases. It started with the development of At-a-Glance to allow teachers to see the major changes in the updated curriculum. Next, they moved to the development or updating of the curriculum and the identification of resource. Lastly, they developed the roadmaps and model lesson plans. The curriculum and its components are housed in Eduphoria. At-a-Glance, Roadmaps, resources, and model lesson plans are housed in the Forethought part of Eduphoria. Field Guides, resources, teaching strategies, and tests analysis are available through Lead4Ward. LCISD also maintains a OneNote shared website of resources, professional development, and meeting minutes.

The focus of curriculum revision and updating during the first two years has been on the elementary level. LCISD considered the elementary curriculum the most critical area of deficit. The change in the math TEKS and the increased rigor associated with these TEKS further emphasized this need. However, the elementary curriculum, the most developed, still has gaps and inconsistencies.

In districtwide interviews, elementary school teachers indicated that the check list of skills students need to master for Kindergarten is vague, the skills are not prioritized, and the list of resources is incomplete and inconsistent across classrooms and schools. Resources available are not prioritized and teachers have difficulty identifying the most appropriate resources. Similarly, the checklist of skills for first grade is inaccurate and inconsistent with developmental reading assessment (DRA) levels and teachers lack resources.

Teachers found Eduphoria not user friendly. Teachers' familiarity with Eduphoria varied. Some teachers considered Eduphoria's layout not helpful in the way the TEKS are presented and placing the English Language Proficiency Standards (ELPS) at the bottom. Teachers also indicated that they did not find the roadmaps in Eduphoria and have to obtain copies of the roadmaps from the instructional facilitator every grading period by email. Elementary school principals found the roadmaps to contain a large volume of information that makes it difficult for teachers to sift through. Identifying the most appropriate resources is especially challenging because of the long list of resources included.

The middle school/junior high curriculum is the least developed. While there is a scope and sequence, the other components of the curriculum are either missing or only partially developed. According to middle school/junior high teachers and principals, "the core area curriculum is a shell. It is very generic." There are no time frames, roadmaps, resources, model lesson plans, or common assessments, fostering inconsistency across campuses. For example, the At-a-Glance in English Language Arts (ELA) is not fully developed; there is no information on objectives.

Middle school/junior high teachers and principals found the ELA content area very challenging, especially in sixth grade because it is broad and has many TEKS. The At-a-Glance for sixth grade ELA only has a list of TEKS with no other information. The At-a-Glance for reading is not useful because it has a great volume of material as a result of having to address a large number of TEKS. Consequently, there is lack of consistency in how reading is taught districtwide. Science has a scope and sequence and a Field Guide, but no activities or resources. In math, teachers create their own activities and use textbooks. However, students struggle using the textbooks because they have gaps in what is covered. Teachers indicated that it was challenging to find resources at the appropriate rigor level. None of the content areas have lesson plans. Middle and junior high teachers work as a team on their respective campus to prepare lesson plans during their common planning period. Or teachers get lesson plans from veteran teachers but it is unclear whether the lesson plans are aligned to the TEKS and the schedule. Each campus

develops its own lesson plans and identifies resources. The lesson plans available in Eduphoria are only accessible to the campus that developed them. These lesson plans have objectives and differentiation guidelines but lack strategies. The absence of model lesson plans does not allow teachers to adjust their lesson plans to meet model lesson plan standards. The lack of a developed curriculum is particularly challenging for new teachers.

The high school curricula vary in their level of completeness. High School teachers and principals expressed similar concerns to those expressed by middle school/junior high teachers and principals about the curriculum. For example, At-a-Glance is not fully developed or does not contain the necessary level of detail. The biology, physics and chemistry curricula lack resources, and the roadmaps at this stage of development are still too general and need to be revised.

LCISD's Curriculum and Instruction Department did not have a master plan for the development of the new curriculum. It did not estimate the time it would take to complete development based on different development timelines or assess the impact of each timeline on instruction. The time (summer) and budget allocated to the curriculum development efforts have prolonged the process. The curriculum development process followed has left gaps where not all the components have been developed or fully developed and where development has to be staggered by grade level, focusing on the elementary level. Without a timetable, the curriculum development efforts have also left teachers, especially at the secondary level, uncertain about when the secondary curricula will be developed.

Galena Park ISD has an effective process for curriculum development, revision, and updating. The district provides comprehensive staff development in curriculum writing to ensure consistency and has a large pool of teachers who can participate in curriculum development and updating. The teams include program directors, teachers, and instructional specialists. These teams work collaboratively during the year and over the summer to design and update the curriculum. The district has a curriculum development, revision and updating long-range plan. The first part is an annual cross-subject-area calendar that shows textbook adoptions and curriculum document development or revision, district assessment revisions and unit development or revision. The second part has five-year plans for each content area and educational level. The plans specify annual curriculum revisions, assessments to be developed or revised, available resources, and staff development to be provided.

During the summer of 2017, LCISD completed the development of the curriculum for the secondary level in all content areas and updated all resources. Curriculum development activities included the review and revision of the Roadmaps; updating At-A-Glance; updating the scope and sequence of TEKS with regard to the number of days allocated to teaching each; updating the English Language Proficiency Standards (ELPS), ensuring the Science curriculum addresses every element of the TEKS, and adding resources and differentiation strategies. At the elementary level, teacher input was incorporated into the Roadmaps.

RECOMMENDATION 2-2

Continue to update and refine the curriculum.

The Curriculum and Instruction Department should prepare a curriculum updating and refinement long-range plan and timeline. The plan should address each content area, grade level, and core and elective classes. The plan should set updating and revision priorities, specify a schedule, and estimate the staff resources and level of effort needed. The Academic administrator should disseminate the plan, following its approval by the superintendent, to campus administrators and teachers.

FISCAL IMPACT

This recommendation can be implemented with existing resources.

ANTICIPATING TOMORROW

Stabilize and refine the curriculum: Having a curriculum that was not fully developed in e 2016-2017 was challenging to all teachers and especially to new teachers. As a high growth district, LCISD hires a large number of new teachers each year. Having a fully developed and stable curriculum is a significant factor contributing to the instructional effectiveness of all teachers and particularly to the effectiveness of new teachers as well as to student performance. Following the full development of the curriculum in the summer of 2017 the district needs to implement a curriculum updating timetable, ensure that the curriculum updating maintains consistency in language and terminology, and that all supplemental software and other programs adopted are consistent with the curriculum. For example, Conroe ISD, a district with 58,014 students attributes its academic performance to its stable curriculum. Conroe ISD has followed the same instructional model in the past 12 years. To sustain its stability, Conroe ISD ensures that each instructional strategy used is connected to the instructional model. It researchers carefully each new program and adopts only programs that fit in with their curriculum.

OBSERVATION 2-3

LCISD does not have a fully articulated curriculum management plan to coordinate the design, development, and delivery of curriculum that is aligned from school to school and from classroom to classroom to meet the needs of a diverse student population.

A curriculum management plan defines a district's philosophy and procedures for curriculum design, management, implementation, and evaluation. It defines roles and responsibilities for curriculum implementation and provides information to ensure that board policy and district administrative procedures are followed and are consistent with the district's philosophy about teaching and learning. It outlines the expectations and procedures regarding the written curriculum (guides), the taught curriculum (resources and instruction), and the assessed curriculum (assessments).

LCISD's *Curriculum and Instruction Operations Manual 2017-2018* includes the district curriculum-related board policy articulating its curriculum rationale; philosophy; and the alignment of the written, taught, and tested curriculum. The manual defines the district's approach to curriculum development as a "systematic ongoing program of curriculum development, review and evaluation," whereby the school system continuously develops and modifies the curriculum to provide a common direction of action for all instruction and to meet changing needs.

The *Curriculum and Instruction Operations Manual 2017-2018* also describes:

- The instructional cycle involving curriculum, assessment and planning.
- The roles and responsibilities of the district, principal, and teacher in the cycle of instruction.
- The role and responsibilities of the instructional coach, curriculum coordinator, campus administration, and areas such as staff development, advanced studies, accelerated language development, and the Research, Assessment and Accountability Department in the process.
- Guidelines for strategic improvement including three district initiatives and how these will be implemented taking into consideration the district's diversity and needs of individual campuses.

The *Curriculum and Instruction Operations Manual 2017-2018* does not address LCISD's curriculum development effort the district undertook in 2013-2014 after it discontinued the Fort Bend curriculum used previously. The manual does not include an overarching strategy for new curriculum development, a timetable for new curriculum development, and a multi-year curriculum development implementation plan. The manual does not address how the activities and resources associated with new curriculum development will impact the district's continuous curriculum review, evaluation, and revision activities.

LCISD's *Curriculum and Instruction Operations Manual 2017-2018* also does not provide any plan for the implementation of a continuous curriculum review, evaluation, and revision process. Such a process has to be cognizant of available resources and take into consideration state policy curriculum-related changes. For example, Texarkana ISD which, like LCISD, is using a model of continuous improvement for its curriculum development includes in its *Curriculum Management Plan for 2016-2017*, a curriculum review cycle timetable. According to its six-year timetable spanning from 2016-2017 to 2021-2022, all state foundation courses will be reviewed at the end of each academic year following the receipt of state assessment scores. All other courses, including foundation elective courses and other courses such as Career and Technology, Fine Arts, Health, Physical Education, Languages other than English, and local electives, will be reviewed every other year. The review cycle will be modified to reflect changes in the state assessment system or in TEKS.

RECOMMENDATION 2-3

Develop a long-term curriculum management plan.

The Academic administrator jointly with content experts should develop a three to five-year curriculum management plan. The curriculum management plan should articulate the processes and procedures for curriculum monitoring, review, and updating. The processes and procedures should define criteria for curriculum review and modifications that include student performance as well as administrator and staff suggestions. It should have a methodology and forms for translating and streamlining suggestions into actual additions and modifications. It should include a quality assurance process for curriculum modifications. The plan should also specify the qualifications (content knowledge, experience) of teachers invited to help revise the curriculum and set-up a training program for teachers participating in curriculum revision.

The plan should also set out a timeline for curriculum updating by subject area and grade level.

Its cross subject area calendar should show, for each year, TEKS revisions, textbook adoptions, curriculum development or revision, and development or revision of district assessments. The calendar will be supported with plans for content area and educational level. The content area and education level plans will specify, for each year, the curriculum revisions, assessments to be developed or revised, staff development to be provided, and available resources. The Academic administrator jointly with content experts will review the plan at the end of year and update it as needed.

FISCAL IMPACT

This recommendation can be implemented with existing resources.

ANTICIPATING TOMORROW

As the district grows, it should implement the curriculum management plan and refine it as needed. The curriculum management plan will serve as a basis for organizing, implementing, and managing the curriculum updating initiatives. Following the development of a curriculum management plan, the Academic administrator with Curriculum and Instruction staff will use the master calendar each year to set up an appropriate process for curriculum updating and assessment development or revision in the specified content areas and grade levels; develop a calendar for implementation; assemble the needed teams; and provide appropriate staff development to them. The curriculum management plan will facilitate an orderly and efficient process. This process is independent of district size and growth rate.

Gifted and Talented

OBSERVATION 2-4

The Gifted and Talented (G/T) program under-represents Hispanic, African American, and Limited English Proficiency (LEP) students.

LCISD's G/T program is designed to provide a challenging, differentiated, and enriched academic environment. The program is divided into elementary and secondary levels. At the elementary level – kindergarten through fifth grade – G/T facilitators provide 90-minute pullout clustered classes once a week. Research has shown that a pullout program is most effective when it extends and enriches the core curriculum. LCISD's G/T Program Scope and Sequence and its Curriculum Framework extends the LCISD curriculum. The pullout classes use thematic units advancing concepts or big ideas such as patterns, systems, power, structures, change, and conflict. These thematic units help students develop and apply critical thinking skills, problem solving skills, independent inquiry/research skills, and creativity.

The elementary G/T program is also extended into the classroom where teachers offer differentiated instruction to G/T students in the four core areas. At the secondary level, classroom teachers with G/T training use a challenging differentiated, and enriched academic environment to help student continue develop these skills. Moving through the G/T program, students are exposed to a continuum of learning experiences that lead to the development of higher level thinking skills and of advanced level products and performances like those provided through the Texas Performance Standards Projects (TPSP). The TPSP provides guidelines at each grade level for independent learning experiences and research projects that teachers can use with their G/T students. These projects or activities/tasks are based on the Texas Essential Knowledge and Skills (TEKS) and focus on the four core areas of English language arts and reading, mathematics, science, and social studies with interdisciplinary connections. The LCISD curriculum has resource materials such as TPSP for teachers.

At the end of fifth grade, students have to qualify for the G/T program at the middle school/junior high level. G/T students at the middle school/junior high level have to be enrolled at minimum in one G/T class in order to remain in the program. At the middle school/junior high level, grades 6 through 8, LCISD offers to G/T students a differentiated curriculum by G/T trained teachers. Campus administrators monitor classroom instructional practices including differentiation. The LCISD Curriculum and Instruction Department serves in an advisory capacity and as a resource to campus administrators and G/T teachers.

All LCISD G/T teachers receive 30-hour G/T foundational training and 6-hour update training from the Advanced Placement Summer Institute (APSI). The training addresses using instructional methods and materials designed to develop thinking processes which enhance independent study. The third day of the 30-hour Foundational Training is on differentiation. Differentiation is also included in the annual updates.

The G/T program has been highly rated by staff, students, and parents as providing challenging curriculum for gifted students in the Campus Climate Survey conducted in November-December 2016. Eighty-six percent of the staff, 72 percent of students, and 78 percent of parents gave the G/T program an "excellent" or "good" rating.

Analyses conducted by the Research, Assessment and Accountability Department correlating G/T status and STAAR performance by campus show that all campuses have effective G/T programs; that is, there were no statistically significant differences in STAAR scores of G/T students by campus. An analysis of Spring 2017 STAAR scores of LCISD G/T students by grade level shows program effectiveness in each grade level. Between 99 and 100 percent of LCISD G/T students in each grade – grades 3 through 8 – passed the reading, math and writing STAAR tests. Furthermore, the percentage of LCISD G/T students outperformed G/T students statewide in each grade level in reading, math and writing with two exceptions. In grade 5 STAAR math and grade 8 reading 100 percent of both LCISD G/T students and statewide G/T students passed.

At the high school level G/T students are enrolled in pre-Advanced Placement (AP) and AP classes. G/T students can also take Independent Study, Research, and Special Topics classes and dual enrollment in college courses. LCISD uses a G/T Program Scope and Sequence and Curriculum Framework that addresses memory, recall, and associative learning; critical and creative thinking; independent inquiry/research; and social emotional learning.

LCISD G/T students are identified through nominations from parents, teachers/staff, community members, and students throughout the year. They are also identified through a LCISD validated observation checklist, a recent abilities test, a nationally standardized abilities test, Kingore Portfolio Lessons, and a variety of tests. Tests considered include Cogat in English or Spanish for initial screening in grades kindergarten to 6 or alternative tests such as NNAT, Sages, RIST, and RIAS for both elementary and secondary students. All kindergarten, second, and fifth grade students are screened for G/T. The Admissions-Review-Exit (ARE) committees review the applications and determine placement.

LCISD has 12.5 FTE G/T facilitators. It has 11 facilitators for the elementary campuses responsible for two or three campuses, one facilitator covers the five junior high campuses, and a part-time facilitator covers the middle school campuses. Each facilitator has a home campus and provides staff development on differentiated strategies to teachers on that campus. In 2012, two facilitators left and were not replaced in spite of repeated requests from the Advanced Studies director. Not replacing these facilitators and new school openings increased the need for more G/T facilitators. The director of Advanced Studies reviews and evaluates the effectiveness of the G/T program annually through interviews with or surveys of G/T parents, students, faculty and staff and may report results and recommendations to the Board.

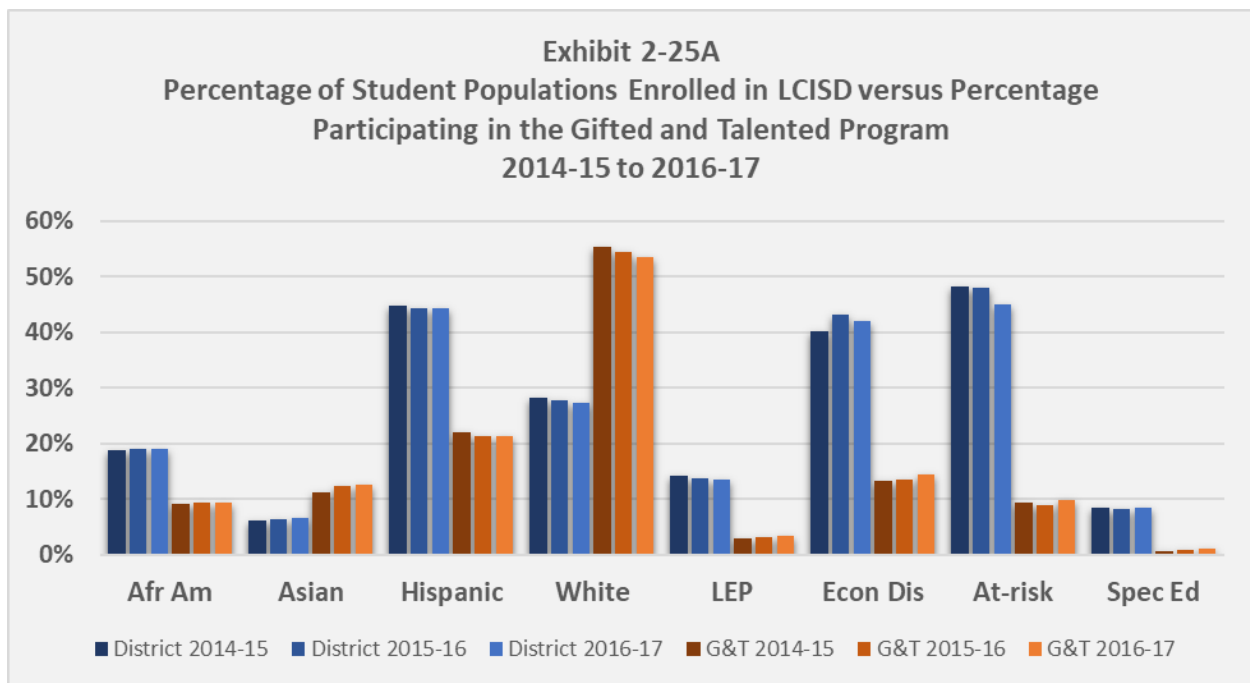
While the number of the G/T students increased from 2014-2015 to 2016-2017 as the total enrollment of the district increased, there has been little change in the percentage of the G/T population relative to the total district population (**Exhibit 2-25**). The percentage of African American, Hispanic, and LEP G/T students changed little over this period. Hispanic, African American, LEP, economically disadvantaged, and at-risk students continued to be under-represented in the G/T student population. Hispanic students constitute between 44.7 (2014-2015) and 44.2 percent (2016-2017) of the LCISD student population; their representation among G/T students ranged from 21.9 to 21.4 percent, respectively. Similarly, African American students constitute from 18.7 to 19.1 percent of students in LCISD during this three- year period; however, only 9.1 to 9.4 percent of G/T students are African American. Between 14.1 and 13.6 percent of the student population from 2014-2015 to 2016-2017 were LEPs but they comprised only 3.0 to 3.3 percent of the G/T population.

Exhibit 2-25
Characteristics of LCISD Students in the Gifted and Talented Program
2014-2015 to 2016-2017

	2014-2015		2015-2016		2016-2017	
	Number	Percent	Number	Percent	Number	Percent
LCISD						
District enrollment	28,332	100.0%	29,692	100.0%	30,829	100.0%
African American	5,299	18.7%	5,658	19.1%	5,882	19.1%
Asian	1,748	6.2%	1,871	6.3%	2,047	6.6%
Hispanic	12,669	44.7%	13,186	44.4%	13,642	44.2%
White	7,996	28.2%	8,226	27.7%	8,397	27.2%
LEP	3,993	14.1%	4,085	13.8%	4,205	13.6%
Economically disadvantaged	11,363	40.1%	12,837	43.2%	12,997	42.1%
At-risk	13,685	48.3%	14,239	48.0%	13,856	44.9%
Special Education	2,390	8.4%	2,469	8.3%	2,581	8.4%
Gifted and Talented Program						
GT students	2,320	8.2%	2,342	7.9%	2,521	8.2%

	2014-2015		2015-2016		2016-2017	
	Number	Percent	Number	Percent	Number	Percent
African American	212	9.1%	218	9.3%	236	9.4%
Asian	263	11.3%	287	12.3%	317	12.6%
Hispanic	507	21.9%	498	21.3%	539	21.4%
White	1,285	55.4%	1,274	54.4%	1,349	53.5%
LEP	69	3.0%	75	3.2%	83	3.3%
Economically disadvantaged	307	13.2%	318	13.6%	365	14.5%
At-risk	218	9.4%	206	8.8%	246	9.8%
Special Education	16	0.7%	21	0.9%	27	1.1%

Source: LCISD, GT Demographics 2013-2016, February 2017. LCISD 2013-2014 to 2016-2017 Fall Demographics, February 2017.



The district has implemented several strategies to publicize the G/T program in order to increase awareness among parents and community members and increase nominations. For example, the Advanced Studies Department advertises and convenes each fall at least one districtwide meeting to solicit nominations for the G/T program from parents and community members. Information and brochures about the meeting are provided in English and Spanish.

Parents can also attend presentations at the annual meeting sponsored by the Houston Area Coop on the Gifted and Talented. In addition, each school’s website has a G/T web page. LCISD has also targeted campuses, mostly in the Red and Blue tracks, that have a low percentage of G/T students.

LCISD established a challenge pool in 2014-2015 on any elementary campus with five percent or fewer G/T students. The challenge pool identifies 10 to 12 students in grades 1 and 2 with a potential to enter the G/T program. It offers a 45-minute class weekly on thinking skills, patterns, and other items included in the G/T test. These students are rescreened in April. Since the challenge pool program was established, LCISD identified more than 10 students who qualified for the G/T program.

Despite these efforts, the percentage of African American, Hispanic, LEP, special education, at-risk, and economically disadvantaged students in the program has basically remained unchanged.

Research has shown that G/T programs typically under-represent minority and LEP students. Under-representation is a result of several factors including getting nominations mainly from teachers due to lack of effective outreach to other nomination sources such as parents, community members, and self-nominations. Underrepresentation also results from basing the giftedness assessment on instruments that are not culturally or linguistically sensitive. Researchers recommend using multiple nomination sources; using multiple criteria for identification; collecting data on G/T candidates through verbal and non-verbal means such as interviews, observations, performances, and written documents; and using culturally and linguistically sensitive tests.

The LCISD G/T program uses a cognitive (CogAT) abilities test for the initial screening of students and the Olsat and SAGE tests for appeals. LCISD has not expanded its identification and assessment tools to include other nonverbal and “culture fair” or “culture free” assessments proved to be effective in identifying minority students and LEPs who are gifted. Nonverbal tests of general ability are designed specifically to measure intelligence independently of language and math skills. Assessments such as the Naglieri Nonverbal Ability Test and the Ravens Progressive Matrices can be used together with more traditional tests to identify a wider range of students who are gifted.

The Naglieri Nonverbal Ability Test, for example, measures intelligence in a way that identifies more minority children as well as LEPs than traditional tests. The test was administered to children in the Fairfax County Public Schools in Fairfax, Virginia, a district with 160,000 students, resulting in the identification of more gifted minority children who are bilingual than would have been considered for their gifted program if only their verbal and quantitative scores had been used.

Fort Worth ISD increased opportunities for ethnic and language minority students to demonstrate their skills and abilities in order to be considered for participation in the G/T program by expanding the range of identification criteria, selecting a language-free and culturally fair identification instrument, and training all teachers to identify gifted and talented students.

Clear Creek ISD coordinates its G/T program with the bilingual/ESL, dyslexia, and special education programs. It trains teachers to observe gifted behaviors of students from minority groups and encourages these teachers to refer students to the G/T program.

Crystal City ISD expanded and improved its G/T program by holding a week long Gifted and Talented Institute. Both teachers and parents participated in the institute. The program consisted of a review of identification processes and rules and regulations as well as day-long sessions on the nature and needs of gifted students; differentiated curriculum; creative thinking; problem solving, depth and complexity, creative thinking for teachers and parents of gifted and talented students; and how to be scholarly.

RECOMMENDATION 2-4

Increase the ethnic and language diversity of the G/T program by including assessments that are effective in the identification of gifted students from underrepresented populations.

The Advanced Studies director should identify assessments proved effective in identifying gifted minority students and LEPs and incorporate these assessments in the identification process.

The Advanced Studies director should:

- Review the portfolio of G/T assessments to determine whether and how it should be expanded or modified.
- Review and select one or more assessments proven effective in identifying gifted minority students and LEPs.
- Train assessment staff in administering the test and interpreting test results, and administer the assessments in combination with those currently being used.

- Publicize the use of the assessments, and develop a plan to encourage nominations from parents of minority students and LEPs.
- Track changes in the composition of the gifted population documenting any increases in the number and performance of students from under-represented populations.

FISCAL IMPACT

This recommendation can be implemented with existing resources.

ANTICIPATING TOMORROW

As the district grows, it should monitor the G/T program for disparities in participation of minority and LEP students and address them by refining its identification strategies. About eight percent of LCISD students participate in the G/T program. In 2016-2017, LCISD has 2,521 G/T students. Using the 2016-2017 percentages in estimating the size of student populations in 2025 when the district is forecasted to grow to 48,754 students, we estimate that the G/T program will grow to 3,998 students. In 2025, LCISD is forecasted to have about 9,312 African American students, 21,492 Hispanic students, and 6,620 LEP students, assuming that student demographics will not change.

Managing the district's high growth rate with the growth rate of the G/T program makes it imperative to have an efficient program structure, adequate resources, appropriate processes and services, and effective tools for screening and identification, which are two critical program components requiring improvement. To face and manage growth in an orderly and efficient manner, it is important for the program to address and correct current deficiencies.

The main area for improvement involves the underrepresentation of ethnic and racial minorities and LEP students. As stated in **Recommendation 2-4**, LCISD should add nonverbal and "culture fair" or "culture free" assessment tools proved to be effective in identifying minority students and LEPs who are gifted to its pool of assessment tools. It should integrate into its annual program evaluation process a disparities analysis and a requirement for corrective action, if needed.

Response to Intervention

OBSERVATION 2-5

Response to Intervention (Rtl) strategies are poorly organized and have not been consistently and effectively implemented.

The Texas Education Agency defines Response to Intervention (Rtl) as an approach that schools use to help all students, including struggling learners. It gives students the opportunity to learn and work at their grade level. According to the RTI Action Network, Rtl is a three-tier, integrated system of instruction and intervention guided by student outcome data. The Rtl system involves teachers and experts. The process begins with the screening of all children in the regular education classroom and providing interventions of increased intensity to struggling students to accelerate their rate of learning. The intensity and duration of the interventions are tailored to individual student needs and their response to instruction. Students who receive these interventions are frequently and closely monitored to assess their progress and performance. The effectiveness of the Rtl process is based on the rigor and fidelity with which its four components are implemented. The four components include quality classroom instruction, ongoing student assessment, tiered instruction, and parent involvement.

The first tier identifies struggling learners who need additional support and provides supplemental instruction during the school day in the regular education classroom. Typically, this intervention does not exceed eight weeks, at the end of which students who demonstrate significant progress are returned to their regular education classroom program while students who do not show adequate progress are moved to Tier 2.

Tier 2 consists of increasingly intensive instruction tailored to the student's needs, level of performance, and progress. Tier 2 services and interventions last no longer than a grading period and are provided in small-group settings in addition to instruction in the general curriculum. In Kindergarten through Grade 3, interventions usually focus on reading and math. Students who do not demonstrate adequate progress are referred to Tier 3.

Under Tier 3, students receive individualized, intensive interventions that target their skill deficits. Students who do not show adequate progress are referred for a comprehensive evaluation and considered for eligibility for special education services.

The RtI focus at the secondary level shifts from basic skill development toward content-area learning, high-level critical thinking skills within subject areas, increased student motivation, and appropriate behaviors. The RtI model at the secondary level follows the same process as the traditional model of selecting a campus-based RtI team; selecting a universal screener and progress monitoring benchmarks for academic and behavior RtI; establishing the RtI process and procedures including the tiered-interventions; and holding initial, periodic, and year-end team meetings.

Response to Intervention is considered one of the biggest gaps in LCISD. LCISD is not implementing RtI strategies consistently or with fidelity. Implementation varies from campus to campus. Each campus has its own version of RtI. The district does not have operating procedures for its campus Problem Solving Teams (PST) to ensure consistency and fidelity. The district also does not have a campus-based RtI coordinator overseeing it. On most campuses RtI is assigned to counselors, constituting an additional duty among their array of duties. Each campus uses its own screeners to identify students who are struggling and its own tools and can decide what interventions to use.

LCISD diagnosticians were not aware of the most current tools available in RtI. Not all the interventions being used are research-based. Teachers are not trained in the use of RtI tools and strategies. Teachers use RtI strategies that are generic, are not targeted to the specific needs or difficulties of students receiving RtI, and are not tailored to the tiers. Consequently, the interventions are not effective. Parent requests to refer their child to special education have increased, according to support staff, because they have lost faith in RtI.

There is no consistency in how the campus Problem Solving Teams operate. For example, at Ryon Middle School, the counselor meets once a week with the core team. Two instructional coaches and an academic coach join the meetings. They do not follow the RtI process and their tracking of students is not stringent. They use a form they developed that lists daily interventions and teachers document their RtI strategies by hand. At William Elementary School the team meets once or twice a month to discuss the RtI students.

The district moved RtI data from Eduphoria to Skyward. In districtwide interviews, administrators and teachers considered Skyward not user friendly and tedious. Documentation of RtI varies from campus to campus. At the middle school/junior high level not all campuses input RtI data into Skyward. Middle/Junior high teachers reported that they started to enter RtI data into Skyward in 2015-2016 but received no training on how to input the data and no feedback regarding the quality and completeness of the data they input. They also did not receive any guidance about the RtI process or the use of the information entered into Skyward and have not seen any reports generated from the Skyward data.

Although teachers are asked to enter data into Skyward weekly, not all teachers do so. Teachers do not consider the RtI intervention data they input into the Skyward system to be useful. The interventions specified in the Skyward dropdown menu which cannot be edited or tailored are generic, most are academic or typical interventions that would apply to any student; only some are research-based. There is no indication in the Skyward system of the length of time the intervention should be used. Teachers do not use the intervention progress monitoring function of the system that assesses the effectiveness of their intervention strategies. Recognizing the ineffective implementation of RtI in the district, the director of Special Programs considers the need to restructure RtI and its implementation a priority.

A few campus administrators indicated that they are implementing RtI effectively. For example, the RtI process is well implemented at Arredondo Elementary school according to the assistant principal. The principal, assistant principal, instructional coordinator and counselor oversee the process. They track campus Problem Solving Team meetings, whether data has been entered into Skyward, and scheduling of conferences with parents. They add notes in Skyward about the interventions. They go into classrooms to observe students receiving RtI interventions. They also review the interventions being implemented. The school offers staff development on RtI at the start of the year. Attesting to the effectiveness of their RtI process is the fact that most students referred to special education qualify. In 2016-2017, Arredondo referred 10 students to special education; all 10 qualified for services.

The Lamar High School principal indicated that all teachers are expected to enter RtI data in Skyward. Teachers are trained twice a year on RtI. The three assistant principals and an associate principal monitor and check the data entered into Skyward. The assistant principals audit the RtI data two to three times a semester. RtI, according to the principal, has become part of the “culture of the school.”

There is abundant information about the RtI process, procedures, and best practices. The National Center on Response to Intervention jointly with the National Education Association has a RtI state database (<http://rti4success.org>) of policy documents, briefs, trainings and tools developed. The Texas Education Agency’s *A Guide to the Admission, Review and Dismissal Process* provides a detailed explanation of the RtI process. The Texas Education Agency, as part of its RtI Building Capacity initiative has developed a web-based application that is a RtI Progress Monitoring Tool (RTI-PMT) for elementary schools. The tool allows campus leaders to monitor progress in meeting RtI goals and identify areas where additional support is needed. The tool provides a snapshot of the number of students assigned to intervention settings and identifies problems and steps that campus administrators and teachers can take to improve student outcomes.

To transition to a Response to Intervention (RtI) approach that supports needs-based interventions for students, the Clark County School District in Nevada established RtI transition teams that work with groups of schools. The Clark County School District developed a best practice manual for RtI. The transition teams provide professional learning opportunities to regular education and special education teachers to help ensure that the RtI process and procedures used are consistent and aligned across schools resulting in common practices.

RECOMMENDATION 2-5

Develop and implement, with consistency and fidelity, a multi-tiered RtI system of supports with clear operating procedures for campus Problem Solving Teams, and provide adequate staffing and resources, guidance and technical assistance tools, a monitoring component, and assessment of the effectiveness of strategies.

LCISD should develop consistent RtI processes and procedures. LCISD should use a universal screener, provide a pool of research-based interventions for each tier from which teachers would choose the most appropriate ones for their students, identify appropriate tools for each grade level, and develop and implement a progress monitoring system with a timeline. Lack of fidelity of implementation is considered the major cause why interventions fail.

The director of Special Programs should reinforce appropriate and effective implementation and documentation of RtI on each campus, train teachers in the process, and monitor implementation. The director of Special Programs should establish an RtI monitoring team to review RtI implementation on each of the campuses. The RtI monitoring team should consist of the director of Special Programs as well as an RtI interventionist or counselor from each of the campuses.

TEA’s *A Guide to the Admission, Review and Dismissal Process* which provides a detailed explanation of the RtI process, should serve as a basis for the review. The RtI monitoring team should review the RtI process implemented on each campus and identify areas where implementation is lacking, incomplete or not sufficiently comprehensive and develop procedures that will reinforce appropriate and effective implementation and documentation. The team should identify staffing and other resources needed for that level of implementation,

develop templates of appropriate documentation, and specify the information and data to be included in each of the documents.

The team should also set up a monitoring process within each campus and at the district level to ensure effective implementation. The director of Special Programs, with the assistance of the director of Technology Development, should review the Skyward RtI data system module and modify it to allow the entry of RtI appropriate interventions and other data pertinent to RtI implementation. The modified Skyward RtI system module should also generate reports allowing Problem Solving Teams to easily track implementation, progress, and effectiveness. The director of Special Programs should train the staff involved in RtI implementation in the documentation process, focusing on documentation gaps or insufficiently detailed areas, provide assistance with RtI implementation, and monitor its effectiveness using the number of qualified referrals to special education, as one measure.

FISCAL IMPACT

This recommendation could be implemented with existing resources.

ANTICIPATING TOMORROW

As LCISD grows, it should implement the restructured RtI in new schools with the assistance of a support and monitoring district team. LCISD is expected to add schools in the next decade to address the forecasted 57.7 percent increase in its student population by 2025. Creating an RtI process that is consistent across schools and implemented with fidelity will benefit the district long-term as it will allow LCISD to apply the process to the added schools in an efficient manner. In light of the complexity of the RtI process and its resource intensiveness, LCISD should establish a district RtI team that will assist new schools in RtI implementation through training, technical assistance, and monitoring.

Student Support Services

OBSERVATION 2-6

The Student Support Services Department does not have an operational plan with articulated overarching goals, specified resources, and timelines aligned to the district's goals and initiatives.

Student Support Services is a new department created in 2014. It is still in the process of creating processes and procedures to evolve into a cohesive system. Staff members consist of three social workers who serve as family support specialists, an Activities Supporting Adolescent Parents (ASAP) homeless counselor, a lead nurse, and a Common Threads coordinator/volunteer liaison with two part-time support staff. Common Threads is a clothing-recycling program providing clothing and backpacks to families for their school aged children.

The department's planning process consists of a year-end meeting where the director of the Student Support Services Department and her staff members articulate short-term, intermediate, and long-term goals for the following year. Staff members specify their own goals and have their own initiatives. At the start of the year, the Student Support Services Department director defines the year's key initiatives and resources based on the articulated goals.

A department review report, *Student Support Services 2015-2016 (Exhibit 2-26)* articulated goals for the department and each of its areas of responsibilities for 2016-2017. A review of the goals for 2016-2017 shows that the goals that staff members specified for 2016-2017 range widely in their scope, specificity, and importance and some goals repeat across staff categories. The departmental goals as stated reinforce the notion that the department is not operating as a cohesive unit but is a collection of disparate staff categories or functional areas.

Exhibit 2-26 Student Support Services Goals for 2016-2017

Student Support Services	Goals for 2016-2017
Department	<ul style="list-style-type: none"> • Support and be accountable for the goals as outlined by: Family Support Specialists; Common Threads/Parent/Volunteer Coordinator; ASAP Homeless Counselor • Continue to work within the community to develop partnerships that support students in LCISD
Family Support Specialists	<ul style="list-style-type: none"> • Move back to SNC • Dedicated Family Support Specialist for the Red Track • Re-alignment of schools – Elementary Family Support Specialist • Re-alignment of schools – Secondary Family Support Specialist • Expanded involvement with counselors: <ul style="list-style-type: none"> – Greater participation in social/emotional wellness groups – Continue weekly staffing meetings – Expanded interaction with Memorial Hermann Clinics – Attend Professional Growth Conferences or new Professional Growth Conferences – Continue logging notes in Skyward <p><i>* Initiate evening Parenting classes</i></p>
District Parent Liaisons / Common Threads Coordinator	<ul style="list-style-type: none"> • Review and revamp District PTO rules and procedures • Review and revamp District Volunteer rules and processes • Move majority of Common Threads to SNC • Revamp district website for: campus needs and volunteer opportunities • Attend a Professional Resource Conference <p><i>* Initiate evening Parenting classes</i></p>
District ASAP / Homeless Counselor	<ul style="list-style-type: none"> • Move to SNC • Continue to improve efficiencies in serving homeless students and families • Attend Franklin Covey training • Continue to evaluate ways to help ASAP parents meet HB5 graduation requirements • Continuing partnering with all Support Services groups <p><i>* Initiate evening Parenting classes</i></p>
District Lead Nurse	<ul style="list-style-type: none"> • No goals specified

Source: Student Support Services 2015-2016.

**Stretch goal for 2016-2017.*

In addition to department articulated goals, an effective departmental operations plan typically includes, for each goal, objectives and activities indicating how the goal will be implemented. It also specifies resources for implementing the goal, a timeline for implementation, how implementation will be monitored, and what measures or data are needed to ascertain that the goal was well implemented and achieved intended outcomes. The goals stated for the Student Support Services Department lack this information.

Currently, there is no formal or systematic monitoring of the goals staff articulated or a reliable way to determine whether goals were achieved. Staff members do not provide any progress reports. Staff members do enter information about their student-related activities into Skyward Guidance Notes module. The information entered into a log identifies the student, the staff member, date of visit, and reason for the visit. The reason for the interaction is entered as a category with no details. Reason categories include: follow-up, medical-resources, phone call #, attendance, academic/grades, etc. This data has limited utility for monitoring and assessing progress on goals.

The director asks staff occasionally during weekly meetings about their progress on meeting the goals they articulated. The director reviews with staff every January their progress on their goals and their need for additional resources. However, there is no system to assess and capture progress on the goals against a timeline and determine the fidelity and effectiveness of activities implemented.

RECOMMENDATION 2-6

Develop an operational plan for Student Support Services with overarching goals, specified resources, and timelines aligned to the district's goals and initiatives.

The director of the Student Support Services Department and staff should review the District Improvement Plan (DIP) and identify support services-related goals and objectives. The director and staff should analyze these goals and objectives to determine how the department can support them. The team should use these goals and objectives in articulating and developing their annual plan. The plan should address the operation, coordination, resources, delivery, evaluation, and refinement of student services and the alignment with the outcomes for student success articulated in the DIP. The plan should identify for each goal and objective, the Student Support Services Department staff responsible for implementation. Assigning staff to particular goals and objectives should serve as a basis for them to develop their own plan and priorities for the coming year.

FISCAL IMPACT

This recommendation can be implemented with existing resources.

ANTICIPATING TOMORROW

As LCISD grows, it should develop and update an annual Student Support Services departmental plan and use it as a basis for operations, department management, and performance monitoring and evaluation. The area of Student Support Services is likely to be significantly impacted by the district's growth. The department was created in 2014 as a result of the growth in the student population and the district's need to respond to an increasing need for support services.

LCISD not only has a large percentage of ethnic and racial minorities (72.8 percent in the Fall of 2016-2017) but also a high percentage of students who are economically disadvantaged (42.1 percent in). If the district's distribution of racial and ethnic minorities and economically disadvantaged students remain similar to the current state, in 2025, of the 48,754 students, 21,492 will be Hispanic, 9,312 will be African American, 20,525 will be economically disadvantaged, and 6,620 will be LEPs.

Having a clear and well-articulated plan of operations is critical for the Student Support Services Department. It will allow the efficient allocation and utilization of staff and the prioritization and focusing of services in areas of need. Updating and refining the plan annually will allow the department to track and respond in a timely manner to emerging needs. The Student Support Services Department should adopt a formal process of annual departmental plan development, include procedures for monitoring plan implementation, and specify measures for evaluating its services and outcomes.

Guidance and Counseling

OBSERVATION 2-7

LCISD's strategy for assigning a fixed number of counselors per campus results in large counselor caseloads that limit student access to services.

LCISD assigns a fixed number of counselors per campus regardless of the campus's actual student population. LCISD's policy is to assign one counselor per elementary school, one counselor for each 6th grade campus, one counselor per grade level for each 7th and 8th campus, and four counselors per high school. This policy is ineffective for most LCISD campuses because of the variance in their enrollment. Elementary school enrollment

ranges from 364 students at Beasley Elementary to 937 students at Williams Elementary, as do the student-to-counselor ratios. Based on this policy, a counselor at Williams Elementary serves 2.57 times more students than a counselor at Beasley.

Similarly, enrollment in middle schools ranges from 395 to 672; hence, a counselor at Ryon Middle School serves 1.7 times more students than at Wessendorff Middle. Enrollment in junior high schools ranges from 754 to 1,265, with one counselor per grade level a counselor at Reading Junior High serves 1.7 times more students than at Leaman Junior High. Enrollment in high schools ranges from 1,608 to 2,543 (excluding Fulshear), with four counselors per school, a counselor at George Ranch High School serves 1.6 times more students than a counselor at Lamar High School (**Exhibit 2-27**).

Exhibit 2-27
Enrollment and Counselor-to-Students Ratio by Campus
2016-2017

Campus	Enrollment	LCISD Policy on Number of Counselors per Campus	Counselor to Students*
ELEMENTARY			
Adolphus Elementary	723	1	1:723
Arredondo Elementary	701	1	1:701
Austin Elementary	613	1	1:613
Beasley Elementary	364	1	1:364
Bentley Elementary*	595	1	1:595
Bowie Elementary	649	1	1:649
Campbell Elementary	603	1	1:603
Dickinson Elementary	547	1	1:547
Frost Elementary	501	1	1:501
Hubenak Elementary	788	1	1:788
Huggins Elementary	926	1	1:926
Hutchison Elementary	681	1	1:681
Jackson Elementary	396	1	1:396
Long Elementary	621	1	1:621
McNeill Elementary	843	1	1:843
Meyer Elementary	710	1	1:710
Pink Elementary	602	1	1:602
Ray Elementary	645	1	1:645
Smith Elementary	436	1	1:436
Thomas Elementary	864	1	1:864
Travis Elementary	589	1	1:589
Velasquez Elementary	680	1	1:680
Williams Elementary	937	1	1:937
MIDDLE SCHOOLS			
Navarro Middle	504	1	1:504
Polly Ryon Middle School	672	1	1:672
Wertheimer Middle	456	1	1:456
Wessendorff Middle	395	1	1:395

Campus	Enrollment	LCISD Policy on Number of Counselors per Campus	Counselor to Students*
JUNIOR HIGH			
Briscoe Jr High School	899	2	1:449
George Jr High School	1,039	2	1:519
Lamar Jr High School	880	2	1:440
Leaman Jr High School**	754	3	1:251
Reading Junior High	1,265	2	1:632
HIGH SCHOOL (1)			
Foster High School	2,068	4	1:517
Fulshear High School***	398	4	1:99
George Ranch High School	2,543	4	1:636
Lamar High School	1,608	4	1:402
Terry High School	1,956	4	1:489

Source: 2016-2017 LCISD Counseling & Support Staff using February 2017 LCISD enrollment data.

*Counselor to student ratio is average rather than grade specific.

**Leaman Junior High has grades 6, 7, and 8.

***Fulshear High school opened in 2016-2017.

****Exhibit 2-27 does not show the Seguin ECC, ALC, JDC, and FBCAS.

(1) Each high school also has a registrar and a college counselor.

To achieve maximum program effectiveness, the American School Counselor Association (ASCA) recommends a school counselor-to-student ratio of 1:250. The counselor-to-students ratios in LCISD are higher than this benchmark. While recognizing that each school system is unique, ASCA maintains that the “implementation of a comprehensive school counseling program meeting the developmental needs of students” should be based on a “ratio of 1:250 or less.”

LCISD’s counselor-to-students ratios also far exceed the Texas current staffing practice (CPTx) benchmark. CPTx benchmarks are one counselor for 450 students for grade K-5 and one counselor per 350 students for grades 6 to 12.

Exhibit 2-28, compares LCISD to other ten districts in terms of the number and type of high school counselors and the counselor-to-students ratios. LCISD has the highest ratio of counselor- to-students – 1:525. The lowest ratio was 1:300-350. Five of the ten districts have a ratio of 1 to 400 or fewer students, two districts have a 1:450 ratio, and two districts have a 1:500 ratio. All ten districts, with the exception of LCISD, have a lead counselor typically with no assigned caseload. Some of the districts also have other types of counselors with no assigned caseloads.

Exhibit 2-28
High School Counselors in Lamar and Other Districts
2016-2017

Districts	High School Counselors
LCISD*	1:525 and 1 college facilitator (not a certified counselor)
Fort Bend ISD	1:450 and 1 lead counselor with 150-300 case load
Conroe ISD	1:350-400 and 1 lead counselor - no assigned case load 1 college and career counselor

Districts	High School Counselors
<i>Clear Creek ISD</i>	1:500 and 1 lead counselor - no assigned case load 1 student support counselor – no assigned case load 1 college and career counselor – no assigned case load
<i>Deer Park ISD</i>	1:500 and 1 lead counselor – no assigned case load 1 student support counselor – no assigned case load
<i>Huffman ISD</i>	1:400-450 and 1 college and Career counselor with smaller case load
<i>Aldine ISD</i>	1:300-350 and 1 lead counselor with a 150 case load
<i>Klein ISD</i>	1:375-400 plus 1 lead counselor – no assigned case load 1 CTE counselor per campus
<i>Crosby ISD</i>	1:400 and 1 college and career counselor – no assigned case load
<i>Alief ISD</i>	1: 350-400 and 1 CTE Counselor 1 College Access Counselor with no assigned case load
<i>Humble ISD</i>	1:450 and 1 at-risk counselor per campus

Source: LCISD, Student Support Services Department, February 2017.

*LCISD counselor to students ratio is based on elementary and secondary data and does not include the Seguin ECC, ALC, JDC, and FBCAS.

Counselors are impacted negatively by large caseloads on campuses with large numbers of students who have high counseling needs. Counselors with high caseloads must focus more on schoolwide interventions such as school climate initiatives, anti-bullying initiatives, and classroom guidance lessons that impact large numbers of students rather than on interventions that focus on individual or small groups of students.

When the amount of time counselors have for small groups is limited, only students having the most risk factors associated with attendance, behavior, grades, or test scores can be served. Serving only a small number of students in need of more individualized attention is inconsistent with the mission of a school guidance and counseling program. According to the ASCA National Model, every student should have equitable access to the school counseling program.

At LCISD, the high counselor-to-students ratio has a negative impact on counselors’ ability to respond to student needs effectively. Counselors are forced to be in “triage mode” everyday identifying and working with those students who have critical needs, such as suicidal students, students making homicidal threats, self-harming students, bullying, or students with abuse concerns. To compensate for the limited availability of counselors, campuses ask the Family Support Specialists to provide group counseling. However, with only three such specialists, each responsible for 12 campuses, their ability to assist is limited.

A Student Support Services Department survey of LCISD counselors’ time allocation shows that overall, counselors spend two percent of their time providing guidance services and 15 percent providing responsive services (**Exhibit 2-29**). ASCA recommends that counselors devote 75 percent of their time to those services. On the other hand, counselors at all grade levels spend between 49 and 61 percent of their time on non-guidance tasks that include discipline, Section 504 testing, and other duties when, according to ASCA, they should not spend any time on these activities.

Exhibit 2-29
Counselor Time Allocation: Actual and ASCA Recommended
2016-2017

	Actual			ASCA Recommended			
	LCISD	Elementary/ Middle	Secondary	District	Elementary	Middle	High School
Guidance Curriculum	2%	3%	2%	40%	35-40%	35-40%	15-25%
Individual Student Planning	9%	3%	11%	8%	5-10%	15-25%	25-35%
Responsive Services	15%	10%	17%	35%	30-40%	30-40%	25-35%
System Support	21%	23%	20%	13%	10-15%	10-15%	15-20%
Non Guidance	53%	61%	49%	0%	0%	0%	0%

Source: LCISD, Student Support Services Department, March 2017.

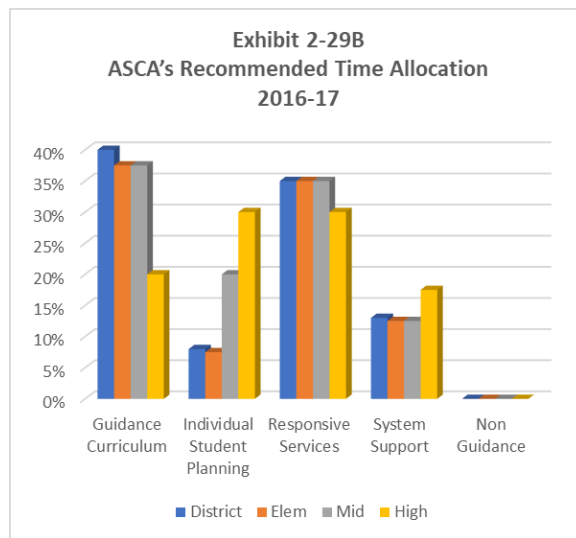
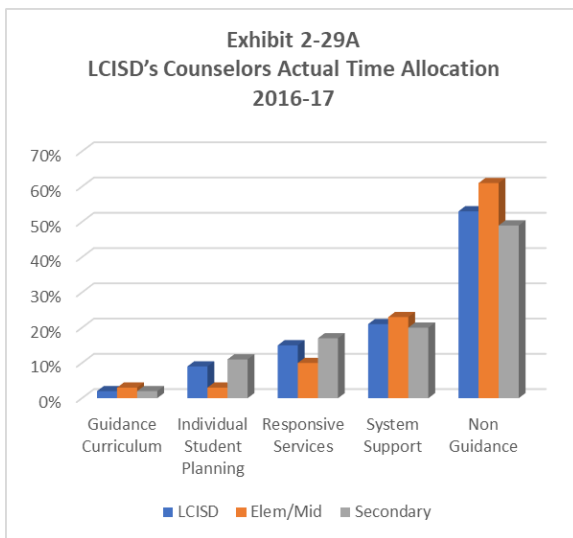
*Guidance Curriculum includes classroom, small group, and advisory guidance.

Individual Student Planning consists of educational/academic and personal-social planning.

Responsive Services include: individual counseling, crisis intervention, small group, school related/academic, substance related, and relationship/mediation.

System Support include professional development/collaboration; supervision received/delivered; consultation: staff, administration, parent; community outreach/parent education; advisory councils/committees; program management activities; data analysis/report.

Non Guidance includes: discipline, Section 504 testing and other/duty.



LCISD's Campus Climate Survey (**Exhibit 2-30**) reflects students' perceptions of counselor accessibility. For example, 27 percent of students disagreed or strongly disagreed that there is a counselor, teacher, or other staff with whom they can talk about a personal problem. Between 39 and 43 percent disagreed or strongly disagreed that they communicated with a counselor about applying for scholarships, how to get into college or into a career development program, or about exploring post-high school education. More than 30 percent of students did not give the program overall and the college and workforce counseling program a good or excellent rating.

**Exhibit 2-30
LCISD Students Assessment of Counselors
2016-2017**

Statement	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
<i>There is a teacher, counselor or other staff I can talk to about school problems (N=10,940)</i>	32%	45%	8%	6%	8%
<i>There is a teacher, counselor or other staff I can talk to about personal problems (N=10,938)</i>	24%	37%	15%	12%	13%
<i>A Guidance Counselor or College and Career Facilitator has given me advice on how to apply for scholarships (N=3,163)</i>	11%	38%	28%	15%	8%
<i>A Guidance Counselor or College and Career Facilitator has given me advice on how to get into college or workforce development programs (N=3,162)</i>	11%	40%	26%	15%	8%
<i>A Guidance Counselor or College and Career Facilitator has explored post-high school career and education paths with me (N=3,163)</i>	11%	42%	25%	14%	8%

Source: LCISD Campus Climate Survey 2016-2017.
*Totals may not add to 100 percent because of rounding.

Research has shown consistently that lower counselor-to-students ratios are associated with lower disciplinary incidents and higher graduation rates. A 2011 study of high poverty schools in Missouri, demonstrated that as the percentage of students receiving free or reduced lunch increased, lowering the counselor-to-students' ratios was an important factor in student academic achievement. It also indicated that high poverty schools with a 1:250 counselor-to-students ratio had better attendance, lower disciplinary incidents, and graduation rates of 90 percent or better.

Other recent studies also show that school counselors have a positive effect on student achievement. Adding one full-time-equivalent counselor to a school increased boys' reading and math scores by a percent and reduced disciplinary infractions by 20 percent. A 2005 Florida study of elementary school students of a large, ethnically diverse and high poverty school system showed that lower counselor-to-students ratios have a positive and largest differential effect in lowering discipline problems among African American male students. The study estimated that a counselor-to-students ratio of 1:250 would result in a 10.8 percent decrease in the probability of a disciplinary recurrence for African American male students and a 9.6 percent drop for students on free or reduced lunch. Overall, the Florida study showed that transitioning from a counselor-to-student ratio of 1:544 to a 1:250 ratio would result in a 25.5 percent decrease in the probability of a disciplinary recurrence for African American male students.

RECOMMENDATION 2-7

Transition from a formula-based counselor allocation system to a needs-based approach to lower counselor-to-student ratios for high-need schools.

The director of Student Support Services, who oversees the Guidance and Counseling program, should:

- Identify and rank schools by level of need; that is, economic status, academic performance, degree of disciplinary problems, and graduation rates.
- Determine the number of additional counselors needed.
- Assign additional counselors to these schools over a period of three to five years starting with a predetermined number of schools with the highest needs for additional counselors.
- Monitor the impact of counselors in low ratio schools on discipline, attendance, student achievement, and graduation.
- Use the data on time spent by counselors on direct and indirect tasks and non-guidance/counseling tasks to refine counselors job descriptions, negotiate with campus administrators on assignment of counselors to non-counseling activities both in terms of time and type of activity, realign the program more closely with the American School Counselor Association model, and refine the counselor evaluation system to account for time utilization in direct and indirect services.

FISCAL IMPACT

This recommendation can be implemented with existing resources. Ranking the schools by level of need, determining the number of additional counselors needed, and developing a three to five year plan for adding counselors, based on available funds can be accomplished with existing resources.

ANTICIPATING TOMORROW

As a result of the district’s actual and forecasted growth, student enrollment on campuses below full capacity may increase and new schools will be opened. However, the policy regarding counselor-to-students ratio or the number of counselors assigned per campus is campus-specific and therefore independent of the total size of the student population or the district’s growth rate.

Teacher Turnover

OBSERVATION 2-8

Despite LCISD’s efforts to support new, first year teachers, a large percentage leave within three (3) years.

Although LCISD supports first year teachers through its mentoring program and staff development, a high percentage leave within three years. LCISD’s teacher turnover rate, at 14.5 percent in 2015-2016, is lower than the state turnover rate of 16.5 percent. Among its five peer districts, LCISD has the second lowest teacher turnover rate, as shown in **Exhibit 2-31**.

**Exhibit 2-31
Teacher Turnover Rate, LCISD, Peer Districts, and State
2015-2016**

Districts	Teacher Turnover Rate
Pearland ISD	13.6%
LCISD	14.5%
Goose Creek	15.2%
Clear Creek	15.8%
Spring Branch	16.4%
Spring	27.0%
State	16.5%

Source: Texas Education Agency, Texas Academic Performance Reports 2015-2016.

Between 2013-2014 and 2015-2016, 569 teachers left LCISD (**Exhibit 2-32**). About twenty-three percent of those who left during this three-year period, left within one year of teaching in the district; 11.4 percent left within two years of teaching in the district; and 7.2 percent left within three years of teaching in the district. An additional 12.5 percent left within their fourth and fifth years. Thus, 235 out of 569 or 41.3 percent of the teachers who left the district between 2013-2014 and 2015-2016 left within three years of teaching in the district. More than 40 percent left the district after six (6) years or more of teaching in the district; more than one-quarter left after ten years of more of teaching in the district.

Exhibit 2-32
Number of Years Teachers Stay in LCISD
2013-2014 to 2015-2016

Number of Years at LCISD	Number of Teachers	Percent of Teachers
Less than 1 year (less than 12 months)	129	22.7%
1 year but less than 2 years (12 months but less than 24 months)	65	11.4%
2 years but less than 3 years (24 months but less than 36 months)	41	7.2%
3 years but less than 4 years (36 months but less than 48 months)	38	6.7%
4 years but less than 5 years (48 months but less than 60 months)	33	5.8%
5 years but less than 6 years (60 months but less than 72 months)	33	5.8%
6 years to less than 10 years (84 months but less than 120 months)	79	13.9%
10 years or more	151	26.5%
Total	569	

Source: LCISD, human Resources, April 2017.

Exhibit 2-33, shows the teaching positions of teachers who left LCISD within three years between 2013-2014 and 2015-2016. The list of teaching positions depicted in the table below includes positions with five or more teachers who left within three years. Of the 235 teachers who left LCISD within three years, 38.0 percent taught Kindergarten through fifth grade. The largest number of these teachers taught first (8.9 percent) and fourth grade (8.1 percent). Among the teachers who left within three years, 18.7 percent were high school teachers in the four core content areas. More than five percent were middle school/junior high teachers.

Exhibit 2-33
Teaching Positions of Teachers who Left within Three Years
2013-2014 to 2015-2016

Teaching Positions	Number of Teachers (N=235)	Percent of Teachers
First grade teacher	21	8.9%
Fourth grade teacher	19	8.1%
Fifth grade teacher	17	7.2%
Second grade teacher	14	6.0%
Third grade teacher	14	6.0%
Math teacher – high school	11	4.7%
Science teacher – high school	10	4.3%
English teacher – high school	9	3.8%
Special education teacher	8	3.4%
Social studies teacher – high school	7	3.0%
Math teacher – middle school	7	3.0%
Kindergarten teacher	6	2.5%

Teaching Positions	Number of Teachers (N=235)	Percent of Teachers
Spanish teacher – high school	6	2.5%
+	5	2.1%
Other teaching positions	81	34.5%
Total	235	100.0%

Source: LCISD, human Resources, April 2017.

While principals considered the staff development that LCISD provides to first year teachers comprehensive, they raised several concerns:

- The three-day beginning of the year sessions for new teachers address district administrative issues and key programs and tools such as Fred Jones, Skyward, and Eduphoria with some classroom management, but do not include teaching styles and effective practices.
- The district lacks a staff development master plan for first-year teachers.
- While the district offers new teacher staff development sessions throughout the year, the sessions do not constitute a coherent program with a sequential series of sessions that build on each other. Rather, the sessions are a mix of topics, not all sessions are offered every year, and as they are delivered by different presenters, they are not consistent.
- As the Success Seminars and the other sessions offered are optional, not all new teachers participate.
- The staff development offered is not well targeted or sufficiently focused on the curriculum, curriculum resources, the interpretation and use of the roadmaps, and the development of lesson plans using the roadmaps.
- The staff development provided on classroom management is not specific and detailed.
- Need more training on special education for general education teachers, on Response to Intervention (RtI), tiered instruction, and behavior management.
- The staff development sessions for new teachers are not mandatory.

Teacher turnover is costly; the average cost to recruit, hire, prepare and lose a teacher is estimated at \$50,000. Teacher turnover also carries economic and educational costs ranging from costs incurred for advertising, recruiting, interviewing, hiring, and training new teachers; lost investment in professional development, improved skills, and curriculum knowledge; overburdening experienced teachers with needs of inexperienced colleagues; and lost continuity and stability for students.

Alief ISD, a highly ethnically diverse district with 47,227 students who are 29.2 percent African American, 52.3 percent Hispanic, 12.2 percent Asian, 4.1 percent White, 80.4 percent economically disadvantaged, and 41.0 percent ELL had a teacher turnover rate in 2015-2016 of 12.6 percent. Alief ISD has a three-year professional development master plan for its new teachers, as shown in **Exhibit 2-34**. Alief requires all its first-year teachers to sign a contract that includes participation in 35 hours of professional development a year for three years. The three-year courses are customized for elementary/intermediate and secondary general education and special education teachers.

Exhibit 2-34
Alief ISD Three-Year Professional Development Plan for New Teachers

Year	Courses
Year 1 – <i>Undergraduate Studies</i>	The STOIC (Structure your Classroom for Success; Teach Expectations; Observe Student Behavior; Interact Positively; Correct Fluently) course (7 hours) shows teachers how to set up a successful classroom management system by investigating and applying components of the Proactive & Positive Approach to Classroom

Year	Courses
	<p>Management (CHAMPS).</p> <p>Action Based Learning (7 hours): Teachers learn researched – based information and strategies: to use purposeful movement to increase academic learning and utilize the natural link between the body and the brain to maximize learning.</p> <p>Meaningful Work (14 hours): Content training based on teaching assignments (i.e., 3rd Grade, 5th Grade Math/Science, middle school language arts, physical education, etc.). It addresses high-yield strategies; lesson design; vocabulary development; quality questioning; engagement, differentiation, relevance, rigor, alignment with grade level TEKS.</p> <p>Campus Orientation (3.5 hours): Teachers spend a half day on their campus where they meet their mentors, specialists, and campus administrators. The orientation includes a welcome, a campus scavenger hunt, technology, and model classroom/room set up.</p> <p>ELL Orientation (3.5 hours): Teachers become familiar with the linguistic, academic and cultural backgrounds of the district students who have limited-English proficiency and learn about the programs and services provided to these students.</p>
<p>Year 2 – Graduate Studies</p>	<p>Interactions and Corrections (7 hours): Teachers analyze the Observe, Interact Positively and Correct Effectively (OIC) of the STOIC model. They gain strategies for individual and class wide motivation systems while learning corrective responses for handling misbehavior.</p> <p>Action Based Learning (7 hours)</p> <p>Technology Choice (7 hours): Teachers choose 7 hours of technology from district offerings based on: their needs, student needs, interests, areas for growth, teaching assignment. Example course offerings are: 13 Things for iPads, Digital Citizenship, Critical Thinking on the Internet, Google Time, Microsoft Office 365 Training.</p> <p>Meaningful Work Choice (14 hours): Teachers choose meaningful work from district offerings based on: their needs, student needs, interests, areas for growth, teaching assignment.</p>
<p>Year 3 – Continuing Education</p>	<p>Moving Minds (7 hours): Teachers delve deeper into the concept of using movement to increase academic learning and improve behavior. After a quick review of the science behind Action Based Learning, participants will use a variety of strategies and gain a greater understanding for use in the classroom to assist with adding movement to academics they are already doing. This session is packed with activity, so make sure you dress comfortably and come dressed to move.</p> <p>Meaningful Relationships Choice (7 hours): Teachers choose 7 hours of meaningful relationships from district offerings based on: their needs, student needs, interests, areas for growth, teaching assignment. Example course offerings are: Positive Interactions with Students, Cultural Responsiveness, Understanding the Framework of Poverty, Working with Male Students.</p> <p>Technology choice (7 hours)</p> <p>Meaningful Work choice (7 hours)</p>

Source: Email from Patricia Grady, Alief ISD Teacher Induction Coordinator of Alief U, April 27, 2017.

Alief ISD offers an Alief U Undergraduate Summer Institute to new teachers (regardless of experience) that teachers take before they start teaching in the district. The Summer Institute consists of seven hours of STOIC, seven hours of Thinking Maps, and 14 hours of Content. During their first year, these teachers take 3.5 hours of English Language Learners Orientation and 3.5 hours of Digital Citizenship. Special Education teachers do not take the Thinking Maps course; instead, they take 21 hours of Content.

RECOMMENDATION 2-8

Restructure the first year teacher support program with longer-term and more focused professional development for new teachers.

LCISD's chief officer of Human Resources jointly with the executive directors of Elementary Education and Secondary Education should review the exit interview form that teachers complete when they leave the district. The review will enable them to assess whether the information requested regarding reason(s) for leaving is sufficiently detailed. They should conduct a comprehensive analysis of the reasons first year teachers leave the district in the first three (3) years of their employment.

Research has shown that teachers typically leave for four major reasons: lack of professional support including ineffective staff development, poor school leadership, low pay, and personal reasons. However, the analysis should identify, in more precise terms, what professional support including staff development was lacking or ineffective or what in the school leadership or campus environment caused them to leave. Results of this analysis should serve as a guide for restructuring the first-year teacher support program.

LCISD should use as a model Alief ISD's approach to inducting and supporting first year teachers. Like Alief ISD, the chief officer of Human Resources and the superintendent should consider setting a required number of staff development hours per year for first-year teachers and include that requirement in the teachers' contracts.

The Academic administrator jointly with the Staff Development coordinator should:

- Review the principals' concerns listed above and adjust the mentoring program, appropriately.
- Determine the number of staff development hours first year teachers should take per year for a predetermined number of years.
- Develop a coherent and sequential multi-year staff development program for first year teachers, specifying the staff development courses and hours per course first year teachers will take annually.

The staff development plan should have a strong emphasis on content, including the curriculum, curriculum components (e.g. roadmaps, model lesson plans), and curriculum resources. The three days of training before the beginning of the school year should have a greater emphasis on the curriculum and instructional strategies for first-year teachers.

FISCAL IMPACT

This recommendation can be implemented with existing resources.

ANTICIPATING TOMORROW

As LCISD grows, it should implement and maintain a longer-term, focused professional development program as a key component of a first-year teacher support system to increase new teacher retention. The considerable costs involved in the recruitment, hiring, and training of first year teachers increase significantly in districts with high growth rates as such districts have to recruit, hire, and manage a larger number of new teachers each year.

According to estimates based on students-to-teacher ratios, the number of teachers in LCISD will be 35 percent higher in 2025 than in 2015-2016. Retention of first year teachers constitutes a key component of controlling these costs. Implementing a multi-year staff development program as a key component of a first-year teachers' support system has been proven effective in increasing their retention. Anticipating a high growth rate, LCISD needs to implement and maintain a multi-year staff development program for first year teachers and refine its hiring strategies and new teacher staff development program based on retention analyses.

For example, Conroe ISD, a district with 58,014 students in 2015-2016 has a Novice Teacher Academy (NTA), a highly structured two-year staff development program for elementary and secondary novice e teachers with staff development requirements specified for each year. Teachers review the requirements and have to sign a Professional Development Agreement attesting that they understand the requirements and will comply.

Alief ISD, a district with 47,174 students in 2015-2016 and its three-year staff development system for novice teachers described above reduced teacher turnover from 14.5 percent in 2013-2014 to 12.9 percent in 2015-2016, a reduction of 11.0 percentage points. Assuming that LCISD will start to implement such as system in 2017-2018, it can assess the impact of its first-year teacher staff development program on each cohort annually. It can also assess the effectiveness of the program when a cohort completes the multi-year staff development program. That is, if LCISD implements a three-year staff development program for first year teachers in 2017-2018, it can assess the effectiveness of the program at the beginning 2020-2021, after the first cohort completed the three-year program. Following the first cohort of teachers through the three-year program will help LCISD establish end-of-year 1, end-of-year 2, end-of year 3, end-of-year 4, etc. retention benchmarks. LCISD can refine these benchmarks with data from subsequent cohorts.

Instructional Technology

OBSERVATION 2-9

Not integrating the Technology Applications (TA)-TEKS into the classroom curriculum has resulted in a lack of a systemized method of using instructional technology in the district.

The Texas Essential Knowledge and Skills (TEKS) for Technology Applications (TA) cover Kindergarten through Grade 12. The Technology Applications curriculum addresses the following six strands: (1) creativity and innovation; (2) communication and collaboration; (3) research and information fluency; (4) critical thinking, problem solving, and decision making; (5) digital citizenship; and (6) technology operations and concepts. The study of existing and emerging technology applications allows students to understand and use technology systems, digital tools, and personal learning networks. Students can use technology skills in all content areas to solve problems as part of their college and career preparedness skills. **Exhibit 2-35**, lists the TA-TEKS for technology operations and concepts at the elementary, middle school, and high school levels.

Exhibit 2-35
Technology applications TEKS – Technology Operations and Concepts Strand
Elementary, Middle/Junior High School, High School

Grade Level	Technology Operations and Concepts
Elementary: <i>Grades 3-5</i>	<ul style="list-style-type: none"> • Demonstrate an understanding of technology concepts; • Manipulate and manage files; • Navigate systems and applications; • Troubleshoot minor technical problems; and • Use proper touch keyboarding techniques.
Middle School/Junior High: <i>Grades 6-8</i>	<ul style="list-style-type: none"> • Define and use current technology terminology appropriately; • Select technology tools based on licensing, application and support; • Identify, understand, and use operating systems; • Understand and use software applications; • Identify, understand and use hardware systems; • Understand troubleshooting techniques; • Demonstrate effective file management strategies; • Discuss how technology changes impacted various areas of study; • Discuss the relevance of technology to college and career readiness, lifelong learning, and daily living; • Use a variety of local and remote input sources; • Use keyboarding techniques and ergonomic strategies; • Create and edit files with productivity tools; • Plan and create non-linear media projects using graphic design principals; and • Integrate two or more technology tools to create a new digital product.

Grade Level	Technology Operations and Concepts
High School: <i>Grades 9-12</i>	<ul style="list-style-type: none"> • Demonstrate knowledge of basic computer components; • Use operating system tools including file management; • Demonstrate knowledge and appropriate use of different operating systems; • Demonstrate knowledge and understanding of basic network connectivity; • Describe, compare, and contrast differences between an application and an operating system; and • Compare, contrast, and appropriately use various input, processing, output, and primary/secondary storage devices.

Source: Chapter 126. Texas Essential Knowledge and Skills for Technology Applications, Subchapter A. Elementary; Subchapter B. Middle School, Subchapter C. High School.

LCISD possesses an extensive library of technology lessons in all content areas and grade levels. Some were developed by Campus Instructional Technology Specialists (CITS) while others were developed by teachers. CITS have used planning sessions to encourage and support technology integration in instruction. However, the lack of an explicit expectation that all teachers integrate the TA-TEKS into their respective content area resulted in haphazard integration by many teachers.

LCISD has not developed a curriculum for teaching technology applications nor integrated the technology applications into core content areas. It did not have a TA-TEKS scope and sequence for each grade level and content area that made it clear to teachers which TA-TEKS they should cover in a respective year, grade level, and content area. Consequently, LCISD teachers do not have deep knowledge of the technology applications TEKS.

The lack of coordination between the Curriculum and Instruction Department and the Technology Integration Group led to siloed implementation of instructional technology by teachers and students. The teaching of technology applications has been sporadic, inconsistent, and lacked fidelity.

According to the Texas Teacher School Technology and Readiness (STaR) Chart, teachers in 11 LCISD schools assessed the status of their TA-TEKS implementation as being in the “developing technology” level, meaning that they are “aware of the TA-TEKS.” Teachers in 21 campuses assessed the status of student mastery of TA-TEKS at the “developing technology” level implying that only between 26 and 50 percent of the students mastered the TA-TEKS. At the “advanced technology” level, teachers are “knowledgeable and consistently use the TA-TEKS” and between 51 to 85 percent of students have mastered them.

LCISD is a technologically well-equipped district; each classroom has a white board, two or more computer stations, iPads, and mobile laptop carts that can be checked out, as needed. Interviews with principals and teachers at all grade levels confirmed that teachers’ technology proficiency levels and extent of integration of technology into instruction varies. While a high percentage of teachers use technology, based on the district Campus Climate Survey, Bring Your Own Technology (BYOT) network traffic data, login rates to Classlink and Office 365 and 50 percent of the teachers being trained on Interact, only a small percentage of LCISD teachers integrate technology into instruction strategically and intentionally. LCISD administrators and CITS estimated that between 15 and 20 percent of the teachers integrate technology into the curriculum strategically and intentionally.

Principals and teachers indicated that students, especially those entering middle school, are not well prepared technologically and lack basic computer skills. Students lack keyboarding skills and knowledge of basic software programs such as Word and Excel or basic computer operations such as how to print. This lack of computer skills serves as a barrier to students’ technology usage in the classroom.

Teachers reported that the lack of students’ technology skills makes it infeasible to have students use technology during class because of the amount of time it consumes. According to the STaR Chart, three of the four LCISD middle schools, three junior high, and two high schools are in the “developing technology” category leveraging technology to be more efficient, more creative, and sustain student engagement; but do not use technology to advance inquiry and higher level thinking processes that allow students to solve problems and make decisions.

Klein ISD, a high growth district with 50,600 students that has similar student demographics to LCISD, uses campus-based Technology and Learning Team Leaders (TL2s) to support teachers in the integration and use of TA-TEKS in their respective grade level and content area. The TL2s work closely with the district's instructional technology teachers and provide teachers and students with instructional strategies that assure compliance with the TA-TEKS. Every TL2 teacher functions as a role model for teaching and learning the TA-TEKS as a fully integrated component of core content instruction.

The primary duty of a teacher serving as a TL2 is to ensure that all teachers on their grade level/departmental team work together in planning instruction that addresses the TA-TEKS standards. The TL2s serve as a communication network among teachers across the district sharing best instructional practices to assure student mastery of the TA-TEKS.

Klein ISD has also made librarians part of the TL2 team. The TL2s are assigned by the respective campus administrator at every elementary and intermediate campus. Every elementary school has a total of six TL2s. One teacher from each grade level, K–5, serves as the TL2 for that specific grade level team. Each intermediate school has 12 TL2s. Each grade level has a TL2 for each core content area—Language Arts, Math, Science, and Social Studies.

RECOMMENDATION 2-9

Integrate the TA-TEKS into the curriculum of all grade levels and content areas, train teachers in the integration of TA-TEKS in their respective classes, and monitor implementation.

The superintendent should set a districtwide expectation of technology integration through the TA-TEKS in all grade levels and content areas. The director of Technology Integration jointly with the Academic administrator should integrate the TA-TEKS into the curriculum at all grade levels and content areas.

The Technology Integration group should develop a training program on TA-TEKS integration into instruction with the goal of deepening teacher knowledge and their consistent use of the TA-TEKS, increasing the number of teachers using technology in instruction in a strategic and intentional manner, and increasing the number of students mastering the TA-TEKS.

The Technology Integration director with the Academic administrator should consider developing assessments addressing student mastery of the TA-TEKS. Technology integration through the TA-TEKS in all grade levels and content areas should become an integral part of the teacher evaluation system.

FISCAL IMPACT

This recommendation can be implemented with existing resources.

ANTICIPATING TOMORROW

As LCISD grows, it should develop, implement, and refine the TA-TEKS curriculum: The TA-TEKS curriculum is an integral component of the LCISD overall curriculum. The long-term expectations associated with implementation: teacher training, monitoring, and evolution of the TA-TEKS curriculum, are the same as those for the district's overall curriculum, as described in the Anticipating tomorrow section for **Observation 2-2**.

OBSERVATION 2-10

The current deployment of Campus Instructional Technology Specialists (CITS) is not adequate to meet the district's instructional technology needs.

The main function of the CITS is to work with teachers to integrate technology into classroom instruction and provide training and support to teachers. Key among the job responsibilities of the CITS are to:

- Provide weekly staff development on technology integration that meets campus needs with a focus on improving student performance, and assist with planning technology training, selection of hardware/software, and technology budgeting.
- Meet weekly with district Technology and Curriculum and Instruction Departments' professional development staff and other instructional technology specialists for curriculum planning, collaboration, idea sharing, personal staff development, and other necessary support.
- Share with teachers effective technical and instructional strategies that support content objectives in all content areas while integrating technology into the classroom.
- Provide opportunities for collaboration with teachers to create and/or model integrated lesson plans with the intent of designing individual instructional modules, materials, and training aides.
- Develop resources aligned to the district curriculum to support teachers and improve student performance and achievement.
- Meet with principals and staff members to set technology-related goals and improvement plan and budget campus goals.

Currently the district has 10 Campus Instructional Technology Specialists (CITS). Until 2016-2017, each CITS supported four schools. CITS would go to a campus and stay there the entire day. CITS stayed one day a week at an elementary campus and two days a week at a high school. According to the director of Technology Integration, in 2015-2016, the deployment of CITS to campuses was at capacity.

With the opening of new schools in 2016-2017, the method of deployment of CITS to campuses changed to an A and B schedule where CITS go to elementary campuses twice a month on scheduled visits. They spend one day a week at middle school and junior high school campuses and two days a week at high school campuses. Principals and teachers consider this CITS deployment method to be inadequate to meet campus instructional technology support needs.

Principals and teachers expressed appreciation for the support CITS provides but agreed that the CITS are "spread too thin" and are not able to provide enough support for instructional technology on their campuses. Elementary school principals indicated that the limited presence of CITS on campus impacts their ability to provide the support required to meet teacher needs.

Similarly, high school principals reported that the two days a CITS spends on their campus is not sufficient to address teachers' needs. High school teachers identified the need for CITS to provide staff development on technology integration into instruction that is tailored to each department. Such staff development is not currently provided because of lack of availability of CITS.

RECOMMENDATION 2-10

Evaluate alternatives for restructuring the deployment of CITS, and select the alternative that best meets teacher needs in the most economically efficient manner, taking into consideration the rate of district growth.

The Technology Integration director should continue efforts to research and evaluate the organization and deployment of CITS by examining how districts of similar size and forecasted growth rates deploy their instructional technology specialists. Deployment alternatives range from adding CITS, moving from a campus assignment of CITS to a needs-based model, or implementing a campus-based instructional technology integration model like Klein ISD that redefines the role of CITS and thus reduces campus needs for CITS.

FISCAL IMPACT

This recommendation can be implemented with existing resources.

ANTICIPATING TOMORROW

LCISD should incorporate benchmarks for increasing CITS staff, and strategies for their deployment, into its 2017-2018 CITS staffing deployment model. Based on the number of additional campuses the district expects to operate in specific years, the Technology Integration director should identify benchmarks for increasing CITS staff, specify the number of CITS added under each benchmark, and articulate a CITS deployment strategy associated with that benchmark. The Technology Integration director should update and refine the CITS staffing model periodically and adjust it to reflect deviations in the number of campuses added.

Behavior Management and Discipline

OBSERVATION 2-11

LCISD's disciplinary actions are applied disproportionately to ethnic/racial student populations.

LCISD implements four behavior management approaches. These include the following:

- ***Capturing Kids Hearts:*** An approach that focuses on the development of positive relationships between teachers, students, families, and community members through the teaching of effective skills. Training administrators and campus staff in this approach started in 2002 and continued until 2007 by grade level. While the approach is used on all campuses and grade levels, its use varies because LCISD has not trained new administrators and staff who came to the district after 2007.
- ***Fred Jones:*** This approach aims to develop specific classroom management procedures that prevent discipline and instruction problems through building capacity to identify, adapt, and sustain effective instructional practices. LCISD implemented the approach in 2007. It is implemented districtwide to varying degrees. All new teachers receive Fred Jones training during new teacher orientation.
- ***Crisis Prevention Intervention (CPI):*** This program offers proven strategies to safely defuse anxious, hostile, or violent behavior at the earlier possible phase. It is used districtwide at all grade levels and campuses. All administrators and special education staff in self-contained units are required to be CPI trained including training in CPI approved restraint techniques. LCISD is planning to hire a CPI trainer for 2017-2018 to provide training monthly or every six weeks to each color track to ensure that required staff remained trained and current on crisis prevention intervention techniques.
- ***Restorative Practices:*** Adopted in 2016-2017 at the secondary level, this program seeks to build trusting relationships with every student. The process teaches students how to interact and manage their relationships with adults and other students and gives them an understanding of the impact of their actions on others. The program encourages accountability, improves school safety, strengthens relationships, and creates more positive outcomes for the student and the school community. Implementation started with a two-day restorative practices conference in summer 2016 for all secondary administrators and key staff. They in turn, trained their campus staff. The training varied in focus, and usage of restorative practices in 2016-2017 varies across campuses.

IN SCHOOL SUSPENSION (ISS), OUT OF SCHOOL SUSPENSION (OSS) and EXPULSIONS

Through ISS and OSS, students are removed from the classroom. Removing students from the classroom for disciplinary reasons has significant negative academic outcomes and may result in lower academic achievement or academic failure, student academic disengagement, truancy, retention, increased contact with the juvenile justice system, and dropout. Our analysis revealed the following systemwide issues, which are illustrated in **Exhibit 2-36**.

- Districtwide, the number of In-School-Suspensions decreased from 2014 to 2016 and is likely to further decrease in 2017. It decreased 6.7 percent from 2014 to 2015 and 16.6 percent from 2015 to 2016. It decreased 22.2 percent between 2014 and 2016.

- Districtwide, the number of Out-of-School-Suspensions increased in 2015 and 2016 from the 2014 level but is likely to decrease in 2017.
- The number of In-School-Suspensions in LCISD elementary schools showed an uneven pattern, but the number of Out-of-School-Suspensions increased from 2014 to 2016.
- The number of In-School-Suspensions in LCISD middle and junior high schools decreased from 2014 to 2016, and is likely to keep decreasing in 2017. The number of Out-of-School-Suspensions showed an uneven pattern across this period.
- The number of In-School-Suspensions in LCISD high schools showed an uneven pattern but the number of Out-of-School-Suspensions increased from 2014 to 2016.

Exhibit 2-36
ISS and OSS Actions by Year and Grade Level
2013-2014 to 2016-2017

	2014		2015		2016		2017*	
	N	%	N	%	N	%	N	%
Total ISS	6,850	83.2%	6,394	79.6%	5,332	74.8%	1,986	74.2%
Total OSS	1,385	16.8%	1,640	20.4%	1,794	25.2%	692	25.8%
Total ISS and OSS	8,235	100.0%	8,034	100.0%	7,126	100.0%	2,678	100.0%
Elementary ISS	395	74.0%	438	70.1%	377	61.0%	219	61.7%
Elementary OSS	139	26.0%	187	29.9%	241	39.0%	136	38.3%
Total Elementary	534	100.0%	625	100.0%	618	100.0%	355	100.0%
Middle/Junior High ISS	4,151	91.1%	2,938	88.2%	2,331	82.8%	709	78.4%
Middle/Junior High OSS	405	8.9%	393	11.8%	484	17.2%	195	21.6%
Total Middle/Junior High	4,556	100.0%	3,331	100.0%	2,815	100.0%	904	100.0%
High School ISS	2,304	79.0%	3,017	79.2%	2,624	75.6%	1,058	75.4%
High School OSS	612	21.0%	794	20.8%	846	24.4%	346	24.6%
Total High School	2,916	100.0%	3,811	100.0%	3,470	100.0%	1,404	100.0%
Other ISS	0	0.0%	1	0.4%	0	0.0%	0	0.0%
Other OSS	229	100.0%	266	99.6%	223	100.0%	15	100.0%
Other Total	229	100.0%	267	100.0%	223	100.0%	15	100.0%

Source: LCISD ISS and OSS, April 12, 2017.

* 2017 data is for August to December 2016.

Exhibit 2-37 compares In-School-Suspensions and Out-of-School-Suspensions by grade level from 2014 to 2017.

Exhibit 2-38 compares the proportion of In-School-Suspensions and Out-of-School-Suspensions by grade level.

In-School-Suspensions and Out-of-School-Suspensions were more common at the secondary than at the elementary level (**Exhibit 2-37**). LCISD middle/junior high students accounted for the highest share of ISS and OSS suspensions in 2014 – 55.3 percent compared with 35.4 percent for high schools and 6.5 percent for elementary schools.

However, since 2015, the proportion of middle/junior high suspensions decreased while the share of high school suspensions increased and surpassed middle/junior high suspensions. For example, high school In-School-Suspensions’ share increased from 33.6 percent in 2014 to 49.2 percent in 2016, and climbed to 53.3 percent in the first half of 2017.

The share of middle/junior high school In-School-Suspensions decreased from 60.6 percent in 2014 to 43.7 percent in 2016 and further decreased in 2017 to 35.7 percent.

The share of high school Out-of-School-Suspensions also increased from 44.2 percent in 2014 to 47.2 percent in 2016 and to 50.0 percent in 2017.

The share of middle/junior high Out-of-School-Suspensions ranged from 24.0 to 29.2 percent and was lower each year than the high school share during the period 2014 to 2017.

Exhibit 2-37
ISS and OSS Actions by Year and Grade Level as Part of Total ISS and OSS
2013-2014 to 2016-2017

	2014		2015		2016		2017**	
	N	%*	N	%	N	%	N	%
Total ISS	6,850	83.2%	6,394	79.6%	5,332	74.8%	1,986	74.2%
Total OSS	1,385	16.8%	1,640	20.4%	1,794	25.2%	692	25.8%
Total ISS and OSS	8,235	100.0%	8,034	100.0%	7,126	100.0%	2,678	100.0%
Elementary ISS	395	5.8%	438	6.9%	377	7.1%	219	11.0%
Elementary OSS	139	10.0%	187	11.4%	241	13.4%	136	19.7%
Total Elementary	534	6.5%	625	7.8%	618	8.7%	355	13.3%
Middle/Junior High ISS	4,151	60.6%	2,938	45.9%	2,331	43.7%	709	35.7%
Middle/Junior High OSS	405	29.2%	393	24.0%	484	27.0%	195	28.2%
Total Middle/Junior High	4,556	55.3%	3,331	41.5%	2,815	39.5%	904	33.8%
High School ISS	2,304	33.6%	3,017	47.2%	2,624	49.2%	1,058	53.3%
High School OSS	612	44.2%	794	48.4%	846	47.2%	346	50.0%
Total High School	2,916	35.4%	3,811	47.4%	3,470	48.7%	1,404	52.4%
Other ISS	0	0.0%	1	0.0%	0	0.0%	0	0.0%
Other OSS	229	16.5%	266	16.2%	223	12.4%	15	2.2%
Other Total	229	2.8%	267	3.3%	223	3.1%	15	0.6%

Source: LCISD ISS and OSS, April 12, 2017.

*Percent by grade level are calculated based on the total ISS and total OSS.

** 2017 data is for August to December 2016.

The application of ISS and OSS showed disparities with regard to African American and Hispanic students (**Exhibit 2-38**). The percentages of ISS and OSS actions taken with regard to these student populations were greater than their representation in the LCISD student population.

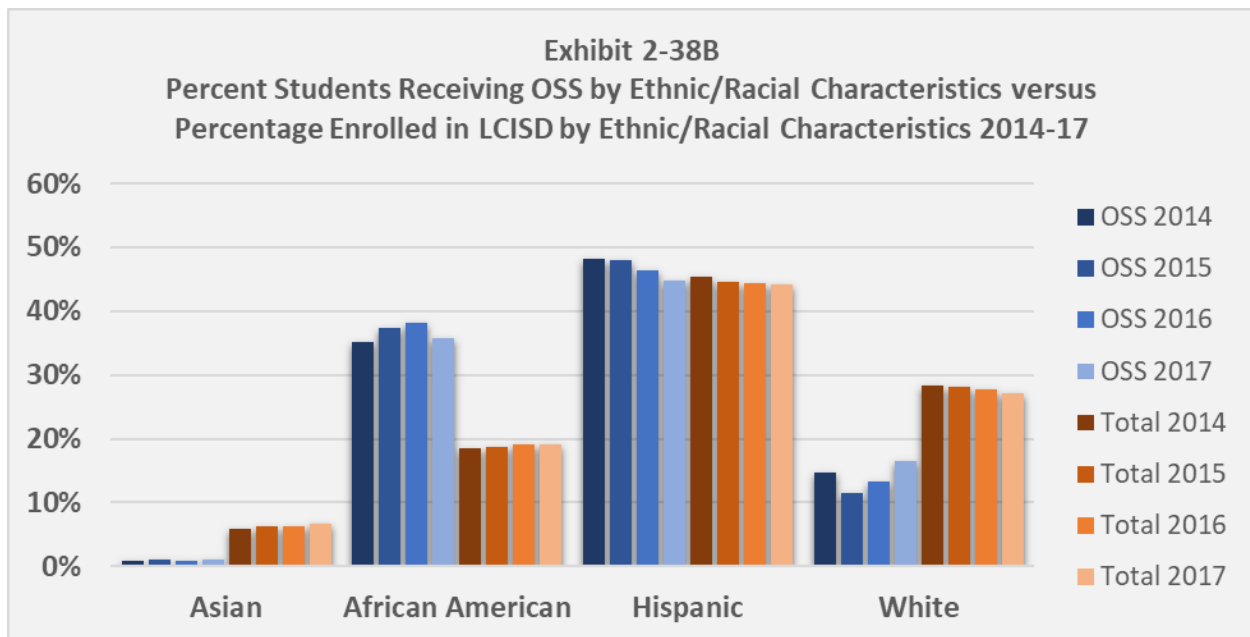
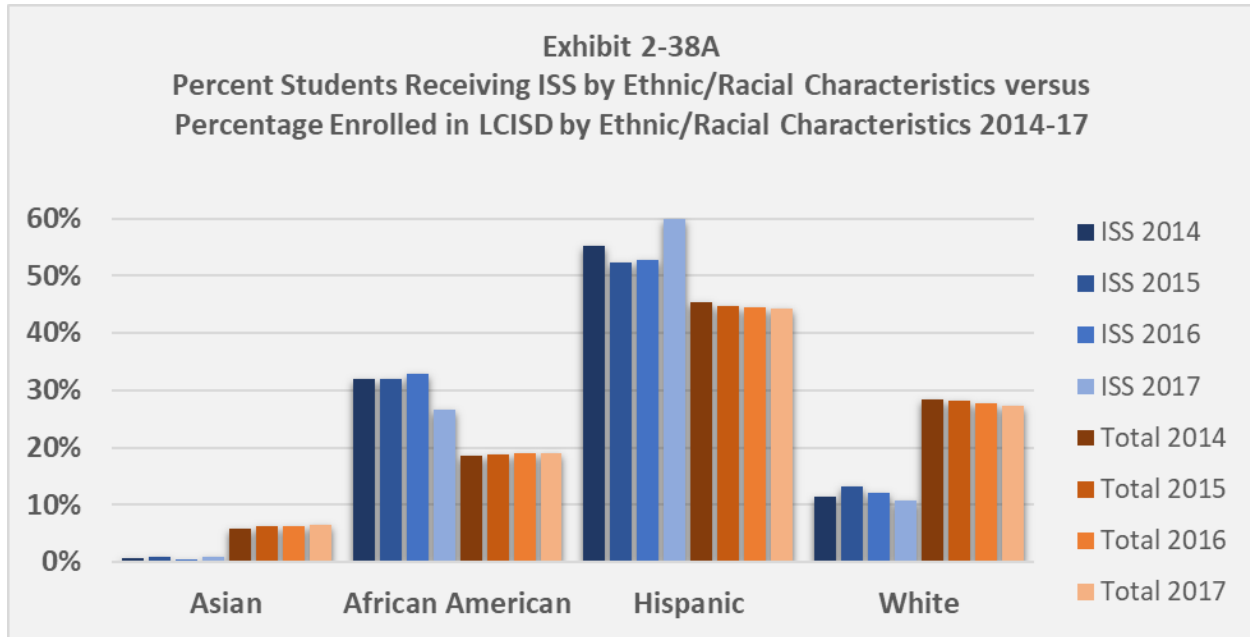
- While African American students comprised between 18.6 and 19.1 percent of the LCISD student population between 2014 and 2016, between 32 and 33 percent of the ISS actions and 35 to 38 percent of OSS actions involved African American students.
- Hispanic students comprised between 44 and 45 percent of the LCISD student population between 2014 and 2016 but between 52 and 55 percent of ISS and between 46 and 48 of OSS actions involved Hispanic students.
- Between 11 and 13 percent of ISS and 11 to 15 percent of OSS involved White students who comprised between 27 and 28 percent of the student population.

Exhibit 2-38
ISS and OSS by Student Populations
2014 to 2017

	2014		2015		2016		2017*	
	N	%	N	%	N	%	N	%
Total ISS	6,850	83.2%	6,394	79.6%	5,332	74.8%	1,986	74.2%
Total OSS	1,385	16.8%	1,640	20.4%	1,794	25.2%	692	25.8%
Total ISS and OSS	8,235	100.0%	8,034	100.0%	7,126	100.0%	2,678	100.0%
Asian								
ISS	38	0.6%	54	0.8%	29	0.5%	20	1.0%
OSS	13	0.9%	17	1.0%	15	0.8%	7	1.0%
Total ISS and OSS	51	0.6%	71	0.9%	44	0.6%	27	1.0%
% Asian in LCISD		5.9%		6.2%		6.3%		6.6%
African American								
ISS	2,190	32.0%	2,042	31.9%	1,750	32.8%	529	26.6%
OSS	487	35.2%	614	37.4%	684	38.1%	247	35.7%
Total ISS and OSS	2,677	32.5%	2,656	33.1%	2,434	34.2%	776	29.0%
% African American in LCISD		18.6%		18.7%		19.1%		19.1%
Hispanic								
ISS	3,773	55.1%	3,346	52.3%	2,816	52.8%	1,191	60.0%
OSS	667	48.2%	787	48.0%	832	46.4%	311	44.9%
Total ISS and OSS	4,440	53.9%	4,133	51.4%	3,648	51.2%	1,502	56.1%
% Hispanic at LCISD		45.4%		44.7%		44.4%		44.2%
White								
ISS	772	11.3%	843	13.2%	638	12.0%	212	10.7%
OSS	203	14.7%	189	11.5%	239	13.3%	114	16.5%
Total ISS and OSS	975	11.8%	1,032	12.8%	877	12.3%	326	12.2%
% White in LCISD		28.3%		28.2%		27.7%		27.2%

Source: LCISD ISS and OSS, April 12, 2017.

*Percent Asian, African American, Hispanic and White in LCISD are taken from LCISD's Fall Enrollment Reports 2013-2014 to 2016-2017.



LCISD had a small number of expulsions from 2013-2014 to 2015-2016. The number of expulsions decreased in 2016. Hispanic students constituted the largest group of students expelled, accounting for 71.4 percent in 2014, 68.2 percent in 2015, and 55.6 percent in 2016 (**Exhibit 2-39**). The largest number of students expelled came from Terry High School: nine in 2014 (42.9 percent) and six in 2015 (27.3 percent).

**Exhibit 2-39
Expulsions by Student Populations
2014 to 2016**

	2014		2015		2016	
	N	%	N	%	N	%
Asian	0	0.0%	0	0.0%	0	0.0%
% Asian in LCISD		5.9%		6.2%		6.3%
African American	*		*		*	
% African American in LCISD		18.6%		18.7%		19.1%
Hispanic	15	71.4%	15	68.2%	5	55.6%
% Hispanic at LCISD		45.4%		44.7%		44.4%
White	*		*		*	
% White in LCISD		28.3%		28.2%		27.7%
Total Number of Students Expelled	21		22		9	

Source: LCISD, April 5, 2017.

* Numbers less than five have not been cited due to FERPA 34CFR Part 99.1 and Texas Education Agency procedure OP 10-03.

**Percent Asian, African American, Hispanic and White in LCISD are taken from LCISD's Fall Enrollment Reports 2013-2014 to 2016-2017.

LCISD's disciplinary special sites include the ALC and the Fort Bend County Alternative School (Juvenile Justice Alternative Education Program).

LCISD ALTERNATIVE LEARNING CENTER (ALC)

The ALC is housed on a separate campus that formerly housed an elementary school. The ALC consists of two single-story buildings. The main building has offices, and the ALC high school and the second building is for primary to eighth grade students. There is also a separate building for welding, wood working, and a metal shop. In addition to a principal and assistant principal who oversee all special site programs, the ALC has a secretary/registrar, an attendance officer, a receptionist, and a nurse.

The middle/junior high teaching staff includes six (6) teachers: one for each core area, an electives teacher, and a PE/special education teacher. The high school has four core teachers, an electives teacher, a foreign language teacher, a part-time agriculture/CTE teacher, a special education teacher, a PE/electives teacher, and a computer lab aide. ALC also has an academic counselor and a drug/behavior counselor. All teachers are certified.

The ALC has one classroom for elementary students and a classroom per grade level for secondary students. It maintains a ratio of 15 students per teacher. The ALC can accommodate up to 60 middle/junior high students and 60 high school students. The classrooms do not have cubicles. Students rotate among classrooms. Each classroom has one laptop per student, one iPad per five students, and a white board.

Elementary school student placements range from 15 to 30 days. Middle/Junior high and high school students can receive a 45 or 90-day placement. The ALC receives a copy of the schedule of high school students placed in the ALC. The ALC's academic counselor schedules the classes for the high school students. If the ALC does not offer a specific course the high school student was taking in his/her home campus, the student can take the course through distance learning with his/her home campus.

The school day starts with breakfast from 7:45am to 8:20am. Restorative Circles are implemented between 8:20am and 8:30am and classes start at 8:45am. Classes are 45 minutes and students have seven classes per day. Lunch is brought in and is eaten in the classroom. Students are not allowed soft drinks or candy. The ALC has a dress code. Students are not allowed to have cell phones. Transportation is provided only to students with disabilities.

The ALC started implementing Restorative Practices in 2016-2017. Restorative Practices teach students how to manage relationships with adults and peers and create trusting relationships. Before a student can return to his/her home campus, the student has to participate in a Restorative Circle with the home campus.

The data on placements in the ALC from 2013-2014 to 2015-2016 does not show any systematic trends (**Exhibit 2-40**). The number of placements in the ALC varied: they were lowest in 2013-2014, highest in 2014-2015, and declined in 2015-2016 from the 2014-2015 level. The rate of mandatory placements declined in 2015-2016 after being nearly identical in 2013-2014 and 2014-2015.

However, throughout this period, African American and Hispanic students were disproportionately placed in the ALC. The percentage of African American students placed in the ALC increased annually from 2013-2014. The percentage of African American students placed in the ALC has been disproportionate to their percentage in the overall student population. African American students comprise between 18.6 and 19.1 percent of LCISD students. Their percentage in the ALC ranged from 28.7 in 2013-2014 to 34.0 percent in 2015-2016 and further increased to 35.8 percent during the first half of 2016-2017.

While the percentage of Hispanic students placed in the ALC was also disproportionate to their percentage in the LCISD student population, the difference was smaller. The percentage of Hispanic students placed in the ALC ranged from 43.5 to 51.1 while their percentage among LCISD students ranged from 44.2 to 45.4.

Exhibit 2-40
ALC Placements
2013-2014 to 2016-2017

	2013-2014		2014-2015*		2015-2016		2016-2017**	
	N	%	N	%	N	%	N	%
Total number of ALC placements	331	100.0%	444	100.0%	376	100.0%	106	100.0%
Mandatory placements	150	45.3%	203	45.7%	117	31.1%	44	41.5%
Discretionary placements	181	54.7%	241	54.3%	259	68.9%	62	58.5%
Level 1: <i>K-6 15 days</i>	*	*	21	4.7%	36	9.6%	*	*
Level 2: <i>K-6 30 days***</i>	*		*		10	2.7%	*	*
Level 2: <i>7-12, 45 days</i>	258	77.9%	336	75.7%	263	69.9%	73	68.9%
Level 3: <i>7-12, 90 days</i>	68	20.5%	87	19.6%	67	17.8%	26	24.5%
Level 4: <i>4-12, discretionary expulsion</i>	*	*	-	-	-	-	-	-
Asian	*	*	6	1.4%	5	1.3%	*	*
% Asian in LCISD		5.9%		6.2%		6.3%		6.6%
African American	95	28.7%	135	30.4%	128	34.0%	38	35.8%
% African American in LCISD		18.6%		18.8%		19.1%		19.1%
Hispanic	144	43.5%	227	51.1%	187	49.7%	48	45.3%
% Hispanic in LCISD		45.4%		44.7%		44.4%		44.2%
White	85	25.7%	76	17.1%	56	14.9%	18	17.0%
% White in LCISD		28.3%		28.2%		27.7%		27.2%
Recidivism rate		34%		26%		34%		NA

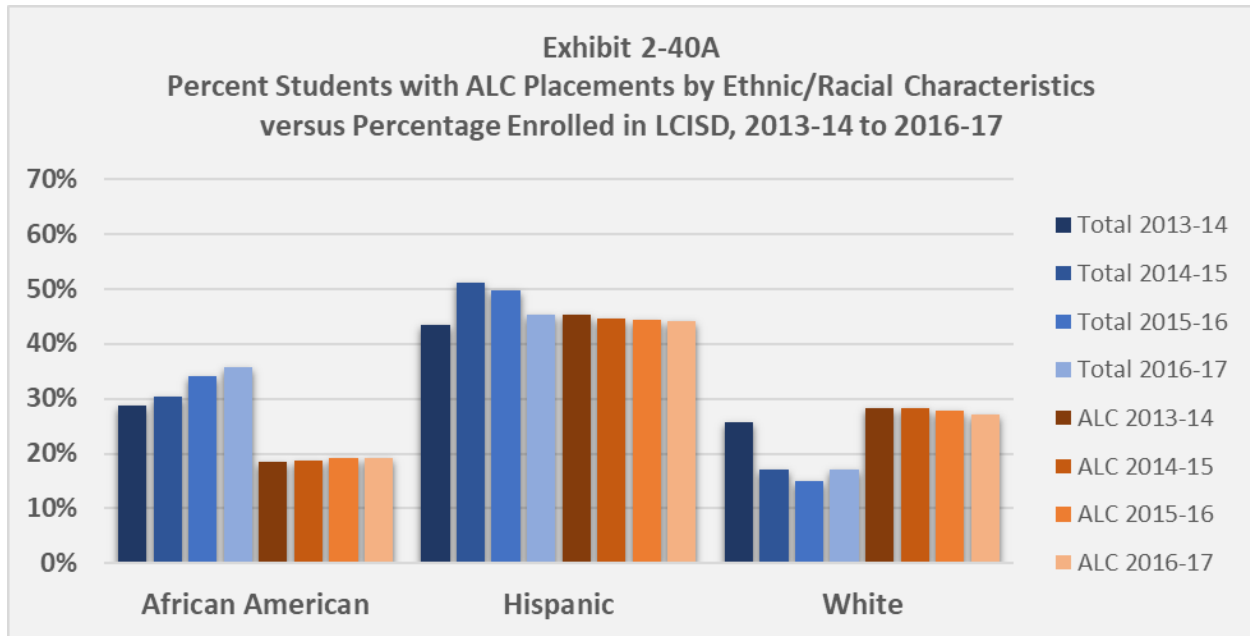
Source: LCISD, ALC End-of-Year Charts 2013-2014 to 2016-2017. LCISD 2016-2017 Data, March 2017. Percent Asian, African American, Hispanic and White in LCISD are taken from LCISD's Fall Enrollment Reports 2013-2014 to 2016-2017.

*2014-2015 5 students not included in program placement.

**Data available only for first half of 2016-2017: August-December 2016.

***Level 2 for K-6 number of students not specified in 2014-2015.

****Numbers less than five have not been cited due to FERPA 34CFR Part 99.1 and Texas Education Agency procedure OP 10-03.



JJAEP – FORT BEND COUNTY ALTERNATIVE SCHOOL

LCISD offers jointly with two other districts, Needville ISD and Katy ISD, the Fort Bend County Alternative School (FBCAS), a Juvenile Justice Alternative Education Program (JJAEP). The program is funded at \$7,000 per student for 40 students. In January 1997, the program expanded to include Rosenberg and Sugarland campuses. LCISD is the fiscal agent for the Rosenberg campus that has students from LCISD, Needville ISD, and a portion of Katy ISD. Fort Bend County covers the cost of the facility, drill instruction, an on-site constable, and Juvenile Probation Services. The three districts cover the education services. The FBCAS building has three classrooms and a staff of three teachers: math, English/history, and electives/special education.

As shown in **Exhibit 2-41**, LCISD students constitute the majority of FBCAS students. Since 2013-2014, LCISD was responsible for 151 out of the 181 or 83.4 percent of FBCAS students. One hundred and 27 (127, 84.1 percent) of the LCISD students at FBCAS were high school students. They included 46 Terry High School students, 41 Lamar Consolidated High School students, 20 Foster High School students, and 8 George Ranch High School students. Thirty-five were junior high students and include 19 Lamar Junior High School students, 13 George Junior High students, and 3 Brisco Junior High students.

Exhibit 2-41
Number of LCISD Students in FBCAS
2013-2014 to 2016-2017

LCISD Schools	2013-2014	2014-2015	2015-2016	2016-2017**
Brisco Junior High	*	0	*	0
Foster High School	*	7	5	*
George Ranch High School	*	5	*	0
George Junior High	*	*	6	0
Lamar Consolidated High School	15	14	8	*
Lamar Junior High	*	9	6	0
Reading Junior High	0	0	0	0
Terry High School	11	21	10	*

LCISD Schools	2013-2014	2014-2015	2015-2016	2016-2017**
Navarro Middle School	0	0	0	0
LCISD – Total	41	60	38	12
Percent of LCISD of FBCAS Total	80.4%	90.9%	79.2%	75.0%
FBCAS Total	51	66	48	16

Source: LCISD FBCAC JJAEP Comparisons, March 28, 2017. *Percent Asian, African American, Hispanic and White in LCISD are taken from LCISD’s Fall Enrollment Reports 2013-2014 to 2016-2017. *Data available only for first half of 2016-2017: Aug.-Dec. 2016.

** Numbers less than five have not been cited due to FERPA 34CFR Part 99.1 and Texas Education Agency procedure OP 10-03.

Hispanic students have been disproportionately represented at FBCAS from 2013-2014 to 2016-2017, as shown in **Exhibit 2-42**. African American students are disproportionately represented in the first half of 2016-2017.

Exhibit 2-42
FBCAS LCISD Student Ethnicity/Race
2013-2014 to 2016-2017

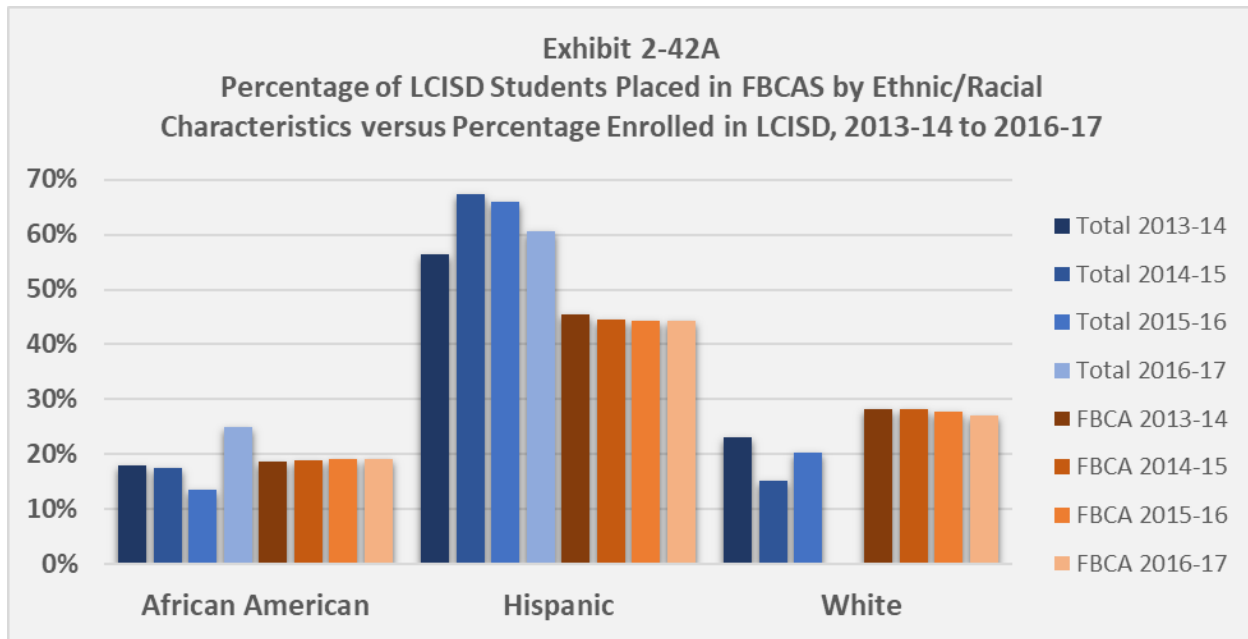
	2013-2014		2014-2015		2015-2016		2016-2017**	
	N	%	N	%	N	%	N	%
Asian	*		0	0.0%	0	0.0%	0	0.0%
% Asian in LCISD		5.9%		6.2%		6.3%		6.7%
African American	7	17.9%	8	17.4%	6	13.6%	7	25.0%
% African American in LCISD		18.6%		18.8%		19.1%		19.1%
Hispanic	22	56.4%	31	67.4%	29	65.9%	17	60.7%
% Hispanic at LCISD		45.4%		44.6%		44.3%		44.2%
White	9	23.1%	7	15.2%	9	20.4%	*	*
% White in LCISD		28.3%		28.2%		27.7%		27.1%
Total Number of LCISD Students in FBCAS***	39		46		44		28	

Source: LCISD, April 20, 2017. *Percent Asian, African American, Hispanic and White in LCISD are taken from LCISD’s Fall Enrollment Reports 2013-2014 to 2016-2017.

*Numbers less than five have not been cited due to FERPA 34CFR Part 99.1 and Texas Education Agency procedure OP 10-03.

**Data available only for first half of 2016-2017: August-December 2016.

*** FBCAS LCISD totals by student characteristics in Exhibit 2-43 do not match totals by LCISD School in Exhibit 2-42.



Removing students from the classroom for disciplinary reasons has significant negative academic outcomes and may result in lower academic achievement or academic failure, student academic disengagement, truancy, retention, increased contact with the juvenile justice system, and dropout.

The detrimental impact of suspensions on students’ academic achievement has been demonstrated in multiple studies.

- According to a Florida study, 73 percent of ninth grade students who were suspended failed their courses compared with 36 percent of students who were not suspended.
- Even one suspension doubles the dropout risk and each additional suspension increases the dropout risk by 20 percent, according to a Florida study.
- Suspension and expulsion for a discretionary school violation nearly triples a student’s likelihood of contact with the juvenile justice system within the subsequent year.

LCISDs disciplinary actions show racial disparity with regard to African American students. Research has shown that the disproportional rates of disciplinary actions involving African American students cannot be explained by poverty, more frequent misbehavior, or more aggressive behavior. These disparities are more likely to be explained by school-level variables such as the achievement gap, the level of ethnic/racial diversity of the faculty relative to students’ diversity, classroom and office processes, and school climate.

An extensive body of research shows that excessive disciplinary actions harm all students, teachers, and the school culture. Excessive disciplinary actions are neither educationally nor economically efficient and do not result in safer schools. A series of studies supported by Atlantic Philanthropies and the Open Society Foundations has shown that:

- Disciplinary disparities may be a result of inequity in the distribution of resources with fewer high-quality teachers assigned to schools with fewer and poorer resources and with a high percentage of minorities. This results in higher rates of teacher turnover, lower student engagement, and fewer well-managed classrooms.
- A teaching force that is not diverse: nationally, 9.4 percent of the teaching force is African American, 7.4 percent is Hispanic, 2.3 percent is Asian, and 1.2 percent is another race compared with 80 percent Anglo.

Non-minority teachers may lack knowledge and understanding of their students' culture, an important component of learning.

- Disparity-reducing intervention efforts are more productive by focusing on changing school climate and culture. While high suspension rates may increase feelings of safety, they also diminish the school climate. Strong student-teacher and parent-teacher relationships are related to decreased suspension rates and promote an increased sense of safety.

Effective behavior management practices promote the application of alternative discipline systems that reduce reliance on punitive and exclusionary approaches. While these practices have been effective overall, they were not effective in reducing discipline-related racial disparities. These include:

- Changing the Code of Conduct from a reactive, punitive, and exclusionary approach to a preventive approach to discipline, increased use of non-punitive responses to student misbehavior, and limited use of suspension and expulsion.
- Structural interventions such as Positive Behavior Interventions and Supports (PBIS), changing disciplinary codes of conduct, and Threat Assessment have been shown to reduce use of exclusionary disciplinary rates.
- Social-emotional learning (SEL) approaches improve schools' ability to understand and regulate students' social interactions and emotions and reduce student misbehavior and out of school suspensions. For example, Austin Independent School District (Texas) uses social and emotional learning that promotes self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. In 2015-2016 the program was implemented in all 129 schools serving all the district's 86,000 students. It has been integrated into academic lessons and practices with the goal of enhancing the schools' climate. Since implementation, discipline referrals decreased 45 percent in elementary schools and 29 percent at middle and high schools with three and four years of SEL implementation; in addition chronic absenteeism of secondary students decreased.
- Using a mix of strategies such as implementing schoolwide expectations and teaching positive behaviors. Communicating expectations to staff and students through modeling and lessons throughout the year. Employing counselor-trained students as peer mediators. Matching students who are struggling behaviorally or academically with educator-mentors. Customizing student behavior contracts based on student input. Integrating social-emotional skills in a 20-minute advisory class each day. This mix of strategies helped a Maryland middle school reduce discipline referral 98 percent in one year.

Approaches proven to be highly effective with African American students include:

- Strong teacher-student and parent-student relationships. Schools that promote such relationships through sustained support for teacher development are more effective in keeping schools safe without resorting to the use of exclusionary discipline. African American principals in urban schools who promoted parent involvement reduced the rate of suspensions. Research had shown that programs like My Teaching Partner that focuses on teacher interactions with students and relies less on exclusionary discipline for all students had a significant impact on reducing exclusionary discipline with African American students.
- Implementation of restorative practices throughout the school aim to proactively build relationships and a sense of community and both prevent and resolve conflict. Some research has shown that such practices may be linked to reduced suspensions and expulsions, decreased disciplinary referrals, and improved academics across all student groups but most significantly for African American students.
- Use of a protocol that assesses threats of violence without resorting to zero tolerance suspensions has been shown to reduce suspensions and African American-Anglo disparities.

RECOMMENDATION 2-11

Identify and implement behavior management strategies that have been proven effective in reducing the need for disciplinary actions for all students and in reducing racial disparities in discipline.

The executive directors of Elementary Education and Secondary Education and the director of Student Support Services should with regard to ISS and OSS:

- Analyze and disaggregate the disciplinary actions data by disciplinary action categories, school, grade level, and student populations.
- Complete a comprehensive review of its discipline policies and code of conduct and assess the effectiveness of its behavior management programs and strategies.
- Adopt a discipline policy that clearly outlines disciplinary actions and consequences based on the severity of the misbehavior. Incorporate restorative justice principals into the disciplinary codes, allowing schools to deal with conflict before it escalates.
- Identify programs, strategies, and practices that have proven effective in managing student behavior and reducing disciplinary actions.
- Identify programs, strategies, and practices that have proven effective in addressing and reducing racial disparities in discipline.
- Adopt discipline approaches that are aligned with effective practices in supporting positive student behavior and in addressing racial disparities.
- Integrate those approaches into a coherent systemwide discipline management plan. The discipline implementation plan should incorporate best practices, a training program, monitoring strategies, and annual data analysis to review changes in disciplinary actions.

The Special Sites principal, Secondary Education executive director, and the director of Student Support Services should with regard to placement in the ALC and FBCAS:

- Conduct an analysis of the mandatory and non-mandatory reasons for remanding students in general and minority students in particular to the alternative education center.
- Identify programs and behavior management strategies that have proven effective in reducing placements to disciplinary alternative education programs for African American and Hispanic students.
- Incorporate these strategies with the other behavior management and discipline strategies into a comprehensive behavior management framework.
- Ensure that the training conducted on student behavior management and discipline addresses the strategies specific to placements in alternative education settings.
- Track and evaluate the effectiveness of these strategies in reducing placements to disciplinary alternative learning settings for African American and Hispanic students.

FISCAL IMPACT

This recommendation can be implemented with existing resources.

ANTICIPATING TOMORROW

LCISD, as it grows, should address and eliminate disparities in disciplinary actions. It should:

- increase awareness of administrators, teachers and staff to ethnic and racial disparities in disciplinary actions;
- address current ethnic/racial disparities in discipline through the identification and implementation of behavior management strategies that have proven effective in decreasing discipline problems with these student populations;

- provide districtwide training on how to address these disparities effectively; and
- review disciplinary actions annually to ensure the district’s behavior management strategies are effective in addressing these disparities.

Libraries

OBSERVATION 2-12

LCISD does not have a process for ensuring that its libraries’ budget, staffing, collection size and age, and number of items per student align with public school library standards.

The Texas State Library and Archives Commission’s (TSLAC) *School Library Program Standards: Guidelines and Standards* classify libraries into four categories: Exemplary, Recognized, Acceptable, and Below Standard. The Texas Public School Library Standards address at each of the four levels the libraries budget, number of certified librarians and aides, collection size, average collection age, and number of library items per student based on school enrollment.

LIBRARY BUDGET

The TSLAC public school library budget standard ranges from \$1.50 per student multiplied by the average book replacement cost (Exemplary) to less than \$1.00 per student multiplied by the average book replacement cost (Below Standard), as shown in **Exhibit 2-43**.

**Exhibit 2-43
Library Budget Standards**

Standards			
Exemplary	Recognized	Acceptable	Below Standard
Library receives from campus or district budget an amount equal to the number of students times 1.50 multiplied by the average replacement cost of a book, as reported annually in a national professional library publication	Library receives from campus or district budget an amount equal to the number of students times 1.25 multiplied by the average replacement cost of a book, as reported annually in a national professional library publication	Library receives from campus or district budget an amount equal to the number of students times 1.00 multiplied by the average replacement cost of a book, as reported annually in a national professional library publication	Library receives from campus or district budget an amount equal to or less than the number of students times 1.00 multiplied by the average replacement cost of a book, as reported annually in a national professional library publication

Source: Texas State Library and Archives commission (TSLAC), School library Standards and Guidelines for Texas 2017, Standard II, Principal 3.

LCISD does not have a process to address library needs. Most principals do not ask librarians for input into the annual budget preparation. The budget amount each school allocates to its respective library is determined by the principal without any librarian recommendations or specification of library needs. A comparison of LCISD library budget allocations and what is considered an acceptable allocation by public school library standards points to a substantial gap.

As shown in **Exhibit 2-44**, 33 out of the 34 LCISD campuses that have opened before the 2016-2017 school year have a library budget that is below the Acceptable standard. The Travis Elementary library budget meets the Acceptable standard. The three new schools – Bentley Elementary, Leaman Junior High, and Fulshear High School have been excluded from the exhibit because their library budget includes bond/start-up funds.

Exhibit 2-44
LCISD Enrollment, Budget, TSLAC Acceptable Standard by Campus
2016-2017

Campus	Enrollment	Library Budget	Budget According to TSLAC Acceptable Standard	Over/(Under) Acceptable Standard
ELEMENTARY				
Adolphus Elementary	723	\$ 4,000	\$ 14,640.75	\$ (10,640.75)
Arredondo Elementary	701	\$ 4,500	\$ 14,195.25	\$ (9,695.25)
Austin Elementary	613	\$ 4,645	\$ 12,413.25	\$ (7,768.25)
Beasley Elementary	364	\$ 1,400	\$ 7,371.00	\$ (5,971.00)
Bowie Elementary	649	\$ 6,300	\$ 13,142.25	\$ (6,842.25)
Campbell Elementary	608	\$ 2,896	\$ 12,210.75	\$ (9,314.75)
Dickinson Elementary	547	\$ 5,017	\$ 11,076.75	\$ (6,059.75)
Frost Elementary	501	\$ 7,100	\$ 10,145.25	\$ (3,045.25)
Hubenak Elementary	788	\$ 10,778	\$ 15,957.00	\$ (5,179.00)
Huggins Elementary	926	\$ 5,250	\$ 18,751.50	\$ (13,501.50)
Hutchison Elementary	681	\$ 5,901	\$ 13,790.25	\$ (7,889.25)
Jackson Elementary	396	\$ 3,210	\$ 8,019.00	\$ (4,809.00)
Long Elementary	621	\$ 4,750	\$ 12,575.25	\$ (7,825.25)
McNeill Elementary	843	\$ 4,000	\$ 17,070.75	\$ (13,077.75)
Meyer Elementary	710	\$ 7,827	\$ 14,377.50	\$ (6,550.50)
Pink Elementary	602	\$ 3,800	\$ 12,190.50	\$ (8,390.50)
Ray Elementary	645	\$ 5,500	\$ 13,061.25	\$ (7,561.25)
Smith Elementary	436	\$ 1,000	\$ 8,829.00	\$ (7,829.00)
Thomas Elementary	864	\$ 2,971	\$ 17,496.00	\$ (14,525.00)
Travis Elementary	589	\$ 12,000	\$ 11,927.25	\$ 72.75
Velasquez Elementary	680	\$ 3,850	\$ 13,770.00	\$ (9,920.00)
Williams Elementary	937	\$ 4,664	\$ 18,974.25	\$ (14,310.25)
MIDDLE SCHOOLS				
Navarro Middle	504	\$ 3,596	\$ 10,206.00	\$ (6,610.00)
Polly Ryon Middle School	672	\$ 3,500	\$ 13,608.00	\$ (10,108.00)
Wertheimer Middle	456	\$ 2,600	\$ 9,234.00	\$ (6,634.00)
Wessendorff Middle	395	\$ 823	\$ 7,998.75	\$ (7,175.75)
JUNIOR HIGH				
Briscoe Junior High	899	\$ 3,506	\$ 18,204.75	\$ (14,698.75)
George Junior High	1,039	\$ 9,701	\$ 21,039.75	\$ (11,338.75)
Lamar Junior High	880	\$ 5,700	\$ 17,820.00	\$ (12,120.00)
Reading Junior High	1,265	\$ 6,000	\$ 25,616.25	\$ (19,616.25)
HIGH SCHOOL				
Foster High School	2,068	\$ 14,542	\$ 41,877.00	\$ (27,335.00)
George Ranch High School	2,543	\$ 18,921	\$ 51,495.75	\$ (32,574.75)
Lamar High School	1,608	\$ 12,000	\$ 32,562.00	\$ (20,562.00)
Terry High School	1,956	\$ 14,000	\$ 39,609.00	\$ (25,609.00)
TOTAL		\$ 206,248*		\$ (375,008.00)

Source: LCISD Enrollment, February 22, 2017.

*Based on School Library Journal average book replacement cost of \$20.25 for 2017. Average cost was calculated based on \$19.10 for children's hard cover and \$21.30 for young adult hard cover.

LIBRARY STAFF

The TSLAC public school library staffing standards are based on schools’ average daily attendance (ADA). Exhibit 2-45 shows TSLAC standards for professional and non-professional staff.

**Exhibit 2-45
Texas State Library & Archives Commission Public School Library Staffing Standards
2017**

Staff	Standards			
	Exemplary	Recognized	Acceptable	Below Standard
Professional Staff	At least:	At least:	At least:	
0-500 ADA	1.5 Certified Librarians	1.0 Certified Librarian	1.0 Certified Librarian	Less than 1 Certified Librarian
500-1,000 ADA	2.0 Certified Librarians	1.5 Certified Librarians	1.0 Certified Librarians	Less than 1.0 Certified Librarians
1,001-2,000 ADA	3.0 Certified Librarians	2.0 Certified Librarians	1.0 Certified Librarians	Less than 1.0 Certified Librarians
2,001 + ADA	3.0 Certified Librarians + 1.0 Certified Librarian for each 700 students	2.0 Certified Librarians + 1.0 Certified Librarian for each 1,000 students	2.0 Certified Librarians	Less than 2.0 Certified Librarians
Paraprofessional Staff	At least:	At least:	At least:	
0-500 ADA	1.5 Paraprofessionals	1.0 Paraprofessionals	0.5 Paraprofessionals	Less than 0.5 Paraprofessionals
500-1,000 ADA	2.0 Paraprofessionals	1.5 Paraprofessionals	1.0 Paraprofessionals	Less than 1.0 Paraprofessionals
1,001-2,000 ADA	3.0 Paraprofessionals	2.0 Paraprofessionals	1.5 Paraprofessionals	Less than 1.5 Paraprofessionals
2,001 + ADA	3.0 Paraprofessionals + 1.0 Paraprofessional for each 700 students	2.0 Paraprofessionals + 1.0 Paraprofessional for each 1,000 students	2.0 Paraprofessionals	Less than 2.0 Paraprofessionals

Source: Texas State Library and Archives Commission (TSLAC), School Library Program Standards and Guidelines for Texas, 2017.
*ADA consists of 95 percent of enrollment.

Based on the public school library staffing Acceptable standard, LCISD is short four librarians. Two of its librarians are not certified – Arredondo Elementary and McNeill Elementary – and two of its high schools – Foster and George Ranch – are each one librarian short given their enrollment. However, none of LCISD’s libraries have aides thus limiting the time librarians can spend working with students and teachers. LCISD is short 38.0 aides (Exhibit 2-46).

**Exhibit 2-46
LCISD Enrollment, Number of Librarians and Library Aides, TSLAC Acceptable Standard by Campus
2017**

Campus	Enrollment	ADA*	Librarians	TSLAC Acceptable Standard	Library Aides	TSLAC Acceptable Standards	Over/(Under)
ELEMENTARY							
Adolphus Elementary	723	687	1	1.0	0	1.0	Aide (1.0)
Arredondo Elementary	701	666	NC**	1.0	0	1.0	Librarian (1.0) Aide (1.0)

Campus	Enrollment	ADA*	Librarians	TSLAC Acceptable Standard	Library Aides	TSLAC Acceptable Standards	Over/(Under)
Austin Elementary	613	582	1	1.0	0	1.0	Aide (1.0)
Beasley Elementary	364	346	1	1.0	0	0.5	Aide (0.5)
Bentley Elementary	595	565	1	1.0	0	1.0	Aide (1.0)
Bowie Elementary	649	617	1	1.0	0	1.0	Aide (1.0)
Campbell Elementary	603	573	1	1.0	0	1.0	Aide (1.0)
Dickinson Elementary	547	520	1	1.0	0	1.0	Aide (1.0)
Frost Elementary	501	476	1	1.0	0	1.0	Aide (1.0)
Hubenak Elementary	788	749	1	1.0	0	1.0	Aide (1.0)
Huggins Elementary	926	880	1	1.0	0	1.0	Aide (1.0)
Hutchison Elementary	681	647	1	1.0	0	1.0	Aide (1.0)
Jackson Elementary	396	376	1	1.0	0	0.5	Aide (0.5)
Long Elementary	621	590	1	1.0	0	1.0	Aide (1.0)
McNeill Elementary	843	801	NC**	1.0	0	1.0	Librarian (1.0) Aide (1.0)
Meyer Elementary	710	675	1	1.0	0	1.0	Aide (1.0)
Pink Elementary	602	572	1	1.0	0	1.0	Aide (1.0)
Ray Elementary	645	613	1	1.0	0	1.0	Aide (1.0)
Smith Elementary	436	414	1	1.0	0	0.5	Aide (0.5)
Thomas Elementary	864	821	1	1.0	0	1.0	Aide (1.0)
Travis Elementary	589	560	1	1.0	0	1.0	Aide (1.0)
Velasquez Elementary	680	646	1	1.0	0	1.0	Aide (1.0)
Williams Elementary	937	890	1	1.0	0	1.0	Aide (1.0)
MIDDLE SCHOOLS							
Navarro Middle	504	479	1	1.0	0	1.0	Aide (1.0)
Polly Ryon Middle	672	638	1	1.0	0	1.0	Aide (1.0)
Wertheimer Middle	456	433	1	1.0	0	0.5	Aide (0.5)
Wessendorff Middle	395	375	1	1.0	0	0.5	Aide (0.5)
JUNIOR HIGH							
Briscoe Junior High	899	854	1	1.0	0	1.0	Aide (1.0)
George Junior High	1,039	987	1	1.0	0	1.5	Aide (1.5)
Lamar Junior High	880	836	1	1.0	0	1.0	Aide (1.0)
Leaman Junior High	754	716	1	1.0	0	1.0	Aide (1.0)
Reading Junior High	1,265	1,202	1	1.0	0	1.5	Aide (1.5)

Campus	Enrollment	ADA*	Librarians	TSLAC Acceptable Standard	Library Aides	TSLAC Acceptable Standards	Over/(Under)
HIGH SCHOOL							
Foster High School	2,068	1,965	1	2.0	0	2.0	Librarian (1.0) Aide (2.0)
Fulshear High School*	398	378	1	1.0	0	0.5	Aide (0.5)
George Ranch High School	2,543	2,416	1	2.0	0	2.0	Librarian (1.0) Aide (2.0)
Lamar High School	1,608	1,528	1	1.0	0	1.5	Aide (1.5)
Terry High School	1,956	1,858	1	1.0	0	1.5	Aide (1.5)
Total			35 2 NC*	39.0	0	37.5	Librarians (4.0)*** Aides (38.0)

Source: LCISD Enrollment, February 22, 2017.

*ADA was calculated by multiplying school enrollment by 95 percent.

**NC refers to a non-certified librarian.

***Refers to certified librarians; two of the librarians are not certified.

The lack of library aides has a significant impact on the services that librarians can provide. Schools with well-staffed libraries where endorsed librarians also have aides showed consistently higher performance levels. The *Texas School Libraries: Standards, Resources, Services and Student Performance* (2001) study showed that lower than recommended staffing levels and especially the absence of library aides significantly curtail the range and type of services that librarians can provide. The presence of library aides and the number of hours they work are critical to librarians' ability to perform the range of high priority activities.

Library aides "free" the librarian from having to perform basic library activities and allow the librarian to allocate time to activities that are more directly related to teaching and training staff and students, such as collaboratively planning and teaching with teachers, providing staff development to teachers, facilitating information skills instruction, managing technology, communicating with school administrators, and providing reading incentive activities. These activities, along with incremental increases in funding, student usage of the library, and a large and up-to-date collection of print and electronic resources lead to incremental gains in student learning and performance.

LIBRARY COLLECTION SIZE AND ITEMS PER STUDENT

Public School Library Standard III calls for a minimum size of a "balanced and current collection of books, audiovisual software, and multi-media" and sets a number of items per student by school level, as shown in **Exhibit 2-47**.

Exhibit 2-47
TSLAC Public School Library Standards – Items per Student

	Collection Size: At Least	Elementary	Middle School	High School
Exemplary	12,000	20	18	16
Recognized	10,800	18	16	14
Acceptable	9,000	16	14	12
Below Standard	Less than 9,00	Less than 16	Less than 14	Less than 12

Source: Texas Public School Library Standards, Standard III, Principle 1, 2017.

An analysis of LCISD’s schools library collection size shows that 15 schools meet the Exemplary standard with regard to library collection size, six schools meet the Recognized standard, three schools meet the Acceptable standard, and 13 schools fall Below Standard. As shown in **Exhibit 2-48**, four of five high school libraries and four out of five junior high libraries are Below Standard. Four elementary school libraries and one middle school library are also Below Standard.

Exhibit 2-48
LCISD Collection Size, Items per Student, Average Age, Number and Percent of Items 15 Years
Old or Older by Campus
2016-2017

Campus	Enrollment	Collection Size	Items per Student	TSLAC Standard
ELEMENTARY				
Adolphus Elementary	723	12,466	17.2	Acceptable
Arredondo Elementary	701	10,127	14.4	Below Standard
Austin Elementary	613	12,180	19.9	Recognized
Beasley Elementary	364	11,548	31.7	Exemplary
Bentley Elementary	595	8,664	14.6	Below Standard
Bowie Elementary	649	11,686	18.0	Recognized
Campbell Elementary	603	17,052	28.3	Exemplary
Dickinson Elementary	547	20,719	37.9	Exemplary
Frost Elementary	501	13,323	26.6	Exemplary
Hubenak Elementary	788	15,696	19.9	Exemplary
Huggins Elementary	926	11,689	12.6	Below Standard
Hutchison Elementary	681	12,743	18.7	Recognized
Jackson Elementary	396	14,826	37.4	Exemplary
Long Elementary	621	17,101	27.5	Exemplary
McNeill Elementary	843	12,983	15.4	Below Standard
Meyer Elementary	710	14,917	21.0	Exemplary
Pink Elementary	602	10,381	17.2	Acceptable
Ray Elementary	645	12,305	19.1	Recognized
Smith Elementary	436	9,553	21.9	Exemplary
Thomas Elementary	864	14,514	16.8	Acceptable
Travis Elementary	589	14,270	24.2	Exemplary
Velasquez Elementary	680	14,817	21.8	Exemplary
Williams Elementary	937	16,889	18.0	Recognized
MIDDLE SCHOOLS				
Navarro Middle	504	16,637	33.0	Exemplary
Polly Ryon Middle	672	9,125	13.6	Below Standard
Wertheimer Middle	456	7,554	16.6	Recognized
Wessendorff Middle	395	12,856	32.5	Exemplary
JUNIOR HIGH				
Briscoe Junior High	899	20,477	22.8	Exemplary
George Junior High	1,039	11,907	11.5	Below Standard
Lamar Junior High	880	12,281	14.0	Below Standard
Leaman Junior High	754	7,507	10.0	Below Standard

Campus	Enrollment	Collection Size	Items per Student	TSLAC Standard
Reading Junior High	1,265	10,048	7.9	Below Standard
HIGH SCHOOL				
Foster High School	2,068	18,913	9.1	Below Standard
Fulshear High School*	398	14,739	37.0	Exemplary
George Ranch High School	2,543	14,283	5.6	Below Standard
Lamar High School	1,608	13,812	8.6	Below Standard
Terry High School	1,956	19,039	9.7	Below Standard

Source: LCISD, February 2017.

COLLECTION AGE

Texas Public School Library Standard III.B specifies the ranking of the average age of a collection. Collections with an average age of less than 11 years are considered Exemplary. Collections with an average age of less than 13 years are considered Recognized. Collections with an average age of less than 15 years are ranked Acceptable, and collections with an average age of 15 years or older are considered Below Standard.

As shown in **Exhibit 2-49**, seven LCISD libraries meet the Exemplary standard, three meet the Recognized standard, two meet the Acceptable standard, and 25 libraries are Below Standard. The libraries ranked Below Standard include 17 elementary school libraries, two middle school libraries, three junior high libraries, and three high school libraries. The percentage of books 15 years old or older ranged widely from 2 to 70.

Ten schools have collections in which more than 50 percent of the items are 15 years old or older. Twelve schools have collections in which between 31 and 50 percent of the items are 15 years or more old. Eleven school libraries have collections where 10 to 30 percent of the items are 15 years or more old. Only four schools have collections where less than 10 percent of the collection is 15 years old or older.

Exhibit 2-49
LCISD Collection Size, Average Age, Number and Percent 15 Years Old or Older by Campus
2016-2017

Campus	Enrollment	Collection Size	Average Collection Age	TSLAC Standard	Number of Books 15 Years or Older	Percent of Books 15 Years or Older
ELEMENTARY						
Adolphus Elementary	723	12,466	2008	Exemplary	1,434	12%
Arredondo Elementary	701	10,127	2009	Exemplary	963	10%
Austin Elementary	613	12,180	1997	Below Standard	5,855	48%
Beasley Elementary	364	11,548	1993	Below Standard	6,154	53%
Bentley Elementary*	595	8,664	2010	Exemplary	829	10%
Bowie Elementary	649	11,686	2002	Below Standard	1,936	17%
Campbell Elementary	603	17,052	2000	Below Standard	7,720	45%
Dickinson Elementary	547	20,719	1998	Below Standard	7,942	38%
Frost Elementary	501	13,323	2000	Below Standard	6,739	51%
Hubenak Elementary	788	15,696	2006	Recognized	4,282	27%
Huggins Elementary	926	11,689	2001	Below Standard	5,052	43%
Hutchison Elementary	681	12,743	2002	Below Standard	4,315	34%
Jackson Elementary	396	14,826	1993	Below Standard	8,891	60%
Long Elementary	621	17,101	1998	Below Standard	6,595	39%
McNeill Elementary	843	12,983	2004	Acceptable	2,241	17%

Campus	Enrollment	Collection Size	Average Collection Age	TSLAC Standard	Number of Books 15 Years or Older	Percent of Books 15 Years or Older
Meyer Elementary	710	14,917	1997	Below Standard	6,987	47%
Pink Elementary	602	10,381	2000	Below Standard	4,628	45%
Ray Elementary	645	12,305	2001	Below Standard	4,562	37%
Smith Elementary	436	9,553	1997	Below Standard	5,878	62%
Thomas Elementary	864	14,514	2005	Recognized	1,505	10%
Travis Elementary	589	14,270	1999	Below Standard	7,839	55%
Velasquez Elementary	680	14,817	2002	Below Standard	3,909	26%
Williams Elementary	937	16,889	1995	Below Standard	8,957	53%
MIDDLE SCHOOLS						
Navarro Middle	504	16,637	1998	Below Standard	7,185	43%
Polly Ryon Middle School	672	9,125	2010	Exemplary	323	4%
Wertheimer Middle	456	7,554	2005	Recognized	948	13%
Wessendorff Middle	395	12,856	1996	Below Standard	7,450	58%
JUNIOR HIGH						
Briscoe Junior High	899	20,477	1998	Below Standard	13,836	68%
George Junior High	1,039	11,907	1995	Below Standard	8,306	70%
Lamar Junior High	880	12,281	1998	Below Standard	4,915	40%
Leaman Junior High	754	7,507	2013	Exemplary	142	2%
Reading Junior High	1,265	10,048	2007	Exemplary	478	5%
HIGH SCHOOL						
Foster High School	2,068	18,913	2000	Below Standard	10,880	58%
Fulshear High School*	398	14,739	2011	Exemplary	396	3%
George Ranch High School	2,543	14,283	2004	Acceptable	3,003	21%
Lamar High School	1,608	13,812	2000	Below Standard	4,187	30%
Terry High School	1,956	19,039	1994	Below Standard	9,036	47%

Source: LCISD, February 2017.

An inadequate budget, lack of sufficient library staff, and an aged and insufficient collection affect the quality and usefulness of library services and the library’s ability to meet student needs.

RECOMMENDATION 2-12

Conduct a comprehensive assessment of the district’s library resources and services to determine the adequate level of funding, staff, and collection size, and age required to meet the district’s needs.

The Academic administrator and the library leadership team should conduct a comprehensive assessment focusing on the adequacy of library staffing, collection size, age, and budget to ensure that all LCISD libraries meet state standards and student needs. Based on the assessment, LCISD should set library priorities, estimate the budget effect associated with the priorities and include it in its future budget cycles.

FISCAL IMPACT

This recommendation can be implemented with existing resources.

ANTICIPATING TOMORROW

LCISD should upgrade libraries as it grows. A large number of LCISD’s libraries do not meet the Texas public school library standards with regard to budget, staffing, collection size, collection age, and number of items per student. In 2016-2017, 34 out of the 37 (92 percent) LCISD campuses have a library budget that is below standard. None of

the libraries have aides and the district is short four certified librarians (11 percent). Thirteen libraries (35 percent) are below standard in terms of the size of their collection and 25 libraries (68 percent) have an aged collection.

The magnitude of the library upgrading task and its costs due to the large number of libraries in need of an upgrade requires a long-term plan (five to ten years), and a process, strategies and budget for upgrade. The upgrading strategy used can be organized by library area, i.e. budget, staff, collection, or by school. The long-range library updating plan should allocate a budget for each year and specify the upgrades to be done in each respective year.

Instructional Personnel

OBSERVATION 2-13

LCISD’s staffing guidelines and strategies are not adjusted to the needs of Title I campuses thereby leaving these campuses with insufficient administrators and professional support staff.

Staffing needs identified in interviews with administrators were acute at the secondary level and especially at Title I campuses. Secondary principals indicated that current staffing guidelines are inadequate with regard to the number of assistant principals, instructional coordinators, and facilitators allocated to their respective campuses.

Currently the district has four instructional coordinators who serve all campuses; one facilitator for the four middle school campuses and two facilitators for the five junior high schools. Only Terry High School, among the five high schools has facilitators; none of the other four high schools do. Principals at all grade levels agreed that district professional support staff is thinly stretched across campuses and unable to respond to campus needs. According to the district instructional coordinators there should be a facilitator for secondary campuses for each track.

LCISD staffing guidelines allocate administrative, instructional, and support staff to elementary, middle, junior high, and high schools based on student enrollment size categories. The staffing guidelines do not differentiate between Title I and non-Title I campuses. Secondary principals of Title I campuses considered their staffing needs more acute because of the high percentage of economically disadvantaged students and the large ELL and special education student populations on their campuses (**Exhibit 2-50**).

Exhibit 2-50
Title I Secondary Schools
2015-2016

	Terry High School	George Junior High	Navarro Middle School	Lamar Cons. High School	Lamar Junior High	Wessen-dorff Middle School	LCISD
Enrollment	1,881	1,059	487	1,545	877	420	29,631
Economically Dis.	63.3%	72.3%	79.5%	54.4%	61.3%	64.5%	43.3%
At-risk	65.6%	57.0%	56.1%	44.1%	51.4%	57.9%	48.0%
ELL	8.3%	11.2%	20.7%	9.2%	13.8%	16.0%	13.8%
Special Education	10.6%	12.7%	11.9%	9.8%	11.7%	12.9%	8.1%

Source: Texas Education Agency, Texas Academic Performance Report 2015-2016.

Staffing needs reported by principals of secondary Title I campuses included:

- Additional assistant principals: Terry High School principal expressed the need for two additional assistant principals.
- Very limited availability of Instructional coordinators at middle and junior high campuses. These campuses need instructional coordinators daily, but with only four coordinators districtwide, campuses have to schedule an instructional coordinator’s visit to their campus far in advance.

- Current extent of availability of facilitators at the middle/junior high level has a negative impact on campus academic progress in light of the large number of ELL and special education students and the high need for support of teachers.

The Southern Association of Colleges and Schools (SACS)/Council of Accreditation and School Improvement (CASI) provides minimum standards for seven enrollment categories from up to 249 students to 1,500 or more students for administrative head, administrative or supervisory assistants, guidance professionals, library or media specialists, and support staff for administration, and library, media or technology.

The staffing guidelines reflecting current practice in Texas public school districts (CPTx) include principals, assistant principals, deans, coordinators, campus improvement specialists, data specialists, instructional specialists, counselors, librarians and library aides. However, neither SACS nor CPTx staff guidelines include any guidelines for Title I or high needs schools. Similarly, district staffing guidelines usually follow enrollment size categories and grade levels. Districts typically do not incorporate provisions for Title I or high-needs campuses in their staffing guidelines, although they recognize that these campuses may need additional staff.

RECOMMENDATION 2-13

Develop a staffing model for Title I schools.

The LCISD chief officer of Human Resources should hire a staffing consultant to help the district develop a model for staffing Title I schools. The chief officer of Human Resources should work jointly with the executive directors of Elementary Education and Secondary Education and the consultant to review Title I school staffing by position and conduct interviews with Title I school administrators and support staff to identify areas of understaffing. The consultant should also identify Title I schools in districts of similar size, growth rate, and student demographics and obtain data about their staffing of Title I schools. The consultant should analyze the data and develop a staffing model for Title I schools.

FISCAL IMPACT

Estimated costs for the development of the staffing model for Title I schools is \$10,000.

ANTICIPATING TOMORROW

As the district grows, it should update staffing guidelines to reflect growth. According to principals of Title I schools their campuses do not have adequate administrative and support staffing. The staffing model the consultant, mentioned above, would develop for Title I schools should not only address the situation in 2016-2017 but adjust the staffing formulas and guidelines to take into consideration the district's forecasted growth until 2025 when the district is expected to have close to 50,000 students. The staffing model for Title I schools should specify benchmarks from 2017-2018 to 2025 that can be used to adjust the staffing model.

OBSERVATION 2-14

The Athletic Department does not maintain monthly financial reports, lacks a process to effectively document the implementation of No Pass, No Play procedures, and some schools lack sufficient facilities and space for the diverse range of sports.

Athletics lacks monthly financial reports including ticket and concession sales and operating expenses by sport. Athletics lacks information to monitor the department's financial position and performance. Financial information is useful in making budget and economic decisions and conducting trend analysis.

In addition, LCISD lacks a process to effectively document the implementation of No Pass, No Play procedures. LCISD's Athletic Department uses the Rank One system which keeps all of the athletic staff members up to date with current status regarding each student athlete. Athletics receives a report from Skyward of students that failed any courses, and the coach is responsible for enforcing No Pass, No Play. There is no process to document acknowledgement of the date that the student was ineligible, the tutoring and other actions planned during the ineligibility period, and the date that the student regained eligibility.

A peer school district, Spring ISD, uses a system of checks and balances with several layers to monitor and document the implementation of No Pass, No Play procedures. It is the responsibility of the central office and campus-based athletic personnel. First, the two District trainers pull the records of all first semester athletes. Then the head coaches, District trainers and UIL Principal Liaison work together to establish the eligibility list for the first 6 weeks of school. After the first six weeks, the UIL Principal Liaison prints failure lists and sends them to the trainers, head football coach and campus athletic coordinator. These individuals determine eligibility. This process is repeated every three weeks. Reinstatement is done every 3 weeks thereafter through continued review of failure reports. This process is duplicated for every UIL sport. What is unique about the process used by Spring ISD is the three sets of eyes on the process every three weeks.

Furthermore, some LCISD schools have limited facilities and space for the diverse range of sports. Athletics staff identified various facility condition issues. The review team observed several problems including the following.

- At some schools, wrestling has to practice in the hallways or cafeteria if there are games or practice by other sport teams in the gymnasiums.
- At George Ranch High School, there was an athletic training room in the facility design for the gymnasium but when it was constructed it was not built out and turned into a storage room. Athletics is using another room as the athletic training room, which does not have the original layout.
- Some of the concession stands and restrooms are in poor physical condition.
- A section of the area near the pool at the Natatorium is unlevel and could be a trip hazard.
- The track is severely worn at one school and some sections and needs significant repairs.

Exhibit 2-51
Examples of Defective Sections of Track



Source: Review Team's Athletic Facilities Inspections, April 2017.



Source: Review Team's Athletic Facilities Inspections, April 2017.

Exhibit 2-52
Example of Broken Locker Facilities



Source: Review Team's Athletic Facilities Inspections, April 2017.

Exhibit 2-53
Examples of Restroom Facilities at Stadium



Source: Review Team's Athletic Facilities Inspections, April 2017.



A larger school district and future LCISD peer, Lewisville ISD, maintains a five-year plan which allows the district to monitor and prepare for facility needs and equipment failure. The district strives to be proactive to make sure facilities and equipment are current.

RECOMMENDATION 2-14.1

The director should coordinate with the Business Office to implement monthly financial statements. The director should perform data analysis and monitor trends in revenues and expenses.

FISCAL IMPACT

This recommendation can be implemented with existing resources.

ANTICIPATING TOMORROW

As the district grows, LCISD should continue to maintain financial statements and monitor trends in revenues and expenses.

RECOMMENDATION 2-14.2

Implement quality control processes to comply with No Pass, No Play.

FISCAL IMPACT

This recommendation can be implemented with existing resources.

ANTICIPATING TOMORROW

As the district grows, so will the influx of students to athletic programs. LCISD should continue to monitor and maintain quality control processes to ensure compliance with UIL regulations.

RECOMMENDATION 2-14.3

Maintain a five-year facility plan to address issues on a timely basis. The director should maintain a facility improvement list and provide this to Operations for review and resolution.

FISCAL IMPACT

This recommendation will require coordination with Operations and facility planning. Thus the fiscal impact cannot be determined.

ANTICIPATING TOMORROW

Klein ISD conducts districtwide facility evaluation, equipment updates, and future planned improvements. Technology initiative progression plans are also formulated within the Athletic Department. LCISD should continue to conduct periodic facility assessments and maintain a five-year facility plan.

ANTICIPATING TOMORROW – SUMMARY AND OTHER TOPICS

The “Anticipating Tomorrow” suggestions presented were developed as a result of the issues identified in the LCISD management and performance review and are backed by the analysis of data obtained on several larger districts that have similar demographics to LCISD and a similar accountability rating from the Texas Education Agency. The districts include Spring ISD in Region 4 with 36,813 students, Clear Creek ISD in Region 4 with 40,812 students, Klein ISD in Region 4 with 50,394 students, and Conroe ISD in Region 6 with 58,014 students in 2015-2016. These districts provide an important benchmark with regard to student population size as LCISD is forecasted to reach 48,754 students by 2025.

Additional stand-alone anticipating tomorrow suggestions not associated with a respective observation include:

Restructure the organization of the Curriculum and Instruction Division: In the next two (2) years (2017-2018, 2018-2019), fill the Assistant Superintendent – Instruction position; elevate the Academic administrator to executive director to be on par with the Elementary Education and Secondary Education executive directors. As the district progresses toward or nears 50,000 students, restructure the district’s organization by elevating the Assistant Superintendent – Instruction position to a Deputy Superintendent of Schools and the Elementary Education, Secondary Education and Curriculum and Instruction Executive Director positions to Assistant Superintendent positions, similar to the organizational structure of Conroe ISD, a district with 58,014 students in 2015-2016.

Ensure consistency across campuses and grade levels: Increase the consistency in processes, procedures, forms, documentation, and data across campuses to create a seamless alignment and transition. In districtwide and campus-specific interviews with principals, teachers and professional support staff, the issue of lack of consistency in processes, procedures, forms and documentation within grade levels and across grade levels was repeatedly mentioned as an impediment to effective and efficient operations.

Expand staff development media and methods: Using the current ratio of teacher-to-students (17.06:1), LCISD is estimated to have 2,858 teachers in 2025 when its student population is forecasted to reach 48,754; 1,121 or 35 percent more teachers than in 2015-2016. Providing staff development through the traditional medium of workshops/sessions may not be feasible. LCISD needs to consider alternative staff development methods and associated media ranging from online delivery to on-the-job training with the support of coaches; an approach that Conroe ISD, a district with 58,014 students has been using. The Academic administrator and the Staff Development coordinator should explore alternative methods for delivery of staff development and prepare a long-range plan for offering staff development through alternative media.

FISCAL IMPACT SUMMARY

RECOMMENDATION		2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	TOTAL 5-YEAR (COSTS) OR SAVINGS	ONE TIME (COSTS) OR SAVINGS
CHAPTER 2: EDUCATIONAL SERVICE DELIVERY								
2-1	Formally develop, implement, and document policies, processes, and procedures in the educational service delivery area.	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2-2	Continue to update and refine the curriculum.	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2-3	Develop a long-term curriculum management plan.	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2-4	Increase the ethnic and language diversity of the G/T program by including assessments that are effective in the identification of gifted students from underrepresented populations.	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2-5	Develop and implement, with consistency and fidelity, a multi-tiered RtI system of supports with clear operating procedures for campus Problem Solving Teams, and provide adequate staffing and resources, guidance and technical assistance tools, a monitoring component, and assessment of the effectiveness of strategies.	\$0	\$0	\$0	\$0	\$0	\$0	\$0

RECOMMENDATION		2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	TOTAL 5-YEAR (COSTS) OR SAVINGS	ONE TIME (COSTS) OR SAVINGS
2-6	Develop an operational plan for Student Support Services with overarching goals, specified resources, and timelines aligned to the district's goals and initiatives.	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2-7	Transition from a formula-based counselor allocation system to a needs-based approach to lower counselor-to-student ratios for high-need schools.	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2-8	Restructure the first year teacher support program with longer-term and more focused professional development for new teachers.	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2-9	Integrate the TA-TEKS into the curriculum of all grade levels and content areas, train teachers in the integration of TA-TEKS in their respective classes, and monitor implementation.	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2-10	Evaluate alternatives for restructuring the deployment of CITS, and select the alternative that best meets teacher needs in the most economically efficient manner, taking into consideration the rate of district growth.	\$0	\$0	\$0	\$0	\$0	\$0	\$0

RECOMMENDATION		2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	TOTAL 5-YEAR (COSTS) OR SAVINGS	ONE TIME (COSTS) OR SAVINGS
2-11	Identify and implement behavior management strategies that have been proven effective in reducing the need for disciplinary actions for all students and in reducing racial disparities in discipline.							
2-12	Conduct a comprehensive assessment of the district's library resources and services to determine the adequate level of funding, staff, and collection size, and age required to meet the district's needs.							
2-13	Develop a staffing model for Title I schools.	(\$10,000)	\$0	\$0	\$0	\$0	(\$10,000)	(\$10,000)
2-14.1	Coordinate with the Business Office to implement monthly financial statements.	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2-14.2	Implement quality control processes to comply with No Pass, No Play.	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2-14.3	Maintain a five-year facility plan to address issues on a timely basis.	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL-CHAPTER 2		(\$10,000)	\$0	\$0	\$0	\$0	(\$10,000)	(\$10,000)