

**SECTION III**



**ADDENDUM**



## Addendum

### District Improvement Plan

Horace Williams, Superintendent  
2009-2010  
Cedar Hill Independent School District

Each school year, the school district must develop, review and revise the district's improvement plan for the purpose of improving student performance for all student populations, including students in special education programs under Education Code Chapter 29, subchapter A, with respect to the academic excellence indicators and any other appropriate performance measures for special needs populations. Education Code 11.252 (b).

### Comprehensive Needs Assessment

An extensive examination of the TEA Accountability data tables, TAKS, and PEIMS data revealed that improvement has been made in various academic indicators; however, there is a need for continued efforts to improve student performance. Student performance results were disaggregated in the following areas: TAKS, Student Attendance, Dropout Rate, Graduation and Completion Rate, and SAT/ACT Scores. Disaggregation of student group performance included all students: African-American, Hispanic, White, Economically Disadvantaged, LEP, and Special Education.

This section is divided into 10 parts: (1) TAKS, (2) ITBS, (3) Commended Performance, (4) Formative/Summative Assessments, (5) Attendance, (6) Safety and Discipline, (7) Dropout Rate, (8) Graduation/Completion Rate, (9) SAT/ACT, and (10) AYP and Special Education.

#### **I. Texas Assessment of Knowledge and Skills**

**Reading/ELA** - A comparison between 2008 and 2009 third grade reading scores showed a 3% decline in student achievement on TAKS reading performance with Plummer dropping the most at 11%. However, the district was still in the exemplary status with 93% of all third graders meeting standard (**see Table 1 below**).

A comparison between 2008 and 2009 fourth grade reading scores showed an increase in scores compared to last year. The only school showing no growth was Plummer with a decline of 12% from the previous year. Overall, the fourth grade district scores increase by 2% (**See Table 1 below**).

**Table 1**  
**Two Year Comparison of**  
**3rd and 4th Grades**  
**Reading TAKS**

Third Grade				Fourth Grade			
School	% Met Standard 2008	% Met Standard 2009	% of Change	School	% Met Standard 2008	% Met Standard 2009	% of Change
Bray	100%	98%	-2	Bray	91%	93%	2
Lake Ridge	100%	100%	0	Lake Ridge	90%	92%	2
Waterford	96%	91%	-5	Waterford	80%	85%	6
High Point	93%	93%	0	High Point	86%	87%	1
Plummer	99%	89%	-11	Plummer	90%	80%	-12
Highlands	91%	88%	-3	Highlands	77%	91%	15
District	97%	93%	-4	District	86%	88%	2

A comparison between 2008 and 2009 fifth grade reading scores showed a decline. However, the district maintained its exemplary status with an overall average of 90%.

A comparison between 2008 and 2009 sixth grade reading scores showed no improvement. One school did show a positive gain; West increased its overall performance by 3%. Overall, the sixth grade reading district scores remained the same. (see Table 2).

**Table 2**  
**Two Year Comparison of**  
**5th and 6th Grades**  
**Reading TAKS**

Fifth Grade				Sixth Grade			
School	% Met Standard 2008	% Met Standard 2009	% of Change	School	% Met Standard 2008	% Met Standard 2009	% of Change
Beltline	88%	88%	0	Beltline	97%	94%	-3
West	96%	90%	-7	West	93%	96%	3
Joe Wilson	95%	91%	-4	Joe Wilson	96%	95%	-1
District	93%	90%	-3	District	95%	95%	0

A comparison between the 2008 and 2009 seventh grade TAKS reading scores showed negative student achievement. Coleman experienced a 9% decrease while Permenter showed a -2 % decline.

A comparison between the 2008 and 2009 eighth grade reading scores showed no improvement. However, the district maintained its exemplary status with an overall average of 97% (see Table 3).

**Table 3**  
**Two Year Comparison of**  
**7th and 8th Grades**  
**Reading TAKS**

Seventh Grade				Eighth Grade			
School	% Met Standard 2008	% Met Standard 2009	% of Change	School	% Met Standard 2008	% Met Standard 2009	% of Change
Bessie Coleman	95%	87%	-9	Bessie Coleman	98%	98%	0
Permenter	88%	86%	-2	Permenter	96%	97%	1
District	92%	86%	-7	District	97%	97%	0

A comparison between the 2008 and 2009 ninth through eleventh grade reading scores showed an improvement (see Table 4).

**Table 4**  
**Two Year Comparison of**  
**9th through 11th Grades**  
**Reading/ELA TAKS**

School	% Met Standard 2008	% Met Standard 2009	% of Change
Grade 9	87%	97%	10
Grade 10	88%	90%	2
Grade 11	90%	91%	1
District	89%	93%	4

**Writing** - The fourth grade district scores stayed the same over the last two years and the seventh grade writing scores improved by 2 % ( See Table 5). Lake Ridge and Highlands were the only two schools that declined. However, the district writing scores did stay within the exemplary range.

**Table 5**  
**Two Year Comparison of 4th and 7th**  
**Grades**  
**Writing TAKS**

Fourth Grade				Seventh Grade			
School	% Met Standard 2008	% Met Standard 2009	% of Change	School	% Met Standard 2008	% Met Standard 2009	% of Change
Bray	93%	98%	5	Bessie Coleman	95%	96%	1
Lake Ridge	99%	98%	-1	Permenter	90%	95%	5
Waterford Oaks	94%	92%	-2	District	93%	95%	2
High Pointe	89%	91%	2				
Plummer	94%	94%	0				
Highlands	97%	93%	-4				
District	94%	94%	0				

**Math** - A comparison between the 2008 and 2009 third grade math scores showed a negative growth while the 4<sup>th</sup> grade showed a growth of 1%. Plummer, Lake Ridge, Highlands, and High Pointe were schools with a decline in 3<sup>rd</sup> grade math. Plummer, Waterford Oaks and High Pointe were the schools with negative achievement in 4<sup>th</sup> grade math (see Table 6).

**Table 6  
Two Year Comparison of  
3rd and 4th Grades  
Math TAKS Results**

Third Grade			
School	% Met Standard 2008	% Met Standard 2009	% of Change
Bray	96%	96%	0
Lake Ridge	100%	86%	-16
Waterford Oaks	70%	88%	20
High Pointe	88%	87%	-1
Plummer	86%	69%	-25
Highlands	80%	75%	-7
District	87%	84%	-4

Fourth Grade			
School	% Met Standard 2008	% Met Standard 2009	% of Change
Bray	91%	93%	2
Lake Ridge	94%	96%	2
Waterford Oaks	86%	82%	-5
High Pointe	87%	88%	-1
Plummer	83%	77%	-8
Highlands	71%	81%	12
District	85%	86%	1

A comparison between the 2008 and 2009 district 5<sup>th</sup> and 6<sup>th</sup> grade math scores showed no improvement; however, Beltline 5<sup>th</sup> grade, Wilson and West 6<sup>th</sup> grade did show some growth (see Table 7).

**Table 7  
Two Year Comparison of  
5th and 6th Grades  
Math TAKS Results**

Fifth Grade			
School	% Met Standard 2008	% Met Standard 2009	% of Change
Beltline	86%	89%	3
West	94%	90%	-5
Joe Wilson	88%	82%	-7
District	89%	87%	-2

Sixth Grade			
School	% Met Standard 2008	% Met Standard 2009	% of Change
Beltline	78%	70%	-11
West	82%	84%	2
Joe Wilson	79%	82%	4
District	80%	79%	-1

A comparison between the 2008 and 2009 seventh grade math scores showed a significant drop from the previous year. The 8<sup>th</sup> grade math scores showed a 5% increase as seen in Table 8 below.

**Table 8**  
**Two Year Comparison of**  
**7th and 8th Grades**  
**Math TAKS**

Seventh Grade				Eighth Grade			
School	% Met Standard 2008	% Met Standard 2009	% of Change	School	% Met Standard 2008	% Met Standard 2009	% of Change
Bessie Coleman	81%	64%	-27	Bessie Coleman	71%	75%	5
Permenter	71%	71%	0	Permenter	85%	89%	4
District	76%	68%	-12	District	78%	82%	5

A comparison between the 2008 and 2009 ninth through eleventh grade scores showed a slight improvement from last year. There was a 4 % drop in the 11<sup>th</sup> grade from 2008 to 2009. Overall, gains have been achieved over the last two years (see Table 9).

**Table 9**  
**Two Year Comparison of**  
**9th through 11th Grades**  
**Math TAKS**

School	% Met Standard 2008	% Met Standard 2009	% of Change
Grade 9	58%	79%	27
Grade 10	58%	59%	2
Grade 11	74%	70%	-6
District	66%	69%	4

**Social Studies** - Tables 10 and 11 show the social studies TAKS trend over the last two years.

**Table 10**  
**Trend Analysis of 8<sup>th</sup>**  
**Social Studies TAKS Results**

School	% Met Standard 2008	% Met Standard 2009	% of Change
Bessie Coleman	94%	96%	2
Permenter	93%	90%	-3
District	94%	93%	-1

**Table 11**  
**Trend Analysis of**  
**10<sup>th</sup> and 11<sup>th</sup>**  
**Social Studies TAKS**

School	% Met Standard 2008	% Met Standard 2009	% of Change
Grade 10	87%	87%	0
Grade 11	95%	97%	2
District	91%	92%	1

**Science** - Students in grades 5, 8, 10 and 11 took the Science TAKS. **Tables 12 and 13** show a two year trend analysis. Improvements have occurred in the last year compared to the previous year except at West and the High School.

**Table 12**  
**Trend Analysis of**  
**5<sup>th</sup> and 8<sup>th</sup> Grades**  
**Science TAKS**

School	% Met Standard 2008	% Met Standard 2009	% of Change
Beltline	59%	63%	6
West	89%	78%	-14
Joe Wilson	69%	76%	9
District	72%	72%	0

School	% Met Standard 2008	% Met Standard 2009	% of Change
Bessie Coleman	53%	63%	16
Permenter	63%	64%	2
District	58%	63%	8

**Table 13**  
**Trend Analysis of**  
**10<sup>th</sup> and 11<sup>th</sup> Grade**  
**Science TAKS**

School	% Met Standard 2008	% Met Standard 2009	% of Change
Grade 10	53%	52%	-2
Grade 11	78%	73%	-7
District	66%	62%	-6

## II. Iowa Test of Basic Skills

The main purpose of using a standardized achievement assessment is to provide information that can be used to improve instruction. This valuable information contributes to better instructional decisions.

All students, grades K-9 were tested in reading and mathematics. **Reading Core Scores** encompass both vocabulary and comprehension skills. Second grade scores are also reported for word analysis and listening. **Language Core Scores** encompass spelling, capitalization, punctuation and usage, and expression. **Math Core Scores** encompass concepts, estimation, problem solving and computation.

**Table 14** shows the results from the 2009 ITBS total reading compared to the 2008 total reading test for grades K-8. Gains were made in all grades except the sixth grade.

**Table 14 - Total Reading  
Percent of Students at or above the 50<sup>th</sup> Percentile**

Grade	Year		Percent of Increase
	2008	2009	
K	30	31	+3
1st	36	46	+22
2nd	39	42	+7
3rd	40	45	+11
4th	46	49	+6
5th	37	39	+5
6th	38	38	0
7th	31	34	+9
8th	38	40	+5

**Table 15** shows the rate of growth from one grade level to the next. Significant gains were achieved in 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> and 7<sup>th</sup> grades. Grade 4 to 5 and grade 6 to 7 showed some regression in student achievement.

**Table 15 - Total Reading  
Rate of Growth from One Grade Level to the Next**

Grade	Percent of Increase/Decrease
K to 1 <sup>st</sup>	+3
1 <sup>st</sup> to 2 <sup>nd</sup>	+14
2 <sup>nd</sup> to 3 <sup>rd</sup>	+14
3 <sup>rd</sup> to 4 <sup>th</sup>	+18
4 <sup>th</sup> to 5 <sup>th</sup>	-15
5 <sup>th</sup> to 6 <sup>th</sup>	+3
6 <sup>th</sup> to 7 <sup>th</sup>	-10
7 <sup>th</sup> to 8 <sup>th</sup>	+9



**Language** tests measure students' abilities to understand linguistic relationships and how language is used to express ideas. A major portion of the test deals with skills in spelling, capitalization, punctuation and usage, and expression in writing. A separate score is provided for spelling.

**Table 16** shows the results from the 2009 ITBS language test compared to the 2008 ITBS language test for grades K-8. Gains were made in all grades.

**Table 16 - Language  
Percent of students at or above the 50<sup>th</sup> percentile**

Grade	Year		Percent of Increase
	2008	2009	
K	40	41	+2
1	45	47	+4
2	20	24	+17
3	34	39	+13
4	34	39	+13
5	43	47	+9
6	43	44	+2
7	36	42	+14
8	42	43	+2

**Table 17** shows the rate of growth from one grade level to the next. Significant gains were achieved in K, 2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup> and 7<sup>th</sup> grades. Grade 1 to 2 and 6 to 7 showed some regression in student achievement.

**Table 17 - Total Language  
Rate of Growth from One Grade Level to the Next**

Grade	Percent of Increase/Decrease
K to 1 <sup>st</sup>	+15
1 <sup>st</sup> to 2 <sup>nd</sup>	-47
2 <sup>nd</sup> to 3 <sup>rd</sup>	+49
3 <sup>rd</sup> to 4 <sup>th</sup>	+13
4 <sup>th</sup> to 5 <sup>th</sup>	+28
5 <sup>th</sup> to 6 <sup>th</sup>	+2
6 <sup>th</sup> to 7 <sup>th</sup>	-2
7 <sup>th</sup> to 8 <sup>th</sup>	+16

**Mathematics** test consists of questions measuring beginning math concepts, problem solving, and math operations. Areas covered include numeration, number systems, geometry, measurement, and the use of addition and subtraction in word problems.

There are separate tests for Math Concepts, Math Problem Solving, and Math Computation. The Math Concepts test deals with numeration and number systems, whole numbers, geometry, measurement, fractions, currency, and number sentences. The Math Problem Solving test has two parts. In the first, students solve brief word problems; in the second part, they interpret information presented in graphs and tables. The Math Computation test presents addition and subtraction problems.

**Table 18** shows the results from the 2009 ITBS math test compared to the 2008 ITBS math test for grades K-8. Gains were made in all grades, except grade 8.

**Table 18 - Mathematics**  
Percent of students at or above the 50<sup>th</sup> percentile

Grade	Year		Percent of Increase
	2008	2009	
K	34	37	+8
1	28	35	+20
2	21	24	+13
3	33	34	+3
4	43	47	+9
5	39	41	+5
6	40	44	+9
7	39	43	+9
8	39	39	0

**Table 19** shows the rate of growth from one grade level to the next. Significant gains were achieved in all grades K-7.

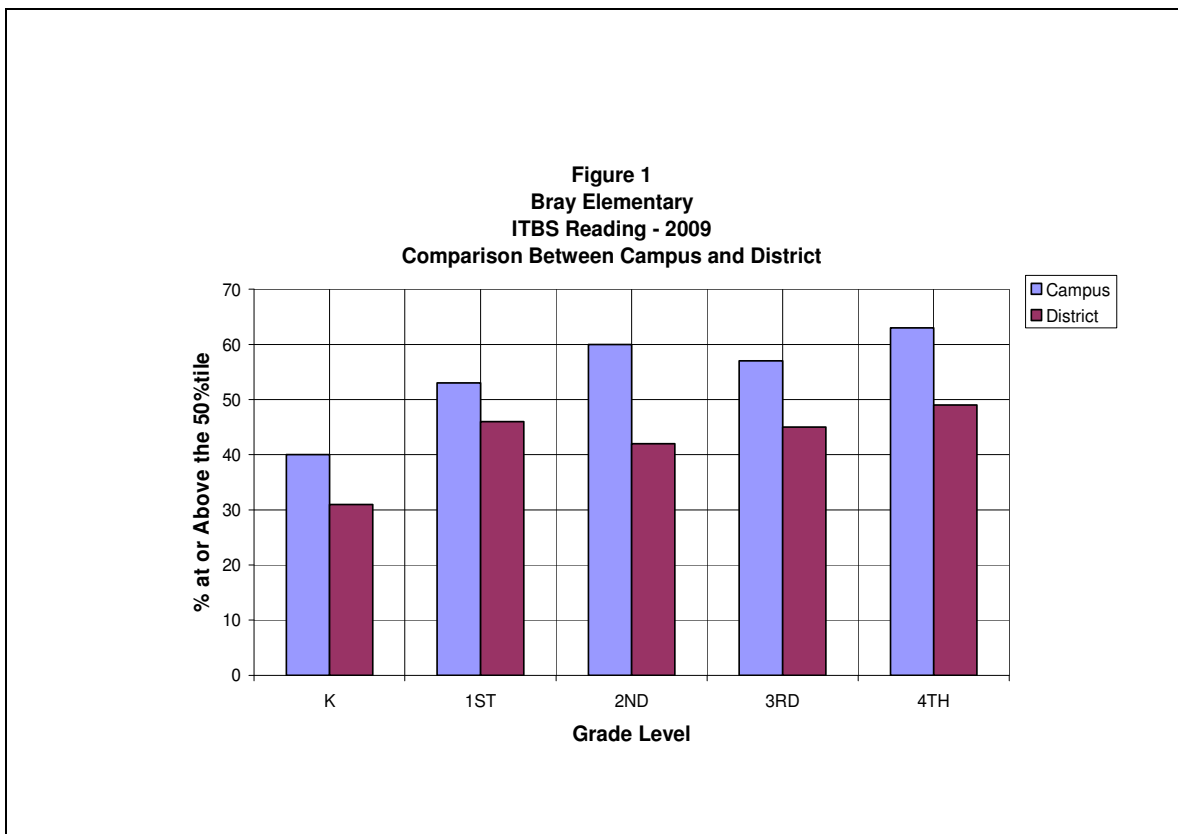
**Table 19- Total Math**  
Rate of Growth from One Grade Level to the Next

Grade	Percent of Increase/Decrease
K to 1 <sup>st</sup>	+3
1 <sup>st</sup> to 2 <sup>nd</sup>	+14
2 <sup>nd</sup> to 3 <sup>rd</sup>	+38
3 <sup>rd</sup> to 4 <sup>th</sup>	+30
4 <sup>th</sup> to 5 <sup>th</sup>	+5

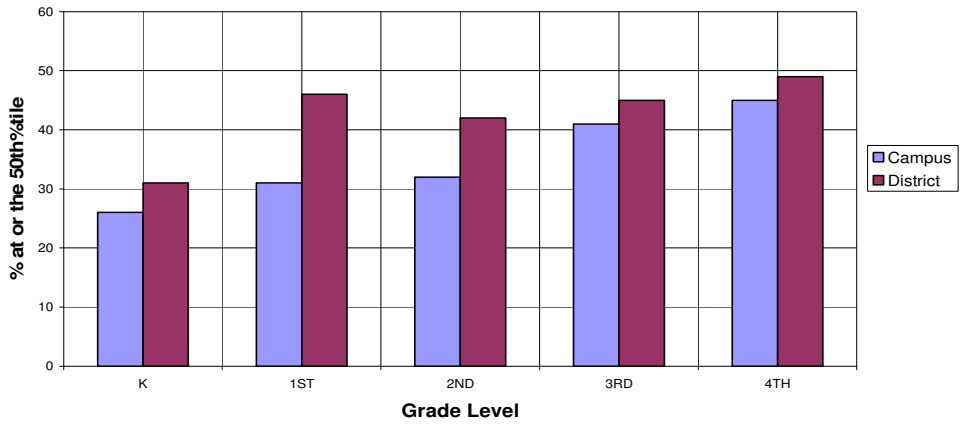
5 <sup>th</sup> to 6 <sup>th</sup>	+13
6 <sup>th</sup> to 7 <sup>th</sup>	+7
7 <sup>th</sup> to 8 <sup>th</sup>	0

**Figures 1 through 6** present a break down of reading, **Figures 7-12** language and **Figures 13-26** math scores by campus and show a comparison between the campus and the district averages. The following major achievements should be noted:

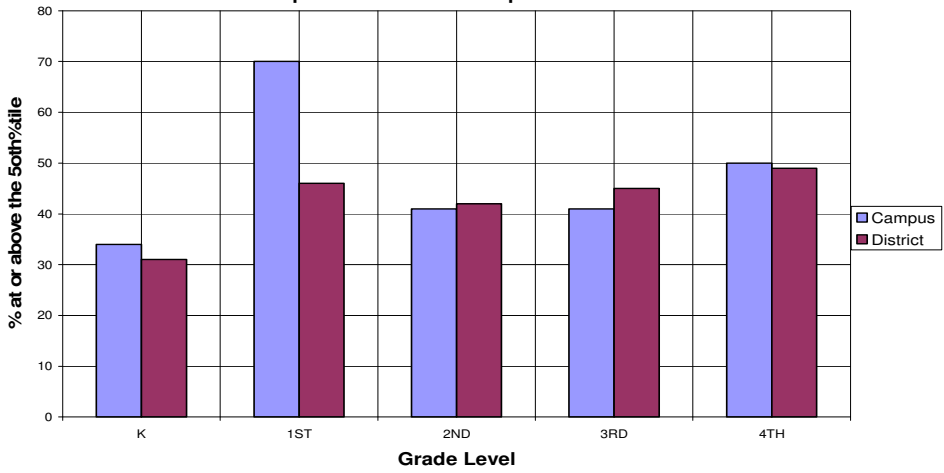
- **Bray** – 1<sup>st</sup> grade reading (53%), 2<sup>nd</sup> grade reading (60%), 3<sup>rd</sup> grade reading (57%) and language (53%), 4<sup>th</sup> grade reading (63%), and math (57%).
- **High Point** – 1<sup>st</sup> grade reading (70%) and language (56%), 4<sup>th</sup> grade reading (50%) and math (55%).
- **Lake Ridge** – 2<sup>nd</sup> grade reading (58%), 3<sup>rd</sup> grade reading (51%) and 4<sup>th</sup> grade reading (56%).
- **West** – 5<sup>th</sup> grade language (55%), 6<sup>th</sup> grade language (51%) and 6<sup>th</sup> grade math (58%).



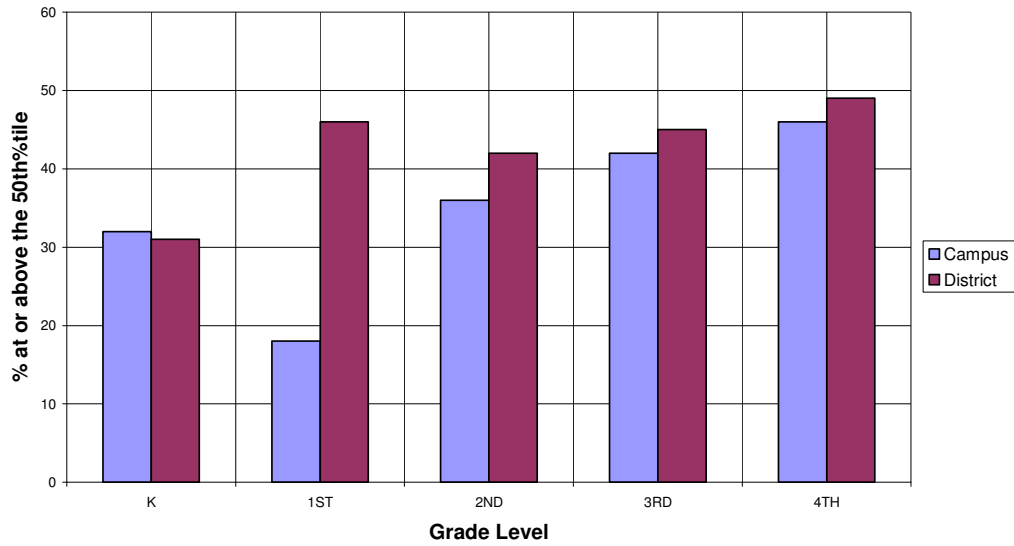
**Figure 2  
Plummer Elementary  
ITBS Reading -2009  
Comparison Between Campus and District**



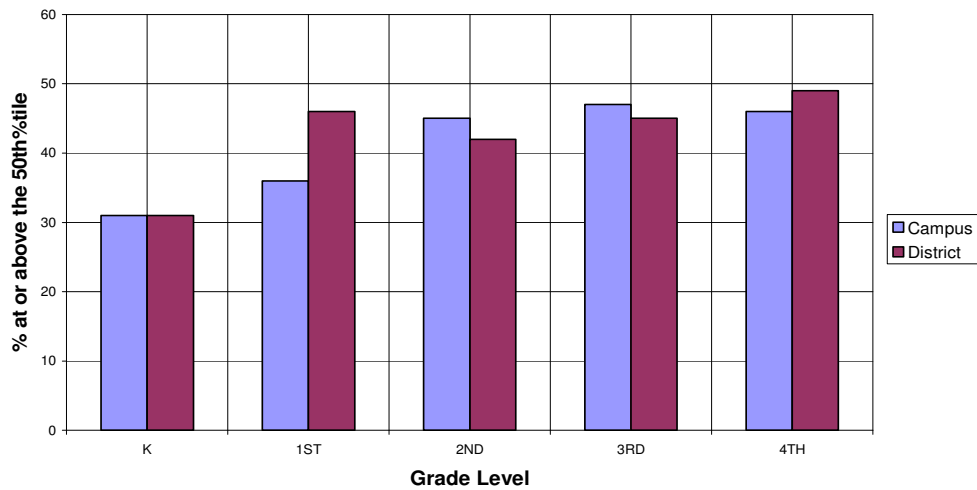
**Figure3  
High Pointe Elementary  
ITBS Reading -2009  
Comparison Between Campus and District**



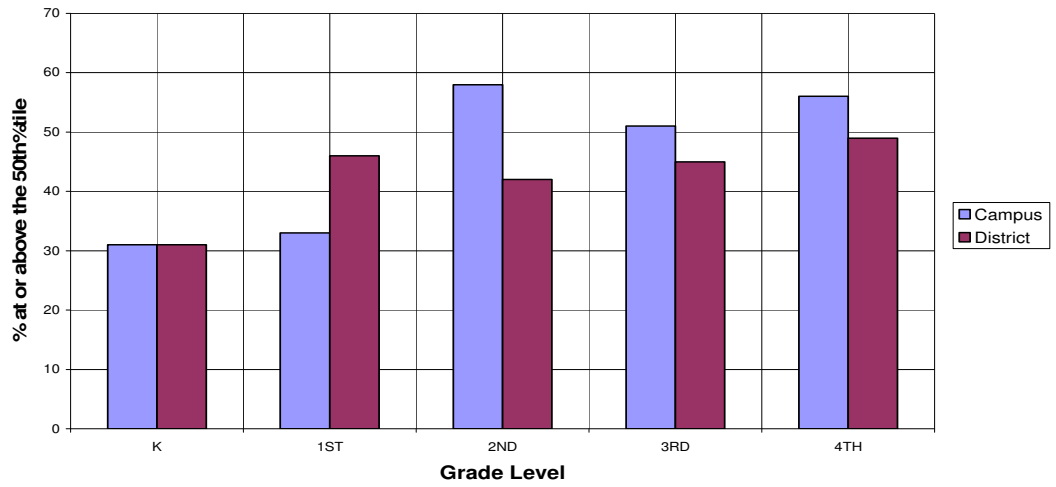
**Figure 4  
Highlands Elementary  
ITBS Reading - 2009  
Comparison Between Campus and District**



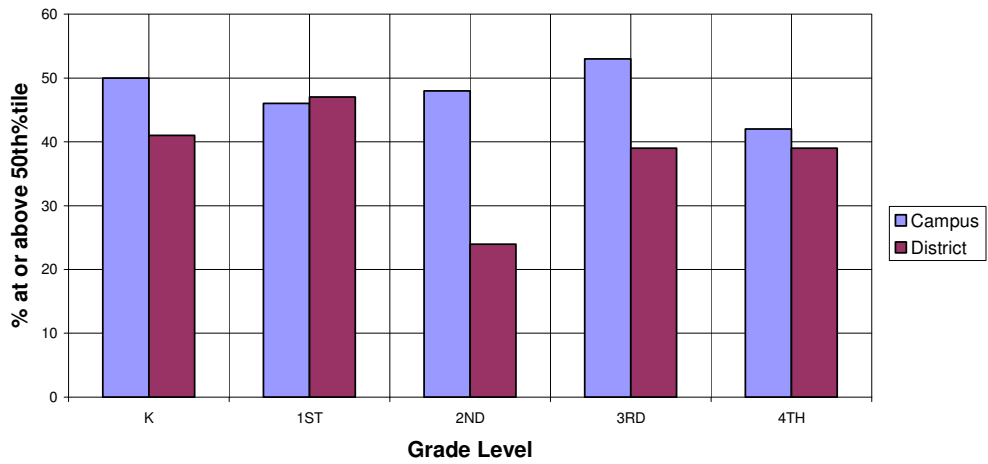
**Figure 5  
Waterford Oaks Elementary  
ITBS Reading - 2009  
Comparison Between Campus and District**



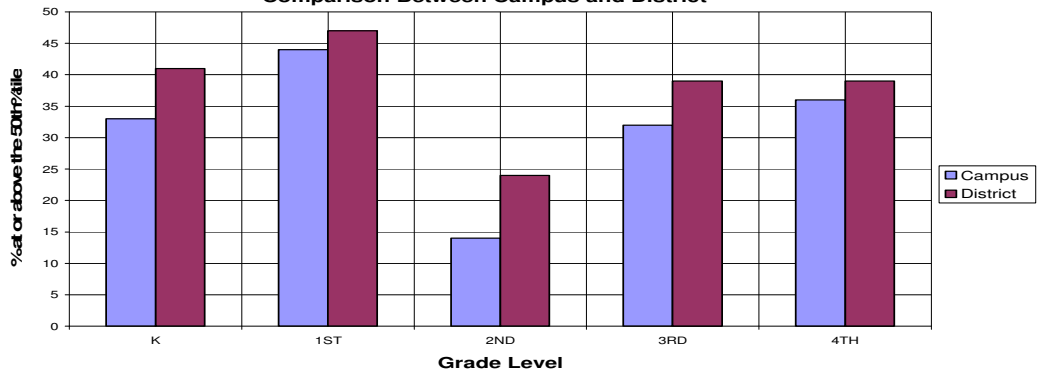
**Figure 6**  
**Lake Ridge Elementary**  
**ITBS - Reading**  
**Comparison Between Campus and District**



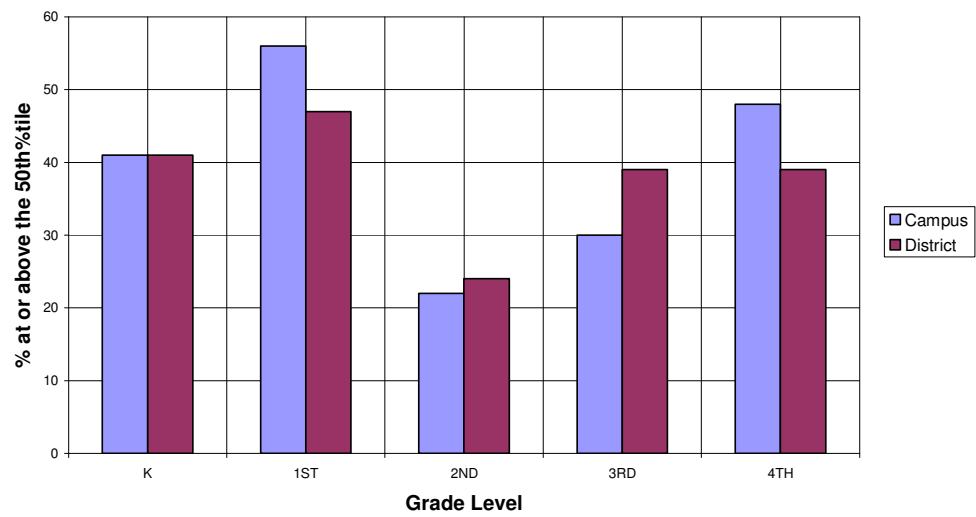
**Figure 7**  
**Bray Elementary**  
**ITBS Language - 2009**  
**Comparison Between Campus and District**



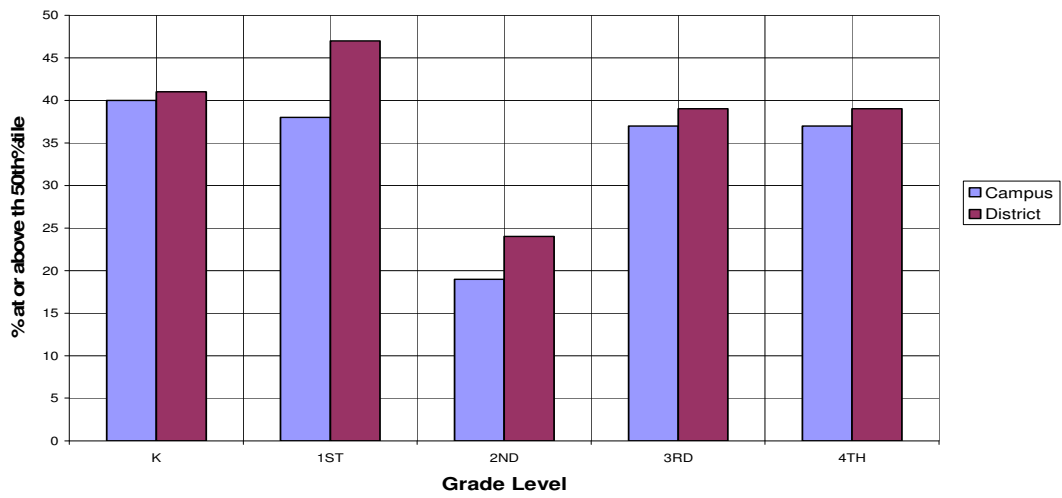
**Figure 8  
Plummer Elementary  
ITBS Language - 2009  
Comparison Between Campus and District**



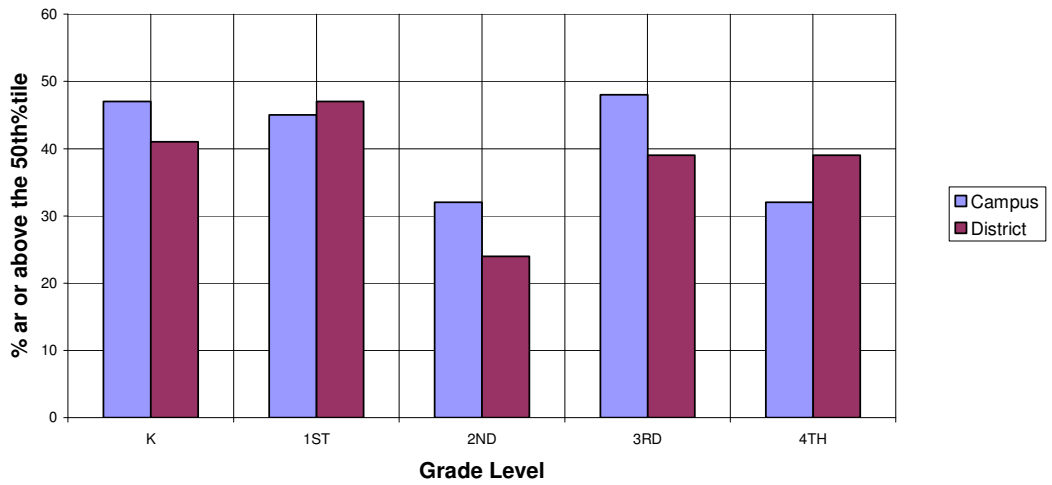
**Figure 9  
High Pointe Elementary  
ITBS Language - 2009  
Comparison Between Campus and District**



**Figure 10**  
**Highlands Elementary**  
**ITBS Language - 2009**  
**Comparison Between Campus and District**

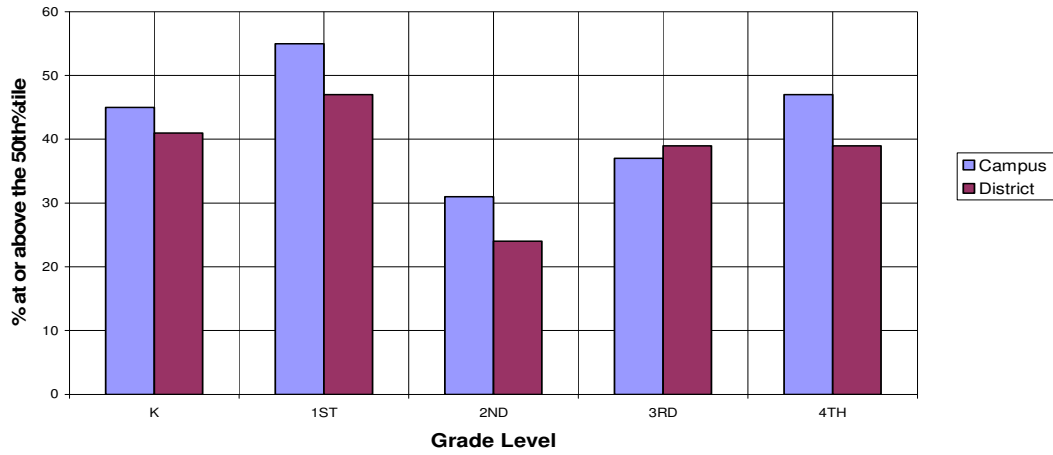


**Figure 11**  
**Waterford Oaks Elementary**  
**ITBS Language - 2009**  
**Comparison Between Campus and District**

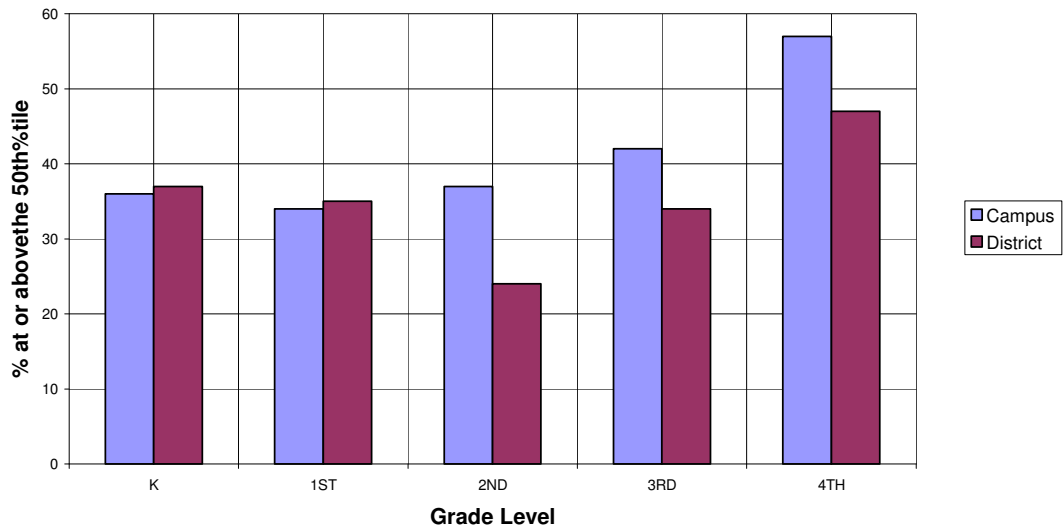




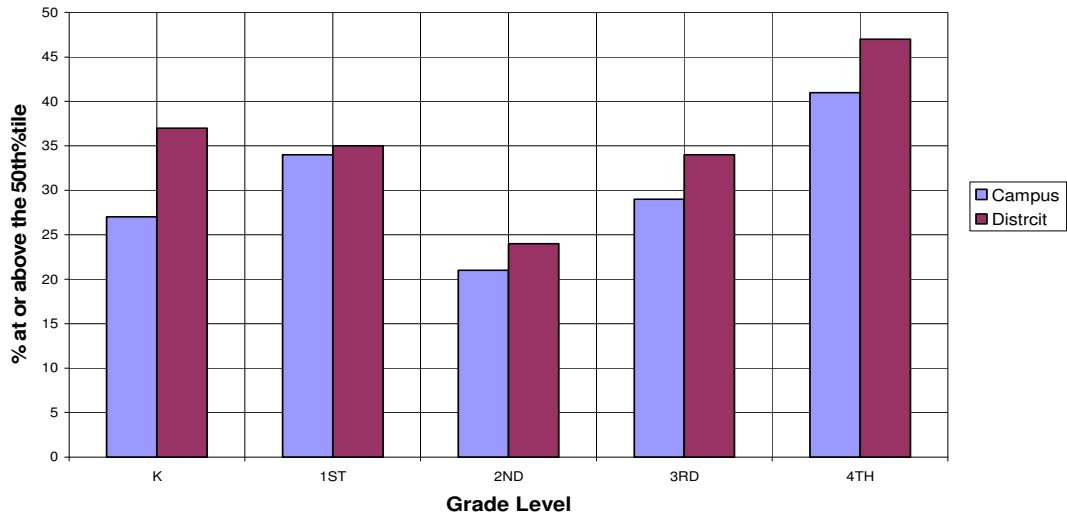
**Figure 12**  
**Lake Ridge Elementary**  
**ITBS Language - 2009**  
**Comparison Between Campus and District**



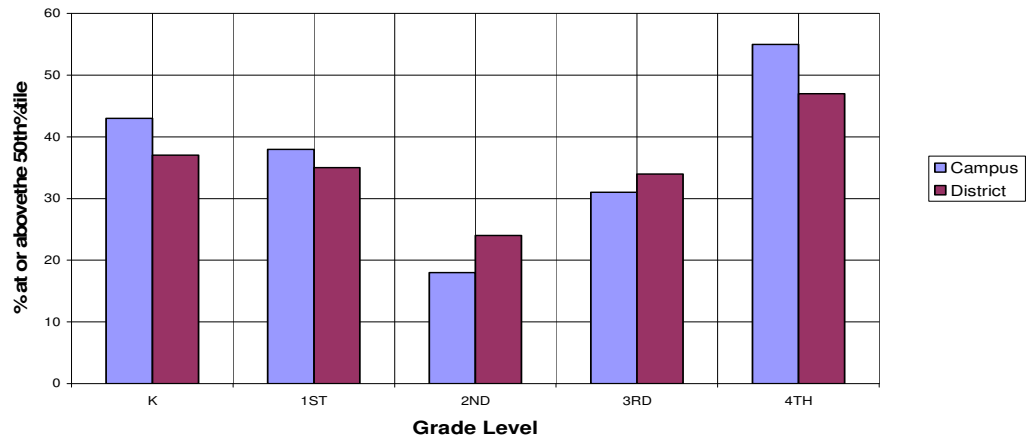
**Figure 13**  
**Bray Elementary**  
**ITBS Math - 2009**  
**Comparison Between Campus and District**



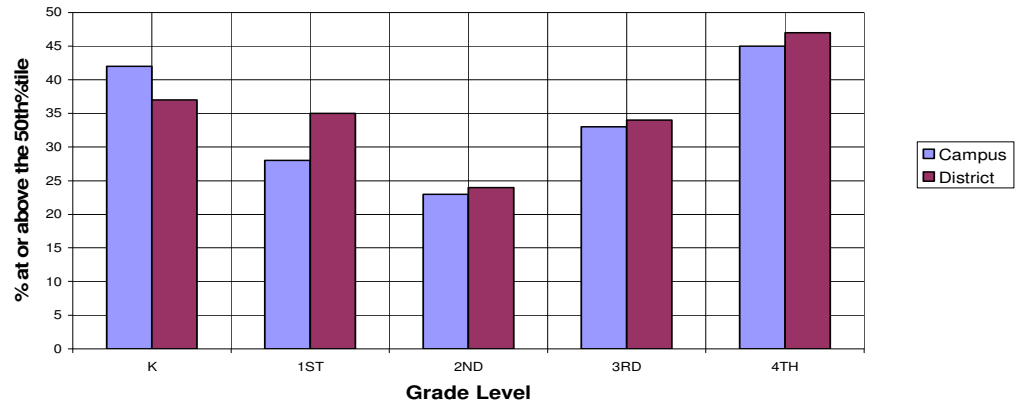
**Figure 14  
Plummer Elementary  
ITBS Math  
Comparison Between Campus and District**



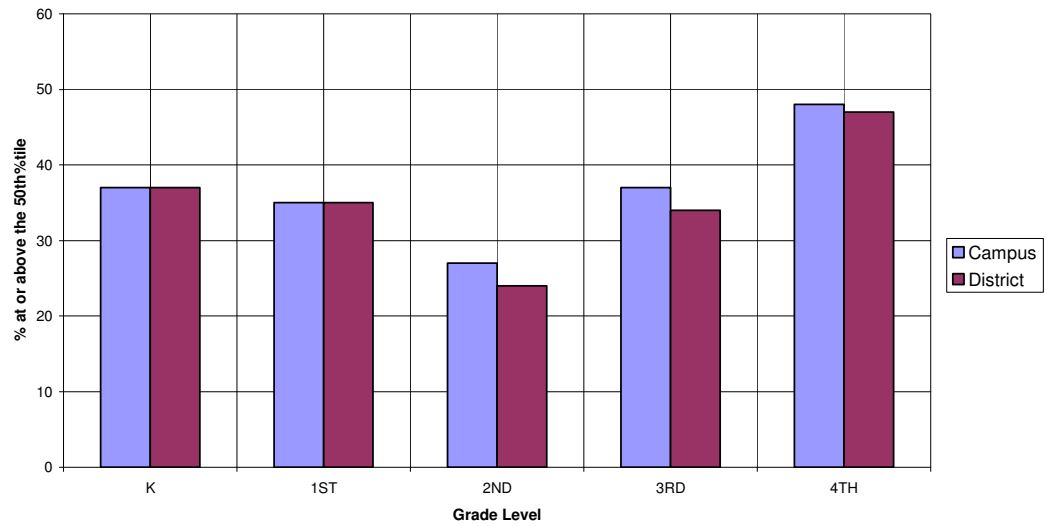
**Figure 15  
High Pointe Elementary  
ITBS Math - 2009  
Comparison Between Campus and District**



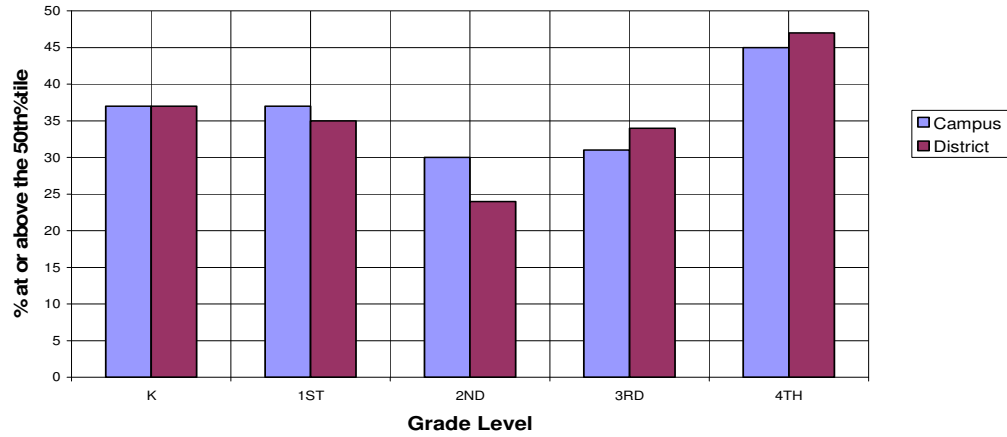
**Figure 16**  
**Highlands Elementary**  
**ITBS Math - 2009**  
**Comparison Between Campus and District**



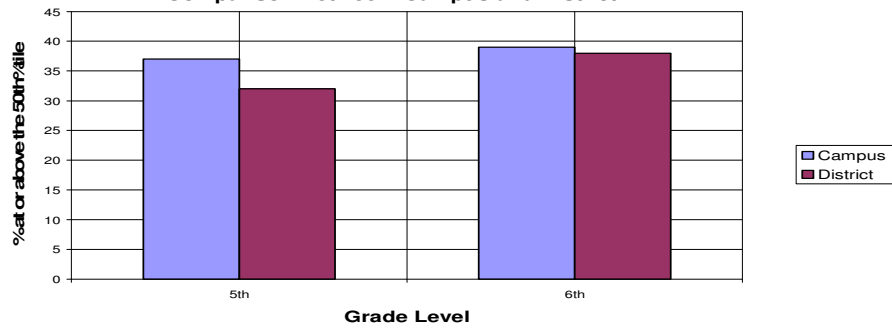
**Figure 17**  
**Waterford Oaks Elementary**  
**ITBS Math - 2009**  
**Comparison Between Campus and District**



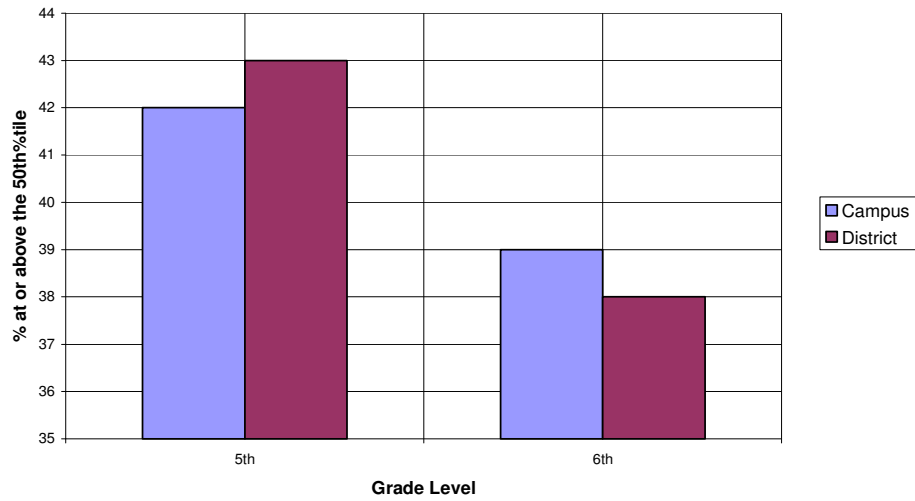
**Figure 18**  
**Lake Ridge Elementary**  
**ITBS Math - 2009**  
**Comparison Between Campus and District**



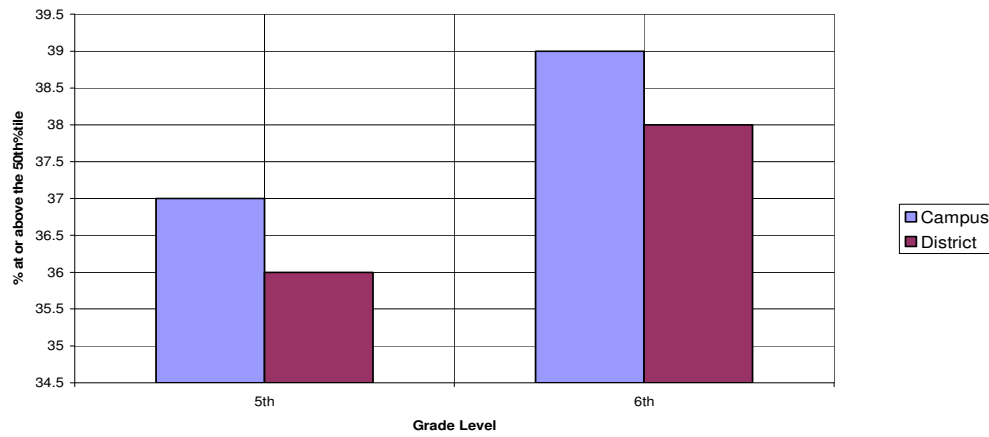
**Figure 19**  
**Beltline Intermediate**  
**ITBS Reading - 2009**  
**Comparison Between Campus and District**



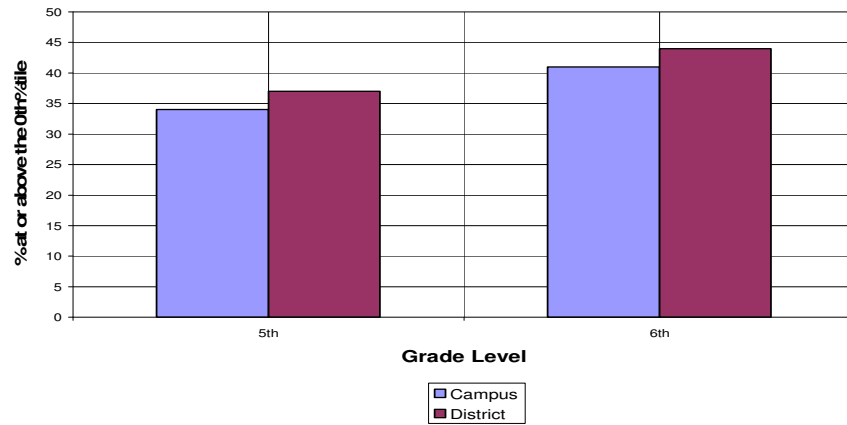
**Figure 20**  
**West Intermediate**  
**ITBS Reading - 2009**  
**Comparison Between Campus and District**



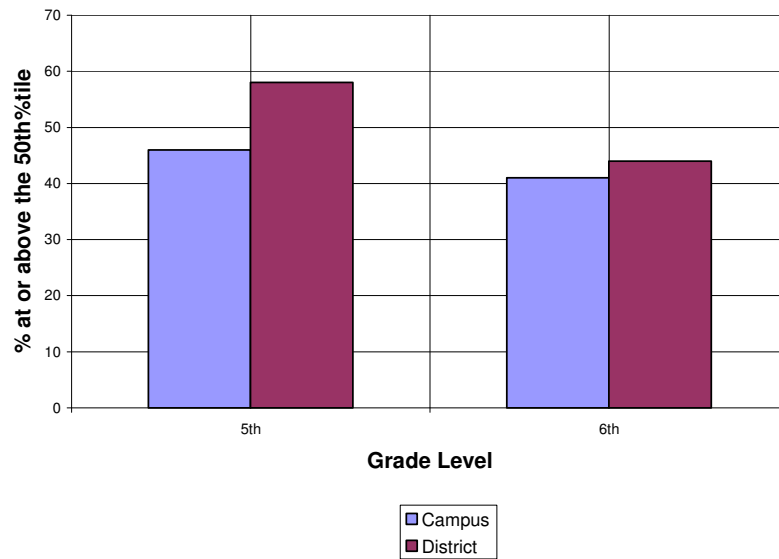
**Figure 21**  
**Joe Wilson Intermediate**  
**ITBS Reading - 2009**  
**Comparison Between Campus and District**

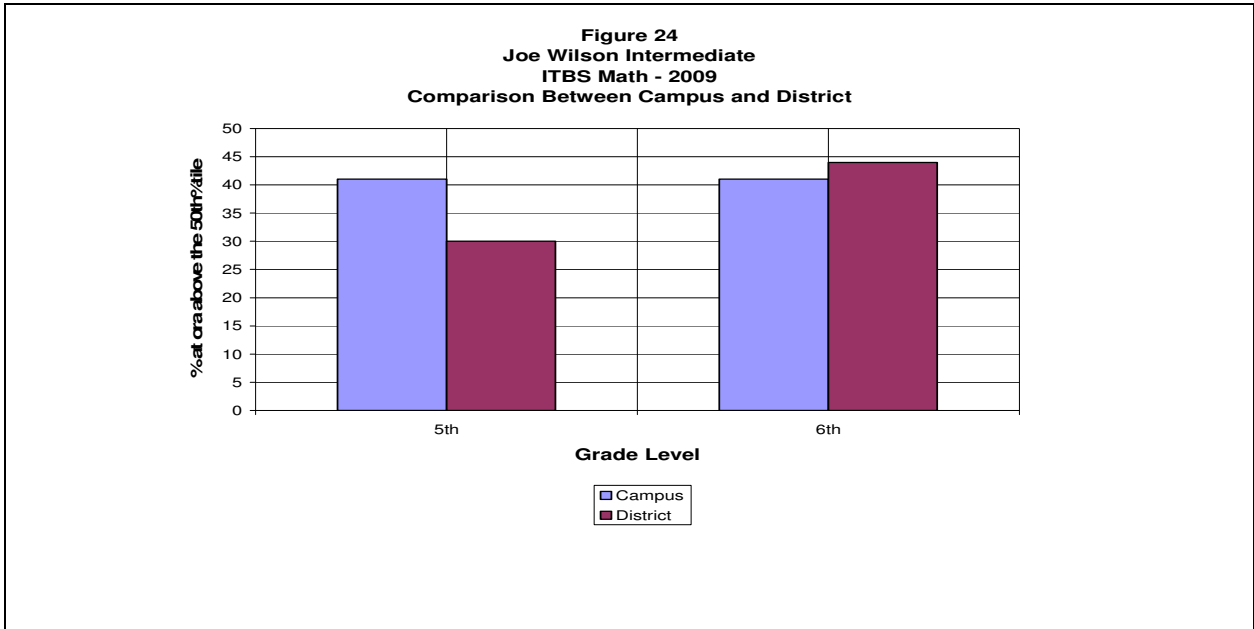


**Figure 22**  
**Beltline Intermediate**  
**ITBS Math - 2009**  
**Comparison Between Campus and District**



**Figure 23**  
**West Intermediate**  
**ITBS Math - 2009**  
**Comparison Between Campus and District**





**IV. Commended Performance**

Table 19 and 20 show a comparison between 2008 and 2009 commended performance rates for all subjects and grades. State standard for commended performance is 30% for all subjects. Significant decreases in commended performance occurred at grades 5, 7 and 9 for ELA and Reading, and grades 5, 6, and 7 for math.

**Table 19**  
**Comparison between 2008 and 2009 Commended Performance**

Percent of Increase/Decrease by Subject									
Grade	Reading/ELA			Math			Science		
	2008	2009	%+/-	2008	2009	%+/-	2008	2009	%+/-
3	37	46	20	32	36	11			
4	24	25	4	34	35	3			
5	29	25	-16	41	36	-14	22	25	12
6	47	46	-2	36	34	-6			
7	29	27	-7	15	13	-15			
8	51	50	-2	13	20	35	15	17	12
9	35	28	-25	13	22	31			
10	12	15	20	9	8	-13	7	9	22
11	19	22	14	14	12	-17	8	9	11

**Table 20**  
**Comparison between 2008 and 2009 Commended Performance**

Grade	Writing			Social Studies		
	2008	2009	%+/-	2008	2009	%+/-
<b>4</b>	20	23	13			
<b>7</b>	32	29	-10			
<b>8</b>				37	43	14
<b>10</b>				26	33	21
<b>11</b>				34	34	0

**IV. Formative Assessment**

**Chart 1** shows a summary of grades K-4 formative and summative assessment results. Social studies appear to be the one area needing the most assistance. Plans are being developed to insure teachers receive appropriate staff development in this area.

**Chart 1**  
**Formative/Summative Summary, Grades 1-4**

Grade	Subject	#1 Percent Correct	#2 Percent Correct	#3 Percent Correct	Summative Percent Correct
<b>1</b>	English/Language Arts	82.6	89.8	87.7	<b>91.1</b>
	Mathematics	51.2	91.3	86.5	<b>90.6</b>
	Science	54.2	78.4	80.4	<b>85.6</b>
	Social Studies	73.8	71.0	75.8	<b>82.9</b>
<b>2</b>	English/Language Arts	60.3	75.2	72.6	<b>73.7</b>
	Mathematics	70.7	83.3	86.0	<b>86.9</b>
	Science	60.3	70.3	81.9	<b>82.3</b>
	Social Studies	65.5	65.5	61.3	<b>63.4</b>
<b>3</b>	English/Language Arts	67.8	71.6	68.6	<b>70.7</b>
	Mathematics	64.1	62.4	69.2	<b>75.3</b>
	Science	51.9	63.7	65.6	<b>72.7</b>
	Social Studies	56.7	45.5	47.6	<b>57.8</b>
<b>4</b>	English/Language Arts	68.8	81.1	72.9	<b>74.0</b>
	Mathematics	70.8	76.4	79.4	<b>81.2</b>
	Science	54.1	64.7	51.5	<b>73.5</b>
	Social Studies	61.6	59.1	48.7	<b>56.5</b>



**Chart 2** shows a summary of grades 5-6 formative and summative assessment results. Social studies appear to be the one area in need the most assistance. Plans are being developed to insure teachers receive appropriate staff development.

**Chart 2**  
**Formative/Summative Summary, Grades 5-6**

Grade	Subject	#1 Percent Correct	#2 Percent Correct	#3 Percent Correct	Summative Percent Correct
5	English/Language Arts	69.8	86.0	71.5	<b>74.1</b>
	Mathematics	71.1	78.5	71.2	<b>81.1</b>
	Science	55.1	63.6	71.4	<b>76.2</b>
	Social Studies	40.9	43.5	52.5	<b>51.7</b>
6	English/Language Arts	75.0	76.7	82.1	<b>77.0</b>
	Mathematics	66.8	81.9	79.4	<b>84.0</b>
	Science	62.1	60.4	65.1	<b>69.5</b>
	Social Studies	52.0	41.7	56.7	<b>50.1</b>

**Chart 3** shows a summary of grades 7-8 formative and summative assessment results. Science and Social Studies appear to be areas needing the most assistance. Plans are being developed to insure teachers receive appropriate staff development.

**Chart 3**  
**Formative/Summative Summary, Grades 7-8**

Grade	Subject	#1 Percent Correct	#2 Percent Correct	#3 Percent Correct	Summative Percent Correct
7	English/Language Arts	76.5	73.4	76.1	<b>72.4</b>
	Mathematics	61.2	65.0	59.3	<b>66.6</b>
	Science	60.1	61.8	52.0	<b>58.7</b>
	Social Studies	55.6	49.8	47.4	<b>64.8</b>
8	English/Language Arts	73.1	56.8	77.5	<b>81.6</b>
	Mathematics	69.5	70.6	56.9	<b>67.8</b>
	Science	62.1	66.3	54.1	<b>59.5</b>
	Social Studies	64.1	63.4	56.7	<b>73.0</b>

**Chart 4** shows a summary of grades 9-12 formative and summative assessment results. Science and Social Studies appear to be areas needing the most assistance. Plans are being developed to insure teachers are properly staff developed in these areas.

**Chart 4**  
**Formative/ Summative, Grades 9-12**

Grade	Subject	#1 Percent Correct	#2 Percent Correct	B#3 Percent Correct	Summative Percent Correct
9	English I	64.1	68.8	56.0	<b>61.3</b>
10	English II	71.9	69.7	68.2	<b>68.3</b>
11	English III	69.5	78.1	62.3	<b>61.7</b>
12	English IV	81.6	55.3	53.6	<b>63.8</b>
9	Algebra I	55.8	62.4	53.4	<b>59.3</b>
11	Algebra II	58.3	68.9	62.6	<b>55.7</b>
10	Geometry	49.8	69.0	63.2	<b>64.1</b>
9	Biology	59.1	57.8	52.5	<b>51.3</b>
10	Chemistry	56.1	54.1	63.7	<b>52.5</b>
11	Physics	58.4	59.2	49.1	<b>47.5</b>
10	United States History	47.6	52.1	51.6	<b>61.4</b>
9	World Geography	57.6	66.3	70.5	<b>70.9</b>
11	World History	58.1	55.4	55.8	<b>61.8</b>
12	Economics				<b>81.6</b>
12	Government				<b>70.9</b>

## V. Attendance

The 2008-2009 district attendance rate was 96% with 80% of all schools meeting the state standard. Three schools did not meet the state standard: Plummer (96%), Highlands (96%), and Lake Ridge (96%).

Student Attendance	
Year	Rate
07-08	96%
08-09	96%

## VI. Safety and Discipline

All goals relative to school safety, discipline, and parental/community involvement were met this year. A district-wide discipline management plan will be implemented this year through the Boys Town Behavior Modification Program. Several schools in conjunction with the special education department will be a part of phase 1.

## VII. Dropout Rate

Cedar Hill has a lower average dropout rate than the State Average of 1.1% or the Region 10 average of 1%.

Dropout Rate	
Year	Rate
07-08	.6%
08-09	.5%

## VIII. Graduation Rate

The graduation rate increased from 2008 to 2009.

Graduation Rate	
Year	Rate
07-08	78.4%
08-09	85.3%

## IX. SAT/ACT

Both ACT and SAT scores fell below the state’s mean average of 20.8 (ACT) and 992 (SAT).

ACT Scores	
Year	Mean Score
07-08	18
08-09	17.9

SAT Scores	
Year	Mean Score
07-08	903
08-09	917

## X. AYP

CHISD failed to meet AYP in the area of Math for Special Education students. Forty-three percent of students receiving special education services met standard on their state assessment. Utilizing the Texas Projection Measure (TPM), performance increased to 50%. There was a 5% increase in performance from 2007-2008; however, the required improvement standard was 6%.

## XI. Summary of Needs Assessment

An analysis of the data for all grades on the TAKS test clearly demonstrates that math and science will be the areas of concentration in order to reach and maintain 80% of all students meeting standards for a “Recognized” rating. Each campus will be required to administer common assessments in order to track student performance and adjust their campus improvement plans to ensure that all students meet the 80% passing rate.

The district’s dropout rate, ACT and SAT scores, and graduation completion rate are below the state’s average. Secondary campuses will provide rigorous prep classes for students taking the ACT and SAT Tests. Secondary campuses will continue to implement proactive strategies to continually lower the dropout rate through the implementation of a credit-recovery program throughout the regular school year and during summer school. In addition, TAKS tutorials will be offered to students struggling to pass the Exit Level TAKS in an effort to increase the graduation completion rate.

## 10 Components of a Title I Program

1. **Comprehensive needs assessment** –Data were reviewed for all students and student groups. The components of the campus needs assessment included the establishment of a school-wide planning team, clarification of the campus vision with a focus on reform, creation of the school profile, identification of data sources, and analysis of the data.
2. **School-wide reform strategies** – The continued use of the student information system to identify and monitor student growth, the continued use of FOCUS and the staff development which accompanies it, and the use of meetings by content and grade levels to monitor and develop instructional plans are part of our school-wide reform strategies.
3. **Instruction by highly qualified teachers** – **100%** of our teachers are certified for the position they hold. They have varying levels of experience, and support is given to less experienced teachers by their colleagues. Parents are notified if a teacher is not certified and the teacher must either be working toward certification or efforts are made to hire someone who is certified.
4. **High-quality and on-going professional development** – Lead Teachers who receive training during the summer and during the school year provide on-site training and monitoring to assist in professional development. The Shared Decision-Making Committee identifies areas in which staff development is needed. Staff development may also be done on-site by in-house instructional leaders and also by administrative district instructional support staff.
5. **Strategies to attract high-quality, highly qualified teachers** – Recruitment and retention of teachers who are certified for positions for which they are appropriately certified is ongoing.
6. **Strategies to increase parental involvement** – Family Math, Science, and Literacy Nights are held to increase parents' participation in the schools' programs. Open Houses, frequent telephone contact, and weekly folder updates/newsletters are methods of recognizing parents as partners.
7. **Transition from early childhood programs** – Elementary schools conduct community awareness campaigns along with round up and registration days to distribute information about programs and registration.

8. **Measures to include teachers in the decisions regarding the uses of academic assessments** – Ongoing staff development is available on-site to analyze assessment data, whether national, state or teacher produced, to use in making instructional decisions. Grade level or departmental meetings and the SDMC provide forums to discuss assessment issues.
9. **Effective, timely additional assistance** – The use of formative and summative assessments and AWARE allow for classroom, campus and district monitoring of individual students progress in order to provide timely interventions.
10. **Coordination and integration of Federal, State, and local services and programs** – Federal, state and local services and programs are coordinated at the building level to best address student needs; this coordination of services and programs is reflected in the activities listed in the campus goals and activities.

## Organizational Structure

The District Planning and Advisory Team is composed of members who shall represent campus-based professional staff, district-level professional staff, parents, businesses, and the community. The team includes at least two parents, one business member, two community members, a professional representative from each campus nominated and elected by classroom teachers at that campus, one non-instructional member, and two district level professional staff. A vice chairperson, secretary, and parliamentarian will be elected during the first meeting. Members shall serve a two-year term. The term of office will be from August 1 to August 31. If a professional staff vacancy occurs during the term of an individual, the DPAT will call for an election. The elected member will complete the term of the predecessor. If a member misses three meetings, with or without a written proxy vote, a new member will be elected to replace that member. The DPAT will address the following:

- Advise the Board in establishing and reviewing the district’s educational goals, objectives, and major district-wide classroom instructional programs identified by the Board or its designee.
- Serve exclusively in an advisory role except that the council shall approve staff development of a district-wide nature.

- Assist the Superintendent in the planning, operation, supervision, and evaluation of the district's educational program.
- Assist the Superintendent with the District Improvement Plan through development, evaluation, and annual review.
- Schedule at least three meetings per year and hold at least one public meeting per year. This meeting will be after the receipt of the annual district performance report from TEA for the purpose of discussing the performance of the district and the district performance objectives.
- Establish district policy and procedures to ensure that systematic communications' measures are in place to provide information to those persons regarding the recommendations of the DPAT.

### **Shared Decision-making Process**

The district-level planning and decision-making team shall use the information reviewed under this policy in developing and reviewing district and campus level improvement plans. The team will have the authority to make recommendations pertaining to all aspects of schools' programs and operations as described in the body of the governance model. It is the intent of the team to reach all decisions by the consensus decision-making model. An absent team member may submit a written proxy with legal signature, giving the substitute the right to vote or to carry in the vote of the district. The Chief Academic Officer will have the authority to review any decision made by the committee. If the Chief Academic Officer disagrees with the team, the Chief Academic Officer will offer alternative solutions with a rationale. The Chief Academic Officer will make the final decision. The Chief Academic Officer shall have a veto in cases of violation of Cedar Hill ISD Policy and Procedure, TEA guidelines, Texas Statutes, U.S. Laws and Regulations, or decisions that are not in the best interest of the district.

### **Method of Communication**

The agenda will be generated two days before a scheduled meeting. The agenda and related materials will be sent to members of the committee the day before the committee meeting. Minutes will be kept of all meetings. Committee members will also utilize the district website for dissemination of meeting information to the community at large. Committee members communicate with one another through

email and telephone contact as well as face to face communication during scheduled meetings that are held at least three times per year. At least one public meeting per year is scheduled.

<b>Name of District Advisory Team Members</b>	
<b>Tommy Lopez</b>	Parent
<b>Michelle Ragon</b>	Parent
<b>Karen Crow</b>	Principal
<b>Shauntee Mayfield</b>	Principal
<b>Sylvia Lewis</b>	Principal
<b>Tarnisha Green</b>	Teacher
<b>Ronnie Moss</b>	Central Office Representative
<b>Kellie Spencer</b>	Central Office Representative
<b>Chandra McGhee</b>	Central Office Representative
<b>Lou Ann Alcazar</b>	Business Partner
<b>Steve Phillips</b>	Community Representative
<b>Loby Glover</b>	Community Representative

<b>State Compensatory Education</b>	
Total amount of State Compensatory Education Funds.	Total Comp Ed \$2,252,193.32
Personnel funded with State Compensatory Education Funds (number of FTEs.) Teachers of at-risk students	Total Professional 11 FTEs
Total FTEs funded with State Compensatory Education Funds.	Paraprofessional 8.25 FTEs



### Gifted and Talented Program Goal

For 2009 – 2010, provisions to modify services for students identified as gifted/talented are provided through the implementation of the Scholars and Knowledge program strategies outlined in the CHISD Guidelines.

Formative	Differentiation strategies for instruction and assessment are documented weekly in lesson plans.
Summative	Students identified as GT attain scale scores that are on track for College and Career readiness as defined by the Just for the Kids guidelines.
Strategy	Provide a variety of strategies and assignments for students utilizing the Scholars and Knowledge program.

### Parent and Community Involvement Goal

For 2009 – 2010, the percent of parents and community members attending PTO meetings will increase by **10%**.

Formative	At the end of the first semester, the percent of parents and community members attending PTO meetings will be reviewed to determine progress.
Summative	At the end of the school year, the percent of parents and community members attending PTO meetings will be reviewed to determine if the objective was met.
Strategy	Provide a variety of methods and in appropriate languages to communicate opportunities for parent and community involvement throughout the year to attend school events.

### Violence Prevention and Intervention Goal

For 2009 – 2010, discipline referrals for drugs, alcohol, and tobacco will be reduced by **10%** from the previous year.

Formative	Each grading period, the discipline referrals will be reviewed to determine the percent of referrals for tobacco, alcohol, and other drug use or possession.
Summative	At the end of the school year, the discipline referrals will be reviewed to determine the percent of referrals for tobacco, alcohol, and other drug use or possession.
Strategy	Implement and monitor the school wide safety and security plan.

### Violence Prevention Goal

For 2009 – 2010, the discipline referrals for fighting will be reduced by **10%** from the previous school year.

Formative	Each grading period the discipline referrals will be reviewed to determine the percent of referrals.
Summative	At the end of the school year, the discipline referrals will be reviewed to determine the percent of referrals.
Strategy	Implement and monitor the school-wide safety and security plan.

### Attendance Goal

For 2009– 2010, the ADA student attendance will be at or above **96%**.

Formative	Monthly attendance rates by grade level and total school will be reviewed. In addition a review of students with more than three absences per month will take place.
Summative	The year end ADA will be reviewed to determine if the annual attendance objective was met.
Strategy	Send letters to parents of students with three or more unexcused absences. Initiate attendance referrals for students with more than five unexcused absences.

### Highly Qualified Teacher Goal

For 2009 – 2010, the percent of highly qualified teachers in the core academic areas will be at 100%.

Formative	At the end of the first semester, the percent of teachers in the core academic areas who are highly qualified will be reviewed to determine progress.
Summative	At the end of the school year, the percent of teachers in the core academic areas who are highly qualified will be reviewed to see if the objective was met.
Strategy	Conference with teachers to implement a plan to become highly qualified.

### Secondary Drop –Out Prevention Goal

For 2009 – 2010, the dropout rate will be **2%** or less with no student group exceeding **1%**.

Formative	Each grading period the documentation will be reviewed for students who have checked out of school.
Summative	2009 – 2010 drop-out data will be reviewed.
Strategy	Monitor school leavers bi-weekly, contact parents, and implement intervention plans.

### High School AEIS Goal – Ninth Graders

The percent of 2009 – 2010 first time ninth grade students who advance to the tenth grade (fall to fall) will be at least **85%**.

Formative	After each grading period, the number of incoming ninth grade students who are at-risk for failing one or more classes will be reviewed.
Summative	At the end of the school year, the percent of incoming (previous fall) ninth graders who advanced to the tenth grade will be reviewed to see if the objective was met.
Strategy	Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate testing, classes and programs.

### High School AEIS Goal – Texas Scholars

For 2009 – 2010, the percent of graduates who are Texas Scholars will be at or above <b>30%</b> .	
Formative	Each semester prepare a list of students who have opted out of the Texas Scholar program by grade level.
Summative	At the end of the school year, calculate the percent of graduates who are classified as Texas Scholars.
Strategy	Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate testing, classes, and programs.

### High School AEIS Goal – Advanced Courses

For 2009 – 2010, the percent of students who have completed at least one advanced course will be at or above <b>30%</b> .	
Formative	Each semester, the number and percent of students enrolled in at least one advanced course will be reviewed.
Summative	At the end of the school year, the percent of students completing at least one advanced course in high school will be reviewed to see if the objective was met.
Strategy	Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate testing, classes, and programs.

### High School AEIS Goal – Advanced Placement Exams

For 2009 – 2010, the percent of students who take an AP exam will be at or above <b>25%</b> .	
Formative	At the beginning of the spring semester, review a list of students in AP classes who have not indicated their intention to take an AP exam.
Summative	At the end of the school year, the number and percent of students who took at least one Advanced Placement exam will be reviewed to see if the objective was met.
Strategy	Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate testing, classes and programs.

### High School AEIS Goal – SAT/ACT Exams

For 2009 – 2010, the percent of graduates who take SAT/ACT exams will be at or above <b>15%</b> .	
Formative	After the first semester, the number of students taking the SAT-1 at least once will be reviewed.
Summative	At the end of the school year, review the number of students taking the SAT-1 at least once to determine if the objective was met.
Strategy	Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate testing, classes, and programs.

## District and State Waivers

The district utilizes the following four waivers:

**Staff Development Waiver-** This waiver allows the district to add additional days to train staff on various educational strategies designed to improve student performance in lieu of a maximum of three days of student instruction.

**Reading/ELA, Mathematics, Science, and Social Studies Staff Development Waiver-** This waiver allows the district to conduct additional staff trainings in these specific content areas to provide strategies aligned with the TEKS in lieu of a maximum of two days of student instruction.

**Early Release Waiver-** This waiver allows the district to conduct school for less than seven hours for a total of six days of instruction to provide additional training in educational methodologies and to provide time to meet the needs of students and local communities.

**Modified Schedule/TAKS Testing Days Waiver-** This waiver allows the district to modify the schedule of classes on TAKS testing days during the current school year to reduce interruptions during the testing period.

<b>Cedar Hill Independent School District Staff Development Plans 2009 – 2010</b>		
<b>Date</b>	<b>Who should attend</b>	<b>Purpose</b>
<b>Full Day Staff Development</b>		
August 10, 2009 8:00 – 4:00	New Teachers	New Teacher Orientation and PDAS Trainings
August 11, 2009 8:00 – 4:00	New Teachers	Mentor Training and Technology Trainings
August 12, 2009 8:00 – 4:00	New Teachers	Classroom Management, Principles of Learning, Three-Minute Walk-Throughs, and Instructional Strategies Trainings
August 13, 2009 8:00 – 4:00	All Staff	Opening Day Ceremony
August 14, 2009 8:00 – 4:00	All Staff	Campus Operating Procedures, Guidelines, and Routines

August 17, 2009 8:00 – 4:00	All Staff	Content Instructional Strategies (Core and Non-Core); Required Trainings for Counselors, Nurses & Librarians
August 18, 2009 8:00 – 4:00	Instructional Staff and Special Groups	Response to Intervention; Campus and Special Group Trainings
August 19, 2009 8:00 – 4:00	All Professional Staff	Content Instructional Strategies
August 20, 2009 8:00 – 4:00	Special Groups	Special Training for Designated Groups
August 21, 2009 8:00 – 4:00	Special Groups	Special Training for Designated Groups
September 21, 200 8:00 – 4:00	All Staff	Campus Level Training
October 9, 2009 8:00 – 4:00	All Staff	Campus Level Training
November 9, 2009 8:00 – 4:00	All Staff	Campus Level Training
February 15, 2010 8:00 – 4:00	All Staff	Campus Level Training

<b>Cedar Hill Independent School District Staff Development Plans 2009 – 2010</b>		
<b>Date</b>	<b>Who should attend</b>	<b>Purpose</b>
<b>Early Dismissal Staff Development</b>		
December 1, 2009 1:00 - 4:00	All Staff	Campus-Based Professional Development or Parental Involvement Activities
January 14, 2010 1:00 - 4:00	All Staff	Campus-Based Professional Development or Parental Involvement Activities
January 15, 2010 1:00 - 4:00	All Staff	Campus-Based Professional Development or Parental Involvement Activities
February 12, 2010 1:00 - 4:00	All Staff	Campus-Based Professional Development or Parental Involvement Activities
June 2 and 3, 2010 1:00 – 4:00	All Staff	Campus-Based Professional Development or Parental Involvement Activities