

REPORT FROM THE SUPERINTENDENT

Office of the Superintendent of Schools
Board of Education Meeting of March 10, 2016

SUBJECT: BOARD MONITORING UPDATE ON PERCENT OF STUDENTS AT OR ABOVE TEXAS EDUCATION AGENCY CRITERION ON THE SAT/ACT READING AND MATH SECTIONS COMBINED

The Houston Independent School District (HISD) exists to strengthen the social and economic foundation of Houston by assuring its youth the highest-quality elementary and secondary education available anywhere. In fulfilling this goal, the HISD Board of Education has designed the framework for the systematic monitoring of the district's goals.

Following are the specific, actionable measures provided to the Board of Education on an annually recurring basis for ongoing monitoring and trend reporting in the areas of rigorous education in reading and math, consistency, and safety with the intent to provide a holistic view of the district. As data is received into the district, data attributes are populated.

Attached to this update is an Executive Summary containing supporting evidence of district progress for the 2014–2015 school year, specifically for:

- Percentage of students who scored at or above the Texas Education Agency (TEA) criterion on either the SAT or ACT. This report addresses Rigorous Education: College and Career Readiness.



Board Monitoring Systems (BMS) (Reflects updated results from prior year.)

As of February 1, 2016

2014-2015 School Year

Student Achievement		2012-2013	2013-2014	2014-2015
Rigorous Education	Percent of Students at Level III - Advanced Academic Performance STAAR Standard (3-8) Reading	17.4	15.7	17.5
	Percent of Students at Level II - Satisfactory Academic Performance STAAR Standard (3-8) Reading	70.1	68.7	66.4
	Percent of Students at Level I - Unsatisfactory Academic Performance STAAR Standard (3-8) Reading	29.9	31.3	33.6
	Percent of Students at Level III - Advanced Academic Performance STAAR Standard (3-8) Math	12.9	16.0	14.1
	Percent of Students at Level II - Satisfactory Academic Performance STAAR Standard (3-8) Math	67.1	68.6	69.0
	Percent of Students at Level I - Unsatisfactory Academic Performance STAAR Standard (3-8) Math	32.9	31.4	31.0
	Percent of Students at Level III - Advanced Academic Performance STAAR EOC (9-12) ELA I & II	N/A	4.9	5.4
	Percent of Students at Level II - Satisfactory Academic Performance STAAR EOC (9-12) ELA I & II	N/A	53.9	51.0
	Percent of Students at Level I - Unsatisfactory Academic Performance STAAR EOC (9-12) ELA I & II	N/A	46.1	49.0
	Percent of Students at Level III - Advanced Academic Performance STAAR EOC (9-12) Algebra I	5.5	6.6	8.3
	Percent of Students at Level II - Satisfactory Academic Performance STAAR EOC (9-12) Algebra I	67.2	68.1	65.3
	Percent of Students at Level I - Unsatisfactory Academic Performance STAAR EOC (9-12) Algebra I	32.8	31.9	34.7
	Percent of Students at Level III - Advanced Academic Performance STAAR EOC (7,8) Algebra I	44.0	50.1	60.9
	Percent of Students at Level II - Satisfactory Academic Performance STAAR EOC (7,8) Algebra I	97.6	98.6	98.8
	Percent of Students at Level I - Unsatisfactory Academic Performance STAAR EOC (7,8) Algebra I	2.4	1.4	1.2
	Percent of Students at or above 50th percentile on Norm Reference Test in Grades 1-5 Reading (ELA Total)	N/A	N/A	54.9
	Percent of Students at or above 50th percentile on Norm Reference Test in Grades 1-5 Math (Math Total)	N/A	N/A	63.3
	Percent of Students at or above 50th percentile on Norm Reference Test in Grades 6-8 Reading (ELA Total)	N/A	N/A	37.7
	Percent of Students at or above 50th percentile on Norm Reference Test in Grades 6-8 Math (Math Total)	N/A	N/A	45.0
	Districtwide EVAAS Growth Measure Scores in Reading (Grades 3-8)	Reading	0.2	-0.1
Districtwide EVAAS Growth Measure Scores in Math (Grades 3-8)	Math	0.2	0.2	-0.1
College and Career Readiness				
Percent of Students Enrolling in Higher Education Within 1 Year of High School Graduation		58.0	57.1	
Percent of Students at or above standard on the SAT/ACT Reading & Math Sections Combined		14.5	13.8	
Percent of Students at or above benchmark score on the PSAT		21.4	20.4	21.5
Graduation & Dropout				
Four-Year Cohort Graduation Rate		81.6	81.8	
Four-Year Cohort Dropout Rate		11.1	10.8	
Perception Survey - Rigorous Education				
Percent of Parents Satisfied with Rigorous Education		92	93	94
Percent of Students Who Feel Challenged with Coursework		70	70	71
Consistency				
Students				
Percent of Students Satisfied with Teachers Having High Expectations		88	91	90
Teachers				
Percent of Highly Effective Teachers Who are Retained (EVAAS \geq 2.0)		87.6	87.9	88.1
Percent of Ineffective Teachers Who are Exited (EVAAS \leq -2.0)		24.4	25.0	23.2
Parents				
Percent of Parents Satisfied with Consistent Education		86	88	88
Principals				
Percent of Principals Satisfied with Central Office Services		64	71	74
Safety and Environment				
Levels of Offenses				
Number of Level III Offenses-Suspension/Optional Removal to Disciplinary Alternative Education		5,917	5,800	5,716
Number of Level IV Offenses - Required Placement in a Disciplinary Alternative Education Program		1,109	1,160	1,291
Number of Level V Offenses - Expulsion for Serious Offenses		53	42	57
Number of Bullying Incidents		139	168	115
Perception Survey - Safety and Environment				
Percent of Parents Satisfied with Safety		86	90	90
Percent of Parents Satisfied with Environment		90	91	91
Percent of Students Satisfied with Safety		74	76	76
Percent of Students Satisfied with Environment		72	72	72
Percent of Teachers Satisfied with Safety		77	80	82
Percent of Teachers Satisfied with Environment		70	70	74
Percent of Principals Satisfied with Safety		94	95	95
Percent of Principals Satisfied with Environment		90	91	91

• Adjusted to one decimal place to match report.



Board Monitoring System: College and Career Readiness

March 10, 2016

EXECUTIVE SUMMARY

Purpose

The Houston Independent School District (HISD) exists to strengthen the social and economic foundation of Houston by assuring its youth the highest-quality elementary and secondary education available anywhere. In fulfilling this goal, HISD's Board of Education has designed a program to systematically monitor the district's goals and core values. The following results inform the progress of the district as it relates to rigorous education, specifically the percentage of students at or above the Texas Education Agency (TEA) criterion on the SAT or ACT.

Board Monitoring Scorecard				
Rigorous Education	Student Achievement: College and Career Readiness	2012-2013 Class of 2013	2013-2014 Class of 2014	2014-2015 Class of 2015
		Percent of Students at or above TEA's criterion on the SAT/ACT	14.5	13.8

Source: TEA Texas Academic Performance Reports 2014–2015

Note: At/Above criterion is defined by TEA as a score of at least 1110 on the SAT critical reading and mathematics sections combined, or at least 24 on the ACT composite. Includes SAT School-Day Results.

Findings

The percentage of students who scored at or above criterion on the SAT/ACT decreased by less than one percentage point from 14.5 for the class of 2013 to 13.8 for the class of 2014.

Figure 1 shows the percentage of students who scored at or above TEA's criterion for SAT or ACT to be considered college and career ready. A smaller proportion of HISD students in the class of 2014 met this benchmark compared to students in Region 04 and Texas overall. HISD performance is lower than that of the region and state, in part because the district continues to test a substantially larger proportion of students. For example, among the class of 2014, almost 99 percent of HISD students took either the SAT or ACT compared to only 70 percent of students in Region 04 and 66 percent of students in Texas overall (**Figure 2**).

HISD's policy of exposing more students to college readiness assessments could also explain why average SAT and ACT scores tend to be lower among HISD students compared to the region and the state (**Figures 3 and 4**); and why more students are scoring at or above 500 on SAT subject tests (**Figure 5**).

Figure 1. Percent at or Above SAT/ACT Criterion

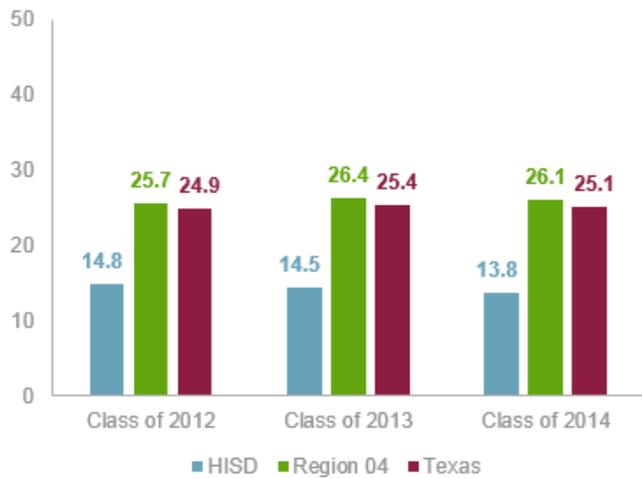
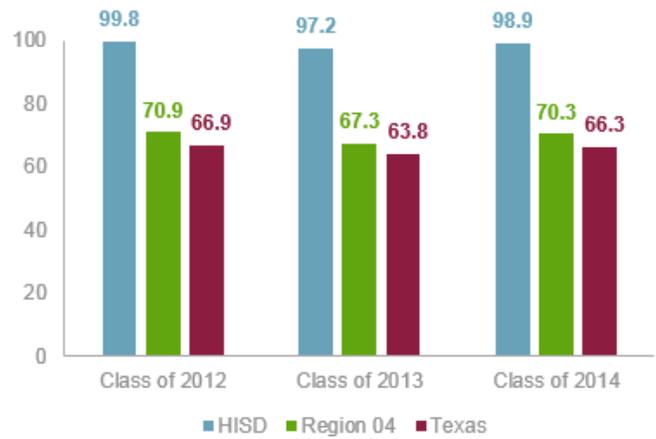


Figure 2. Percent of Class Tested SAT/ACT



Source: TEA Texas Academic Performance Reports 2013–2014, 2014–2015

Figure 3. Average SAT Scores

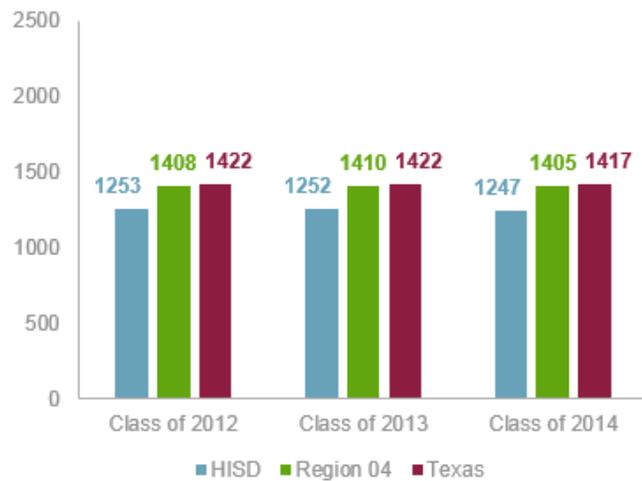
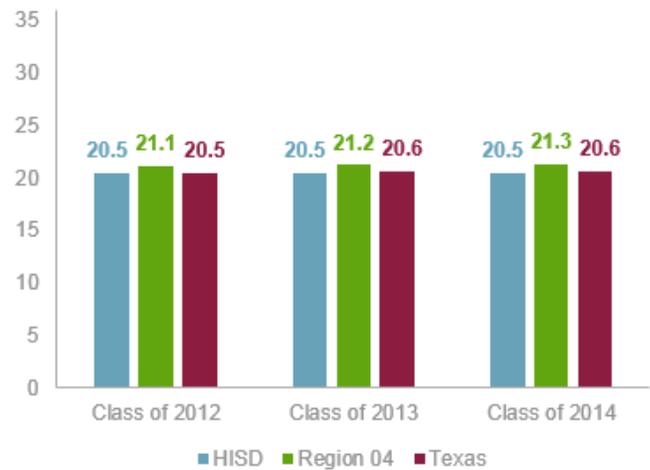
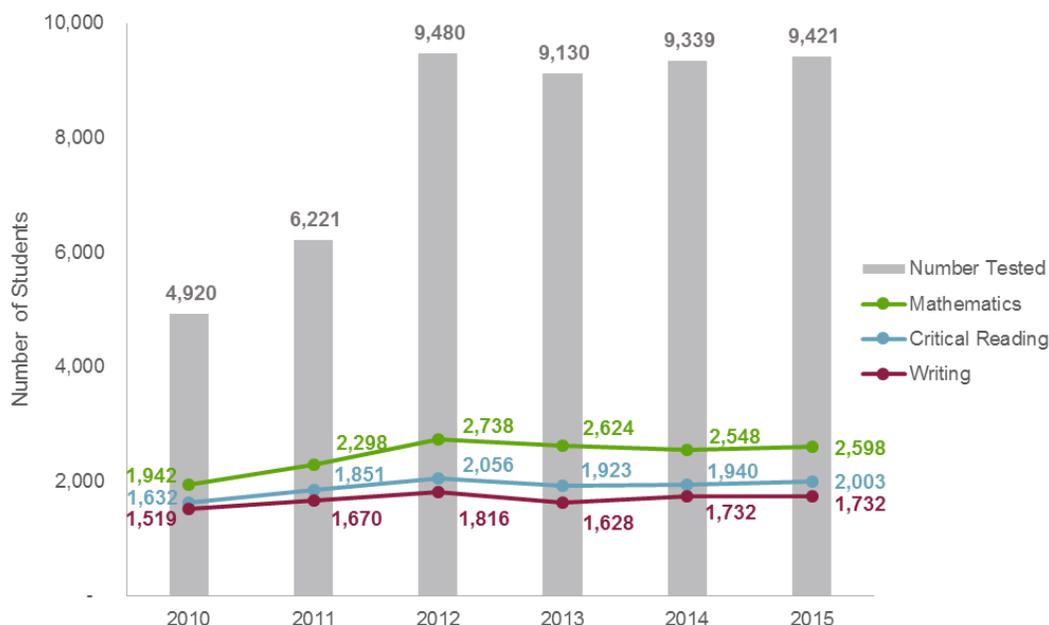


Figure 4. Average ACT Scores



Source: TEA Texas Academic Performance Reports 2013–2014, 2014–2015

Figure 5 shows the number of HISD students who scored at or above 500 on any subject of the SAT for the classes of 2010 through 2015.



Source for 2010 through 2014: HISD Research and Accountability Department, SAT Results for Class of 2014.

Source for 2015: College Board 2015 SAT data file, received September 25, 2015.

Notes: Race/ethnicity data presented for years 2010 through 2014 is self-reported by students when they take the SAT. Race/ethnicity data for 2015 is sourced from HISD Data Warehouse, retrieved October 2015. SAT School-Day results included in counts above.

Figure 5 indicates:

- The number of students in 2015 who scored 500 or above on Math or Critical Reading increased by 50 and 63 students, respectively, from 2014.
- In 2015, the proportion of students who scored 500 or above on Mathematics, Critical Reading, and Writing was 28, 21, and 18 percent, respectively. This is similar to performance in 2014 when 27, 21, and 19 percent of students scored 500 or above on the same subjects.

Administrative Response

Major Projects Office

The district will administer the redesigned SAT in spring of 2016. In preparation, the district continues to offer students robust opportunities to prepare for the exam, including through Naviance, campus-based offerings, and the new Khan Academy tool.

The Secondary Schools Office

- The Secondary Schools Office has stressed the importance of all students taking the SAT.
- HISD pays for all PSAT and SAT administrations during regular school days which has removed barriers for some students.
- The Secondary Schools Office has stressed the importance of preparing all students for SAT through prep courses and we are starting to see this result in the closing of the achievement gap for reading and math.