

REPORT FROM THE SUPERINTENDENT

Office of Superintendent of Schools
Board of Education Meeting of March 12, 2015

SUBJECT: BOARD MONITORING UPDATE ON PERCENT OF STUDENTS AT OR ABOVE BENCHMARK ON THE PRELIMINARY SCHOLASTIC APTITUDE TEST

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 the percent of students at or above benchmark score on the Preliminary Scholastic Aptitude Test (PSAT). This report addresses Rigorous Education: College and Career Readiness.



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

As-Of March 12, 2015

2013-2014 School Year

		2012-2013	2013-2014	2014-2015
Student Achievement				
Rigorous Education	Percent of Students at Level III - Advanced Academic Performance STAAR Standard (3-8) Reading	17.4	15.7	
	Percent of Students at Level II - Satisfactory Academic Performance STAAR Standard (3-8) Reading	70.1	68.7	
	Percent of Students at Level I - Unsatisfactory Academic Performance STAAR Standard (3-8) Reading	29.9	31.3	
	Percent of Students at Level III - Advanced Academic Performance STAAR Standard (3-8) Math	12.9	16.0	
	Percent of Students at Level II - Satisfactory Academic Performance STAAR Standard (3-8) Math	67.1	68.6	
	Percent of Students at Level I - Unsatisfactory Academic Performance STAAR Standard (3-8) Math	32.9	31.4	
	Percent of Students at Level III - Advanced Academic Performance STAAR EOC (9-12) ELA I & II	N/A	4.9	
	Percent of Students at Level II - Satisfactory Academic Performance STAAR EOC (9-12) ELA I & II	N/A	53.9	
	Percent of Students at Level I - Unsatisfactory Academic Performance STAAR EOC (9-12) ELA I & II	N/A	46.1	
	Percent of Students at Level III - Advanced Academic Performance STAAR EOC (9-12) Algebra I	5.5	6.6	
	Percent of Students at Level II - Satisfactory Academic Performance STAAR EOC (9-12) Algebra I	67.2	68.1	
	Percent of Students at Level I - Unsatisfactory Academic Performance STAAR EOC (9-12) Algebra I	32.8	31.9	
	Percent of Students at Level III - Advanced Academic Performance STAAR EOC (7,8) Algebra I	44.0	50.1	
	Percent of Students at Level II - Satisfactory Academic Performance STAAR EOC (7,8) Algebra I	97.6	98.6	
	Percent of Students at Level I - Unsatisfactory Academic Performance STAAR EOC (7,8) Algebra I	2.4	1.4	
	Percent of Students at or above 50th percentile on Norm Reference Test in Grades 1-5 Reading	53.5	51.2	
	Percent of Students at or above 50th percentile on Norm Reference Test in Grades 1-5 Math	62.1	60.6	
	Percent of Students at or above 50th percentile on Norm Reference Test in Grades 6-8 Reading	37.1	37.1	
	Percent of Students at or above 50th percentile on Norm Reference Test in Grades 6-8 Math	55.9	53.2	
	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	
College and Career Readiness				
Percent of Students Enrolling in Higher Education Within 1 Year of High School Graduation		58.0		
Percent of Students at or above standard on the SAT/ACT Reading & Math Sections Combined		14.5		
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		
Four-Year Cohort Dropout Rate		11.1		
Perception Survey - Rigorous Education				
Percent of Parents Satisfied with Rigorous Education		92	93	
Percent of Students Who Feel Challenged with Coursework		70	70	
Students				
Percent of Students Satisfied with Teachers Having High Expectations		88	91	
Teachers				
Percent of Highly Effective Teachers Who are Retained (EVAAS \geq 2.0)		87.6	87.9	
Percent of Ineffective Teachers Who are Exited (EVAAS \leq -2.0)		24.4	25.0	
Parents				
Percent of Parents Satisfied with Consistent Education		86	88	
Principals				
Percent of Principals Satisfied with Central Office Services		64	71	
Levels of Offenses				
Number of Level III Offenses-Suspension/Optional Removal to Disciplinary Alternative Education		5,917	5,800	
Number of Level IV Offenses - Required Placement in a Disciplinary Alternative Education Program		1,109	1,160	
Number of Level V Offenses - Expulsion for Serious Offenses		53	42	
Number of Bullying Incidents		139	168	
Perception Survey - Safety and Environment				
Percent of Parents Satisfied with Safety		86	90	
Percent of Parents Satisfied with Environment		90	91	
Percent of Students Satisfied with Safety		74	76	
Percent of Students Satisfied with Environment		72	72	
Percent of Teachers Satisfied with Safety		77	80	
Percent of Teachers Satisfied with Environment		70	70	
Percent of Principals Satisfied with Safety		94	95	
Percent of Principals Satisfied with Environment		90	91	

• Adjusted to one decimal place to match report.



Board Monitoring System: PSAT Benchmarks

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 and college and career readiness, specifically the percent of students who scored at or above the benchmark scores on the Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT), as recommended by the College Board.

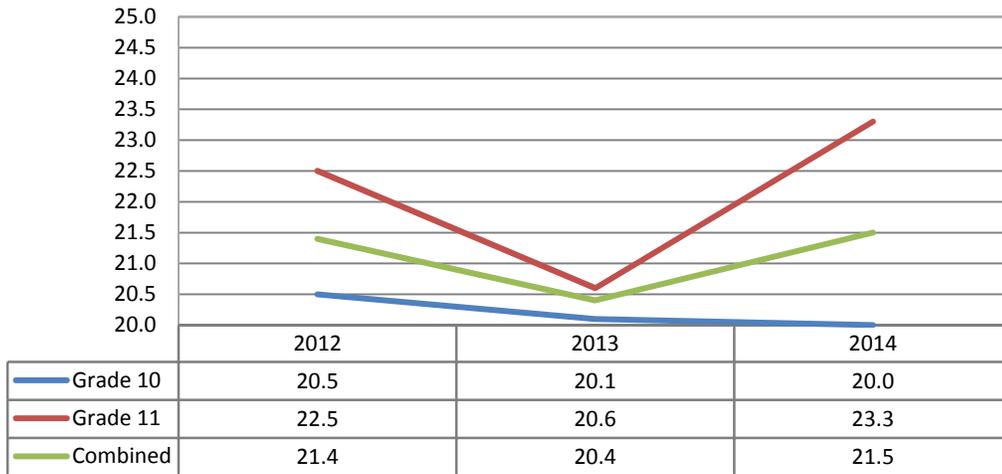
Board Monitoring Scorecard				
Rigorous Education	Student Achievement: College and Career Readiness	2012-2013	2013-2014*	2014-2015
	Students Scored at or above benchmark scores on the PSAT (as recommended by the College Board)	21.4%	20.4%	21.5%

**Revised 2012 College Board Readiness Standards*

Findings

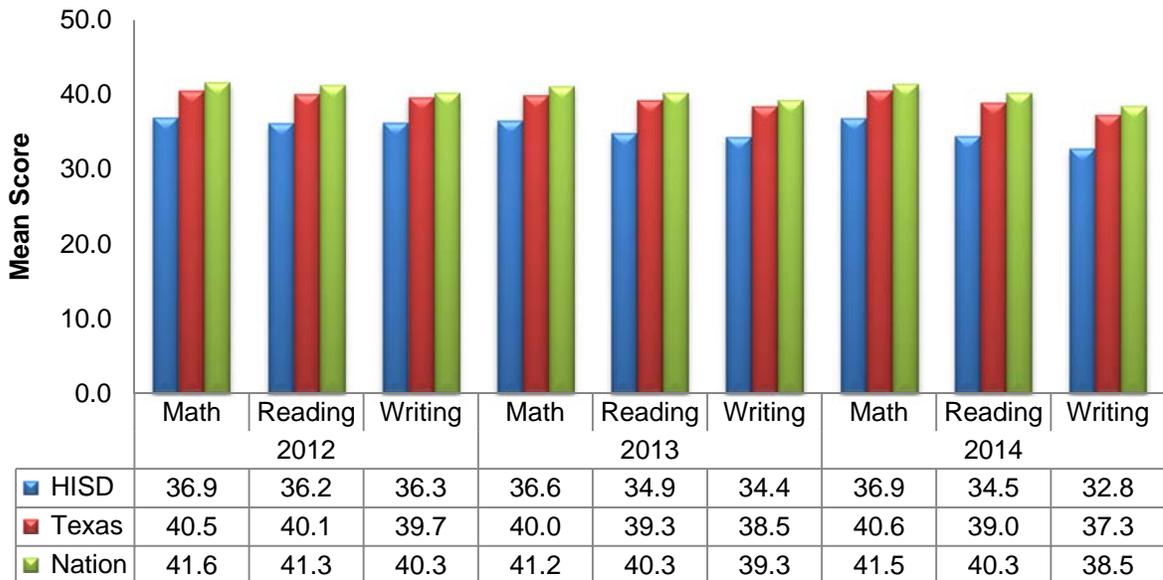
When comparing the performance of HISD sophomores from 2013 to 2014, the percentage of students in combined grades 10 and 11 meeting the College Board Readiness Benchmark jumped from 20.4 in 2013 to 21.5 in 2014. This increase is largely due to the big jump of grade 11 from 20.6 in 2013 to 23.3 in 2014. The College Board College Readiness Benchmark set for the corresponding year, and results are presented in **Figure 1**.

**Figure 1. Percent Meeting College Readiness Benchmark
2012 - 2014**



When comparing the performance of HISD freshmen from 2013 to 2014, the mean PSAT scores of 9th grade students increased in math by .3 point from 2013 to 2014 and decreased in reading by .4 point and writing by 1.6 points during the same period. Scores for freshmen in the state of Texas and the nation increased in math only over the same time period. From 2013 to 2014, the performance gaps between HISD freshmen and state and national counterparts widened for all subjects except with math of the nation, which stayed constant (**Figure 2**).

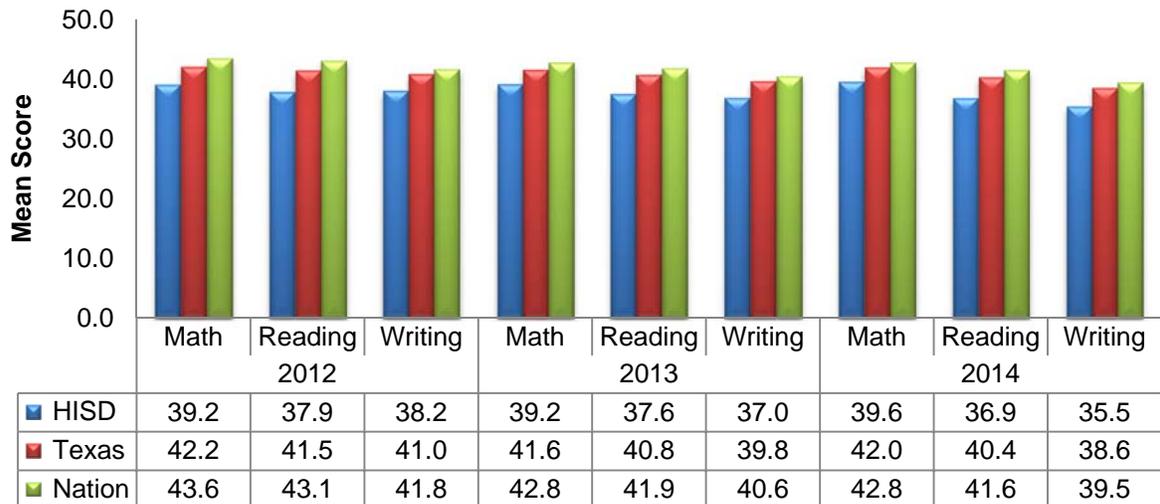
Figure 2: Mean PSAT Scores of 9th Grade Students in HISD, Texas, and the Nation, Fall 2012 - 2014



When comparing the performance of HISD sophomores from 2013 to 2014, the mean PSAT scores of 10th grade students increased in math by .4 point from 2013 to 2014 and decreased in reading by .7 point and 1.5 points in writing during the same period. Scores for sophomores in

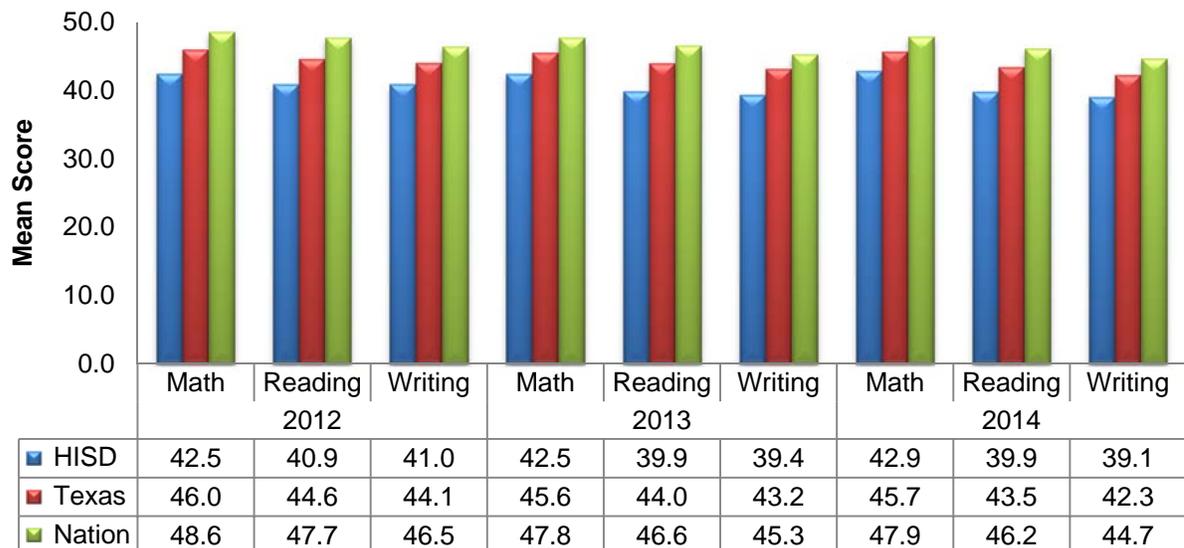
the state of Texas and the nation decreased or stayed constant in all subjects except for math of Texas over the same time period. From 2013 to 2014, the performance gaps between HISD sophomores and state and national counterparts widened or stayed constant for all subjects except with math of the nation (**Figure 3**).

Figure 3: Mean PSAT Scores of 10th Grade Students in HISD, Texas, and the Nation, Fall 2012 - 2014



When comparing the performance of HISD juniors from 2013 to 2014, the mean PSAT scores of 11th grade students increased in math by .4 point from 2013 to 2014 and decreased in writing by .3 point during the same period. Reading remained constant at 39.9. Scores for juniors in the state of Texas and the nation increased in math over the same time period. From 2013 to 2014, the performance gaps between HISD juniors and state and national counterparts narrowed in all subjects (**Figure 4**).

Figure 4: Mean PSAT Scores of 11th Grade Students in HISD, Texas, and the Nation, Fall 2012 - 2014



ADMINISTRATIVE RESPONSE

After a review of the 2014-2015 Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT) report, the department of College Readiness has the following response:

In an effort to improve performance on the PSAT/SAT, the district has just acquired PrepMe: an adaptive and personalized online PSAT/SAT prep program that integrates with Naviance for every 9th, 10th, and 11th grader in the district. The program creates a custom course for each student tailored around their individual needs and focuses on content rather than testing strategies. College Readiness will be working with the schools office, FACE, and Communications to ensure that HISD students and their families are taking advantage of this resource.

In the area of **College Readiness**, all high school campus test coordinators which include administrators, counselors, college access coordinators, and instructional specialists have been provided training on the benefits of using the Summary of Answers and Skills (SOAS) to aid instructional planning at the campus. This has been successful and the district intends to continue providing yearly assistance to campuses that analyze their SOAS as a means to increase academic performance and preparedness for college entrance exams.

In the area of **Student Performance**, College Readiness works with the Curriculum Department and the College Board, to provide additional training to teachers that will focus more closely on strategies and best practices such as pacing on the test. This training will be provided in an effort to assist campuses as they work to increase student performance on the PSAT and close performance gaps.

In the area of **Student Participation**, the district is concerned about the number of eligible special education students in the test administration. To improve in this area, College Readiness will collaborate with the Office of Special Education Services (OSES) senior managers for secondary schools and the College Board to ensure that all campus Students with Service Disabilities (SSD) coordinators and campus Special Education Chairpersons are trained on the approval process for testing with accommodations well before submission deadlines.

The High School Office recently facilitated sessions for schools to learn more about using College Board online resources and tools and continues to work to show schools the value of PSAT data to drive increased rigor in general instruction. The High School Office will also be providing schools with PSAT-based information on students to help guide Advanced Placement course recruitment. Additionally, the High School Office is using the data generated by recent PSAT tests to better understand teacher effectiveness and to analyze student recruitment outcomes. Finally, the High School Office is working with a few, individual schools to look at ways to increase participation rates.