

REPORT FROM THE SUPERINTENDENT

Office of Superintendent of Schools
Board of Education Meeting of March 7, 2013

SUBJECT: **Board Monitoring System Update**

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.

The following specific, actionable measures will be provided to the HISD 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 of providing 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 2012–2013 school year, specifically for the Preliminary Scholastic Assessment Test (PSAT) results.



Board Monitoring Systems (BMS)

As-Of Date: March 7, 2013

2012-2013 School Year

Rigorous Education

Student Achievement

		2010-2011	2011-2012	2012-2013
Percent of Students at Level III - Advanced Academic Performance STAAR Standard	Reading	Not Applicable	15.2	
Percent of Students at Level III - Advanced Academic Performance STAAR Standard	Math		12.4	
Percent of Students at Level II - Satisfactory Academic Performance STAAR Standard	Reading		71.2	
Percent of Students at Level II - Satisfactory Academic Performance STAAR Standard	Math		68.2	
Percent of Students at Level I - Unsatisfactory Academic Performance STAAR Standard	Reading		28.8	
Percent of Students at Level I - Unsatisfactory Academic Performance STAAR Standard	Math		31.8	
Percent of Students at Level III - Advanced Academic Performance STAAR EOC	Reading		6.1	
Percent of Students at Level III - Advanced Academic Performance STAAR EOC	Math		12.8	
Percent of Students at Level II - Satisfactory Academic Performance STAAR EOC	Reading		59.1	
Percent of Students at Level II - Satisfactory Academic Performance STAAR EOC	Math		77.4	
Percent of Students at Level I - Unsatisfactory Academic Performance STAAR EOC	Reading		40.9	
Percent of Students at Level I - Unsatisfactory Academic Performance STAAR EOC	Math		22.6	
Percent of Students at or above 50th percentile on Norm Reference Test in Grades K-5	Reading	55.6	54.7	
Percent of Students at or above 50th percentile on Norm Reference Test in Grades K-5	Math	67.2	62.7	
Percent of Students at or above 50th percentile on Norm Reference Test in Grades 6-8	Reading	39.6	39.5	
Percent of Students at or above 50th percentile on Norm Reference Test in Grades 6-8	Math	61.5	56.2	
Districtwide EVAAS Scores in Reading	Reading	1.9	0.5	
Districtwide EVAAS Scores in Math	Math	2.8	-0.5	

College and Career Readiness:

% Students Enrolling in Higher Education Within 1 Year of High School Graduation	59		
% Students at or above standard on the SAT/ACT Reading & Math Sections Combined	20		
% Students at or above benchmark score on the PSAT	13.8	13.6	21.4

Graduation & Dropout

Four-Year Cohort Graduation Rate	81.2		
Percent of Students (in a High School Cohort) Who Dropped Out	10.8		

Perception Survey - Rigorous Education

Percent of Parents Satisfied with Rigorous Education	Not Applicable	
Percent of Students Who Feel Challenged with Coursework		

Students

Percent of Students Satisfied with Teachers Having High Expectations	Not Applicable	
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Parents

Percent of Parents Satisfied with Consistent Education	Not Applicable	
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Teachers

Percent of Highly Effective Teachers Who are Retained	91	87.2	
Percent of Ineffective Teachers Who are Exited	18	20.3	

Principals

Percent of Principals Satisfied with Central Office Services	Not Applicable	
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Levels of Offenses

# of Level III Offenses - Suspension/Optional Removal to Disciplinary Alternative Education Program	5,884	4,987	
# of Level IV Offenses - Required Placement in a Disciplinary Alternative Education Program	1,286	1,173	
# of Level V Offenses - Expulsion for Serious Offenses	87	68	
# of Number of Bullying Incidents	151	125	

Perception Survey - Safety and Environment

Percent of Parents Satisfied with Safety	Not Applicable	
Percent of Parents Satisfied with Environment		
Percent of Students Satisfied with Safety		
Percent of Students Satisfied with Environment		
Percent of Teachers Satisfied with Safety		
Percent of Teachers Satisfied with Environment		
Percent of Principals Satisfied with Safety		
Percent of Principals Satisfied with Environment		

Consistency

Safety and Environment



Board Monitoring System: PSAT

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.

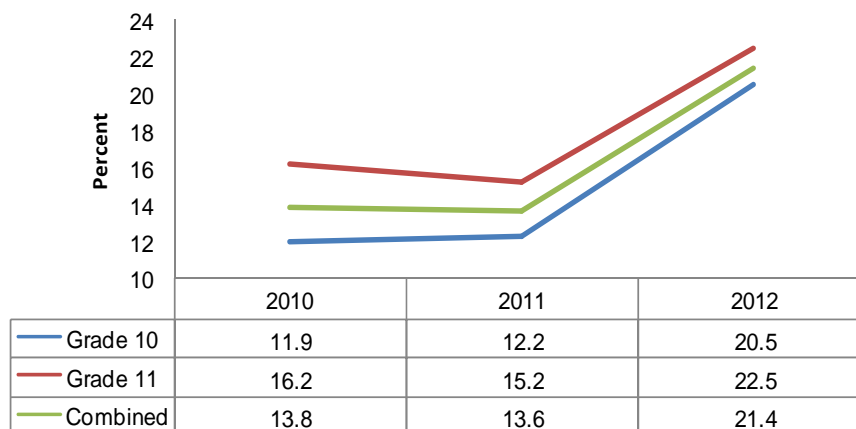
For both sophomores and juniors, the PSAT/NMSQT benchmarks are the scores associated with a 65-percent likelihood of achieving a first year college grade point average of 2.67 or higher. For 2012, the score needed for juniors has been identified as a combined score (reading, mathematics, and writing) of 142, and the combined score for sophomores is 133. Currently, there is no benchmark score for freshmen. For 2010 and 2011, the College Board College Readiness Benchmark for sophomores was a combined score of 145, and the benchmark for juniors was 152.

Board Monitoring Scorecard				
Rigorous Education	Student Achievement: College and Career Readiness	2010–2011	2011–2012	2012–2013*
	Students Scored at or above benchmark scores on the PSAT (as recommended by the College Board)	13.8%	13.6%	21.4%
*Revised 2012 College Board Readiness Standards				

Findings

- The 2010–2012 PSAT performance of sophomores, juniors, and combined grade levels was evaluated in terms of the College Board College Readiness Benchmark set for the corresponding year, and results are presented in **Figure 1**.
- The percentage of students in combined grades 10 and 11 meeting the College Board Readiness Benchmark jumped from 13.6 in 2011 to 21.4 in 2012. This increase is largely due to the College Board revising the standards in 2012.

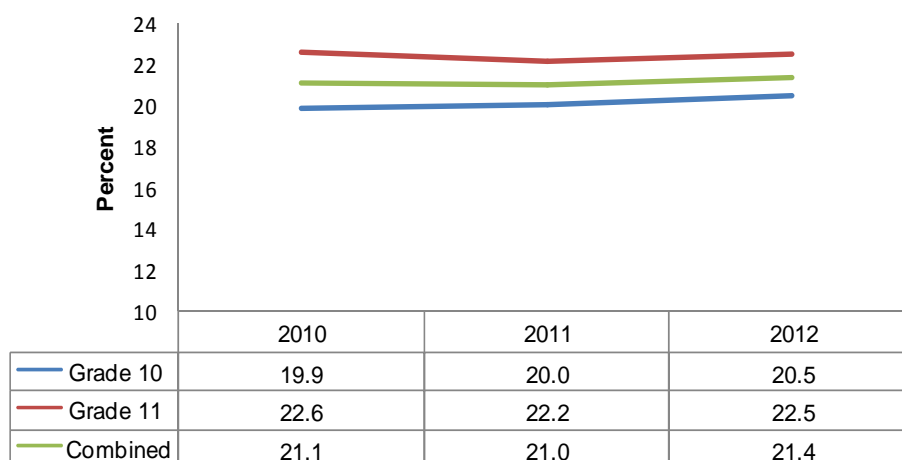
Figure 1: Percent Meeting College Readiness Benchmark*, 2010-2012



**Percentages meeting the benchmarks published for that year are shown.*

- The percentage of combined 10th and 11th graders who met the College Readiness Benchmark, according to the 2012 standards, has increased slightly over the past three years from 21.1 in 2010 to 21.4 in 2012 (**Figure 2**).

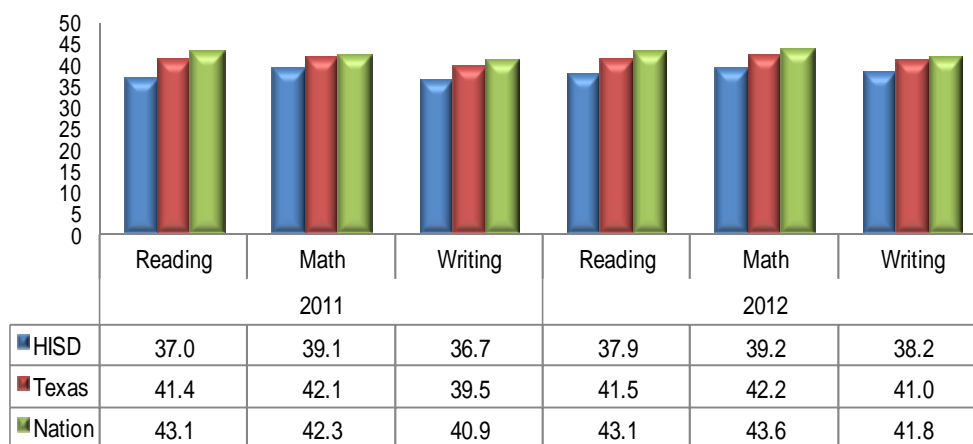
Figure 2: Percent Meeting College Readiness Benchmark, Using 2012 Standards* 2010-2012



**Percentages recalculated for comparison purposes to 2012 standards.*

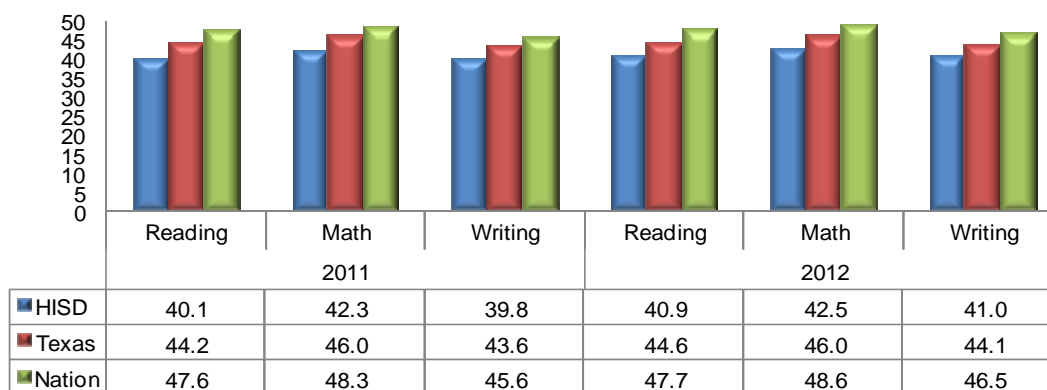
- When comparing the performance of HISD sophomores from 2011 to 2012, the mean reading and mathematics scores increased by 0.9 and 0.1 points, respectively. The mean writing score went up 1.5 points. Scores for sophomores in the state of Texas increased in all testing subjects over the same time period. Likewise, the national average scores for sophomores increased in mathematics and writing. Since the fall of 2011, HISD sophomores have narrowed the gap between their performance and that of their state counterparts in all subjects. Compared to national performance, HISD sophomores narrowed the performance gap in all subjects but mathematics from 2011 to 2012 (**Figure 3**).

Figure 3: Mean PSAT Scores of 10th Grade Students in HISD, Texas, and the Nation, Fall 2011 and 2012



- The average performance of HISD juniors in the fall of 2012 increased 0.8 points in reading from 2011, increased 0.2 points in mathematics, and up 1.2 in writing. Scores for juniors in the state of Texas increased in reading and writing, and nationally, increased in all testing subjects. Since the fall of 2011, HISD juniors have narrowed the gap between their performance and that of their state counterparts in all subjects. Compared to national performance, HISD juniors narrowed the performance gap in reading and writing from 2011 to 2012 (**Figure 4**).

Figure 4: Mean PSAT Scores of 11th Grade Students in HISD, Texas, and the Nation, Fall 2011 and 2012



- **Table 1** illustrates PSAT performance by student group and grade level beginning in 2003. For tested sophomores, the highest mean reading score was obtained in 2012 (37.9) while the lowest occurred in 2003 (36.1). For math, the highest score was obtained in 2010 (40.2), while the lowest occurred in 2003 (37.2). Regarding writing, the highest score was obtained in 2004 (42.4), while the lowest occurred in 2010 (35.5).
- For tested juniors, the highest mean reading score was obtained in 2006 (41.5), while the lowest occurred in 2004 (39.3). For math, the highest score was obtained in 2010 (43.4), while the lowest occurred in 2003 (40.7). Regarding writing, the highest score was obtained in 2004 (45.3), while the lowest occurred in 2010 (38.8). Though freshmen began testing in 2010, there has been a static, or increased, yearly performance in reading and writing.

Table 1: PSAT Mean Reading, Math, and Writing Scores by Student Group: Freshmen, Sophomores, and Juniors, Fall 2003-2012

Year	9th Grade			10th Grade			11th Grade		
	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
2003	Not Tested			36.1	37.2	41.4	39.7	40.7	44.4
2004				36.3	38.3	42.4	39.3	41.7	45.3
2005				37.3	38.5	41.6	40.2	41.5	44.2
2006				37.5	39.2	36.6	41.5	42.8	40.7
2007				36.9	38.7	37.1	40.7	42.5	40.7
2008				36.3	39.5	37.4	39.8	42.6	41.0
2009				37.2	39.8	37.2	40.0	43.1	40.1
2010	34.7	37.8	33.6	37.1	40.2	35.5	40.4	43.4	38.8
2011	34.7	36.1	35.0	37.0	39.1	36.7	40.1	42.3	39.8
2012	36.2	36.9	36.3	37.9	39.2	38.2	40.9	42.5	41.0

Source: PSAT/NMSQT 2012-2013 Report, Appendix Table 1

- **Table 2** shows the combined mean reading, math, and writing scores for freshmen, sophomores, and juniors for the fall of 2011 and 2012. When comparing overall performance from the fall of 2011 to the fall of 2012, it was found that for the 40 campuses with results for both years, 35 campuses (88 percent) showed an improvement in reading scores, 24 campuses (60 percent) showed an increase in mathematics scores, and 33 campuses (83 percent) showed improvement in writing scores.

Table 2: PSAT Mean Reading, Math, and Writing Scores by School: Combined Freshmen, Sophomores and Juniors 2011 & 2012

School	Reading		Math		Writing	
	2011	2012	2011	2012	2011	2012
Austin	32.7	34.0	35.8	36.3	32.9	34.4
Bellaire	44.1	44.6	45.5	45.7	43.5	44.6
Carnegie Vanguard	55.7	56.3	56.3	56.7	52.8	55.7
CEP/Beechnut Acad.	30.4	32.7	34.2	32.1	32.4	31.8
Challenge	46.0	45.5	46.8	47.2	45.8	46.4
Chavez	34.3	35.7	37.0	38.1	34.6	36.7
CLC HS	32.1	**	34.3	**	33.5	**
Davis	33.1	35.3	35.8	36.9	33.8	35.5
DeBakey	51.5	52.8	57.2	56.5	51.2	52.9
East Early College	42.7	43.0	46.5	47.6	43.4	45.1
Eastwood	40.4	41.7	43.1	44.7	40.6	42.2
Empowerment	40.0	37.9	40.3	38.7	39.2	39.0
Energ. for STEM Aca.	38.7	37.2	40.2	39.2	37.9	36.8
E-STEM West HS	32.4	34.4	37.3	38.5	34.9	36.0
Furr	32.9	34.7	35.3	36.2	33.7	34.9
Hope Academy	30.4	31.3	30.3	30.7	30.0	28.0
Houston Acad. Int'l	41.4	41.9	42.3	42.2	40.7	42.5
Houston M/S/T	32.3	34.1	35.2	35.2	33.0	34.2
HSLECJ	40.0	40.3	40.6	40.8	39.7	40.6
HSPVA	50.5	50.5	48.8	50.0	48.6	51.1
Jones	32.2	32.8	33.7	33.7	32.3	31.7
Jordan, Barbara	35.5	36.5	37.6	38.8	36.0	37.1
Kashmere	30.9	32.8	32.2	31.9	31.5	31.7
Lamar	42.9	43.0	43.2	43.3	41.4	42.9
Lee	32.8	33.9	35.6	35.1	32.6	34.0
Madison	33.2	34.0	35.0	34.6	33.1	33.7
Milby	33.8	34.7	36.1	36.8	33.9	34.7
Mt. Carmel Academy	38.2	39.6	37.9	38.5	37.7	39.5
New Aspirations	33.2	**	35.0	**	33.3	**
North Houston EC	40.3	40.3	44.2	43.6	41.2	41.1
Reagan	36.5	37.6	38.5	38.6	36.5	38.0
Scarborough	33.3	34.3	35.4	34.7	33.3	34.5
Sharpstown HS	32.2	33.7	35.6	35.5	33.2	33.5
Sharpstown Internatl.	34.0	36.3	36.6	38.6	34.6	37.4
Sterling	33.1	33.4	34.6	32.7	32.9	33.0
Waltrip	35.9	37.0	37.8	37.7	36.4	37.2
Washington	34.2	35.1	35.5	36.4	33.9	34.7
Westbury	33.6	34.7	34.4	34.6	33.8	34.6
Westside	40.9	41.5	41.4	41.7	39.6	41.1
Wheatley	31.7	33.3	33.4	33.0	31.9	32.6
Worthing	32.3	33.0	33.0	33.1	32.3	33.2
Yates	32.9	34.9	33.6	34.0	33.3	34.2
Young Men's Coll Prep	**	39.6	**	43.6	**	37.6
Young Women's Coll Prep	**	39.0	**	39.4	**	39.8
HISD	37.0	38.1	38.9	39.2	36.9	38.2

* Fewer than 5 students tested. ** No test data for campus.

Source: PSAT/NMSQT 2012-2013 Report, Table 14

- The level of participation for all grade levels decreased from 2011 to 2012. Freshmen participation decreased from 84.2 percent in 2011 to 81.7 percent in 2012. Sophomore participation decreased 89.6 percent in 2011 to 86.1 percent in 2012. Junior participation decreased from 82.7 percent in 2011 to 80.6 percent in 2012. The participation rate for all tested students combined decreased from 85.5 percent in 2011 to 82.8 percent in 2012, in the tenth year of the district initiative (**Table 3**).

Table 3: PSAT Participation Rates: HISD Freshman, Sophomores, Juniors, & Combined for Fall 2011 and 2012						
Grade	<u>2011</u>			<u>2012</u>		
	N Enrolled	N Tested	% Tested	N Enrolled	N Tested	% Tested
9th	14,623	12,312	84.2	14,680	11,992	81.7
10th	11,870	10,632	89.6	12,065	10,384	86.1
11th	11,076	9,162	82.7	10,864	8,752	80.6
Combined	37,569	32,106	85.5	37,609	31,128	82.8

*Note: Enrollment data reflect PEIMS resubmission.
Source: PSAT/NMSQT 2012-2013 Report, Table 1*

Table 4 presents the percentages of test takers from each high school that took part in the PSAT for the past two years.

- During the fall of 2012, 90 percent of the schools who tested freshmen had participation rates of 75 percent or higher. When comparing the participation rates from fall 2011 to the fall of 2012, it was found that of the 39 schools that tested freshman in both years, 19 schools showed improved participation rates or remained at 100 percent.
- Of the schools that tested sophomores in 2012, 90 percent had a sophomore participation rate of 75 percent or higher. When comparing the participation rates from fall 2011 to the fall of 2012, it was found that of the 40 schools that tested sophomores in both years, 17 schools showed improved participation rates or remained at 100 percent.
- In the fall of 2012, 92 percent of schools that tested juniors had a participation rate of 75 percent or higher. When comparing the participation rates from fall 2011 to the fall of 2012, it was found that out of the 38 schools who participated in both years, 18 schools showed improved participation rates for juniors, or remained at 100 percent.

Table 4: PSAT Participation Rates of Freshmen, Sophomores, and Juniors, Fall 2011 & 2012

School	Freshmen		Sophomores		Juniors		Combined	
	<u>2011</u>	<u>2012</u>	<u>2011</u>	<u>2012</u>	<u>2011</u>	<u>2012</u>	<u>2011</u>	<u>2012</u>
	% Tested	% Tested	% Tested	% Tested	% Tested	% Tested	% Tested	% Tested
Austin	93.6	91.5	90.4	91.5	97.7	90.5	93.8	91.2
Bellaire	93.1	88.9	88.4	78.1	59.2	57.1	80.7	76.5
Carnegie Vanguard	99.0	99.1	100.0	100.0	99.2	100.0	99.3	99.6
CEP/Beechnut Acad.	*	*	71.6	45.5	*	*	19.7	10.3
Challenge	97.6	98.4	97.5	98.4	99.0	98.2	98.0	98.3
Chavez	89.8	89.5	90.4	92.6	91.0	82.3	90.3	88.6
CLC HS	87.1	**	162.5	**	90.0	**	100.0	**
Davis	89.0	83.8	87.8	82.9	90.5	77.7	89.1	81.8
DeBakey	101.1	100.0	99.0	99.5	99.5	100.0	100.0	99.8
East Early College HS	100.0	98.4	100.0	99.2	91.7	97.3	97.5	98.3
Eastwood	98.1	100.0	100.0	99.1	99.0	99.0	99.0	99.4
Empowerment	97.7	105.9	100.0	94.7	97.7	100.0	98.2	98.4
Energ. for STEM Aca.	92.3	100.0	100.0	100.0	103.1	100.0	100.0	100.0
E-STEM West HS	100.0	76.0	90.0	78.8	96.4	79.6	95.9	77.6
Furr	74.5	78.6	87.6	84.7	71.5	77.1	77.5	80.4
Hope Academy	76.9	54.5	86.8	63.0	5.9	*	57.1	31.5
Houston Acad. Int'l.	97.6	98.3	99.1	100.0	98.8	100.0	98.5	99.4
Houston Math/Sci/Tec	88.7	89.2	88.4	86.9	89.9	88.9	89.0	88.3
HSLECJ	97.4	97.2	100.0	100.0	96.7	93.8	98.1	97.0
HSPVA	98.0	98.9	98.9	97.4	98.7	95.4	98.5	97.3
Jones	71.4	76.3	109.8	86.1	79.6	89.1	83.0	82.5
Jordan, Barbara	94.0	95.4	97.0	100.5	98.1	96.5	96.5	97.3
Kashmere	74.4	68.9	86.6	67.5	82.1	72.2	80.2	69.2
Lamar	93.6	92.0	92.3	91.4	89.4	89.1	92.0	90.8
Lee	75.2	89.8	91.2	92.4	92.5	94.8	85.4	92.2
Madison	80.0	84.6	83.5	82.6	85.1	77.1	82.7	81.8
Milby	87.7	87.2	106.7	98.6	84.4	89.6	92.4	91.4
Mt. Carmel Acad.	93.8	97.8	101.1	97.4	97.4	96.9	97.4	97.4
New Aspirations	36.0	**	38.2	**	37.9	**	37.5	**
North Houston EC	98.3	99.2	97.3	98.0	95.7	103.2	97.2	100.0
Reagan	92.2	90.9	95.9	95.9	92.3	93.5	93.5	93.2
Scarborough	89.6	88.8	78.7	79.3	88.1	87.7	85.6	85.5
Sharpstown HS	92.3	81.8	92.6	93.2	88.5	91.1	91.3	88.0
Sharpstown Internatl.	98.0	94.8	97.0	100.0	97.1	96.4	97.4	96.7
Sterling	75.6	46.3	72.8	86.1	67.9	82.5	72.6	68.0
Waltrip	88.6	90.1	95.2	90.2	87.7	90.3	90.6	90.2
Washington	81.5	76.5	75.2	89.3	85.2	82.6	80.6	82.0
Westbury	87.0	83.7	92.9	92.6	87.5	87.9	89.1	88.0
Westside	90.9	90.0	93.8	93.0	86.7	82.3	90.6	88.4
Wheatley	64.0	73.1	81.3	74.9	69.6	74.5	70.9	74.1
Worthing	87.5	76.7	80.8	81.5	79.2	78.9	83.0	78.8
Yates	77.2	81.9	86.7	83.3	82.2	91.2	81.6	84.9
Young Men's Coll Prep	**	100.0	**	100.0	**	*	**	100.0
Young Women's Coll Prep	**	94.9	**	96.8	**	*	**	95.9
HISD	84.2	81.7	89.6	86.1	82.7	80.6	85.5	82.8

*Campus did not test at indicated grade level. ** No test data for campus. Note: Participation rates greater than 100 are a result of comparing the testing file to the Fall PEIMS snapshot enrollment file. Source: PSAT/NMSQT 2012-2013 Report, Table 6

ADMINISTRATIVE RESPONSE

After a review of the 2012-2013 Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT) report, the department of College and Career Readiness has the following response:

In the area of **College Readiness**, we have provided all high school campus test coordinators which include administrators, counselors, college access coordinators and instructional specialists with 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 we intend 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**, we will continue to work 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**, we are concerned about the number of eligible special education students in the test administration. To improve in this area, we 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.