

# REPORT FROM THE SUPERINTENDENT

Office of the Superintendent of Schools  
Board of Education Meeting of August 11, 2016

**SUBJECT: BOARD MONITORING UPDATE: STAAR 3–8 READING AND MATH PERFORMANCE**

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 2015–2016 school year, specifically the percentage of students who scored at the Unsatisfactory, Satisfactory, and Advanced Levels on the State of Texas Assessment of Academic Readiness (STAAR) in reading and math for grades 3–8.



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

As of July 27, 2016

## 2015-2016 School Year

		2013-2014	2014-2015	2015-2016
<b>Student Achievement</b>				
<b>Rigorous Education</b>	Percent of Students at Level III - Advanced Academic Performance STAAR Standard (3-8) Reading	15.7	17.5	18.7
	Percent of Students at Level II - Satisfactory Academic Performance STAAR Standard (3-8) Reading	68.7	66.4	66.4
	Percent of Students at Level I - Unsatisfactory Academic Performance STAAR Standard (3-8) Reading	31.3	33.6	33.6
	Percent of Students at Level III - Advanced Academic Performance STAAR Standard (3-8) Math	16.0	14.1	17.0
	Percent of Students at Level II - Satisfactory Academic Performance STAAR Standard (3-8) Math	68.6	69.0	69.3
	Percent of Students at Level I - Unsatisfactory Academic Performance STAAR Standard (3-8) Math	31.4	31.0	30.7
	Percent of Students at Level III - Advanced Academic Performance STAAR EOC (9-12) ELA I & II	4.9	5.4	
	Percent of Students at Level II - Satisfactory Academic Performance STAAR EOC (9-12) ELA I & II	53.9	51.0	
	Percent of Students at Level I - Unsatisfactory Academic Performance STAAR EOC (9-12) ELA I & II	46.1	49.0	
	Percent of Students at Level III - Advanced Academic Performance STAAR EOC (9-12) Algebra I	6.6	8.3	
	Percent of Students at Level II - Satisfactory Academic Performance STAAR EOC (9-12) Algebra I	68.1	65.3	
	Percent of Students at Level I - Unsatisfactory Academic Performance STAAR EOC (9-12) Algebra I	31.9	34.7	
	Percent of Students at Level III - Advanced Academic Performance STAAR EOC (7-8) Algebra I	50.1	60.9	
	Percent of Students at Level II - Satisfactory Academic Performance STAAR EOC (7-8) Algebra I	98.6	98.8	
	Percent of Students at Level I - Unsatisfactory Academic Performance STAAR EOC (7-8) Algebra I	1.4	1.2	
	Percent of Students at or above 50th percentile on Norm Reference Test in Grades 1-5 Reading (LA Total)	51.2		
	Percent of Students at or above 50th percentile on Norm Reference Test in Grades 1-5 Math (Math Total)	60.6		
	Percent of Students at or above 50th percentile on Norm Reference Test in Grades 6-8 Reading	37.1		
	Percent of Students at or above 50th percentile on Norm Reference Test in Grades 6-8 Math	53.2		
	Districtwide EVAAS Growth Measure Scores in Reading (Grades 3-8)	Reading	-0.1	
Districtwide EVAAS Growth Measure Scores in Math (Grades 3-8)	Math	0.2		
<b>College and Career Readiness</b>				
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		20.4	21.5	
<b>Graduation &amp; Dropout</b>				
Four-Year Cohort Graduation Rate		81.8		
Four-Year Cohort Dropout Rate		10.8		
<b>Perception Survey - Rigorous Education</b>				
Percent of Parents Satisfied with Rigorous Education		93		
Percent of Students Who Feel Challenged with Coursework		70		
<b>Students</b>				
Percent of Students Satisfied with Teachers Having High Expectations		91		
<b>Teachers</b>				
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	
<b>Parents</b>				
Percent of Parents Satisfied with Consistent Education		88		
<b>Principals</b>				
Percent of Principals Satisfied with Central Office Services		71		
<b>Levels of Offenses</b>				
Number of Level III Offenses-Suspension/Optional Removal to Disciplinary Alternative Education		5,800		
Number of Level IV Offenses - Required Placement in a Disciplinary Alternative Education Program		1,160		
Number of Level V Offenses - Expulsion for Serious Offenses		42		
Number of Bullying Incidents		168		
<b>Perception Survey - Safety and Environment</b>				
Percent of Parents Satisfied with Safety		90		
Percent of Parents Satisfied with Environment		91		
Percent of Students Satisfied with Safety		76		
Percent of Students Satisfied with Environment		72		
Percent of Teachers Satisfied with Safety		80		
Percent of Teachers Satisfied with Environment		70		
Percent of Principals Satisfied with Safety		95		
Percent of Principals Satisfied with Environment		91		

• Adjusted to one decimal place to match report.



## Board Monitoring System: STAAR 3–8 Performance

### 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 Level III - Advanced Academic Performance, Level II - Satisfactory Academic Performance and Level I – Unsatisfactory Performance in reading and math on the State of Texas Assessments of Academic Readiness (STAAR).

Board Monitoring Scorecard					
	Student Achievement:	Subject	2013–2014	2014–2015	2015–2016
Rigorous Education	Percent of Students at Level III - <b>Advanced</b> Academic Performance STAAR Standard (3–8)	<b>READING</b>	15.7	17.5	18.7
	Percent of Students at Level II - <b>Satisfactory</b> Academic Performance STAAR Standard (3–8)	<b>READING</b>	68.7	66.4	66.4*
	Percent of Students at Level I - <b>Unsatisfactory</b> Academic Performance STAAR Standard (3–8)	<b>READING</b>	31.3	33.6	33.6*
	Percent of Students at Level III - <b>Advanced</b> Academic Performance STAAR Standard (3–8)	<b>MATH</b>	16.0	14.1	17.0
	Percent of Students at Level II - <b>Satisfactory</b> Academic Performance STAAR Standard (3–8)	<b>MATH</b>	68.6	69.0	69.3*
	Percent of Students at Level I - <b>Unsatisfactory</b> Academic Performance STAAR Standard (3–8)	<b>MATH</b>	31.4	31.0	30.7*

\*Progression standard

Note: Excludes STAAR M, A, Alt., and Alt. 2 results. Includes Spanish testers.

#### 2016 STAAR Grade 3–8 Key Findings (English and Spanish Versions Combined):

- The Level II Satisfactory standard changed in 2015–2016 and will continue to increase until the Final Recommended standard is reached in 2021–2022. Even with the higher standard, the percentage of students meeting the Level II Satisfactory remained the same in reading and increased by 0.3 percentage points in math from 2014–2015 to 2015–2016.
- The percentage of students performing at the advanced level is the highest it has been over the last three years.
- The percentage of students meeting the Level II Satisfactory standard in reading increased in grades 4 and 8, declined in grades 3, 5, and 6, and remained the same in grade 7.

- The percentage of students meeting the Level II Satisfactory standard in math increased in grades 4, 6, and 7 and declined in grades 3, 5, and 8.
- When comparing the 2012 STAAR gap results to the 2016 gap results, the student performance gaps appear to be widening between White, African American, and Hispanic students for almost all grades over time.
- Of all students taking the STAAR A assessment, 11 percent met the Level II Satisfactory standard in reading and 13 percent met the Level II Satisfactory standard in math.
- Of all students taking the STAAR Alternate 2 assessment, 87 percent met the Level II standard in reading and 90 percent met the Level II standard in math.
- Of all English Language Learners (ELL) who took the STAAR English or Spanish test version, 48 percent met the Level II Satisfactory standard in reading and 63 percent met the Level II Satisfactory standard in math.

### **Administrative Response:**

#### **Elementary Curriculum and Development**

In response to the grades 3–5 STAAR results, Elementary Curriculum and Development will implement the following actions to support campuses and increase student achievement:

1. Elementary Curriculum and Development is organized for the 2016–2017 school year to provide high-quality, responsive, and customized support for each geographic region in order to ensure aligned, rigorous, and engaging instruction takes place on all elementary campuses. Key content leaders are in place to ensure HISD curriculum, instructional resources, formative assessments, and professional learning are aligned to district and state standards to increase student achievement.
2. Provide customized principal and teacher professional learning to support the implementation of *Literacy By 3* best practices with an emphasis on comprehension of complex text to increase reading achievement. The department will expand teacher development to implement the Writer’s Workshop framework across the district.
3. Deepen efforts to identify student reading strengths and weaknesses to inform differentiated instruction using Benchmark Running Records, iStation reading assessment, and standards-based formative assessments.
4. Partner with the Multilingual department to create systems, practices, and supports for ELL students.
5. Collaborate with School Offices to create networks in order for principals and teachers to share best practices, look at student work, analyze formative assessment, plan and implement engaging instruction aligned and grounded in the district curriculum, and collaborate as a part of professional learning communities. Elementary Teacher Development Specialists will be deployed in geographic areas to provide:
  - Instructional coaching
  - Peer observation
  - Formative assessment collaboration
  - Data-driven instruction
  - Collaborative lesson planning
6. Partner with School Offices and the Office of School Leadership to build teacher and school leader capacity to implement district curriculum, increase teacher content knowledge and instructional practices, and ongoing systems to monitor student achievement.

7. Develop cross-functional systems and practices in partnership with the Office of Special Education and Student Support to ensure practices and just-in-time interventions take place for at-risk learners to address and close achievement gaps.
8. Continue to review assessment results and identifying elementary campuses with significant gains in reading, writing, math, and science to determine elements that contributed to success and to share and replicate best practices.

### **Secondary Curriculum and Development**

While the Secondary Curriculum and Development team celebrates gains in 8<sup>th</sup> grade Reading scores, it is acknowledged that more work needs to be done around literacy and mathematical competencies for all learners in all grade levels. Increased calculator training for teachers will be a priority in 2016–2017, specifically targeting grade 8 TEKS. Scopes and sequences for math are being reorganized to place difficult concepts, including geometry in 8<sup>th</sup> grade, within the first semester allowing for more spiraling and acceleration throughout the year. “Literacy in the Middle” implementation, in fall 2016, will increase the focus of reading, writing, and small group instruction in all content areas so that all students will experience gains in academic achievement. Master Course development will expand to include middle grades in 2016–2017, providing all HISD teachers with student-facing courses, demonstrating best instructional practices for all learners.

### **Elementary and Secondary School Offices**

- The increase in both reading and math scores in some grade levels at the final recommended passing standard indicate that teachers are responding to the rigor of STAAR and students are mastering at the increased levels.
- More professional development needs to be done in both reading and math to assist teachers with teaching to mastery. Teachers need to have the tools necessary to scaffold student learning when students struggle with new concepts.
- In August, campuses began to implement individualized learning plans to address skill deficits early in the year and to accelerate learning rather than remediate failure.
- Monitoring and improving quality ESL programming will continue in 2016–2017. With the exception of Mark White Elementary, which will be French Immersion, no other dual language programs will be added in 2016–2017. There will be a focus on ensuring that all dual programs are being executed with fidelity.
- School offices are dissecting the data to identify campuses that excel with closing the achievement gap for various demographic groups. Best practices at these campuses will be noted and shared.
- In math, African American and Hispanic students in some grade levels showed progress towards closing the achievement gap.
- There were still significant gaps in the proportion of students who met standard across racial/ethnic groups. Therefore continued professional development is needed for campus leaders and teachers to ensure Hispanic and African American student needs are met as compared to their White counterparts.
- The School Office and the Curriculum department will continue to work with campus leaders and teachers to effectively unpack and implement the new Math TEKS at both the elementary and secondary levels.
- More professional development is needed in the area of differentiation.
  - In reading, teachers need to improve their abilities to choose texts that align so that all students will be able to exhibit concept mastery with a “just right book”.
    - There is an increase of informational text being utilized in the classroom.

- In math, teachers need to continue teaching the lesson at the appropriate level of rigor and support new learning for those that are struggling, while deepening learning for those that have already demonstrated mastery.
- The School Office and the Curriculum department will continue to build on work of Literacy by 3 in the Elementary to Literacy in the Middle School for 2016–2017 and moving forward. Literacy in the Middle will:
  - Address the key components of reading, writing, speaking, listening and thinking critically in all core areas.
  - Provide authentic opportunities for all students to write in all core areas.
  - Expand the quantity and quality of student time with authentic texts.
  - Model best strategies around four key components: read alouds, independent reading, small group instruction and writing instruction.
  - And assure that students build and maintain their literacy skills while increasing their content knowledge.

### **Office of Special Education Services**

The Office of Special Education Services will continue its commitment to improve outcomes for students with disabilities by:

- Providing guidance to relevant staff on increasing the participation of students with disabilities in the standard curriculum.
- Increasing the number of students who access grade level curriculum through the use of Universal Design for Learning strategies and student specific accommodations.
- Utilizing Goalbook to create Individualized Education Program goals that are aligned with grade level curriculum (TEKS).
- Creating a Full Individual Evaluation summary page to inform teachers of student's cognitive strengths and instructional strategies to support those strengths.
- Implementing restorative discipline practices for students with and without disabilities to increase student engagement and participation in academic opportunities.

**Table 1. HISD STAAR English and Spanish Combined Comparing 2012 and 2016^  
Gap Analysis by Grade Level and Subject  
Percent Met Level II: Student Standard**

Grade Level	2012 STAAR Reading % Met Phase-in 1 Std.			2016 STAAR Reading % Met 2016 Student Std.			5 yr. Gap Change 2012 to 2016
	White	Af. Amer.	Percentage Point Gap	White	Af. Amer.	Percentage Point Gap	
Grade 3	89%	62%	27	90%	56%	34	<b>7 %pt. increase</b>
Grade 4	92%	63%	29	89%	63%	26	<b>3 %pt. decrease</b>
Grade 5	90%	68%	22	91%	57%	34	<b>12 %pt. increase</b>
Grade 6	90%	64%	26	89%	56%	33	<b>7 %pt. increase</b>
Grade 7	91%	67%	24	88%	59%	29	<b>5 %pt. increase</b>
Grade 8	93%	73%	20	92%	70%	22	<b>2 %pt. increase</b>
	White	Hispanic	Percentage Point Gap	White	Hispanic	Percentage Point Gap	5 yr. Gap Change
Grade 3	89%	71%	18	90%	66%	24	<b>6 %pt. increase</b>
Grade 4	92%	71%	21	89%	68%	21	no change
Grade 5	90%	70%	20	91%	62%	29	<b>9 %pt. increase</b>
Grade 6	90%	64%	26	89%	59%	30	<b>4 %pt. increase</b>
Grade 7	91%	67%	24	88%	61%	27	<b>3 %pt. increase</b>
Grade 8	93%	74%	19	92%	70%	22	<b>3 %pt. increase</b>
Grade Level	2012 STAAR Mathematics % Met Phase-in 1 Std.			2016 STAAR Mathematics % Met 2016 Student Std.			5 yr. Gap Change 2012 to 2016
	White	Af. Amer.	Percentage Point Gap	White	Af. Amer.	Percentage Point Gap	
Grade 3	85%	50%	35	91%	55%	36	<b>1 %pt. increase</b>
Grade 4	86%	51%	35	90%	55%	35	no change
Grade 5	89%	64%	25	92%	57%	35	<b>10 %pt. increase</b>
Grade 6	90%	64%	26	91%	61%	30	<b>4 %pt. increase</b>
Grade 7	71%	42%	29	86%	55%	31	<b>2 %pt. increase</b>
Grade 8	88%	62%	26	81%	57%	24	<b>2 %pt. decrease</b>
	White	Hispanic	Percentage Point Gap	White	Hispanic	Percentage Point Gap	5 yr. Gap Change
Grade 3	85%	66%	19	91%	71%	20	<b>1 %pt. increase</b>
Grade 4	86%	68%	18	90%	71%	19	<b>1 %pt. increase</b>
Grade 5	89%	77%	12	92%	73%	19	<b>7 %pt. increase</b>
Grade 6	90%	74%	16	91%	73%	18	<b>4 %pt. increase</b>
Grade 7	71%	56%	15	86%	67%	19	<b>4 %pt. increase</b>
Grade 8	88%	71%	17	81%	64%	17	<b>1 %pt. increase</b>

Grade Level	2012 STAAR Subject % Met Phase-in 1 Std.			2016 STAAR Subject % Met 2016 Student Std.			5 yr. Gap Change 2012 to 2016
	White	Af. Amer.	Percentage Point Gap	White	Af. Amer.	Percentage Point Gap	
Gr. 4 Writing	89%	64%	25	85%	57%	28	<b>3 %pt. increase</b>
Gr. 7 Writing	88%	64%	24	86%	58%	28	<b>4 %pt. increase</b>
Gr. 5 Science	89%	60%	29	91%	56%	35	<b>6 %pt. increase</b>
Gr. 8 Science	88%	58%	30	89%	61%	28	<b>2 %pt. decrease</b>
Gr. 8 Soc. St.	82%	46%	36	81%	48%	33	<b>3 %pt. decrease</b>
	White	Hispanic	Percentage Point Gap	White	Hispanic	Percentage Point Gap	4 yr. Gap Change
Gr. 4 Writing	89%	68%	21	85%	61%	24	<b>3 %pt. increase</b>
Gr. 7 Writing	88%	63%	25	86%	60%	26	<b>1 %pt. increase</b>
Gr. 5 Science	89%	68%	21	91%	68%	23	<b>2 %pt. increase</b>
Gr. 8 Science	88%	65%	23	89%	68%	21	<b>2 %pt. decrease</b>
Gr. 8 Soc. St.	82%	49%	33	81%	55%	26	<b>7 %pt. decrease</b>

^STAAR results only; does not include Accommodated, L, M, Alternate, or Alternate 2 results  
2016 testers were held to a higher passing standard than 2012 testers, and new mathematics TEKS were introduced in 2015. All comparisons in the above table should be interpreted with caution.  
Source: TEA Pearson Analytic Tool, previous years; 2016 TEA-ETS district Updated summary reports, STAAR 3–8: July 11, 2016, STAAR 5 and 8 Reading and Mathematics: June 21, 2016

**Table 2. HISD STAAR English and Spanish Combined  
by Subject and Grade Level: 2016 (Spring Administration)  
Number Tested and Percent Met Level II: 2016 Student Standard  
Students with Disabilities – Grades 3–8^**

2016 STAAR by Grade Level and Subject	STAAR English Only		STAAR Spanish Only		STAAR (A) Accommodated Only		STAAR (Alt. 2) Alternate 2 Only		STAAR (Eng. & Span.), A, and Alt. 2 Combined Totals	
	# Tested	% Met	# Tested	% Met	# Tested	% Met	# Tested	% Met	# Tested	% Met
Gr. 3 Reading	640	33%	138	29%	189	7%	244	83%	1,211	39%
Gr. 4 Reading	715	30%	62	23%	323	8%	301	87%	1,401	37%
Gr. 5 Reading	956	28%	3	*	357	6%	234	85%	1,550	32%
Gr. 6 Reading	585	19%	--	--	412	7%	246	88%	1,243	29%
Gr. 7 Reading	660	20%	--	--	394	11%	237	89%	1,291	30%
Gr. 8 Reading	685	26%	--	--	394	14%	219	89%	1,298	33%
<b>HISD Gr. 3-8 Reading Totals</b>	<b>4,241</b>	<b>26%</b>	<b>203</b>	<b>28%</b>	<b>2,069</b>	<b>9%</b>	<b>1,481</b>	<b>87%</b>	<b>7,994</b>	<b>33%</b>
Gr. 3 Math	654	37%	128	33%	183	8%	243	89%	1,208	43%
Gr. 4 Math	733	34%	61	41%	302	10%	301	91%	1,397	42%
Gr. 5 Math	968	35%	3	*	343	10%	235	90%	1,549	37%
Gr. 6 Math	615	29%	--	--	377	18%	246	93%	1,238	38%
Gr. 7 Math	690	24%	--	--	361	6%	236	93%	1,287	31%
Gr. 8 Math	706	25%	--	--	357	11%	218	86%	1,281	31%
<b>HISD Gr. 3-8 Math Totals</b>	<b>4,366</b>	<b>31%</b>	<b>192</b>	<b>35%</b>	<b>1,923</b>	<b>11%</b>	<b>1,479</b>	<b>90%</b>	<b>7,960</b>	<b>37%</b>
Gr. 4 Writing	753	21%	63	33%	281	4%	302	87%	1,399	33%
Gr. 7 Writing	733	16%	--	--	322	8%	237	87%	1,292	27%
<b>HISD Gr. 4 &amp; 7 Writing Totals</b>	<b>1,486</b>	<b>19%</b>	<b>63</b>	<b>33%</b>	<b>603</b>	<b>6%</b>	<b>539</b>	<b>87%</b>	<b>2,691</b>	<b>30%</b>
Gr. 5 Science	995	29%	2	*	337	13%	235	91%	1,569	35%
Gr. 8 Science	688	23%	--	--	363	13%	219	95%	1,270	32%
<b>HISD Gr. 5 &amp; 8 Science Totals</b>	<b>1,683</b>	<b>26%</b>	<b>2</b>	<b>*</b>	<b>700</b>	<b>13%</b>	<b>454</b>	<b>93%</b>	<b>2,839</b>	<b>34%</b>
<b>HISD Gr. 8 Social Studies</b>	<b>687</b>	<b>17%</b>	<b>--</b>	<b>--</b>	<b>354</b>	<b>10%</b>	<b>219</b>	<b>92%</b>	<b>1,260</b>	<b>28%</b>

^Excludes STAAR L

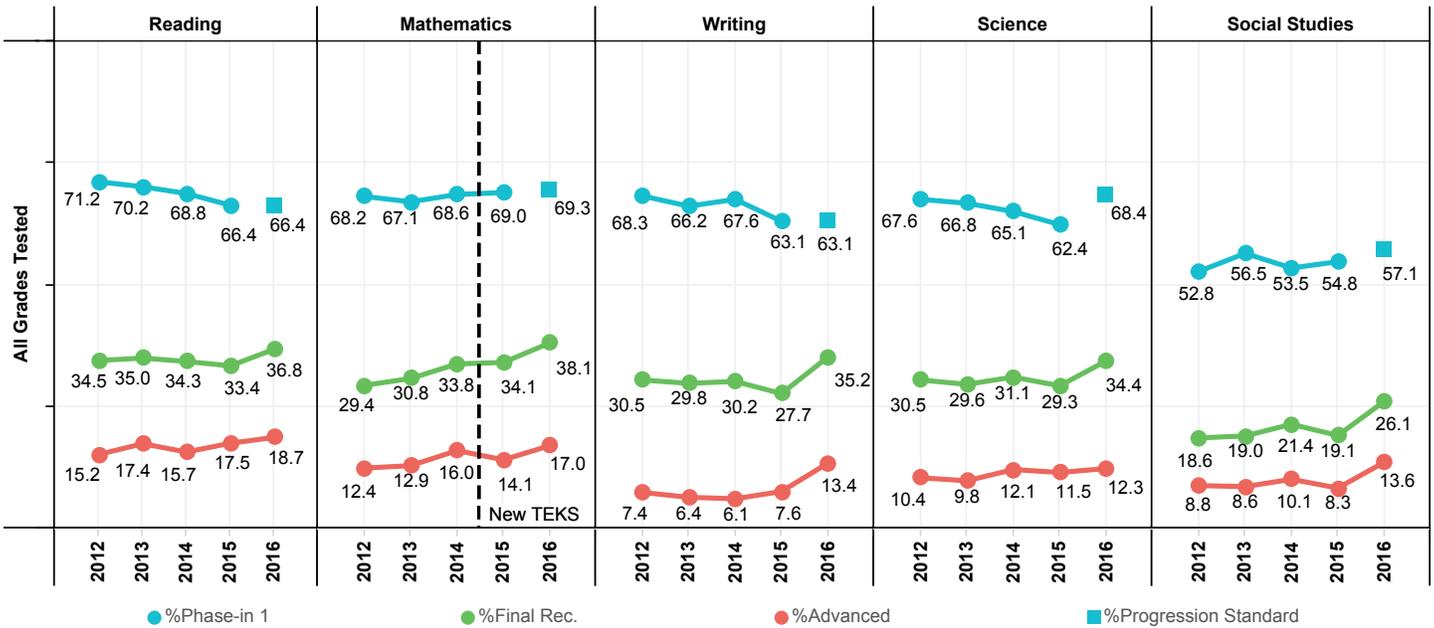
1<sup>st</sup> administration only. Data point is marked \* if fewer than 5 students tested.

Source: 2016 TEA-ETS district Updated summary reports,

STAAR 3–8: July 11, 2016, STAAR 5 and 8 Reading and Mathematics: June 21, 2016

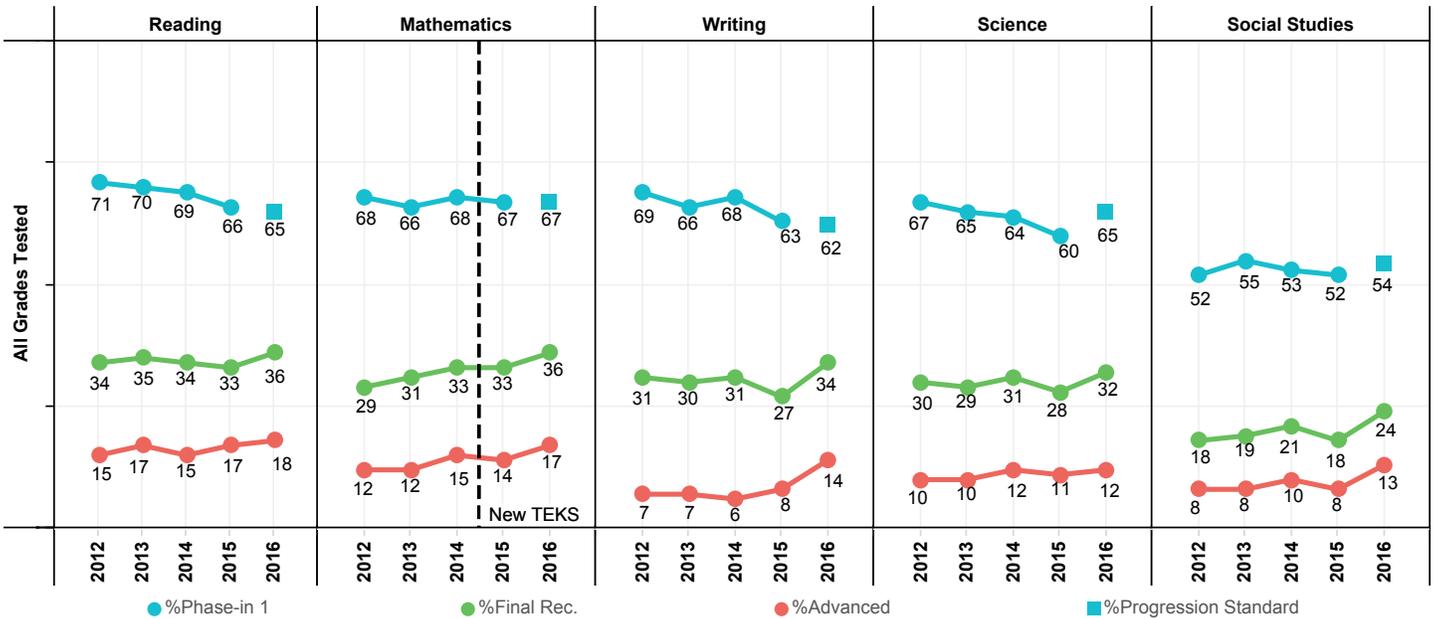


**Figure 2**  
**HISD STAAR English and Spanish Combined by Subject and All Grades: 2012-2016 (Spring Administration)**  
 Percent Met Standard: Phase-in 1, Progression, Recommended, and Advanced  
**HISD - All Grades Tested All Students**



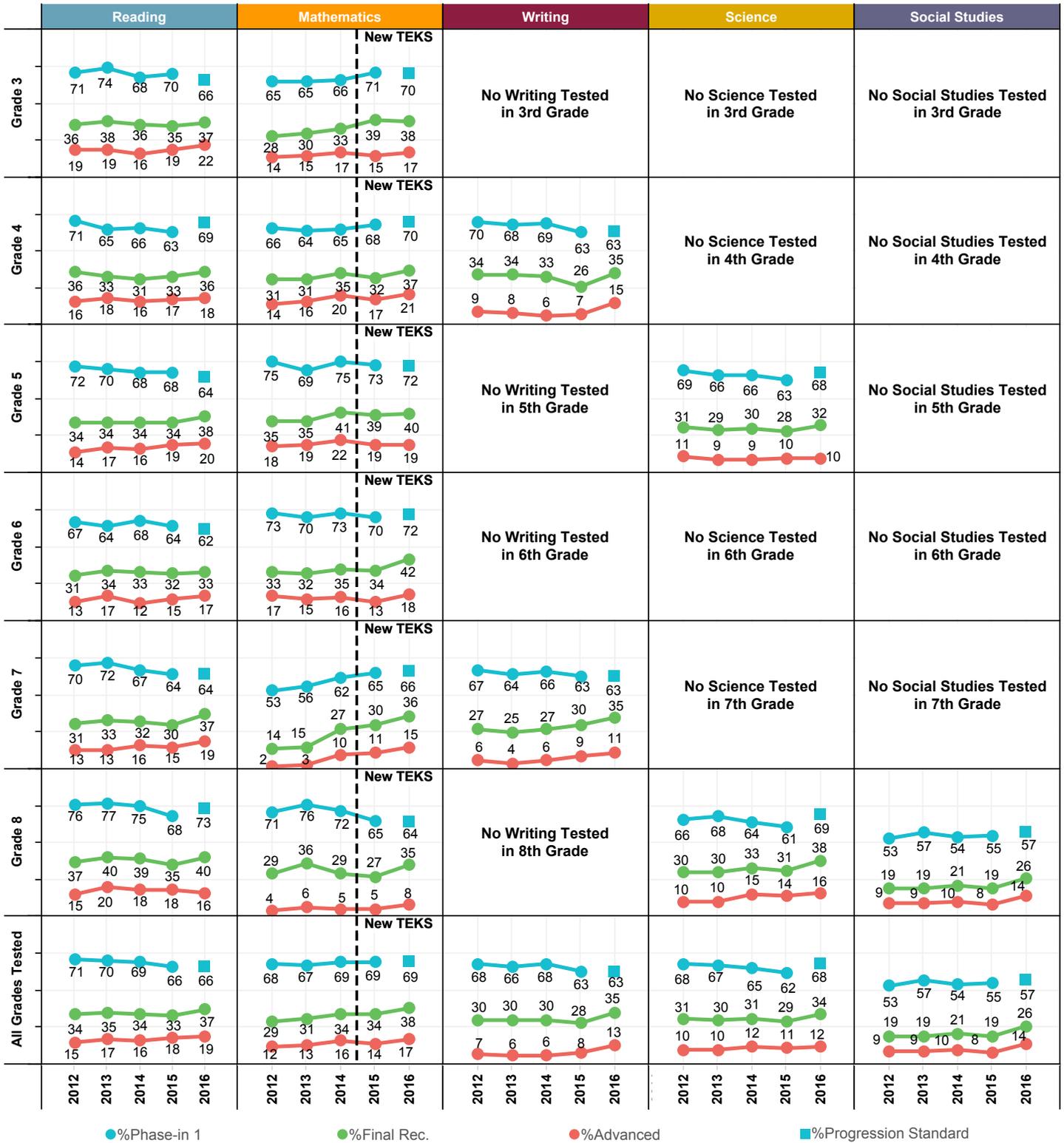
All points reflect the most current data available and may differ slightly from data previously reported. 2015 math results are not comparable with those of prior years due to different standards. For grades and subjects with multiple administrations, 1st administration results are used. North Forest schools are excluded in 2012 and 2013. Excludes STAAR L, M, A, Alt., and Alt. 2 Tests. Source: TEA-Pearson-ETS STAAR Student Data Files; Various Years. Note: The percent met standard at the progression and advanced standards in reading and mathematics are included in the Board Monitoring System (BMS).

**Figure 3**  
**HISD STAAR All Versions Tested Combined by Subject and All Grades: 2012-2016 (Spring Administration)**  
 Percent Met Standard: Phase-in 1, Progression, Recommended, and Advanced  
**HISD - All Grades Tested All Students**



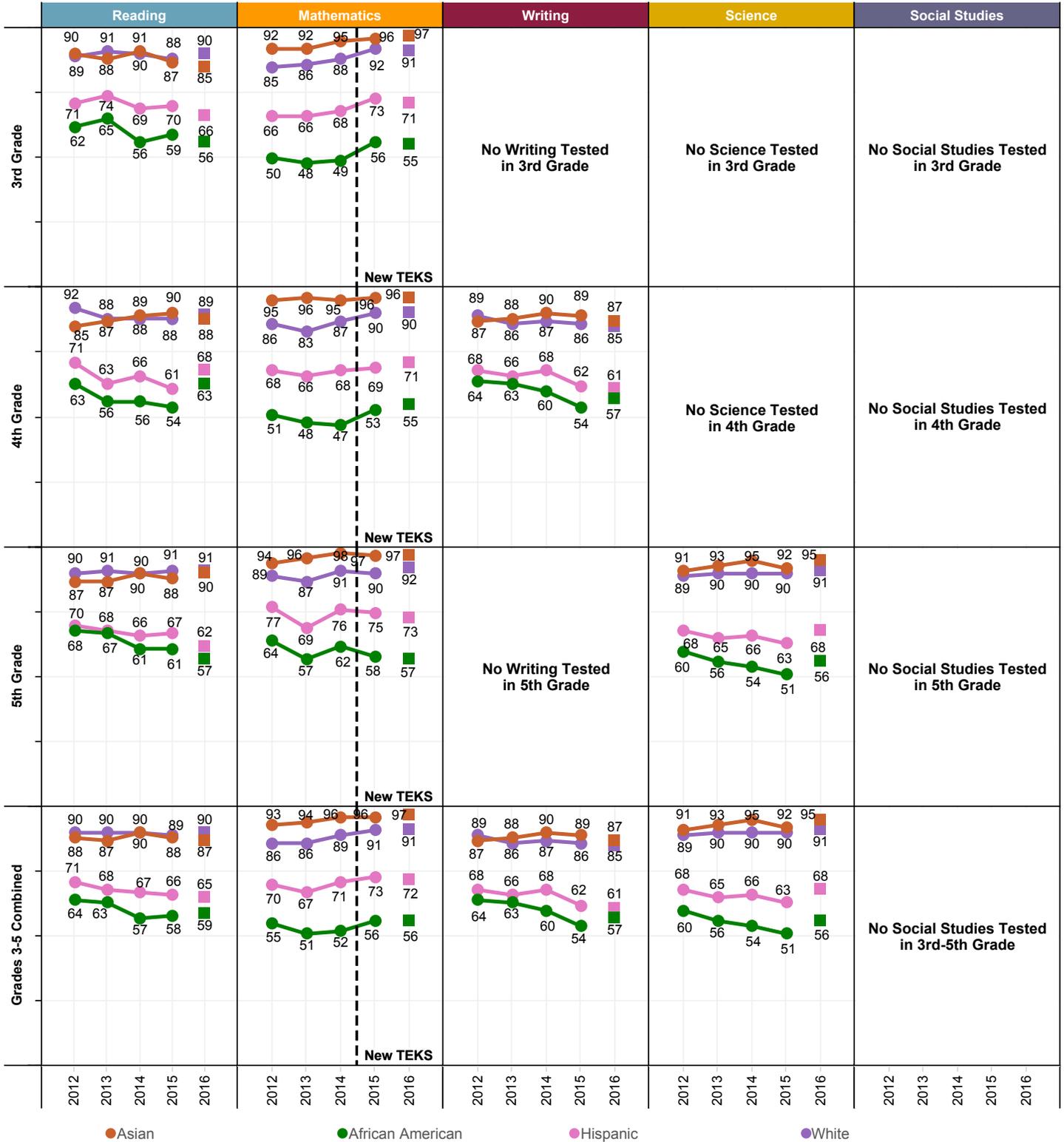
All points reflect the most current data available and may differ slightly from data previously reported. 2015 math results are not comparable with those of prior years due to different standards. For grades and subjects with multiple administrations, 1st administration results are used. North Forest schools are excluded in 2012 and 2013. Source: TEA-Pearson-ETS STAAR Student Data Files; Various Years.

**Figure 4**  
HISD STAAR English and Spanish Combined by Subject and Grade Level: 2012 - 2016 (Spring Administration)  
Percent Met Standard: Phase-in 1, Progression, Final Recommended, and Advanced Standards  
**HISD - All Students**



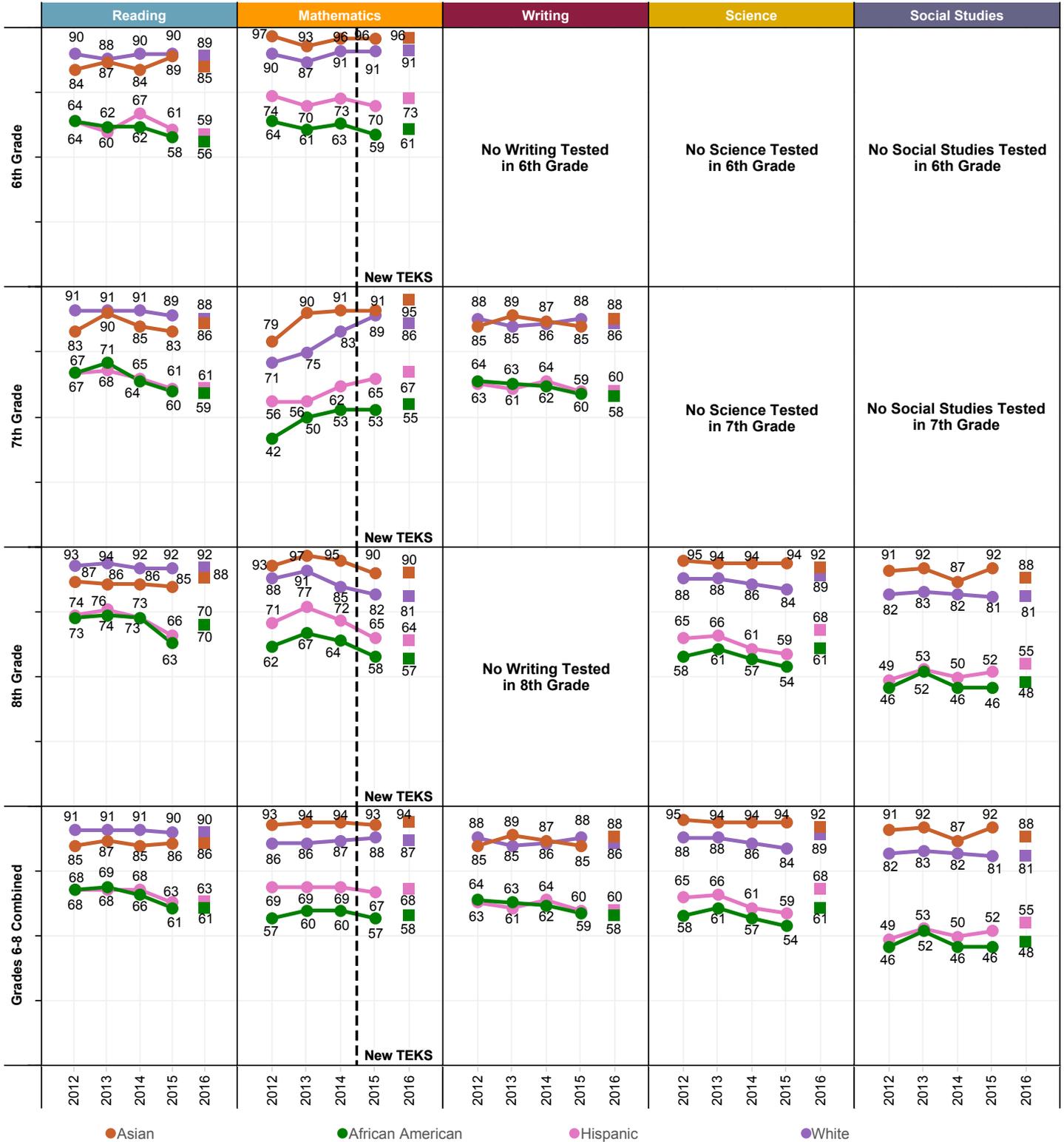
All points reflect the most current data available and may differ slightly from data previously reported. 2015 math results are not comparable with those of prior years due to different standards. For grades and subjects with multiple administrations, 1st administration results are used. North Forest schools are excluded in 2012 and 2013. Excludes STAAR L, M, A, Alt., and Alt. 2 Tests. Source: TEA-Pearson-ETS STAAR Student Data Files; Various Years.

**Figure 5**  
**HISD STAAR English and Spanish Combined by Subject, Ethnicity, and Grade Level: 2012 - 2016**  
**Percent Met Level II: Satisfactory Standard**  
**HISD - All Students Grades 3-5**



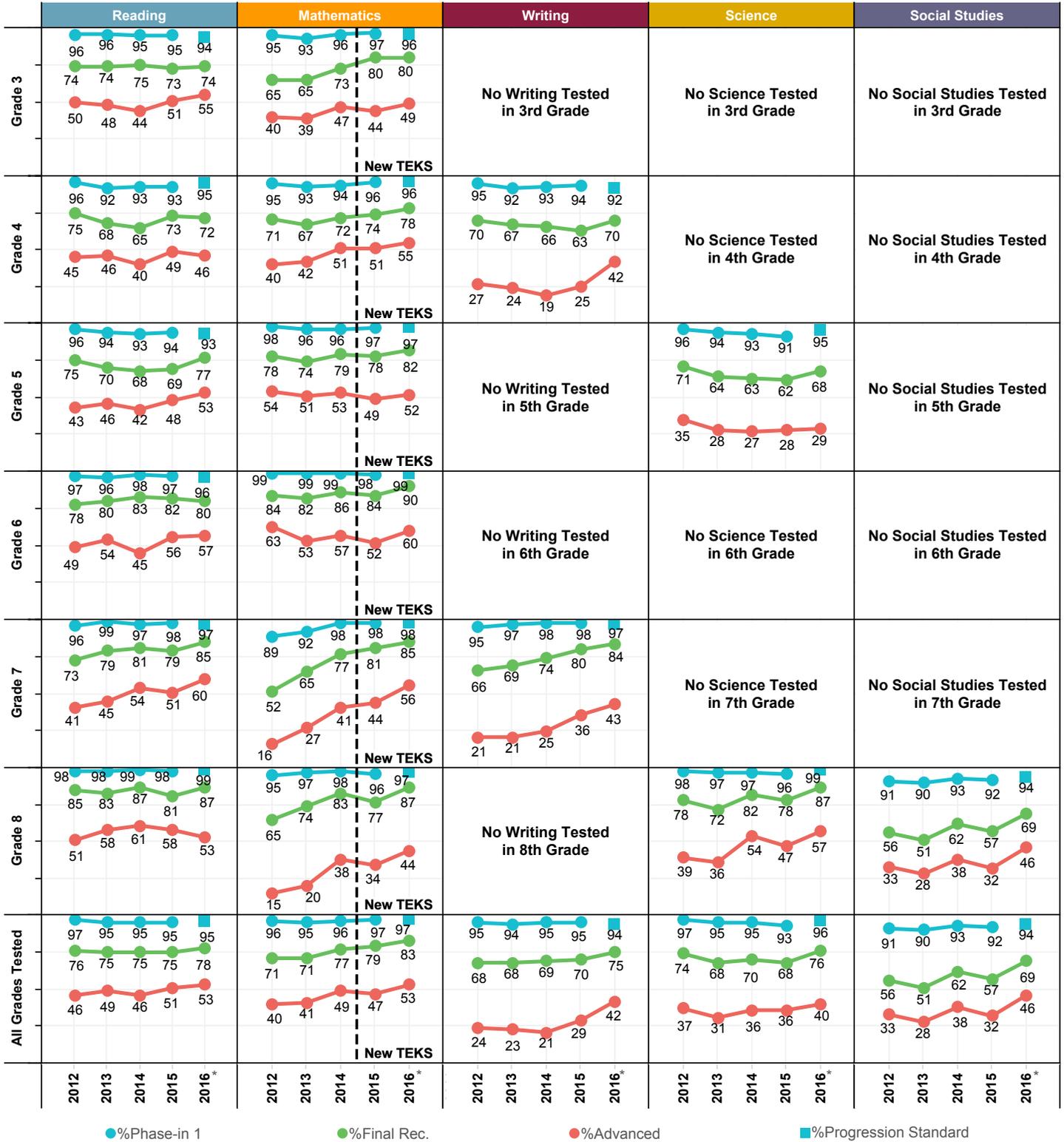
All points reflect the most current data available and may differ slightly from data previously reported. 2015 math results are not comparable with those of prior years due to different standards. For grades and subjects with multiple administrations, 1st administration results are used. North Forest schools are excluded in 2012 and 2013. Excludes STAAR L, M, A, Alt., and Alt. 2 Tests. Source: TEA-Pearson-ETS STAAR Student Data Files; Various Years.

**Figure 6**  
**HISD STAAR by Subject, Ethnicity, and Grade Level: 2012 - 2016**  
**Percent Met Level II: Satisfactory Standard**  
**HISD - All Students Grades 6-8**



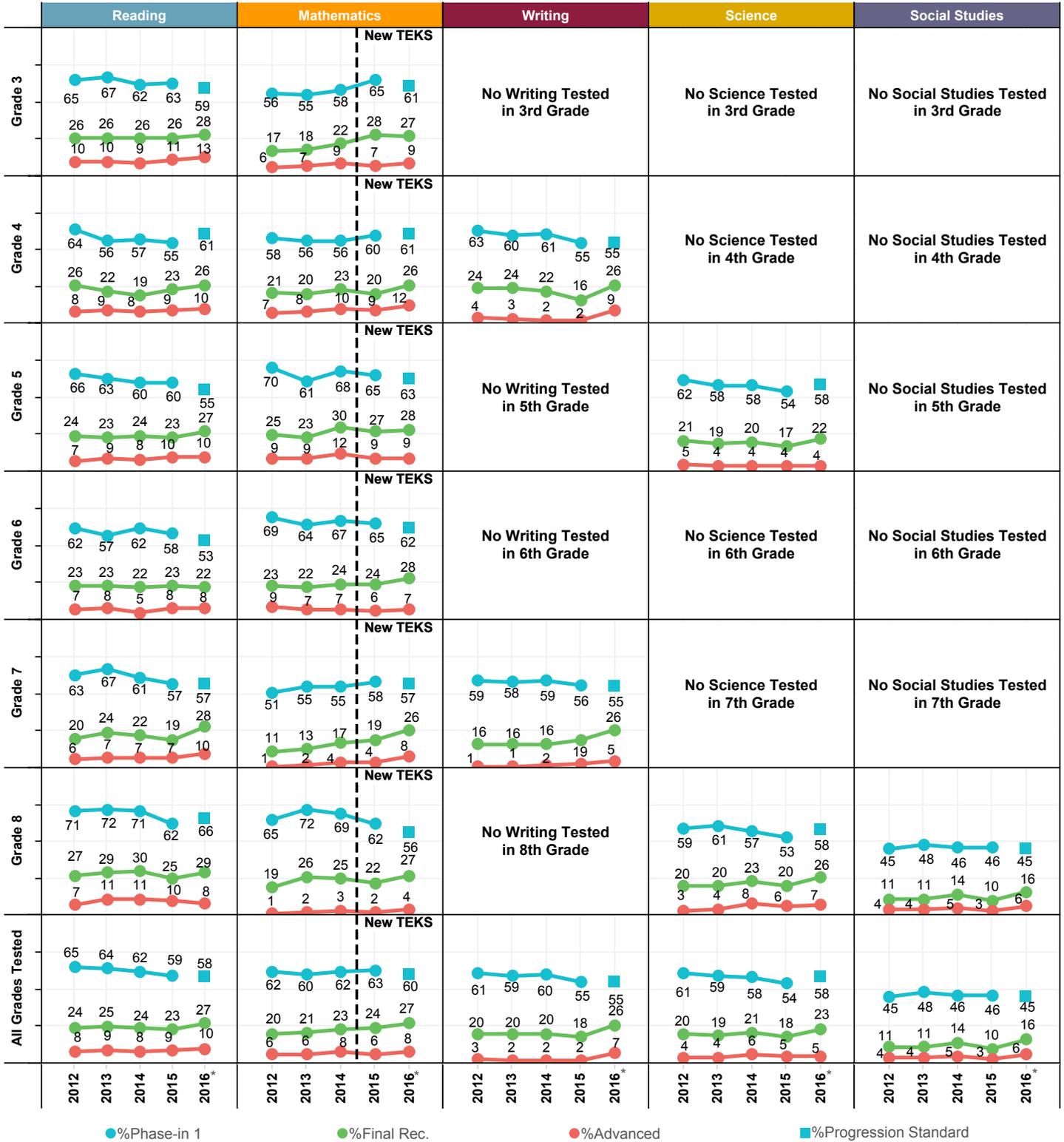
All points reflect the most current data available and may differ slightly from data previously reported. 2015 math results are not comparable with those of prior years due to different standards. For grades and subjects with multiple administrations, 1st administration results are used. North Forest schools are excluded in 2012 and 2013. Excludes STAAR L, M, A, Alt., and Alt. 2 Tests. Source: TEA-Pearson-ETS STAAR Student Data Files; Various Years.

**Figure 7**  
**HISD STAAR English and Spanish Combined by Subject and Grade Level: 2012 - 2016 (Spring Administration)**  
**Percent Met Standard: Phase-in 1, Progression, Final Recommended, and Advanced Standards**  
**HISD - Gifted and Talented Students (GT)**



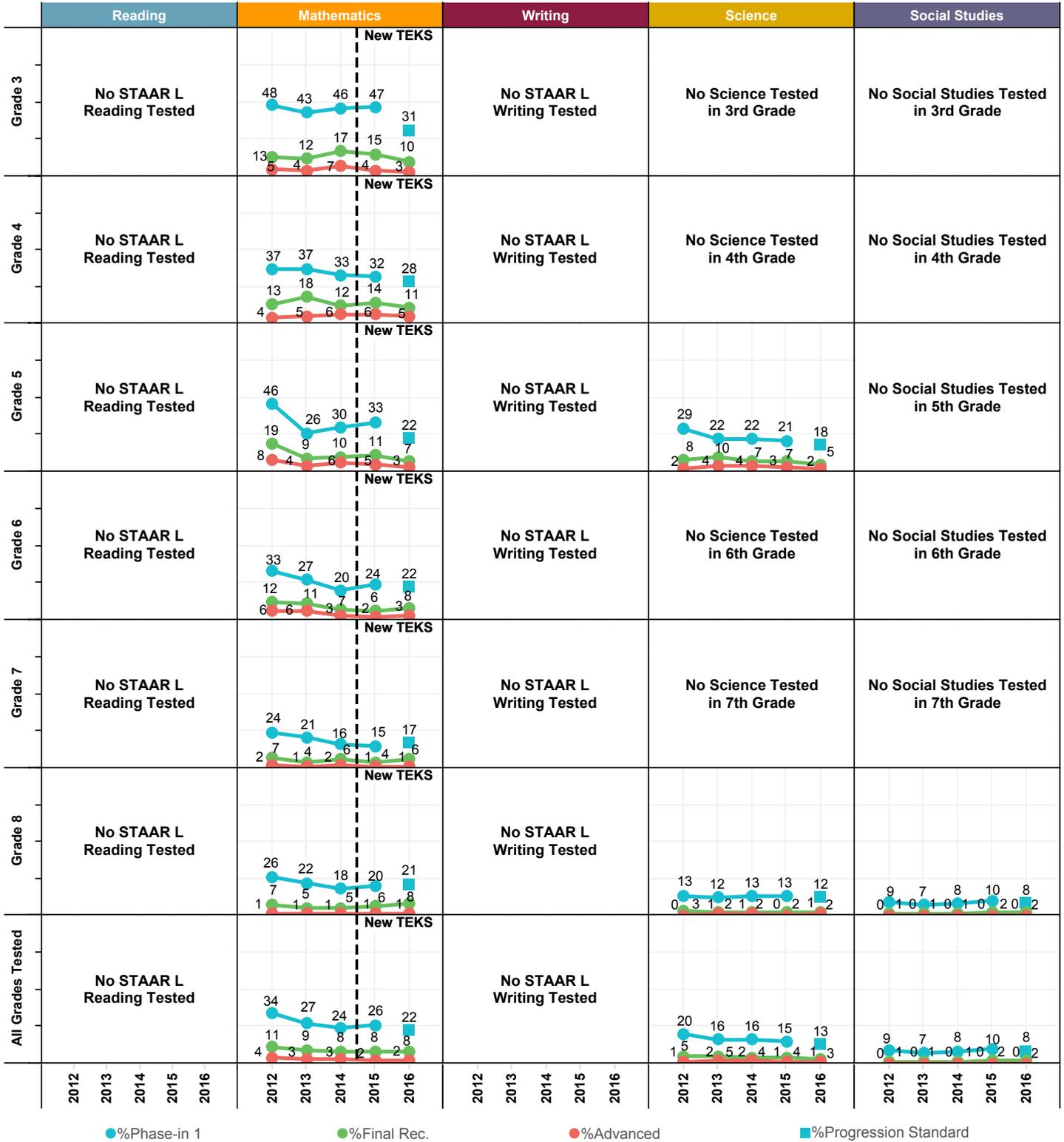
\*2016 Gifted and Talented status determined by May 23rd, 2016 snapshot from Chancery SMS  
 All points reflect the most current data available and may differ slightly from data previously reported. 2015 math results are not comparable with those of prior years due to different standards. For grades and subjects with multiple administrations, 1st administration results are used. North Forest schools are excluded in 2012 and 2013. Excludes STAAR L, M, A, Alt., and Alt. 2 Tests.  
 Source: TEA-Pearson-ETS STAAR Student Data Files; Various Years.

**Figure 8**  
**HISD STAAR English and Spanish Combined by Subject and Grade Level: 2012 - 2016 (Spring Administration)**  
**Percent Met Standard: Phase-in 1, Progression, Final Recommended, and Advanced Standards**  
**HISD - Non-Gifted and Talented Students (Non-GT)**



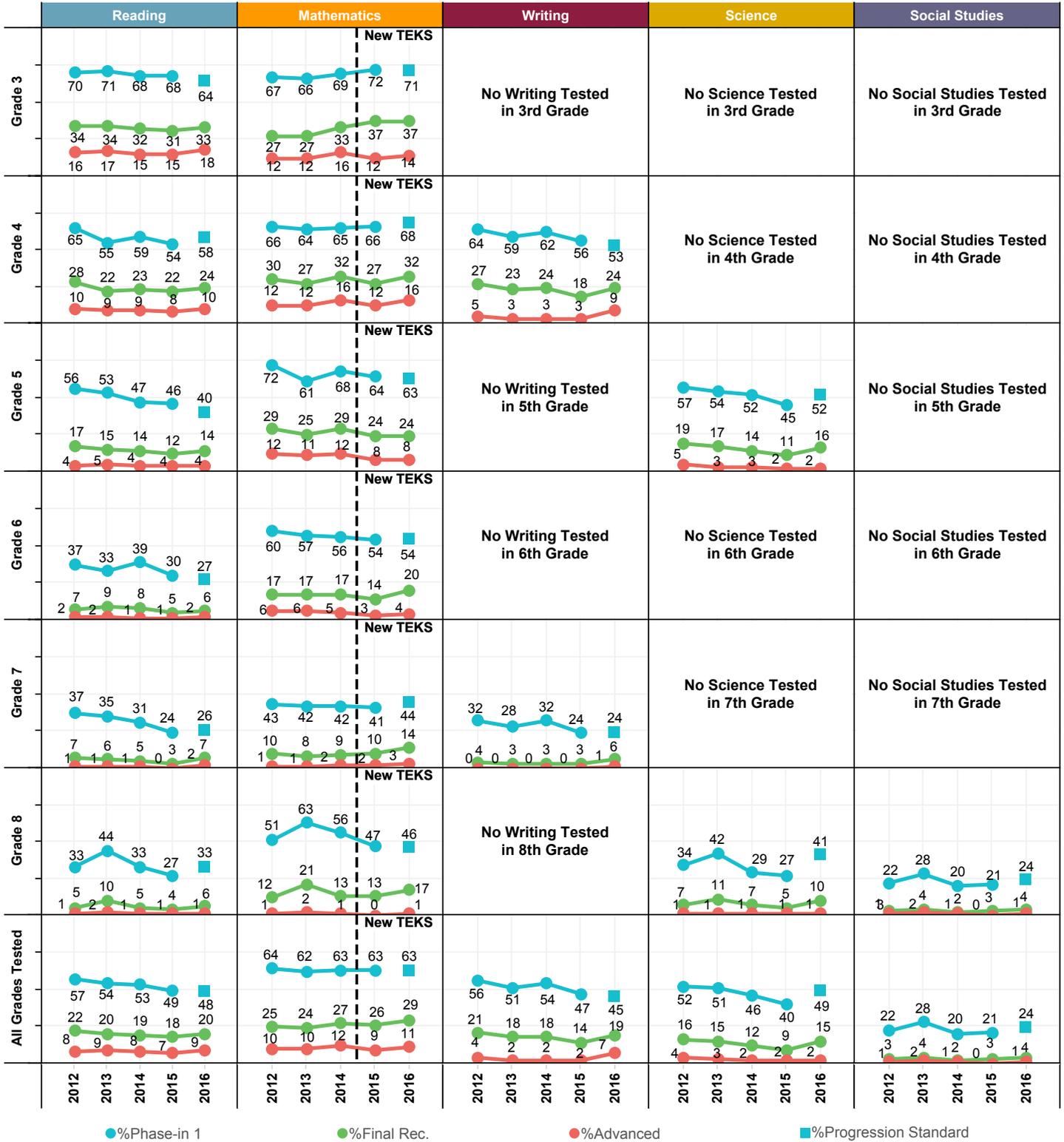
\*2016 Gifted and Talented status determined by May 23rd, 2016 snapshot from Chancery SMS  
 All points reflect the most current data available and may differ slightly from data previously reported. 2015 math results are not comparable with those of prior years due to different standards. For grades and subjects with multiple administrations, 1st administration results are used. North Forest schools are excluded in 2012 and 2013. Excludes STAAR L, M, A, Alt., and Alt. 2 Tests.  
 Source: TEA-Pearson-ETS STAAR Student Data Files; Various Years.

**Figure 9**  
**HISD STAAR L by Subject and Grade Level: 2015 - 2016 (Spring Administration)**  
**Percent Met Standard: Phase-in 1, Progression, Final Recommended, and Advanced Standards**  
**HISD - All Students Tested All Grades**



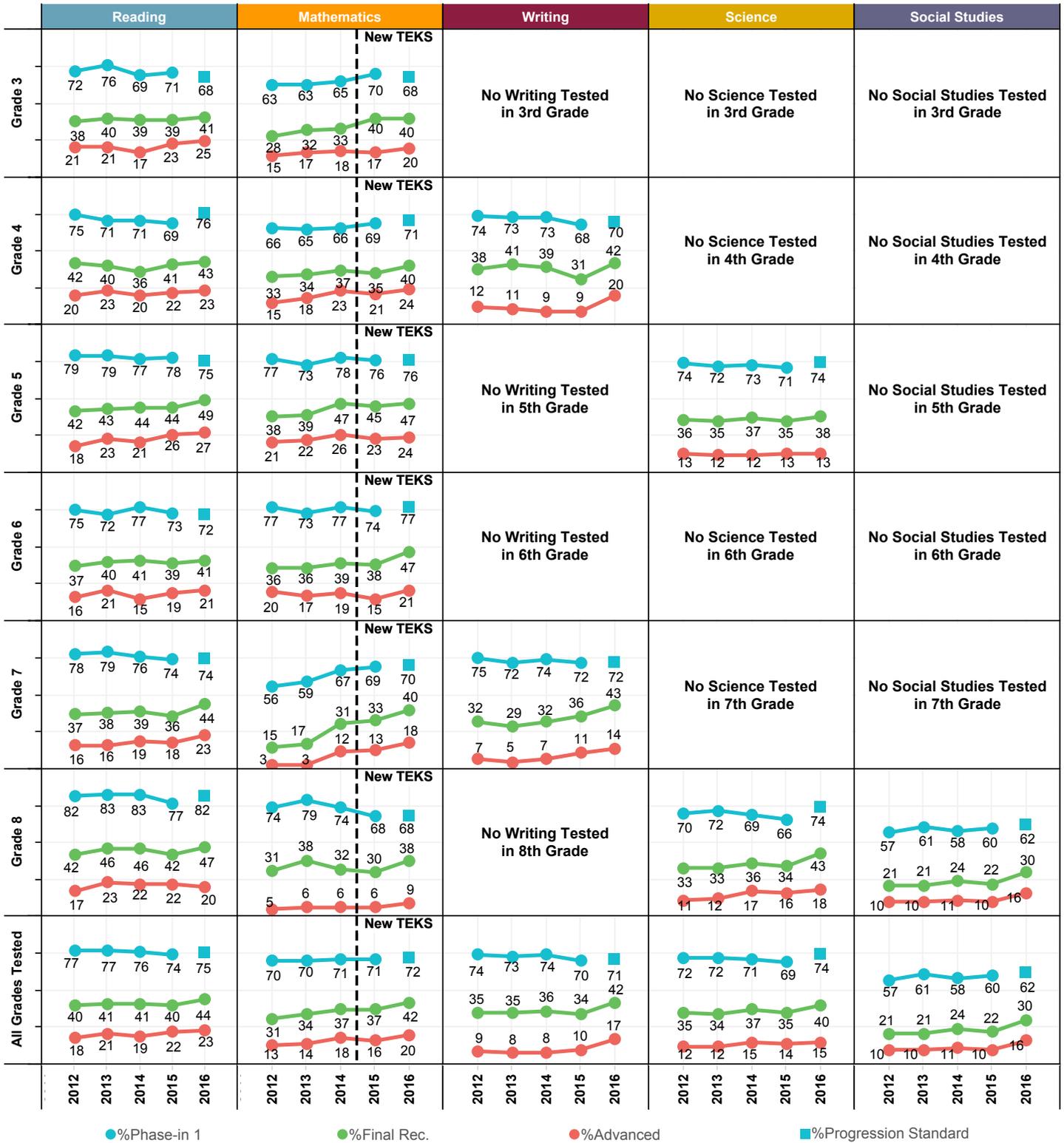
*All points reflect the most current data available and may differ slightly from data previously reported. 2015 math results are not comparable with those of prior years due to different standards. For grades and subjects with multiple administrations, 1st administration results are used. North Forest schools are excluded in 2012 and 2013. Excludes STAAR, STAAR Spanish, M, A, Alt., and Alt. 2 Tests. Source: TEA-Pearson-ETS STAAR Student Data Files; Various Years.*

**Figure 10**  
**HISD STAAR English and Spanish Combined by Subject and Grade Level: 2012 - 2016 (Spring Administration)**  
**Percent Met Standard: Phase-in 1, Progression, Final Recommended, and Advanced Standards**  
**HISD - English Language Learners (ELLs)**



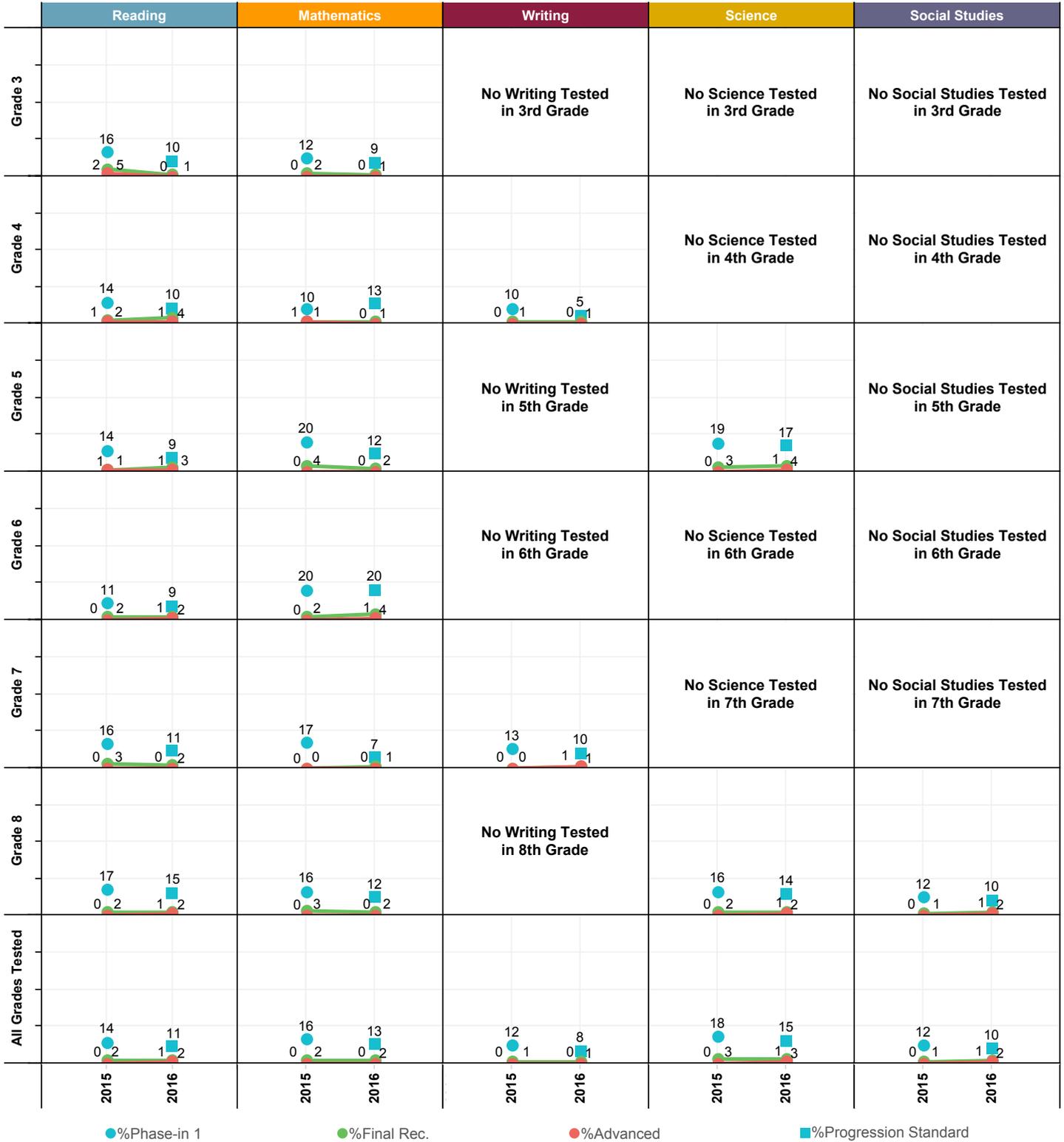
All points reflect the most current data available and may differ slightly from data previously reported. 2015 math results are not comparable with those of prior years due to different standards. For grades and subjects with multiple administrations, 1st administration results are used. North Forest schools are excluded in 2012 and 2013. Excludes STAAR L, M, A, Alt., and Alt. 2 Tests. Source: TEA-Pearson-ETS STAAR Student Data Files; Various Years.

**Figure 11**  
 HISD STAAR English and Spanish Combined by Subject and Grade Level: 2012 - 2016 (Spring Administration)  
 Percent Met Standard: Phase-in 1, Progression, Final Recommended, and Advanced Standards  
**HISD - Non-English Language Learners (Non-ELLs)**



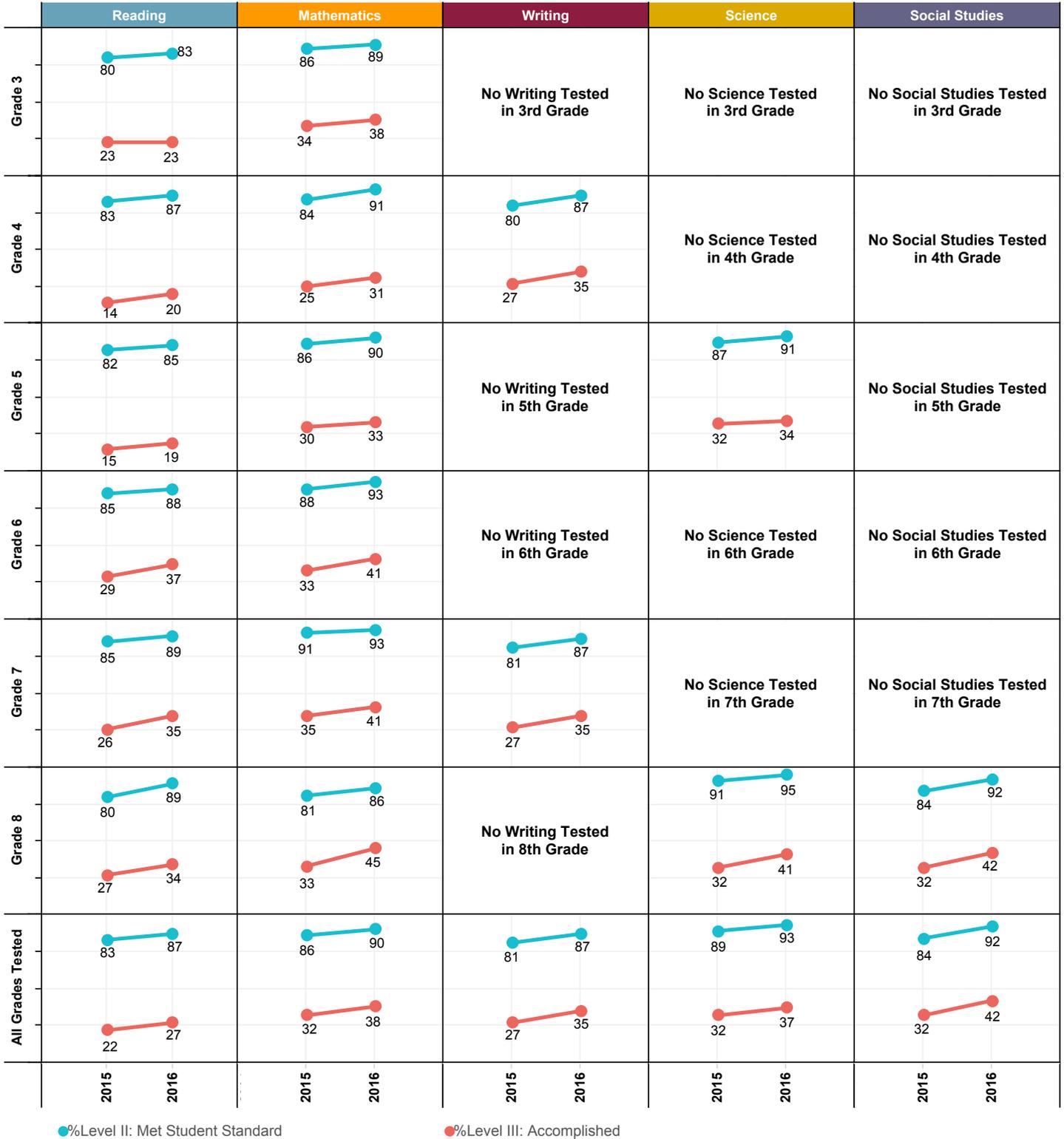
All points reflect the most current data available and may differ slightly from data previously reported. 2015 math results are not comparable with those of prior years due to different standards. For grades and subjects with multiple administrations, 1st administration results are used. North Forest schools are excluded in 2012 and 2013. Excludes STAAR L, M, A, Alt., and Alt. 2 Tests. Source: TEA-Pearson-ETS STAAR Student Data Files; Various Years.

**Figure 12**  
 HISD STAAR Accomodated by Subject and Grade Level: 2015 - 2016 (Spring Administration)  
 Percent Met Standard: Phase-in 1, Progression, Final Recommended, and Advanced Standards  
**HISD - All Students All Grades Tested**



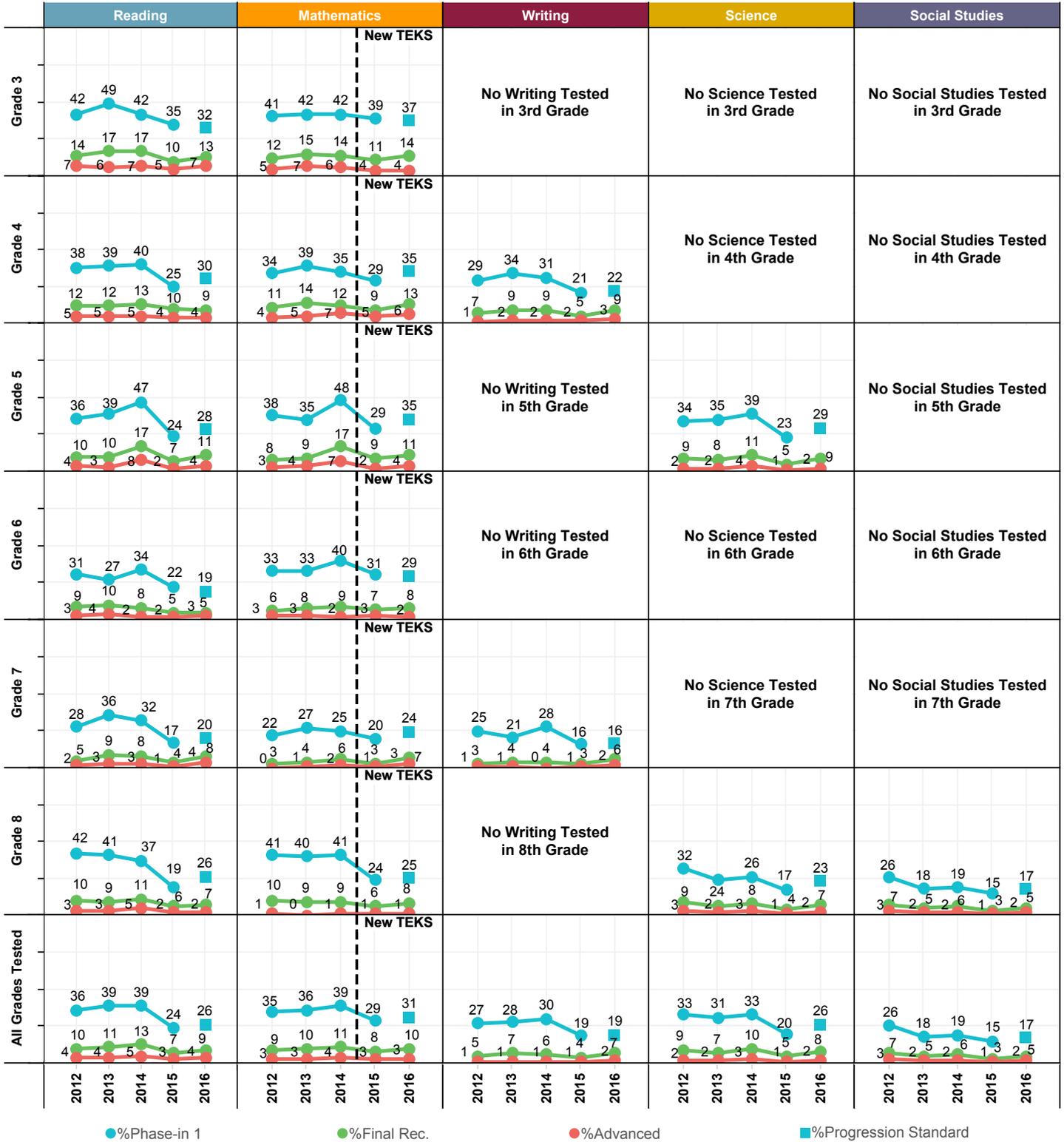
*All points reflect the most current data available and may differ slightly from data previously reported. 2015 math results are not comparable with those of prior years due to different standards. For grades and subjects with multiple administrations, 1st administration results are used. North Forest schools are excluded in 2012 and 2013. Excludes STAAR, STAAR Spanish, L, M, Alt., and Alt. 2 Tests. Source: TEA-Pearson-ETS STAAR Student Data Files; Various Years.*

**Figure 13**  
HISD STAAR Alternate 2 by Subject and Grade Level: 2015 - 2016 (Spring Administration)  
Percent Met Level II Standard: Student and Accomplished Standards  
**HISD - All Grades Tested Students with Disabilities**



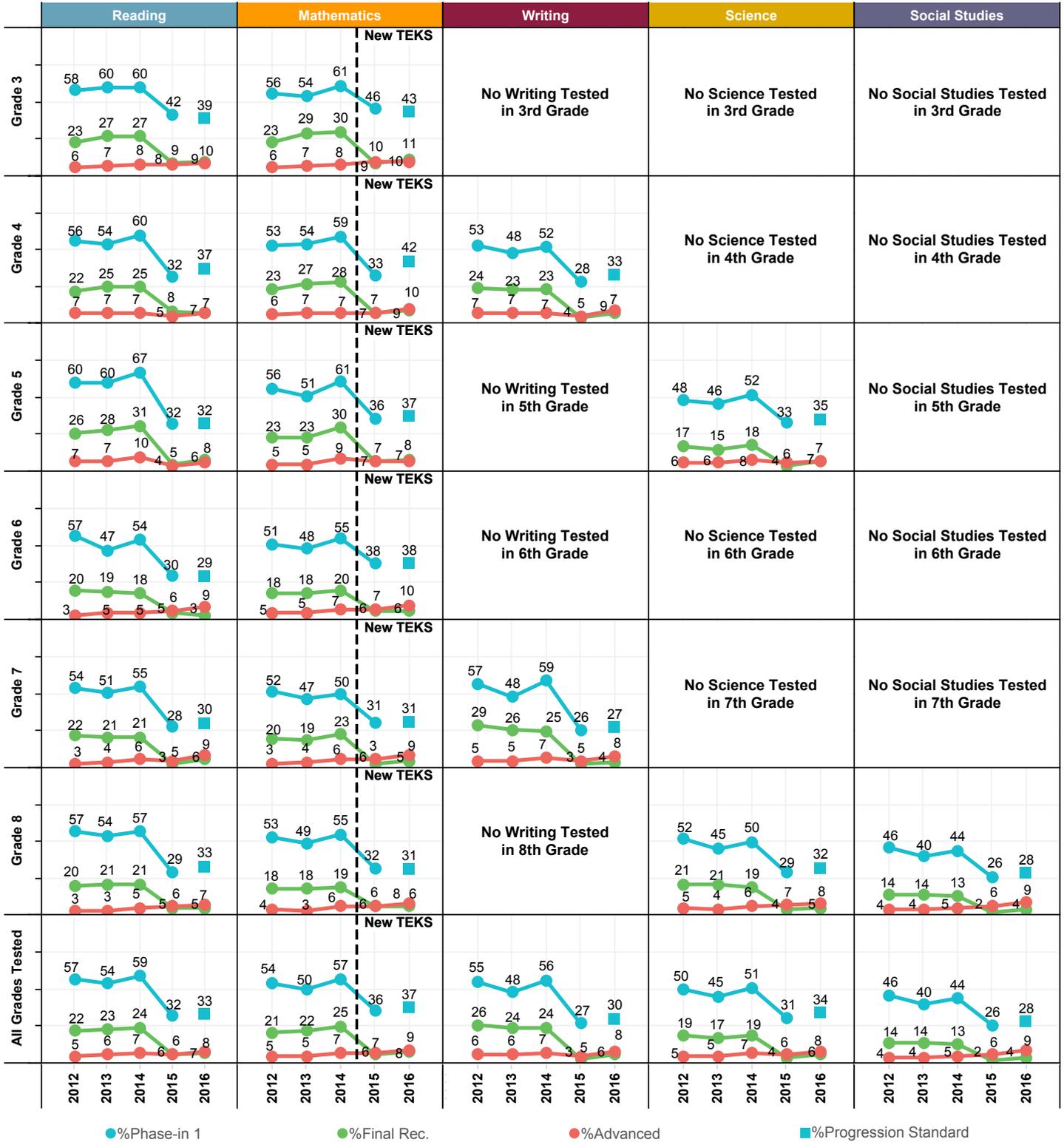
*All points reflect the most current data available and may differ slightly from data previously reported. 2015 math results are not comparable with those of prior years due to different standards. For grades and subjects with multiple administrations, 1st administration results are used. North Forest schools are excluded in 2012 and 2013. Excludes STAAR, STAAR Spanish, L, M, A, and Alt. Tests. Source: TEA-Pearson STAAR Student Data Files; Various Years.*

**Figure 14**  
 HISD STAAR English and Spanish Combined by Subject and Grade Level: 2012 - 2016 (Spring Administration)  
 Percent Met Standard: Phase-in 1, Progression, Final Recommended, and Advanced Standards  
**HISD - Students with Disabilities (SWDs)**



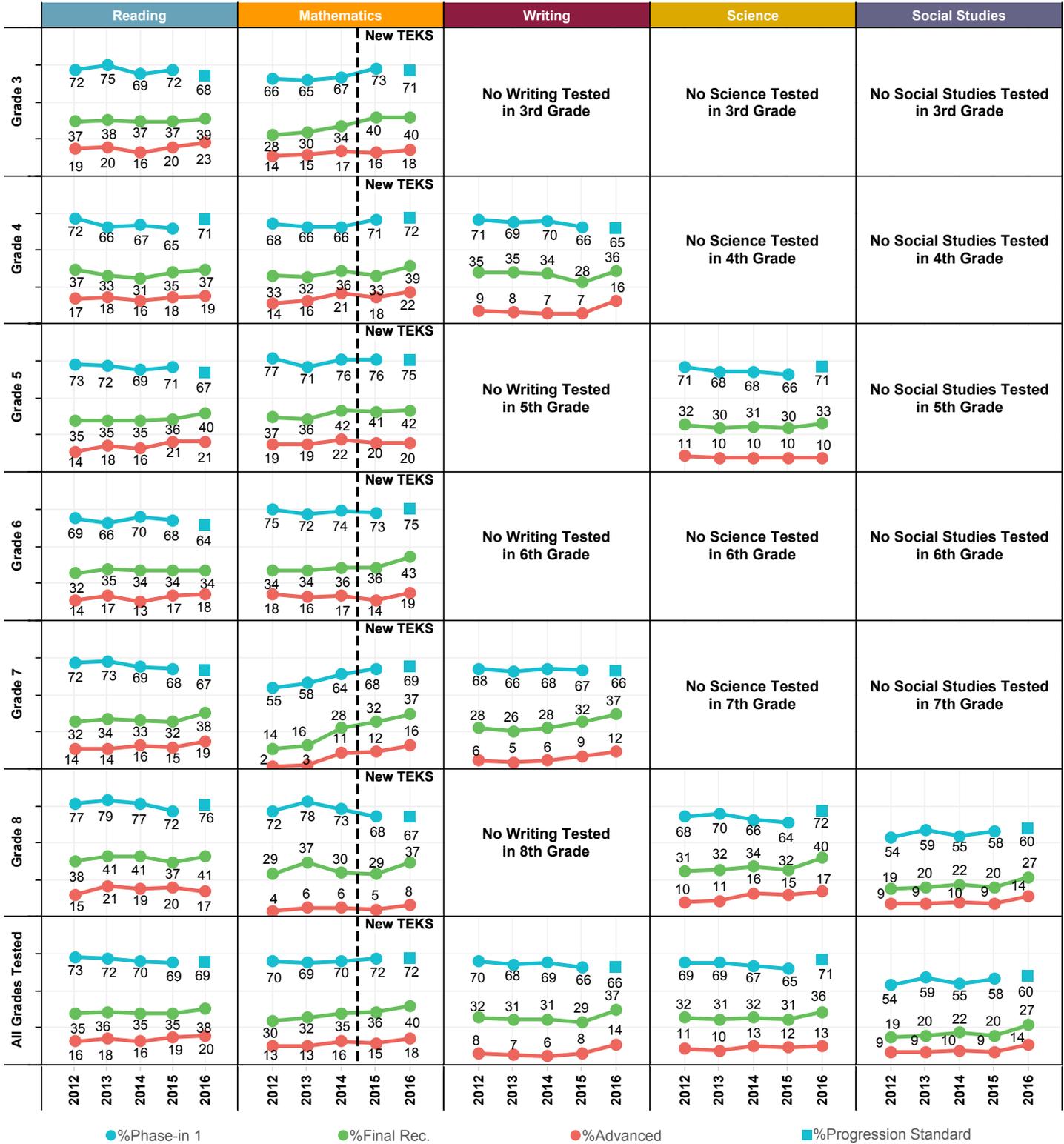
*All points reflect the most current data available and may differ slightly from data previously reported. 2015 math results are not comparable with those of prior years due to different standards. For grades and subjects with multiple administrations, 1st administration results are used. North Forest schools are excluded in 2012 and 2013. Excludes STAAR L, M, A, Alt., and Alt. 2 Tests. Source: TEA-Pearson-ETS STAAR Student Data Files; Various Years.*

**Figure 15**  
**HISD STAAR All Test Versions Combined by Subject and Grade Level: 2012 - 2016 (Spring Administration)**  
**Percent Met Standard: Phase-in 1, Progression, Final Recommended, and Advanced Standards**  
**HISD - Students with Disabilities (SWDs)**



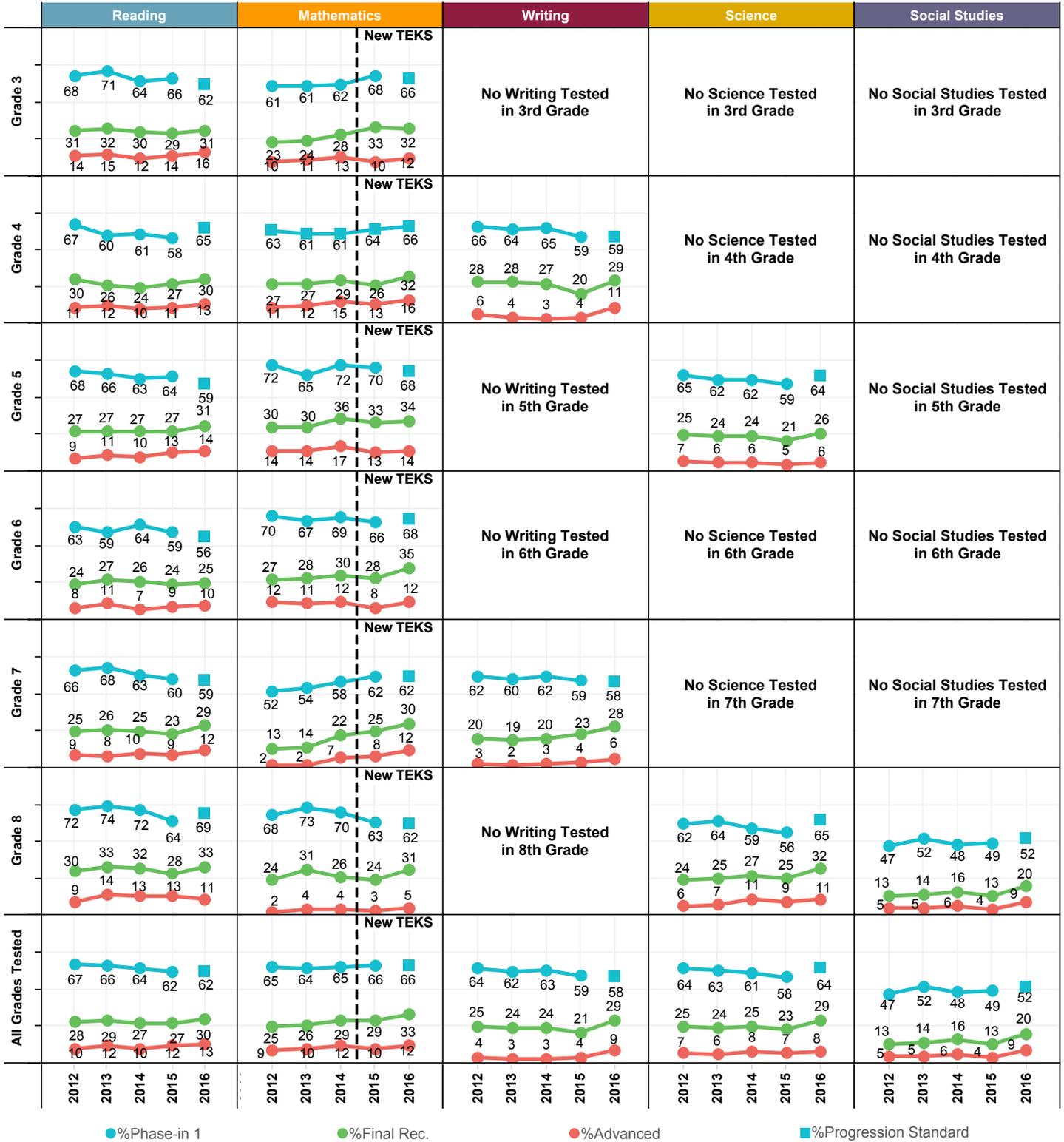
Note: Alternate 2 testers are not included in Met Level II: Final Recommended calculations  
 All points reflect the most current data available and may differ slightly from data previously reported. 2015 math results are not comparable with those of prior years due to different standards. For grades and subjects with multiple administrations, 1st administration results are used. North Forest schools are excluded in 2012 and 2013.  
 Source: TEA-Pearson-ETS STAAR Student Data Files; Various Years.

**Figure 16**  
 HISD STAAR English and Spanish Combined by Subject and Grade Level: 2012 - 2016 (Spring Administration)  
 Percent Met Standard: Phase-in 1, Progression, Final Recommended, and Advanced Standards  
**HISD - Non-Students with Disabilities (Non-SWDs)**



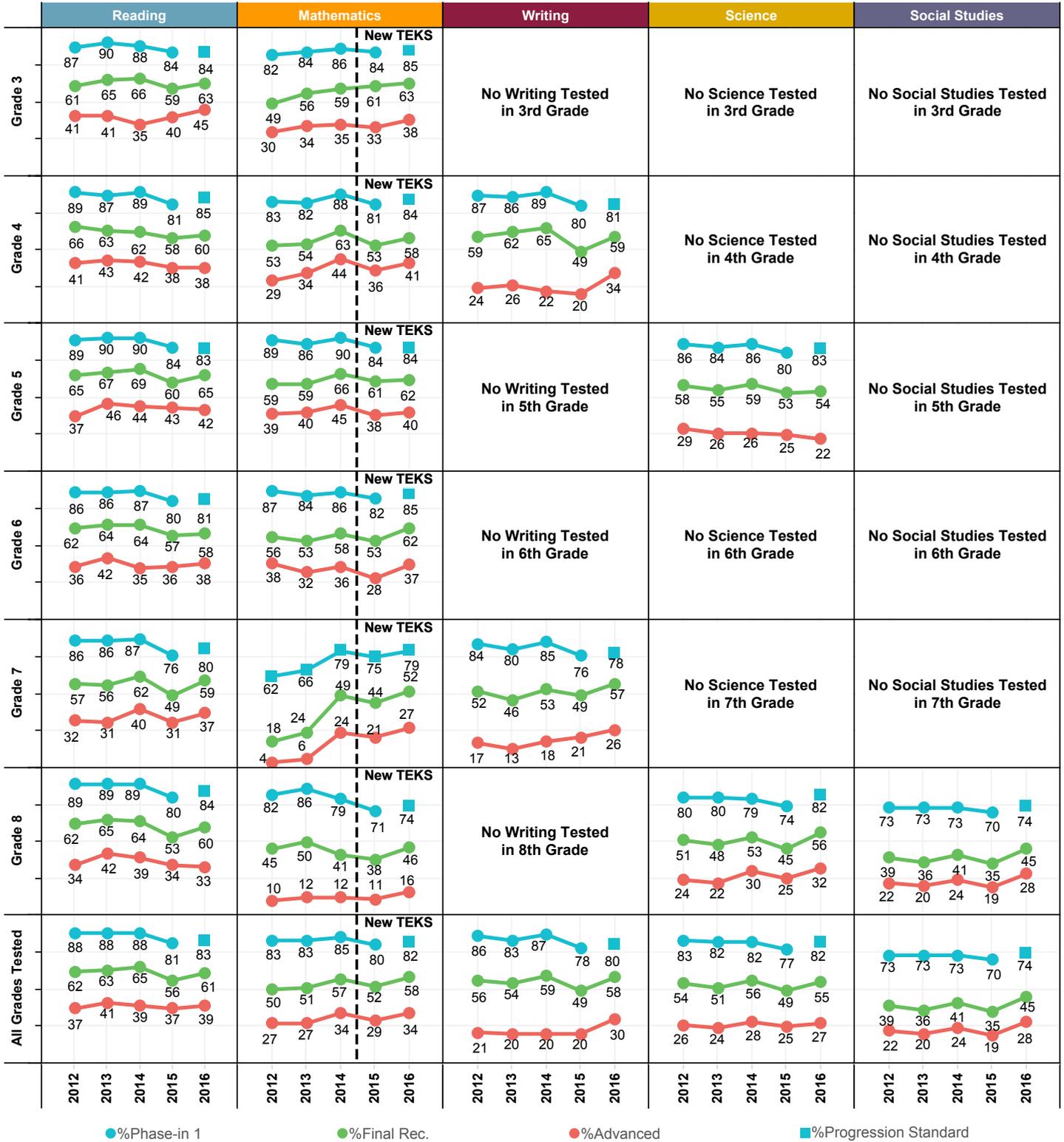
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**Figure 17**  
**HISD STAAR English and Spanish Combined by Subject and Grade Level: 2012 - 2016 (Spring Administration)**  
**Percent Met Standard: Phase-in 1, Progression, Final Recommended, and Advanced Standards**  
**HISD - Economically Disadvantaged (Econ. Dis.)**



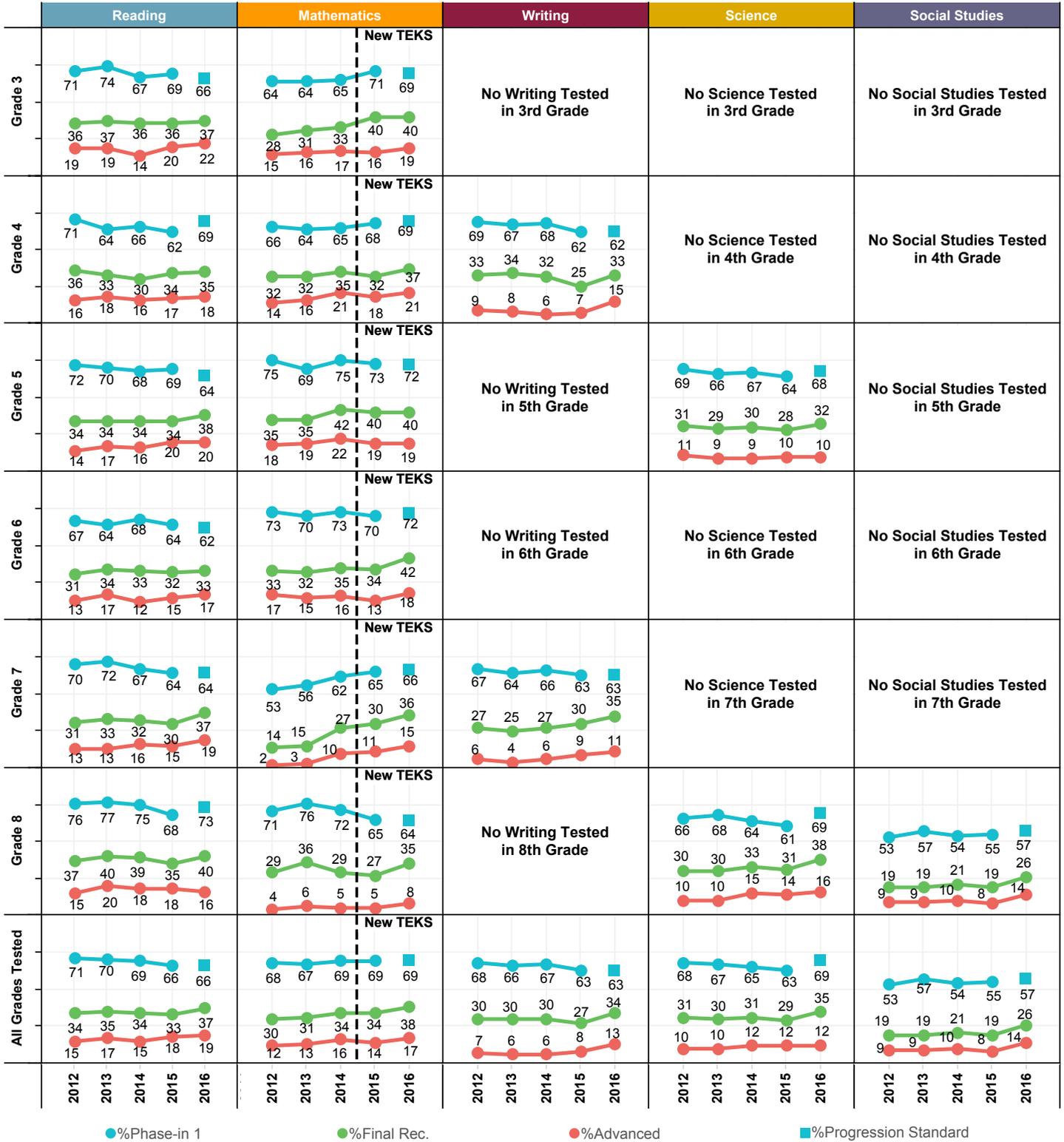
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**Figure 18**  
 HISD STAAR English and Spanish Combined by Subject and Grade Level: 2012 - 2016 (Spring Administration)  
 Percent Met Standard: Phase-in 1, Progression, Final Recommended, and Advanced Standards  
**HISD - Non-Economically Disadvantaged (Non-Econ. Dis.)**



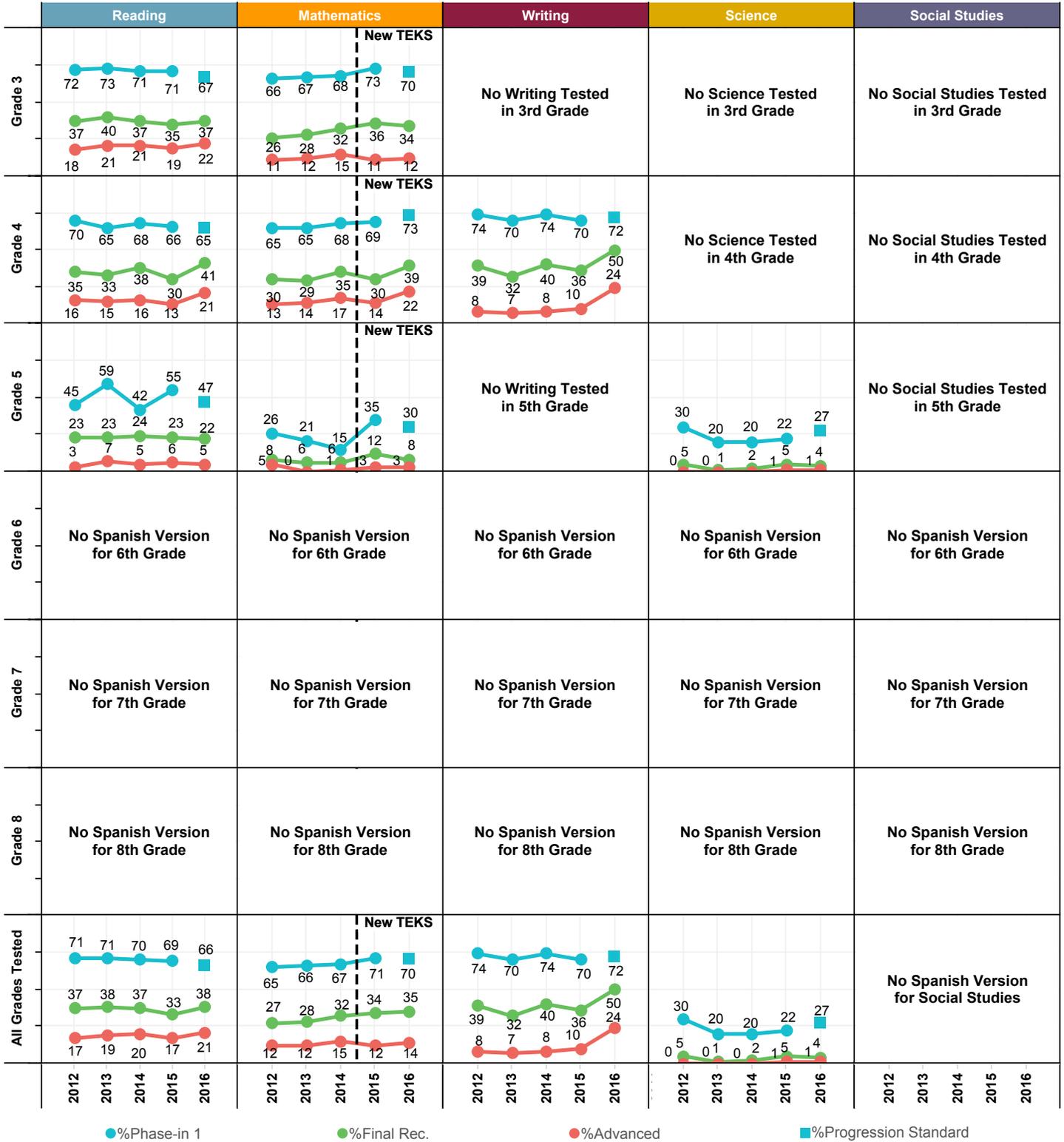
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**Figure 19**  
**HISD STAAR English Only by Subject and Grade Level: 2012 - 2016 (Spring Administration)**  
**Percent Met Standard: Phase-in 1, Progression, Final Recommended, and Advanced Standards**  
**HISD - All Grades Tested All Students**



All points reflect the most current data available and may differ slightly from data previously reported. 2015 math results are not comparable with those of prior years due to different standards. For grades and subjects with multiple administrations, 1st administration results are used. North Forest schools are excluded in 2012 and 2013. Excludes STAAR Spanish, L, M, A, Alt., and Alt. 2 Tests. Source: TEA-Pearson-ETS STAAR Student Data Files; Various Years.

**Figure 20**  
**HISD STAAR Spanish Only by Subject and Grade Level: 2012 - 2016 (Spring Administration)**  
**Percent Met Standard: Phase-in 1, Progression, Final Recommended, and Advanced Standards**  
**HISD - All Grades Tested All Students**



All points reflect the most current data available and may differ slightly from data previously reported. 2015 math results are not comparable with those of prior years due to different standards. For grades and subjects with multiple administrations, 1st administration results are used. North Forest schools are excluded in 2012 and 2013. Excludes STAAR, L, M, A, Alt., and Alt. 2 Tests.  
 Source: TEA-Pearson-ETS STAAR Student Data Files; Various Years.