# REPORT FROM THE SUPERINTENDENT

Office of Superintendent of Schools
Board of Education Meeting of August 8, 2013

SUBJECT: **Board Monitoring 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.

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 are four Executive Summaries containing supporting evidence of district progress for the 2012-2013 school year, specifically for:
- Percent of students at STAAR End of Course (EOC) standards,
- Percent of students at or above 50th percentile on Norm Referenced Tests (NRT) in reading and math,
- Graduation and Dropout Rates, and
- Survey responses.

# Board Monitoring Systems (BMS)

## 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 | | 15.2 | 17.4 |
| Percent of Students at Level III - Advanced Academic Performance STAAR Standard | Math | | 12.4 | 12.9 |
| Percent of Students at Level II - Satisfactory Academic Performance STAAR Standard | Reading | | 71.2 | 70.1 |
| Percent of Students at Level II - Satisfactory Academic Performance STAAR Standard | Math | | 68.2 | 67.1 |
| Percent of Students at Level I - Unsatisfactory Academic Performance STAAR Standard | Reading | | 28.8 | 29.9 |
| Percent of Students at Level I - Unsatisfactory Academic Performance STAAR Standard | Math | | 31.8 | 32.9 |
| Percent of Students at Level III - Advanced Academic Performance STAAR EOC | Reading | Not Applicable | 6.1 | 12.4 |
| Percent of Students at Level III - Advanced Academic Performance STAAR EOC | Math | | 13.2 | 17.9 |
| Percent of Students at Level II - Satisfactory Academic Performance STAAR EOC | Reading | | 59 | 65 |
| Percent of Students at Level II - Satisfactory Academic Performance STAAR EOC | Math | | 79 | 78.2 |
| Percent of Students at Level I - Unsatisfactory Academic Performance STAAR EOC | Reading | | 41 | 35 |
| Percent of Students at Level I - Unsatisfactory Academic Performance STAAR EOC | Math | | 21 | 21.8 |
| Percent of Students at or above 50th percentile on Norm Reference Test in Grades K-5 | Reading | 55.6 | 54.7 | 53.5 |
| Percent of Students at or above 50th percentile on Norm Reference Test in Grades K-5 | Math | 67.2 | 62.7 | 62.1 |
| Percent of Students at or above 50th percentile on Norm Reference Test in Grades 6-8 | Reading | 39.6 | 39.5 | 37.1 |
| Percent of Students at or above 50th percentile on Norm Reference Test in Grades 6-8 | Math | 61.5 | 56.2 | 55.9 |
| Districtwide EVAAS Scores in Reading | Reading | 1.9 | 0.5 | |
| Districtwide EVAAS Scores in Math | Math | 2.8 | -0.5 | |

| College and Career Readiness: | 2010-2011 | 2011-2012 | 2012-2013 |
|---|---|---|---|
| % 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 | 2010-2011 | 2011-2012 | 2012-2013 |
|---|---|---|---|
| Four-Year Cohort Graduation Rate | 81.2 | 81.7 | |
| Percent of Students (in a High School Cohort) Who Dropped Out | 10.8 | 11.3 | |

| Perception Survey - Rigorous Education | 2010-2011 | 2011-2012 | 2012-2013 |
|---|---|---|---|
| Percent of Parents Satisfied with Rigorous Education | Not Applicable | | 92 |
| Percent of Students Who Feel Challenged with Coursework | | | 70 |

### Consistency

| Students | 2010-2011 | 2011-2012 | 2012-2013 |
|---|---|---|---|
| Percent of Students Satisfied with Teachers Having High Expectations | Not Applicable | | 88 |

| Parents | 2010-2011 | 2011-2012 | 2012-2013 |
|---|---|---|---|
| Percent of Parents Satisfied with Consistent Education | Not Applicable | | 86 |

| Teachers | 2010-2011 | 2011-2012 | 2012-2013 |
|---|---|---|---|
| Percent of Highly Effective Teachers Who are Retained | 90.9 | 87.2 | |
| Percent of Ineffective Teachers Who are Exited | 18 | 20.3 | |

| Principals | 2010-2011 | 2011-2012 | 2012-2013 |
|---|---|---|---|
| Percent of Principals Satisfied with Central Office Services | Not Applicable | | 65 |

### Safety and Environment

| Levels of Offenses | 2010-2011 | 2011-2012 | 2012-2013 |
|---|---|---|---|
| # 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 | 2010-2011 | 2011-2012 | 2012-2013 |
|---|---|---|---|
| Percent of Parents Satisfied with Safety | | | 86 |
| Percent of Parents Satisfied with Environment | | | 89 |
| Percent of Students Satisfied with Safety | | | 74 |
| Percent of Students Satisfied with Environment | Not Applicable | | 72 |
| Percent of Teachers Satisfied with Safety | | | 77 |
| Percent of Teachers Satisfied with Environment | | | 70 |
| Percent of Principals Satisfied with Safety | | | 94 |
| Percent of Principals Satisfied with Environment | | | 90 |

# 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 percent of students who scored at the Unsatisfactory, Satisfactory and Advanced Level on the STAAR End of Course (EOC) assessments.

| Board Monitoring Scorecard | | | | |
|---|---|---|---|---|
| | **Student Achievement: College and Career Readiness** | **Subject** | **2011–2012** | ***2012–2013** |
| | Percent of Students at Level III - Advanced Academic Performance STAAR EOC | **READING** | **6.1** | **12.4** |
| | Percent of Students at Level III - Advanced Academic Performance STAAR EOC | **MATH** | **13.2** | **17.9** |
| Rigorous Education | Percent of Students at Level II - Satisfactory Academic Performance STAAR EOC | **READING** | **59.0** | **65.0** |
| | Percent of Students at Level II - Satisfactory Academic Performance STAAR Standard | **MATH** | **79.0** | **78.2** |
| | Percent of Students at Level I - Unsatisfactory Academic Performance STAAR EOC | **READING** | **41.0** | **35.0** |
| | Percent of Students at Level I - Unsatisfactory Academic Performance STAAR EOC | **MATH** | **21.0** | **21.8** |

*Due to changes in the state assessment program with the adoption of HB 5, the administration is proposing a change in definition for the STAAR EOC results to: 1.) be based only on Algebra I instead of all math assessments, and 2.) Include up-testers.

**Findings**

Most Houston Independent School District students showed they are on track to graduate high school prepared for college and rewarding careers, according to STAAR EOC results.Reflecting a statewide trend, HISD student performance was strongest in math and science, while students struggled most with reading and writing.  A comparison of 2013 EOC performance between the state and HISD are shown in **Table 1**.

| Table 1. Percent Satisfactory 2012-2013 STAAR EOC, First-Time Testers | | | | | | |
|---|---|---|---|---|---|---|
| **EOC** | **State 2012** | **State 2013** | **State 2-Year Difference** | **HISD 2012** | **HISD 2013** | **HISD 2-Year Difference** |
| Algebra I | 83 | 82 | -1 | 79 | 77 | -2 |
| Biology | 87 | 88 | +1 | 84 | 84 | 0 |
| World Geography | 81 | 80 | -1 | 73 | 74 | **+1** |
| English I – Reading | 68 | 70 | +2 | 59 | 62 | **+3** |
| English I – Writing | 55 | 54 | -1 | 47 | 44 | -3 |

*Green shading reflects higher 2 year difference for HISD versus the State*

**Table 2: HISD & State STAAR EOC Assessments % Passed/Did not Pass, 2012 & 2013: First-Time Testers**

| Subject | | | # Tested | Did not Pass<br>% Unsatisfactory | Passed<br>% Satisfactory |
|---|---|---|---|---|---|
| Math | Algebra I | HISD 2012 | 11,047 | 21 | 79 |
| | | 2013 | 11,343 | 23 | 77 |
| | | State 2012 | 333,589 | 17 | 83 |
| | | 2013 | 336,437 | 18 | 82 |
| | Geometry | HISD 2012 | 2,838 | 4 | 96 |
| | | 2013 | 9,014 | 18 | 82 |
| | | State 2012 | 84,279 | 2 | 98 |
| | | 2013 | 295,877 | 14 | 86 |
| Science | Biology | HISD 2012 | 10,267 | 16 | 84 |
| | | 2013 | 12,053 | 16 | 84 |
| | | State 2012 | 319,072 | 13 | 87 |
| | | 2013 | 338,704 | 12 | 88 |
| | Chemistry* | HISD 2012 | 7 | 100 | 0 |
| | | 2013 | 9,222 | 24 | 76 |
| | | State 2012 | 48,146 | 46 | 54 |
| | | 2013 | 267,996 | 16 | 84 |
| Social Studies | World Geography | HISD 2012 | 10,880 | 27 | 73 |
| | | 2013 | 11,677 | 26 | 74 |
| | | State 2012 | 320,971 | 19 | 81 |
| | | 2013 | 332,701 | 20 | 80 |
| | World History* | HISD 2012 | 181 | 45 | 55 |
| | | 2013 | 9,948 | 38 | 62 |
| | | State 2012 | 28,626 | 57 | 43 |
| | | 2013 | 305,152 | 30 | 70 |
| English | English I - Reading | HISD 2012 | 11,514 | 41 | 59 |
| | | 2013 | 12,181 | 38 | 62 |
| | | State 2012 | 334,828 | 32 | 68 |
| | | 2013 | 338,872 | 30 | 70 |
| | English I - Writing | HISD 2012 | 11,524 | 53 | 47 |
| | | 2013 | 12,658 | 56 | 44 |
| | | State 2012 | 334,944 | 45 | 55 |
| | | 2013 | 338,646 | 46 | 54 |
| | English II- Reading* | HISD 2012 | 18 | 50 | 50 |
| | | 2013 | 10,452 | 29 | 71 |
| | | State 2012 | 27,513 | 39 | 61 |
| | | 2013 | 313,423 | 22 | 78 |
| | English II – Writing* | HISD 2012 | 17 | 65 | 35 |
| | | 2013 | 10,486 | 55 | 45 |
| | | State 2012 | 27,898 | 54 | 46 |
| | | 2013 | 313,981 | 47 | 53 |

*Results in 2012 include only students in grade 9 and below. In 2013 grades 10 and below are reflected.*

- From 2012 to 2013 performance for first-time test takers increased by 1 point in World Geography and by 3 points in English I – Reading. During the same time period, performance for first-time takers remained stable in Biology.

**Administrative Response**

To improve student achievement on STAAR End-of-Course (EOC) assessments, the division of Academic Services will continue to focus on the following:

- Embedding "Recommendations for Instructional Accommodations for Special Needs Students" (6 – 12 in ELA and mathematics) and "Instructional Accommodations for Diverse Learners" (K – 12 in all content areas) within unit planning guides and exemplar lessons
- Supporting training on, and implementation of, Istation and Think Through Math
- Providing an EOC Intervention Framework document for Algebra I, Biology, English I, and World Geography courses to assist Tier 3 and Tier 4 schools to provide instruction to retesters
- Training department chairs and lead teachers in strategies for improving literacy instruction, in all content areas, for all students in general and for English language learners (ELL) and students with disabilities (SWD) in particular
- Ten new formative assessments per course will be included in unit planning guides that emphasize reading and writing across disciplines in all content areas
- Collaborating with Professional Support and Development (PSD) and SpringBoard (College Board) to train teachers (6th grade thru 12th grade)on reading-writing connections
- Providing clearly delineated writing modules with STAAR-aligned writing lessons
- Training over 200 teachers in the 2013 Summer Writing Institute on the reading-writing connection, to be followed up throughout the 2013-14 school year with a cohort of 50 teachers
- Training high school content-area teachers to address the academic and linguistic needs of ELL students
- Providing individual academic reports for ELL students determined to be at-risk and then creating individual intervention plans
- Providing all high schools with an annual ELL program report, whichincludes TAKS/STAAR passing rates, graduation rates, and TELPAS rating percentages. The schools receive a teacher report on the percentage of ELL students who made one or more levels of ESL instructional gain, as determined by TELPAS.
- Providing an online reading program for high school ELL students to increase language and literacy development
- Offering campus and classroom level support for implementing targeted accommodations for students with disabilities in the instruction and assessment process
- Providing campus and classroom-level support for the implementation of targeted accommodations for special education students in general education classes
- Moving student with disabilities to more inclusive placements so that they receive rigorous instruction in all academic areas
- Providing campus and classroom-level support to improve classroom management and student behavior
- Providing access for students with disabilities to assistive technology and supplementary aids so that they can be instructed in inclusive settings
- Expanding the Response-to-Intervention (RtI) plan to provide a cohesive framework for aligning student support services

The High School Office (HSO) is also looking into several curricular programs to improve student performance:

- AgileMind software, from the Dana Center, will be used by 18 lowest performing schools to support Algebra I.
- A science curriculum from Rice University for Biology and possibly Chemistry and Physics is being considered.
- Achieve3000, a Lexiled reading and writing support program, will hopefully be piloted at our schools with the greatest need.
- In collaboration with Curriculum, the possibility of changing course sequences will be examined.

The HSO conducts monthly (or more frequent) formal visits at each tier III/IV campus and works in collaboration with NCUST (The National Center for Urban School Transformation) in conducting structured walkthroughs and debriefs. The HSO has also worked with tier III/IV schools to arrive at a set of expectations around their response to the challenge of low student performance as follows:

- Schools will double-block for students requiring extended instructional time in math and reading.
- Intervention for all struggling students will be built into the school day.
- Assistant Principals and Deans will receive training to improve calibration around Assessment & Development.
- Professional Learning Communities (PLCs) will be strengthened and will be the central vehicle to drive instructional planning.
- Schools will have a plan to actively monitor and respond to student failures.
- Schools will meet regularly to debrief with Teacher Development Specialists (TDS) on observed trends.
- Schools will put into place methods to ensure use of appropriate accommodations.
- Writing with meaningful feedback will occur across all classes.
- Schools will be paired with a partner who is more successful in the area of greatest need.

The High School Office (HSO) will further analyze the results to better understand areas of strengths and weaknesses that need to be built upon or addressed. Additionally, the HSO will work with targeted schools to improve teacher retention and training, especially for less experienced teachers.

# EXECUTIVE SUMMARY

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| Board Monitoring Scorecard | | | | | |
|---|---|---|---|---|---|
| **Student Achievement: Norm Reference Test Performance** | **Subject** | **2010-2011** | **2011–2012** | **2012–2013** |
| Percent of Students at or above 50th percentile on Norm Reference Test in Grades K-5* | **READING** | **55.6** | **54.7** | **53.5** |
| Percent of Students at or above 50th percentile on Norm Reference Test in Grades K-5* | **MATH** | **67.2** | **62.7** | **62.1** |
| Percent of Students at or above 50th percentile on Norm Reference Test in Grades 6-8 | **READING** | **39.6** | **39.5** | **37.1** |
| Percent of Students at or above 50th percentile on Norm Reference Test in Grades 6-8 | **MATH** | **61.5** | **56.2** | **55.9** |

*Note: Data reflects grades 1-5 as the kindergarten results cannot be aggregated with the other elementary data due to when the test is administered.

**Findings**
- **Figure 1** provides the percent of all students at or above 50th percentile on the Stanford 10 and Aprenda 3 combined.
    - Reading (grades 1-5) decreased by 1.2 percentage points (54.7 to 53.5)
    - Reading (grades 6-8) decreased by 2.4 percentage points (39.5 to 37.1)
    - Math (grades 1-5) decreased by 0.6 percentage points (62.7 to 62.1)
    - Math (grades 6-8) decreased by 0.3 percentage points (56.2 to 55.9)

**Figure 1. Percent of All Students at or above 50th percentile on Norm Reference Test (Stanford and Aprenda Combined)**



| | 1-5 Reading | 1-5 Math | 6-8 Reading | 6-8 Math |
|---|---|---|---|---|
| 2010-2011 | 55.6 | 67.2 | 39.6 | 61.5 |
| 2011-2012 | 54.7 | 62.7 | 39.5 | 56.2 |
| 2012-2013 | 53.5 | 62.1 | 37.1 | 55.9 |
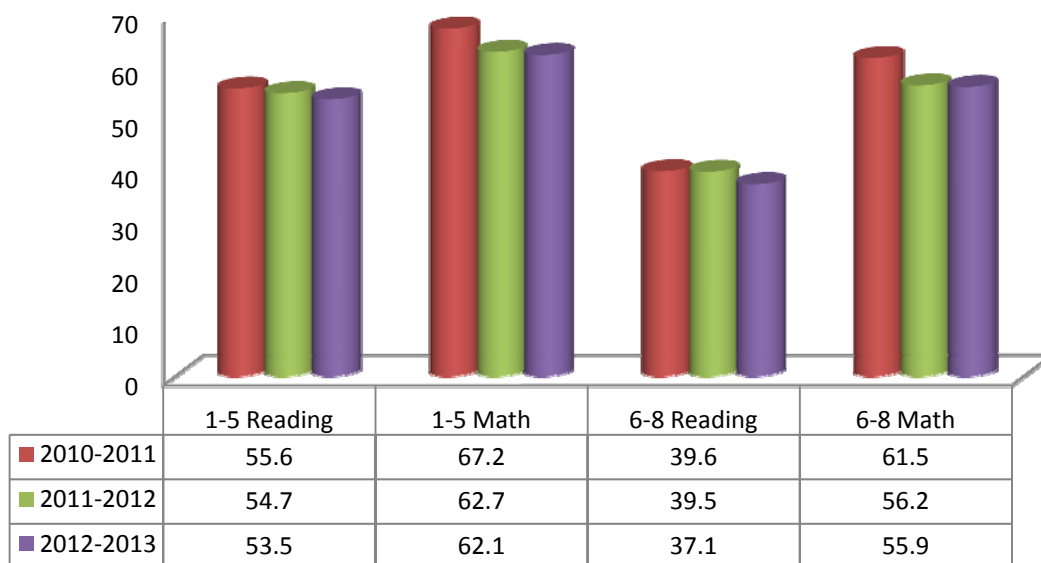
- The percentage of students at or above the 50th National Percentile Rank (NPR) remained stable in language and social science (see **Table 1a**).
- The percentage of students at or above the 50th National Percentile Rank (NPR) in mathematics decreased by 1 percentage point (see **Table 1a**).

| Table 1a: Percent of <u>All Students </u>At or Above the 50th NPR: 2012 and 2013 (Stanford 10 and Aprenda 3 Combined) | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | **Reading** | | **Math** | | **Language** | | **Environ./Science** | | **Social Science** | |
| **Grade** | **2012** | **2013** | **2012** | **2013** | **2012** | **2013** | **2012** | **2013** | **2012** | **2013** |
| 1 | 65 | 62 | 62 | 61 | 61 | 64 | 57 | 59 | -- | -- |
| 2 | 58 | 59 | 62 | 63 | 58 | 62 | 69 | 64 | -- | -- |
| 3 | 57 | 61 | 67 | 68 | 60 | 62 | 65 | 63 | 61 | 58 |
| 4 | 52 | 45 | 66 | 64 | 66 | 59 | 57 | 60 | 50 | 48 |
| 5 | 41 | 38 | 57 | 54 | 43 | 45 | 70 | 63 | 38 | 48 |
| 6 | 34 | 37 | 53 | 53 | 44 | 40 | 49 | 57 | 35 | 38 |
| 7 | 45 | 36 | 59 | 57 | 48 | 43 | 66 | 57 | 51 | 41 |
| 8 | 40 | 39 | 56 | 59 | 37 | 36 | 66 | 66 | 42 | 48 |
| **Total** | **50** | **48** | **61** | **60** | **53** | **53** | **63** | **61** | **47** | **47** |

**Tables 1a-5b** provide additional disaggregation by NRT, subject, and student populations.

## Table 1a: Percent of <u>All Students</u> At or Above the 50th NPR: 2012 and 2013 (Stanford 10 and Aprenda 3 Combined)

| Grade | Reading 2012 | Reading 2013 | Math 2012 | Math 2013 | Language 2012 | Language 2013 | Environ./Science 2012 | Environ./Science 2013 | Social Science 2012 | Social Science 2013 |
|---|---|---|---|---|---|---|---|---|---|---|
| 1 | 65 | 62 | 62 | 61 | 61 | 64 | 57 | 59 | -- | -- |
| 2 | 58 | 59 | 62 | 63 | 58 | 62 | 69 | 64 | -- | -- |
| 3 | 57 | 61 | 67 | 68 | 60 | 62 | 65 | 63 | 61 | 58 |
| 4 | 52 | 45 | 66 | 64 | 66 | 59 | 57 | 60 | 50 | 48 |
| 5 | 41 | 38 | 57 | 54 | 43 | 45 | 70 | 63 | 38 | 48 |
| 6 | 34 | 37 | 53 | 53 | 44 | 40 | 49 | 57 | 35 | 38 |
| 7 | 45 | 36 | 59 | 57 | 48 | 43 | 66 | 57 | 51 | 41 |
| 8 | 40 | 39 | 56 | 59 | 37 | 36 | 66 | 66 | 42 | 48 |
| **Total** | **50** | **48** | **61** | **60** | **53** | **53** | **63** | **61** | **47** | **47** |

## Table 1b: Percent of <u>Non-Special Education Students</u> At or Above the 50th NPR: 2012 and 2013 (Stanford 10 and Aprenda 3 Combined)

| Grade | Reading 2012 | Reading 2013 | Math 2012 | Math 2013 | Language 2012 | Language 2013 | Environ./Science 2012 | Environ./Science 2013 | Social Science 2012 | Social Science 2013 |
|---|---|---|---|---|---|---|---|---|---|---|
| 1 | 66 | 63 | 63 | 62 | 62 | 66 | 58 | 60 | -- | -- |
| 2 | 60 | 61 | 64 | 65 | 59 | 64 | 71 | 66 | -- | -- |
| 3 | 59 | 63 | 69 | 71 | 62 | 64 | 67 | 65 | 63 | 60 |
| 4 | 55 | 48 | 69 | 68 | 70 | 63 | 60 | 63 | 53 | 51 |
| 5 | 44 | 41 | 61 | 58 | 46 | 48 | 74 | 67 | 41 | 51 |
| 6 | 37 | 40 | 57 | 57 | 48 | 44 | 53 | 61 | 38 | 41 |
| 7 | 49 | 38 | 63 | 61 | 52 | 46 | 70 | 60 | 54 | 44 |
| 8 | 43 | 42 | 60 | 63 | 40 | 39 | 69 | 70 | 46 | 51 |
| **Total** | **53** | **51** | **64** | **63** | **56** | **56** | **65** | **64** | **50** | **50** |

## Table 1c: Percent of <u>Special Education</u> Students At or Above the 50th NPR: 2012 and 2013 (Stanford 10 and Aprenda 3 Combined)

| Grade | Reading 2012 | Reading 2013 | Math 2012 | Math 2013 | Language 2012 | Language 2013 | Environ./Science 2012 | Environ./Science 2013 | Social Science 2012 | Social Science 2013 |
|---|---|---|---|---|---|---|---|---|---|---|
| 1 | 30 | 33 | 33 | 32 | 28 | 31 | 30 | 33 | -- | -- |
| 2 | 22 | 24 | 30 | 27 | 22 | 23 | 37 | 32 | -- | -- |
| 3 | 17 | 23 | 23 | 28 | 21 | 23 | 27 | 30 | 24 | 24 |
| 4 | 12 | 9 | 22 | 21 | 18 | 14 | 20 | 22 | 16 | 15 |
| 5 | 7 | 7 | 12 | 12 | 7 | 7 | 25 | 22 | 8 | 10 |
| 6 | 5 | 5 | 10 | 10 | 7 | 4 | 11 | 15 | 6 | 5 |
| 7 | 6 | 5 | 12 | 12 | 6 | 5 | 20 | 14 | 11 | 7 |
| 8 | 6 | 5 | 16 | 14 | 5 | 4 | 25 | 21 | 10 | 9 |
| **Total** | **12** | **12** | **18** | **18** | **13** | **12** | **23** | **23** | **12** | **11** |

**Table 2: Stanford 10 NCE and NPR Results for Non-Special Education Students, Spring 2012 and 2013**

| Grade | Reading 2012 NCE | Reading 2013 NCE | Reading 2013 NPR | Math 2012 NCE | Math 2013 NCE | Math 2013 NPR | Language 2012 NCE | Language 2013 NCE | Language 2013 NPR | Environ./Science 2012 NCE | Environ./Science 2013 NCE | Environ./Science 2013 NPR | Social Science 2012 NCE | Social Science 2013 NCE | Social Science 2013 NPR |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | 48 | 46 | 43 | 50 | 50 | 50 | 48 | 50 | 50 | 49 | 47 | 45 | -- | -- | -- |
| 2 | 46 | 46 | 43 | 50 | 50 | 50 | 45 | 48 | 47 | 54 | 51 | 51 | -- | -- | -- |
| 3 | 48 | 49 | 49 | 56 | 58 | 64 | 48 | 51 | 51 | 55 | 52 | 54 | 49 | 48 | 47 |
| 4 | 50 | 47 | 44 | 58 | 56 | 62 | 57 | 54 | 58 | 53 | 53 | 56 | 48 | 48 | 46 |
| 5 | 47 | 46 | 42 | 55 | 55 | 59 | 49 | 49 | 48 | 63 | 57 | 63 | 48 | 50 | 51 |
| 6 | 45 | 45 | 41 | 54 | 53 | 56 | 49 | 47 | 44 | 51 | 54 | 58 | 45 | 46 | 42 |
| 7 | 49 | 45 | 40 | 56 | 55 | 60 | 50 | 48 | 47 | 58 | 53 | 56 | 51 | 48 | 46 |
| 8 | 47 | 46 | 43 | 54 | 56 | 61 | 47 | 46 | 43 | 58 | 59 | 67 | 49 | 51 | 52 |
| **Total** | **48** | **46** | | **54** | **54** | | **49** | **49** | | **55** | **54** | | **49** | **49** | |

**Table 3a: Percent of Students Scoring At or Above the 50th NPR on the Stanford 10 for Non-Special Education Students, Spring 2012 and 2013**

| Grade | Reading 2012 | Reading 2013 | Math 2012 | Math 2013 | Language 2012 | Language 2013 | Environ./Science 2012 | Environ./Science 2013 | Social Science 2012 | Social Science 2013 |
|---|---|---|---|---|---|---|---|---|---|---|
| 1 | 50 | 46 | 53 | 51 | 49 | 53 | 48 | 47 | -- | -- |
| 2 | 42 | 42 | 52 | 53 | 41 | 48 | 61 | 53 | -- | -- |
| 3 | 46 | 49 | 62 | 64 | 48 | 52 | 57 | 52 | 51 | 45 |
| 4 | 49 | 42 | 66 | 64 | 66 | 59 | 54 | 58 | 46 | 44 |
| 5 | 44 | 41 | 61 | 58 | 46 | 48 | 74 | 67 | 41 | 51 |
| 6 | 37 | 40 | 57 | 57 | 48 | 44 | 53 | 61 | 38 | 41 |
| 7 | 49 | 38 | 63 | 61 | 52 | 46 | 70 | 60 | 54 | 44 |
| 8 | 43 | 42 | 60 | 63 | 40 | 39 | 69 | 70 | 45 | 51 |
| **Total** | **45** | **42** | **60** | **59** | **49** | **49** | **61** | **59** | **45** | **46** |

**Table 3b: Percent of Students Scoring At or Above the 50th NPR on the Stanford 10 for Special Education Students, Spring 2012 and 2013**

| Grade | Reading 2012 | Reading 2013 | Math 2012 | Math 2013 | Language 2012 | Language 2013 | Environ./Science 2012 | Environ./Science 2013 | Social Science 2012 | Social Science 2013 |
|---|---|---|---|---|---|---|---|---|---|---|
| 1 | 20 | 20 | 27 | 24 | 21 | 22 | 26 | 25 | -- | -- |
| 2 | 14 | 10 | 24 | 18 | 14 | 13 | 31 | 24 | -- | -- |
| 3 | 12 | 11 | 20 | 23 | 13 | 13 | 22 | 20 | 18 | 14 |
| 4 | 10 | 7 | 19 | 19 | 15 | 12 | 17 | 18 | 12 | 11 |
| 5 | 7 | 7 | 12 | 12 | 7 | 7 | 25 | 22 | 8 | 10 |
| 6 | 5 | 5 | 10 | 10 | 7 | 4 | 11 | 15 | 6 | 5 |
| 7 | 6 | 5 | 12 | 12 | 6 | 5 | 20 | 14 | 11 | 7 |
| 8 | 6 | 5 | 16 | 14 | 5 | 4 | 25 | 21 | 10 | 9 |
| **Total** | **9** | **8** | **16** | **15** | **10** | **9** | **21** | **19** | **10** | **9** |

**Table 4: Aprenda 3 Results for Non-Special Education Students, Spring 2012 and 2013**

| Grade | Reading 2012 NCE | Reading 2013 NCE | Reading 2013 NPR | Math 2012 NCE | Math 2013 NCE | Math 2013 NPR | Language 2012 NCE | Language 2013 NCE | Language 2013 NPR | Environ./Science 2012 NCE | Environ./Science 2013 NCE | Environ./Science 2013 NPR | Social Science 2012 NCE | Social Science 2013 NCE | Social Science 2013 NPR |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | 72 | 78 | 91 | 70 | 72 | 85 | 70 | 74 | 87 | 65 | 69 | 82 | -- | -- | -- |
| 2 | 72 | 76 | 89 | 71 | 75 | 88 | 77 | 78 | 91 | 75 | 78 | 91 | -- | -- | -- |
| 3 | 71 | 75 | 88 | 73 | 76 | 89 | 79 | 82 | 94 | 73 | 81 | 93 | 72 | 78 | 91 |
| 4 | 67 | 71 | 84 | 76 | 81 | 93 | 71 | 71 | 83 | 77 | 84 | 95 | 74 | 78 | 91 |
| 5 | 58 | 58 | 66 | 57 | 56 | 60 | 56 | 56 | 61 | 60 | 59 | 67 | 60 | 61 | 69 |
| 6 | 50 | 64 | 74 | 65 | 77 | 90 | 47 | 61 | 70 | 56 | 63 | 73 | 57 | 71 | 84 |
| 7 | 45 | 60 | 68 | 56 | 71 | 84 | 50 | 56 | 61 | 47 | 68 | 80 | 48 | 61 | 70 |
| 8 | 47 | 56 | 62 | 56 | 62 | 71 | 49 | 62 | 71 | 50 | 56 | 61 | 53 | 59 | 67 |
| **Total** | **71** | **76** | | **72** | **75** | | **75** | **77** | | **71** | **76** | | **73** | **78** | |

**Table 5a: Percent of Students Scoring At or Above the 50th NPR on the Aprenda 3 for Non-Special Education Students, Spring 2012 and 2013**

| Grade | Reading 2012 | Reading 2013 | Math 2012 | Math 2013 | Language 2012 | Language 2013 | Environ./Science 2012 | Environ./Science 2013 | Social Science 2012 | Social Science 2013 |
|---|---|---|---|---|---|---|---|---|---|---|
| 1 | 92 | 94 | 80 | 81 | 85 | 87 | 75 | 82 | -- | -- |
| 2 | 92 | 96 | 84 | 87 | 92 | 94 | 89 | 88 | -- | -- |
| 3 | 90 | 98 | 85 | 87 | 94 | 96 | 90 | 97 | 89 | 94 |
| 4 | 88 | 91 | 89 | 92 | 92 | 89 | 95 | 98 | 93 | 96 |
| 5 | 71 | 68 | 63 | 55 | 71 | 70 | 76 | 71 | 61 | 69 |
| 6 | 36 | 73 | 71 | 82 | 57 | 73 | 71 | 91 | 79 | 91 |
| 7 | 58 | 86 | 58 | 93 | 50 | 71 | 42 | 93 | 58 | 93 |
| 8 | 40 | 67 | 75 | 67 | 42 | 73 | 55 | 67 | 58 | 73 |
| **Total** | **91** | **95** | **83** | **86** | **90** | **92** | **85** | **89** | **90** | **94** |

**Table 5b: Percent of Students Scoring At or Above the 50th NPR on the Aprenda 3 for Special Education Students, Spring 2012 and 2013**

| Grade | Reading 2012 | Reading 2013 | Math 2012 | Math 2013 | Language 2012 | Language 2013 | Environ./Science 2012 | Environ./Science 2013 | Social Science 2012 | Social Science 2013 |
|---|---|---|---|---|---|---|---|---|---|---|
| 1 | 66 | 67 | 53 | 51 | 53 | 55 | 45 | 53 | -- | -- |
| 2 | 60 | 72 | 56 | 58 | 59 | 63 | 62 | 60 | -- | -- |
| 3 | 43 | 85 | 40 | 54 | 64 | 80 | 60 | 83 | 58 | 74 |
| 4 | 40 | 42 | 56 | 52 | 53 | 41 | 65 | 81 | 65 | 81 |
| 5 | -- | * | -- | * | -- | * | -- | * | -- | * |
| **Total** | **54** | **70** | **51** | **54** | **58** | **62** | **57** | **66** | **61** | **76** |

**Administrative Response:**

To improve student achievement on Stanford and Aprenda assessments, the division of Academic Services will continue to focus on the following:

- Embedding "Recommendations for Instructional Accommodations for Special Needs Students" (grades 1–8 in ELA and mathematics) and "Instructional Accommodations for Diverse Learners" (grades 1–8 in all content areas) within unit planning guides and exemplar lessons
- Supporting training on, and implementation of, Istation and Think Through Math
- Train lead teachers in strategies for improving literacy instruction, in all content areas, for all students in general and for English language learners (ELL) and students with disabilities (SWD) in particular
- Further analysis will be conducted in sub sections of the Stanford test
- Collaborating with Professional Support and Development (PSD) to train grades 1–8 teachers on reading-writing connections
- Offering campus and classroom-level support for implementing targeted accommodations for students with disabilities in the instruction and assessment process
- Providing campus and classroom-level support for the implementation of targeted accommodations for special education students in general education classes
- Moving student with disabilities to more inclusive placements so that they receive rigorous instruction in all academic areas
- Providing campus and classroom-level support to improve classroom management and student behavior
- Providing access for students with disabilities to assistive technology and supplementary aids so that they can be instructed in inclusive settings
- Expanding the Response-to-Intervention (RtI) plan to provide a cohesive framework for aligning student support services
- Schools will share best practices strategies with lower performing campuses
- Successful teachers as identified by comparative growth will be asked to share strategies with other teachers through professional development
- Teachers with high minority populations with demonstrated success will be asked to share strategies that can be utilized by other teachers
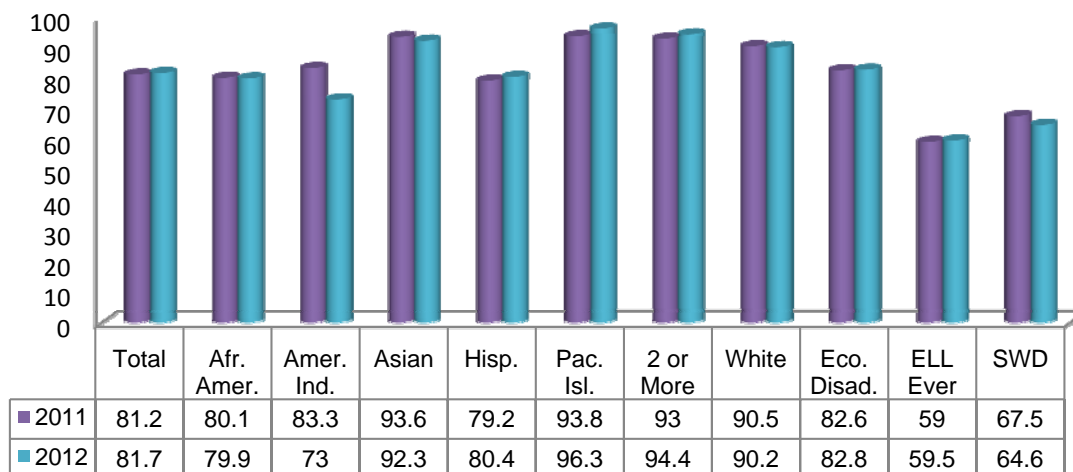
# EXECUTIVE SUMMARY

## 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 College and Career Readiness: Four-Year Cohort Graduation Rate and the Percent of Students (in a High School Cohort) Who Dropped Out. The data presented are aligned to the state accountability calculations.

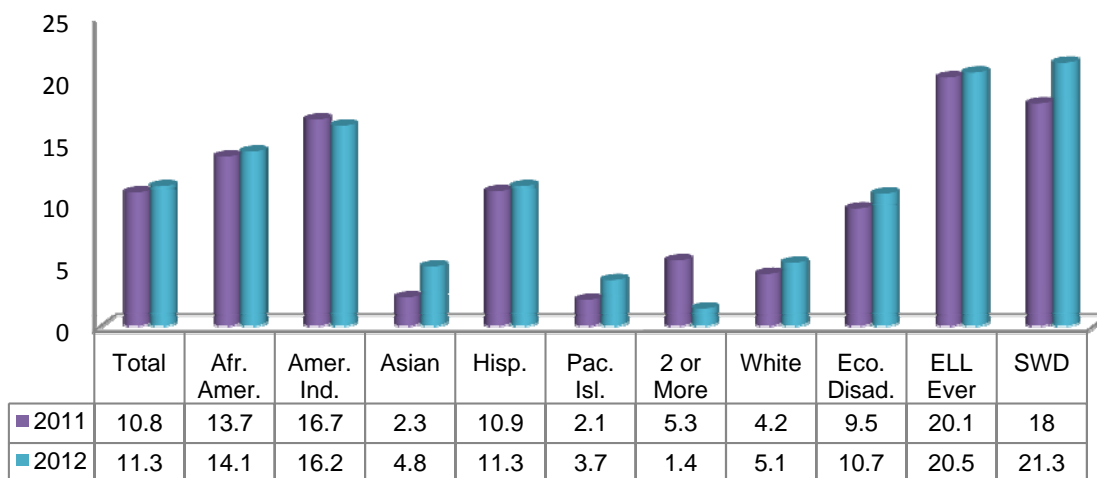| Board Monitoring Scorecard | | | | |
|---|---|---|---|---|
| | **College and Career Readiness** | **2010-2011** | **2011–2012** | **2012–2013** |
| Rigorous Education | Four-Year Cohort Graduation Rate | **81.2** | **81.7** | |
| | Percent of Students (in a High School Cohort) Who Dropped Out | **10.8** | **11.3** | |

**Findings**

- The four-year cohort graduation rate increased from 81.2 to 81.7, an increase of .5 percentage points (see **Figure 1**).
- The four-year longitudinal dropout rate increased from 10.8 to 11.3, an increase of .5 percentage points (see **Figure 2**).
- The graduation rate exceeds the state target of 75 percent.

## Figure 1: HISD Graduation Rates with Exclusions, 2011-2012

| | Total | Afr. Amer. | Amer. Ind. | Asian | Hisp. | Pac. Isl. | 2 or More | White | Eco. Disad. | ELL Ever | SWD |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 2011 | 81.2 | 80.1 | 83.3 | 93.6 | 79.2 | 93.8 | 93 | 90.5 | 82.6 | 59 | 67.5 |
| 2012 | 81.7 | 79.9 | 73 | 92.3 | 80.4 | 96.3 | 94.4 | 90.2 | 82.8 | 59.5 | 64.6 |

## Figure 2: HISD Four-Year Longitudinal Dropout Rates with Exclusions (Grades 9-12), 2011-2012

| | Total | Afr. Amer. | Amer. Ind. | Asian | Hisp. | Pac. Isl. | 2 or More | White | Eco. Disad. | ELL Ever | SWD |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 2011 | 10.8 | 13.7 | 16.7 | 2.3 | 10.9 | 2.1 | 5.3 | 4.2 | 9.5 | 20.1 | 18 |
| 2012 | 11.3 | 14.1 | 16.2 | 4.8 | 11.3 | 3.7 | 1.4 | 5.1 | 10.7 | 20.5 | 21.3 |

**Administrative Response:**
The following priorities have been established by the office of Dropout Prevention in order to increase the graduation rate and decrease the dropout rate:

- Develop and utilize the Dropout Prevention Early Warning (DPEW) report in Chancery to identify students at-risk of dropping out and developing action plans to address the needs of identified students.
- Utilize the Student At-Risk Indicator Report to analyze factors related to student dropout and develop intervention programs based on these indicators.
- Analyze district data to develop a predictive model to help identify those indicators that are most likely to lead to students dropping out of school and graduating from school.
- Develop a dashboard to provide immediate and comprehensive analysis of information by campus and district based on the DPEW, SRI and state data sources.
- Design innovative dropout programs in HISD to include student tracking, relationship building, and resource services to meet the diverse academic and social needs of students.

In addition to these priorities, the office of Dropout Prevention will work with the Multilingual Department to implement the following:

- Provide an online reading program for high school ELL students to accelerate language and literacy development.
- Provide training to high school content teachers to address the academic and linguistic needs of ELL students.
- Provide individual academic reports for ELL students determined to be at-risk in order to create individual intervention plans.
- Provide all high schools with an annual ELL program report and TELPAS teacher reports to help inform the planning of ELL instruction.

# Board Monitoring System (BMS) & Your Voice Survey Question Calculation

The BMS survey calculation was developed with the intent to produce a simple and transparent methodology for calculation and population.  As such, the following survey items determined the population of the HISD BMS district scorecard:

Table 1 – BMS Survey Question Matrix

| BMS Metric | Corresponding Your Voice Survey Question | Percent Agree (Top 2 Box) |
|---|---|---|
| 24. % of Parents satisfied with rigorous education | P4. Overall, I am satisfied with the rigor of my child's education | 92% |
| 25. % of Students who feel challenged with coursework | S3. My classes are challenging | 70% |
| 26. % of Students satisfied with teachers having high expectations | S23. The teachers at my school expect  that I work hard for the grades I get | 88% |
| 27. % of Parents satisfied with consistent education | P3. I am satisfied with the consistency of education provided by my child's school from year-to-year | 86% |
| 30. % of Principals satisfied with Central Office Services | A27. Overall, I am satisfied with Central Administration | 65% |
| 35. % of Parents satisfied with safety | P25. Overall, I am satisfied that my child's school is safe and secure | 86% |
| 36. % of Parents satisfied with environment | P20. Overall, I am satisfied with the environment at my child's school | 89% |
| 37. % of Students satisfied with safety | S36. Overall, I am satisfied that my child's school is safe and secure | 74% |
| 38. % of Students satisfied with environment | S28. Overall, I am satisfied with the environment at my school | 72% |
| 39. % of Teachers satisfied with safety | T47. Overall, I am satisfied that my child's school is safe and secure | 77% |
| 40. % of Teachers satisfied with environment | T40. Overall, I am satisfied with the environment at my school | 70% |
| 41. % of Principals satisfied with safety | T52. Overall, I am satisfied that my child's school is safe and secure | 94% |
| 42. % of Principals satisfied with environment | T44. Overall, I am satisfied with the environment at my school | 90% |

*NOTE: The numbers preceding either the BMS metric or survey question indicate the position of the metric/question in their respective instruments with P = Parent Survey, S = Student Survey, A = Campus Administrator Survey and T = Teacher Survey.*

| | TOTAL HISD | Parents<br>% Agree<br>(Top 2 Box)<br>(A) | Students<br>% Agree<br>(Top 2 Box)<br>(B) | Teachers<br>% Agree<br>(Top 2 Box)<br>(C) | Administrators<br>% Agree<br>(Top 2 Box)<br>(D) |
|---|---|---|---|---|---|
| **THE SCHOOL, OVERALL…** | | | | | |
| OVERALL SATISFACTION WITH SCHOOL | 83 | 91 $^{BC}$ | 82 $^{C}$ | 73 | 91 $^{BC}$ |
| OVERALL GRADE | B- | B | B- | B- | B |
| LIKELIHOOD TO RECOMMEND SCHOOL (% Rating an 8, 9 or 10 on 10-point scale) | 49 | 74 $^{BC}$ | 43 | 51 $^{B}$ | 78 $^{ABC}$ |
| | | | | | |
| **ACADEMIC RIGOR, CONSISTENCY & LEARNING - *Agree or Disagree...*** | | | | | |
| **Overall**, I am satisfied with the education provided by my (child's) school | 89 | 92 $^{BCD}$ | 88 $^{C}$ | 80 | 87 $^{C}$ |
| The school provides consistent education year-to-year | 84 | **86 $^{C}$** | NA | 76 | 88 $^{C}$ |
| I am satisfied with rigor of education (My classes are challenging) | 74 | **89 $^{BCD}$** | **70** | 78 $^{B}$ | 82 $^{BC}$ |
| My (child's) school maintains high academic standards (expectations) | 91 | 88 $^{C}$ | **93 $^{AC}$** | 80 | 91 $^{C}$ |
| My (child's) school teaches solid academic skills - Reading | 86 | 91 $^{BC}$ | 86 $^{C}$ | 80 | 88 $^{C}$ |
| My (child's) school teaches solid academic skills - Math | 88 | 91 $^{BC}$ | 87 $^{C}$ | 84 | 91 $^{BC}$ |
| Curriculum, instruction & materials are coordinated across grade levels | 69 | NA | NA | 68 | 88 $^{C}$ |
| There is consistent curriculum, instruction & learning in same grade level | 75 | NA | NA | 74 | 89 $^{C}$ |
| | | | | | |
| **ACADEMIC ENVIRONMENT - *Agree or Disagree…*** | | | | | |
| **Overall**, I am satisfied with the academic environment at my school | 71 | NA | NA | 70 | 87 $^{C}$ |
| | | | | | |
| **CAMPUS ADMINISTRATION & STAFF - *Agree or Disagree…*** | | | | | |
| **Overall**, I am satisfied with Teachers & Staff (Campus Admin/Central Admin) | 78 | 88 $^{BCD}$ | 77 $^{CD}$ | 68 | **64** |
| Teachers at school expect that I work very hard for the grades I get | 88 | NA | **88** | NA | NA |
| | | | | | |
| **SCHOOL ENVIRONMENT - *Agree or Disagree…*** | | | | | |
| **Overall**, I am satisfied with the environment at my (child's) school | 75 | **90 $^{BC}$** | **72** | **70** | **90 $^{BC}$** |
| The overall climate or feeling at school is positive (helps children learn) | 74 | 91 $^{BC}$ | 71 | 74 $^{B}$ | 92 $^{BC}$ |
| | | | | | |
| **SCHOOL SAFETY - *Agree or Disagree…*** | | | | | |
| **Overall**, I am satisfied my (child's) school is safe & secure | 76 | **86 $^{BC}$** | **74** | **77 $^{B}$** | **94 $^{ABC}$** |
| | | **% Yes** | | | |
| **Family and Community Engagement (Title 1)** | | | | | |
| The school (district) gives opportunities for input on improving parent engagement | 90 | 90 | NA | NA | NA |
| My child's school gives opportunities/encourages participation in P/T conferences | 92 | 92 | NA | NA | NA |
| The school/district provided me policies and compact | 91 | 91 | NA | NA | NA |
| My child's school has explained academic expectations to me | 88 | 88 | NA | NA | NA |
| My child's school has explained the curriculum to me | 84 | 84 | NA | NA | NA |
| My child's school has explained different assessments used to measure learning | 85 | 85 | NA | NA | NA |
| My child's school gives me the training & materials to help me help my child | 75 | 75 | NA | NA | NA |
| | | | | | |
| **Overall**, I am satisfied my school actively engages families in their child's education | 69 | NA | NA | 68 | 82 $^{C}$ |
| My school regularly communicates with families on how to help children learn | 74 | NA | NA | 73 | 90 $^{C}$ |
| My school communicates effectively with families on students' behavior | 69 | NA | NA | 68 | 95 $^{C}$ |
| School staff & families think of each other as partners in educating children | 59 | NA | NA | 58 | 80 $^{C}$ |
| Obtaining information for student learning needs is a priority at my school | 62 | NA | NA | 61 | 88 $^{C}$ |
| My school encourages feedback from families & the community | 73 | NA | NA | 72 | 92 $^{C}$ |
| I get the help I need to communicate with families | 73 | NA | NA | 72 | 87 $^{C}$ |
| Sample Size: | 125,708 | 21,365 | 98,364 | 5,612 | 367 |

**Footnotes:**
*Report provided by RDA Group*
*Includes responses processed through June 25, 2013*
*Board Monitoring System (BMS) Metrics* **bolded**
*P/T = Parent/Teacher*
*Data for questions with fewer than 5 respondents (-)*
*NA = Not Applicable (i.e., not asked)*
*Top 2 Box - represents proportion of respondents stating they "Strongly Agree" or "Agree"*
*Superscript column notations - Parent (A), Student (B), Teacher (C), and/or Administrator (D); significantly higher than noted column*