REPORT FROM THE SUPERINTENDENT

Office of Superintendent of Schools
Board of Education August 14, 2014

SUBJECT: **BOARD MONITORING UPDATE: MULTIPLE METRICS**

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 2013-2014 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)

Student Achievement		2011-2012	2012-2013	2013-2014
Percent of Students at Level III - Advanced Academic Performance STAAR Standard (3-8)	Reading	15.2	17.4	15.7
Percent of Students at Level II - Satisfactory Academic Performance STAAR Standard (3-8)	Reading	71.2	70.1	68.7
Percent of Students at Level I - Unsatisfactory Academic Performance STAAR Standard (3-8)	Reading	28.8	29.9	31.3
Percent of Students at Level III - Advanced Academic Performance STAAR Standard (3-8)	Math	12.4	12.9	16.0
Percent of Students at Level II - Satisfactory Academic Performance STAAR Standard (3-8)	Math	68.2	67.1	68.6
Percent of Students at Level I - Unsatisfactory Academic Performance STAAR Standard (3-8)	Math	31.8	32.9	31.4
Percent of Students at Level III - Advanced Academic Performance STAAR EOC (9-12)	ELA I & II	N/A	N/A	4.9
Percent of Students at Level II - Satisfactory Academic Performance STAAR EOC (9-12)	ELA I & II	N/A	N/A	53.9
Percent of Students at Level I - Unsatisfactory Academic Performance STAAR EOC (9-12)	ELA I & II	N/A	N/A	46.1
Percent of Students at Level III - Advanced Academic Performance STAAR EOC (9-12)	Algebra I	5.9	5.5	6.6
Percent of Students at Level II - Satisfactory Academic Performance STAAR EOC (9-12)	Algebra I	72.7	67.2	68.1
Percent of Students at Level I - Unsatisfactory Academic Performance STAAR EOC (9-12)	Algebra I	27.3	32.8	31.9
Percent of Students at Level III - Advanced Academic Performance STAAR EOC (7,8)	Algebra I	39.0	44.0	50.1
Percent of Students at Level II - Satisfactory Academic Performance STAAR EOC (7,8)	Algebra I	95.7	97.6	98.6
Percent of Students at Level I – Unsatisfactory Academic Performance STAAR EOC (7,8)	Algebra I	4.3	2.4	1.4
Percent of Students at or above 50th percentile on Norm Reference Test in Grades 1-5	Reading	54.7	53.5	51.2
Percent of Students at or above 50th percentile on Norm Reference Test in Grades 1-5	Math	62.7	62.1	60.6
Percent of Students at or above 50th percentile on Norm Reference Test in Grades 6-8	Reading	39.5	37.1	37.1
Percent of Students at or above 50th percentile on Norm Reference Test in Grades 6-8	Math	56.2	55.9	53.2
Districtwide EVAAS Scores in Reading	Reading	0.1	0.3	
Districtwide EVAAS Scores in Math	Math	-0.9	0.2	
College and Career Readiness				
Percent of Students Enrolling in Higher Education Within 1 Year of High School Graduation		60		
Percent of Students at or above standard on the SAT/ACT Reading & Math Sections Combined		14.8		
Percent of Students at or above benchmark score on the PSAT		13.6	21.4	20.4
Graduation & Dropout				
Four-Year Cohort Graduation Rate		81.7	81.6	
Four-Year Cohort Dropout Rate		11.3	11.1	
Perception Survey - Rigorous Education				
Percent of Parents Satisfied with Rigorous Education		Not Applicable	92	93
Percent of Students Who Feel Challenged with Coursework			70	70
Students				
Percent of Students Satisfied with Teachers Having High Expectations		Not Applicable	88	91
Teachers				
Percent of Highly Effective Teachers Who are Retained		87.2	87.6	
Percent of Ineffective Teachers Who are Exited		20.3	24.4	
Parents				
Percent of Parents Satisfied with Consistent Education		Not Applicable	86	88
Principals				
Percent of Principals Satisfied with Central Office Services		Not Applicable	64	71
Levels of Offenses				
Number of Level III Offenses-Suspension/Optional Removal to Disciplinary Alternative Education		4,987	5,917	
Number of Level IV Offenses - Required Placement in a Disciplinary Alternative Education Program		1,173	1,109	
Number of Level V Offenses - Expulsion for Serious Offenses		68	53	
Number of Bullying Incidents		125	139	
Perception Survey - Safety and Environment				
Percent of Parents Satisfied with Safety		Not Applicable	86	90
Percent of Parents Satisfied with Environment			90	91
Percent of Students Satisfied with Safety			74	76
Percent of Students Satisfied with Environment			72	72
Percent of Teachers Satisfied with Safety			77	80
Percent of Teachers Satisfied with Environment			70	70
Percent of Principals Satisfied with Safety			94	95
Percent of Principals Satisfied with Environment			90	91

Rigorous Education

Consistency

Safety and Environment

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**	**2012–2013**	**2013–2014**
Rigorous Education	Percent of Students at Level III - Advanced Academic Performance STAAR EOC (9-12)	**ELA I & II**	**N/A**	**4.9**
	Percent of Students at Level II - Satisfactory Academic Performance STAAR EOC (9-12)	**ELA I & II**	**N/A**	**53.9**
	Percent of Students at Level I - Unsatisfactory Academic Performance STAAR EOC (9-12)	**ELA I & II**	**N/A**	**46.1**
	Percent of Students at Level III - Advanced Academic Performance STAAR EOC (9-12)	**Algebra I**	**5.5**[*]	**6.6**[*]
	Percent of Students at Level II - Satisfactory Academic Performance STAAR Standard (9-12)	**Algebra I**	**67.2**[*]	**68.1**[*]
	Percent of Students at Level I - Unsatisfactory Academic Performance STAAR Standard (9-12)	**Algebra I**	**32.8**[*]	**31.9**[*]
	Percent of Students at Level III - Advanced Academic Performance STAAR EOC (7,8)	**Algebra I**	**44.0**[*]	**50.1**[*]
	Percent of Students at Level II - Satisfactory Academic Performance STAAR EOC (7,8)	**Algebra I**	**97.6**[*]	**98.6**[*]
	Percent of Students at Level I - Unsatisfactory Academic Performance STAAR EOC (7,8)	**Algebra I**	**2.4**[*]	**1.4**[*]

Due to changes in the state assessment program mandated by House Bill 5, the administration implemented 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 a separate calculation for middle-school testers. As a result previous scores (2012-2013) have been recalculated. Reading scores for 2012-2013 are not available due to new assessments introduced in 2013-2014.

Findings

Algebra I - Advanced Academic Performance
- High school student's (9-12) went from 5.5 percent in 2012-2013 to 6.6 percent in 2013-2014, an increase of 1.1 percentage points. Middle school students (7, 8) went from 44.0 percent in 2012-2013 to 50.1 percent in 2013-2014, an increase of 6.1 percentage points.

Algebra I - Satisfactory Academic Performance
- High school students (9-12) went from 67.2 percent in 2012-2013 to 68.1 percent in 2013-2014, an increase of .9 percentage point. Middle school students (7, 8) went from 97.6 percent in 2012-2013 to 98.6 percent in 2013-2014, an increase of 1 percentage point.

English Language Arts (English I & II) - performance from 2012-2013 cannot be compared to performance in 2013-2014 due to new assessments. House Bill 5 mandated a new English I and English II assessment that combined reading and writing.

Table 1 shows the results for **all students**, first-time testers, and retesters in the spring 2013 and 2014 administrations and provides state data where available.

Table 1: HISD and State STAAR EOC Assessments, All Students, First-time Testers, and Retesters, Spring 2013 and 2014

Subject		# Tested All	First	Retest	Did Not Pass % Unsatisfactory All	First	Retest	% Sat. (PH-1) All	First	Retest	% Sat. (PH-2) All	First	Retest	% Sat. (Rec.) All	First	Retest	% Adv. All	First	Retest
Algebra I	HISD 2013	11,845	11,343	502	25	23	72	75	77	28	53			33			15	15	1
	2014	13,355	11,548	1,807	25	18	70	75	82	30	55	62	7	35	41	1	16	19	0
	State 2013	364,284			22			78			57			36			16		
	2014	388,608	343,456	45,152	19	14	61	81	86	39	60	67	10	36	44	1	18	20	0
Biology	HISD 2013	12,511	12,053	458	18	16	59	82	84	41	62			40			11	12	0
	2014	12,776	11.638	1,138	15	11	52	85	89	48	62	67	9	41	45	2	10	11	0
	State 2013	358,547			15			85			68			47			12		
	2014	359,664	333,786	25,878	9	7	46	91	93	54	72	76	12	50	54	2	12	13	0
English I	HISD 2013	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	2014	16,850	12,199	4,651	48	39	72	52	61	28	37	47	12	31	40	6	5	7	0
	State 2013	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	2014	469,915	350,566	119,349	38	28	65	62	72	35	47	58	16	40	50	9	6	8	0
English II	HISD 2013	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	2014	13,649	11,333	2,316	44	36	80	56	64	20	45	53	9	36	43	4	4	5	0
	State 2013	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	2014	386,468	330,495	55,973	34	27	73	66	73	27	54	62	12	45	51	6	6	7	0
U.S. History	HISD 2013	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	2014	10,120	10,090	30	10	10	67	90	90	33	71	71	3	45	45	3	15	15	0
	State 2013	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	2014	315,049	312,669	2,380	8	8	78	92	92	52	76	76	17	51	51	3	16	16	0

Note. English I and English II were not offered as a combined assessment in 2013. No comparison data is available for U.S. History in 2013. Previous years contain only field test results. "All" refers to all students tested in the spring 2013 and 2014 administrations. "First" refers to students who took that particular EOC for the first time in the spring 2013 or 2014 administration, respectively. "Retest" refers to students who retook that particular EOC in the spring 2013 or 2014 administration, respectively.

- In Algebra I, percent satisfactory (phase-in 1 standard) stayed the same from 2013 to 2014 at 75%. The percentage of students meeting satisfactory (recommended standard) increased from 33% to 35% from 2013 to 2014.
- The percentage of students meeting the standard for percent satisfactory (phase-in 1) for biology increased from 82% in 2013 to 85% in 2014.

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 6 – 12 teachers on reading-writing connections
- Providing clearly delineated writing modules with STAAR-aligned writing lessons
- 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, which includes 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

Additionally, the High School Office is organizing the work to accelerate learning in every high school around five key areas:
- Advanced Academics (AP, SAT, PSAT, IB)
- ELL (Accelerating learning of every English Language Learner)

- Freshmen on Track (Ensuring that every entering 9th grader is ready and prepared to graduate from high school and move on to college.)
- Instructional Leadership (Supporting principals with identifying effective instructional practices and knowing how to shift the work/priorities when students are not excelling)
- Secondary Literacy (Increasing proficiency in reading and writing across the content areas.)

In addition to working on these five key areas, the HSO will also:
- Implement a stronger monitoring process for determining students' progress towards all EOC exams
- Utilize a reading progress inventory/tracking system for every high school student that will determine students' growth in reading comprehension
- Formalize review of student writing samples across the district in an effort to improve students' performance on English I and English II EOC Exam
- Conduct monthly progress meetings with the leadership teams, SSO(s) and CSO of the lowest performing high schools with a goal of ensuring that students are on track to graduate
- Reinstate the campus-by-campus weekly drop-out prevention support process
- Study the role of the student service center concept to determine impact on graduation/drop-out rates with a goal of increasing how we provide adolescents with non-academic support

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Board Monitoring Scorecard					
Student Achievement: Norm Reference Test Performance		**Subject**	**2011– 2012**	**2012– 2013**	**2013– 2014**
Rigorous Education	Percent of Students at or above 50th percentile on Norm Reference Test in Grades 1-5	**READING**	54.7	53.5	51.2
	Percent of Students at or above 50th percentile on Norm Reference Test in Grades 1-5	**MATH**	62.7	62.1	60.6
	Percent of Students at or above 50th percentile on Norm Reference Test in Grades 6-8	**READING**	39.5	37.1	37.1
	Percent of Students at or above 50th percentile on Norm Reference Test in Grades 6-8	**MATH**	56.2	55.9	53.2

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

Findings

Reading
- While the percentage of all students at or above the 50th NPR (Stanford 10 and Aprenda 3 combined) in grades 1-5 went from 53.5% to 51.2%, a decrease of 2.3 percentage points, it remained stable in grades 6-8 at 37.1%.

Math
- The percentage of all students at or above the 50th NPR (Stanford 10 and Aprenda 3 combined) in grades 1-5 went from 62.1% to 60.6%, a decrease of 1.5 percentage points and went from 55.9% to 53.2% in grades 6-8, a decrease of 2.7 percentage points.

Table 1a below provides the percent of <u>all students by grade level</u> at or above the 50th NPR: 2013 and 2014 (Stanford 10 and Aprenda 3 combined).

Table 1a: Percent of <u>All Students</u> At or Above the 50th NPR: 2013 and 2014 (Stanford 10 and Aprenda 3 Combined)									
	Reading		Math		Language		Environ./Science		Social Science	
Grade	2013	2014	2013	2014	2013	2014	2013	2014	2013	2014
1	62	60	61	60	64	62	59	55	--	--
2	59	56	63	61	62	59	64	58	--	--
3	61	57	68	65	62	58	63	59	58	54
4	45	43	64	63	59	57	60	58	48	46
5	38	37	54	54	45	44	63	60	48	46
6	37	36	53	52	40	39	57	55	38	38
7	36	35	57	53	43	41	57	53	41	39
8	39	40	59	56	36	36	66	65	48	48
Total	48	47	60	58	53	51	61	58	47	46

- The percentage of all students in grades 1-8 at or above the 50th NPR in reading went from 48% to 47%, a decrease of 1 percentage point.
- The percentage of all students in grades 1-8 at or above the 50th NPR in math went from 60% to 58%, a decrease of 2 percentage points.
- The percentage of all students in grades 1-8 at or above the 50th NPR in Language went from 53% to 51%, a decrease of 2 percentage points.
- The percentage of all students in grades 1-8 at or above the 50th NPR in Environmental Science went from 61% to 58%, a decrease of 3 percentage points.
- The percentage of all students in grades 1-8 at or above the 50th NPR in Social Science went from 47% to 46%, a decrease of 1 percentage point.
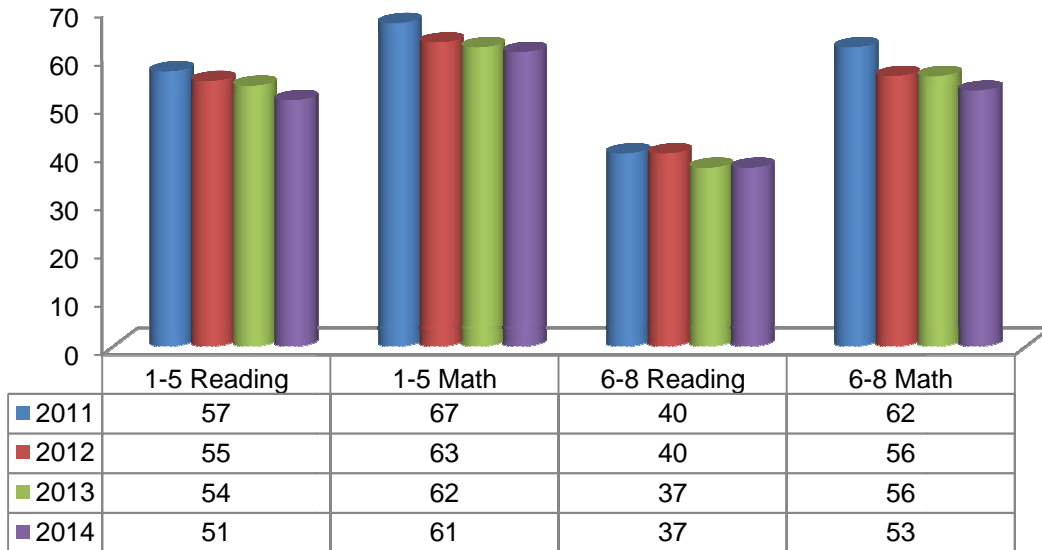
Table 1b below provides the percent at or above the 50th NPR by student group and subject for 2013 and 2014 (Stanford 10 and Aprenda 3 combined).

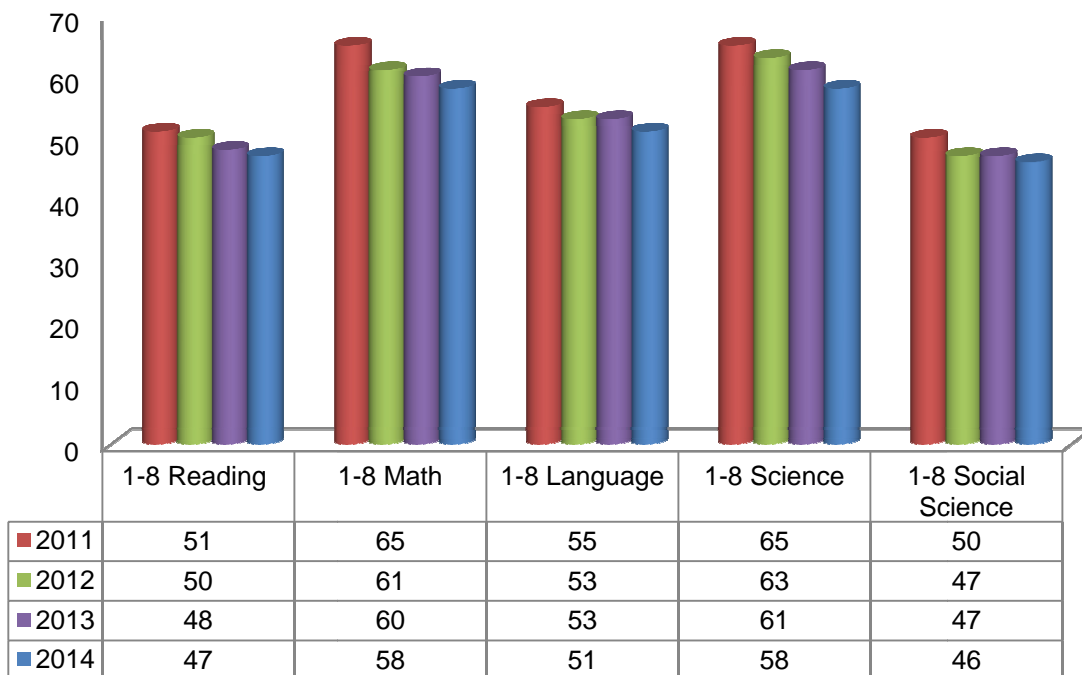| Table 1b. Percent At or Above the 50th NPR by Student Group and Subject for 2013 and 2014 (Stanford and Aprenda Combined)									
	YEAR DIFF	SWD	ELL	Econ Disadv.	White	Hispanic	Asian	African American	All Students
Reading	2013	12	54	44	79	50	75	33	48
	2014	13	51	42	78	49	76	30	47
	Diff	+1	-3	-2	-1	-1	+1	-3	-1
Math	2013	18	64	57	83	63	88	44	60
	2014	19	61	55	82	62	87	41	58
	Diff	+1	-3	-2	-1	-1	-1	-3	-2
Language	2013	12	57	49	79	55	79	38	53
	2014	13	55	47	78	53	79	35	51
	Diff	+1	-2	-2	-1	-2	0	-3	-2
Environ./Science	2013	23	63	58	86	64	81	45	61
	2014	22	59	54	84	62	81	40	58
	Diff	-1	-4	-4	-2	-2	0	-5	-3
Social Science	2013	11	43	42	81	47	78	35	47
	2014	12	39	40	80	46	79	32	46
	Diff	+1	-4	-2	-1	-1	+1	-3	-1

- Students with Disabilities (SWD) showed growth in more areas (4 out of 5) than any other group of students followed only by Asians. All other groups showed decreases in performance.
- The performance gap between White and Hispanics remained stable from 2013 to 2014 in all content areas with the exception of Language where the gap has increased by 1 percentage point.
- The performance gap between White and African Americans has increased by 2 percentage points in all content areas with the exception of Environment/Science where the gap has increased by 3 percentage points.

Figure 1 provides the percent of all students at or above the 50th percentile on the norm reference test (Stanford 10 and Aprenda 3 combined), for the 2011 thru 2014 school years by academic level. **Figure 2** provides the four-year trend analysis (2011-2014) of the percent of all students at or above the 50th NPR (Stanford 10 and Aprenda 3 combined), for the 2011 thru 2014 school years across all grades. **Figure 3** details the percent at or above the 50th NPR, by student group and subject, for 2014 (Stanford 10 and Aprenda 3 combined).

Figure 1: Percent of All Students At or Above the 50th Percentile on Norm Reference Test (Stanford 10 and Aprenda 3 Combined), 2011-2014 by Academic Level

	1-5 Reading	1-5 Math	6-8 Reading	6-8 Math
2011	57	67	40	62
2012	55	63	40	56
2013	54	62	37	56
2014	51	61	37	53

Figure 2: Four Year NRT Trend Analysis (2011-2014): Percent of All Students At or Above the 50th NPR (Stanford 10 and Aprenda 3 Combined), 2011-2014, Across All Grades

	1-8 Reading	1-8 Math	1-8 Language	1-8 Science	1-8 Social Science
2011	51	65	55	65	50
2012	50	61	53	63	47
2013	48	60	53	61	47
2014	47	58	51	58	46

Figure 3: Percent At or Above the 50th NPR, by Student Group and Subject, for 2014 (Stanford 10 and Aprenda 3 Combined), Grades 1-8
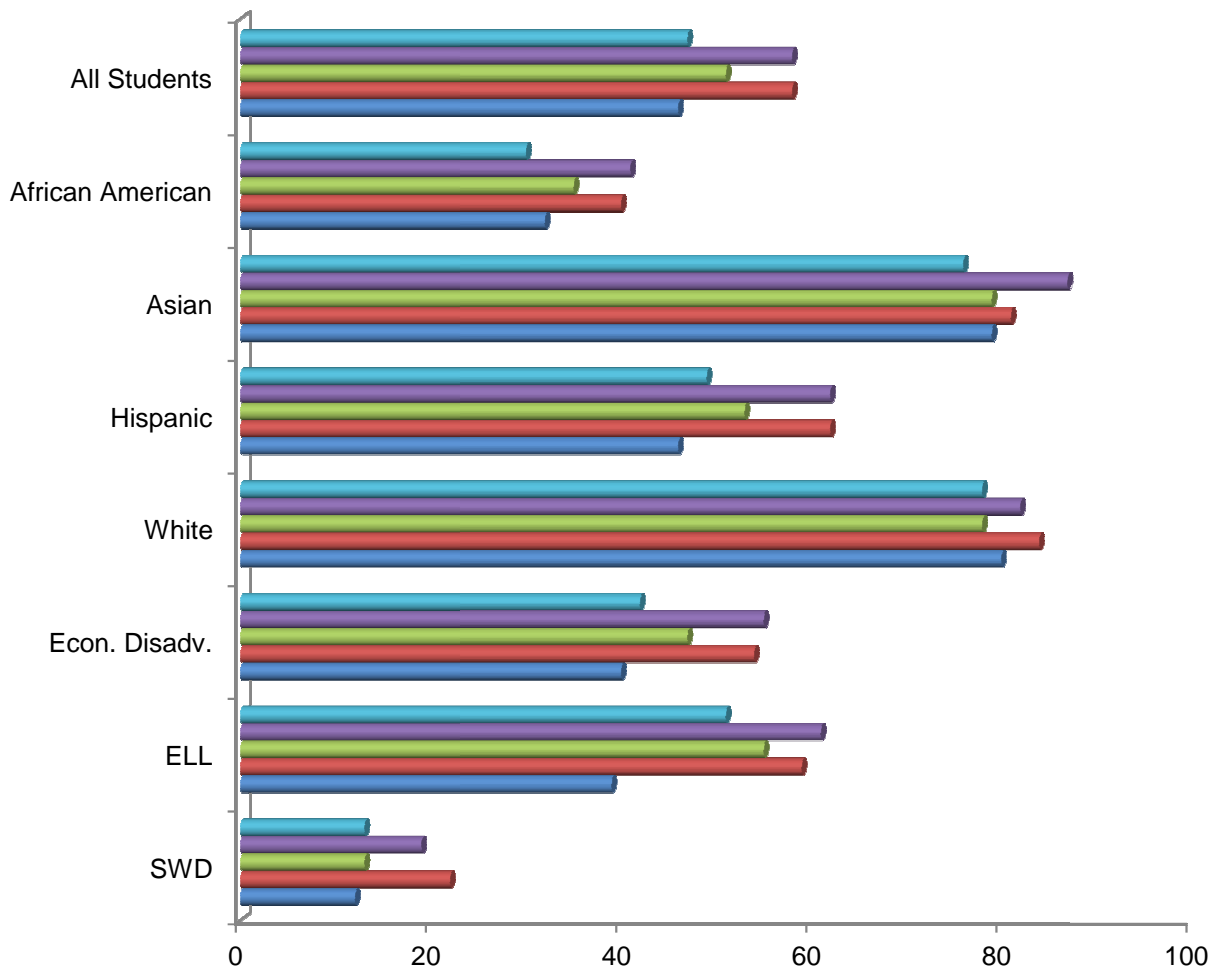
	SWD	ELL	Econ. Disadv.	White	Hispanic	Asian	African American	All Students
■ Reading	13	51	42	78	49	76	30	47
■ Math	19	61	55	82	62	87	41	58
■ Language	13	55	47	78	53	79	35	51
■ Environ./Science	22	59	54	84	62	81	40	58
■ Social Science	12	39	40	80	46	79	32	46

Administrative Response

The School Offices will ensure that:

- School Support Officers (SSOs) and/or Lead Principals (LP) will meet with principals to review campus performance data and attempt to identify a "root cause" for any increases/decreases in scores. Furthermore, Chief School Officers (CSOs) will collect qualitative data from LPs to supplement the "root cause" analysis process.
- SSOs/LPs will meet with their respective campus leadership teams to assist in the creation of intervention plans to improve reading, math, science, and social studies scores.
- The Middle School CSO will work with the High School CSO to develop a Secondary Literacy plan to address the deficiencies in literacy across the curriculum.
- SSOs/LPs will meet with principals to develop strategies to better align campus resources (instructional time, supplies, funds, technology, instruction, etc.) with performance goals and improvement plans. SSO/LPs will also work with principals to train teachers on the use of "Everyday ExcELLence" routines, to emphasize literacy development and the use of academic language.
- CSO's will work with Curriculum, Instruction and Assessment on the development of formative, common assessments that will be used to create and collect student performance data. SSO/LP's will work with principals to ensure that formative assessment/common assessment data is used to design, align and spiral instruction at all levels, for all students.
- Students who failed reading and/or math were identified and grouped together so that they can receive targeted, differentiated interventions, based on the area needing improvement. Additionally, where appropriate, these students may have been retained for summer school.
- Teachers, parents and students were provided with Confidential Student Reports and results by Student Expectations (SEs) to provide feedback and plan for focused instruction and interventions.
- A systematic approach to teach reading has been initiated for 2014-2015. The Focus will be on PK-2 students reading on grade level utilizing reading aloud, independent reading and guided reading strategies.

The Elementary Curriculum and Development Office is ensuring that:

- All Kindergarten through third grade teachers will receive a multi-day training and ongoing support as a part of the "Literacy By 3" plan. This will assist in the implementation of guided reading, independent reading, and Read Aloud skills, thereby boosting reading achievement. Additionally, HISD is equipping every elementary campus with Scholastic guided reading libraries, read aloud libraries, and dynamic personalized classroom libraries.
- As a part of ongoing formative assessment and professional development, the Curriculum Offices will develop short interim assessments aligned to HISD Curriculum for teachers to assess students' mastery of standards and provide interventions. Just-in-time training, in response to interim assessment data, will be provided throughout the year.
- A Teacher Development Specialist position will provide embedded support to prioritized campuses, in alignment with the School Office and SSO support.
- The Curriculum Department will continue to offer campuses training on how to use Istation and Think Through Math. Istation determines a lexile level and allows teachers to group

students for targeted instruction. Additionally, Istation provides struggling students with online intervention lessons that review and reteach focused skills.

- Think Through Math pinpoints the areas in which students require remediation and then provides lessons that re-teach unmastered standards. Think Through Math, like Istation, provides reports that allow teachers to monitor progress as students work through the lessons.
- In addition to Istation and Think Through Math, the district's reading and math curriculum provide extensive support for teachers as they develop lessons. The planning guides are TEKS-aligned and offer a wealth of ideas for supporting struggling reading and math students.
- Extensive planning guides have also been provided in other content areas, including English Language Arts, social studies, and science.

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	**Class of 2011**	**Class of 2012**	**Class of 2013**
Rigorous Education	Four-Year Cohort Graduation Rate*	**81.2**	**81.7**	**81.6**
	Percent of Students (in a High School Cohort) Who Dropped Out*	**10.8**	**11.3**	**11.1**

*State Accountability Calculation with Exclusions

Findings
- The four-year cohort graduation rate decreased from 81.7 to 81.6, a decrease of .1 percentage points (see **Figure 1**).
- The four-year longitudinal dropout rate decreased from 11.3 to 11.1, a decrease of .2 percentage points (see **Figure 1**).
- The graduation rate exceeds the state target of 75 percent.
- The number of students graduating in the class of 2013 was 9,053 which exceeded the number graduating in the class of 2012 by 20 students. However, there were 63 more students overall in the class of 2013.

Figure 1 includes data for each race/ethnicity, English Language Learners (ELL) and Students with Disabilities (SWD).

**Figure 1. HISD Graduation and Dropout Rates By Groups: With Exclusions
Classes of 2011, 2012, and 2013**

Group	Class	Graduation Rate	Dropout Rate
All students	2011	81.2	10.8
	2012	81.7	11.3
	2013	81.6	11.1
African American	2011	80.1	13.7
	2012	79.9	14.1
	2013	79.2	14.3
American Indian	2011	83.3	16.7
	2012	73.0	16.2
	2013	78.0	12.2
Asian	2011	93.6	2.3
	2012	92.3	4.8
	2013	88.3	6.8
Hispanic	2011	79.2	10.9
	2012	80.4	11.3
	2013	80.6	10.9
Pacific Islander	2011	93.8	2.1
	2012	96.3	3.7
	2013	92.6	3.7
Two or More	2011	93.0	5.3
	2012	94.4	1.4
	2013	94.7	3.9
White	2011	90.5	4.2
	2012	90.2	5.1
	2013	91.7	4.0
Economically Disadvantaged	2011	82.6	9.5
	2012	82.8	10.7
	2013	81.3	11.0
Ever ELL in HS	2011	59.0	20.1
	2012	59.5	20.5
	2013	56.6	20.7
ELL	2011	44.7	31.8
	2012	36.7	34.0
	2013	37.6	33.6
SWD	2011	67.5	18.0
	2012	64.6	21.3
	2013	71.0	16.8

2011
2012
2013

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:

- The Dropout Prevention Office collaborated on the creation of the Early Warning Indicator. The purpose of Early Warning Indicator is to identify students at risk of dropping out of high school.
- This report will be user-friendly, is exportable into Excel, and permits the deletion of columns to suit specific needs of Administrator, by categorizing students (as needed). The Early Warning Indicator will be placed onto the Achievement and Principal Dashboards, unlike the DPEW Report which will remain on Chancery.
- Phase Two of the Early Warning Indicator will include further options to be determined by IT, the office of Dropout Prevention, and other department stakeholders.
- The Dropout Recovery Report which has been historically provided for the annual Grads Within Reach Walk will be located on the Principal and Achievement Dashboard and will reflect students who have dropped out of high school per campus, thus increasing its usefulness to principals.
- All high school campus Graduation Support Meetings, with the support of the High School Office, will be mandated to be implemented on all campuses on a regular basis.
- District-wide Graduation Support Meetings will be conducted by the offices of Dropout Prevention and Leadership Development throughout the year and hosted by various high school campuses who have implemented best dropout prevention and recovery practices as evidenced in the annual dropout data. The High School Office is mandating each high school to send their Leaver or Graduation Support Meeting Representative to gain further knowledge of best practices.
- The office of Dropout Prevention will continue to provide monthly reports to the Middle and High School Offices in terms of year-to-date dropout data per campus to help keep focus and assistance on the needs of the schools.
- Student Case Workers will be assisting middle school campuses to establish Graduation Support Meetings as stand-alone meetings or to be a part on-going committees targeting other at-risk youth. The Dropout Prevention offices will further support middle school campuses with the location and recovery of Leaver 98s after all campus efforts have been exhausted by campus staff.

In addition to these priorities, the office of Dropout Prevention will continue to work with:

- Multilingual Department to provide support via office of Dropout Prevention Student Case Workers to help prevent and recover ELL students; and to create programs via the Houston Communality College (HCC) to help support Newcomers out of the realm of HISD; and to help increase post-secondary enrollment.
- Special Education Department to provide support via student referrals to service agencies for services and programs to encourage high school graduation.
- College Readiness and CTE to help provide direct support and incentivize overage students enrolled in AVA, Grad Labs, Liberty, and Middle College High Schools by the way of combined College Tours, College and Career Day, and Certification and Employment Fairs.
- The overall surrounding community to help keep dropout prevention on the forefront and for all to exercise Social Responsibility in helping graduate all youth from high school.

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 district's annual Your Voice survey measures perceptions of safety, rigor, consistency and environment among HISD students, parents, teachers, principals and community members. Implemented in the 2012-2013 school year, the survey was administered in its second year across all schools in HISD in 2013-2014.

Results of this districtwide survey are used in multiple ways, including use in campus School Improvement Plans (SIP) and to satisfy Title I requirements. The full report, as well as the breakdown by schools, can be found at http://hisdyourvoice.rdagroup.com/site/default.aspx.

	District Participation rates comparison			
	District aggregate participation rate: 131, 824 respondents			
	Response rate			
	Parents	Students	Teachers	Administrators
2014	14.3%	71.6%	48.7%	69.1%
2013	12.5%	74.4%	49%	60.6%
% change	2%	-3%[note]	0	9%

Note: The total number of students increased in the year 2013-2014 when approximately 7,000 North Forest students were annexed to HISD.

Board Monitoring Scorecard			
	Perception Surveys	**2012–2013**	**2013–2014**
Consistency / Safety and Environment	Percent of Parents Satisfied with Rigorous Education	**92**	**93**
	Percent of Students Who Feel Challenged with Coursework	**70**	**70**
	Percent of Students Satisfied with Teachers Having High Expectations	**88**	**91**
	Percent of Parents Satisfied with Consistent Education	**86**	**88**
	Percent of Principals Satisfied with Central Office Services	**64***	**71**
	Percent of Parents Satisfied with Safety	**86**	**90**
	Percent of Parents Satisfied with Environment	**90***	**91**
	Percent of Students Satisfied with Safety	**74**	**76**
	Percent of Students Satisfied with Environment	**72**	**72**
	Percent of Teachers Satisfied with Safety	**77**	**80**
	Percent of Teachers Satisfied with Environment	**70**	**70**
	Percent of Principals Satisfied with Safety	**94**	**95**
	Percent of Principals Satisfied with Environment	**90**	**91**

Corrected rates from 2013 BMS Report.
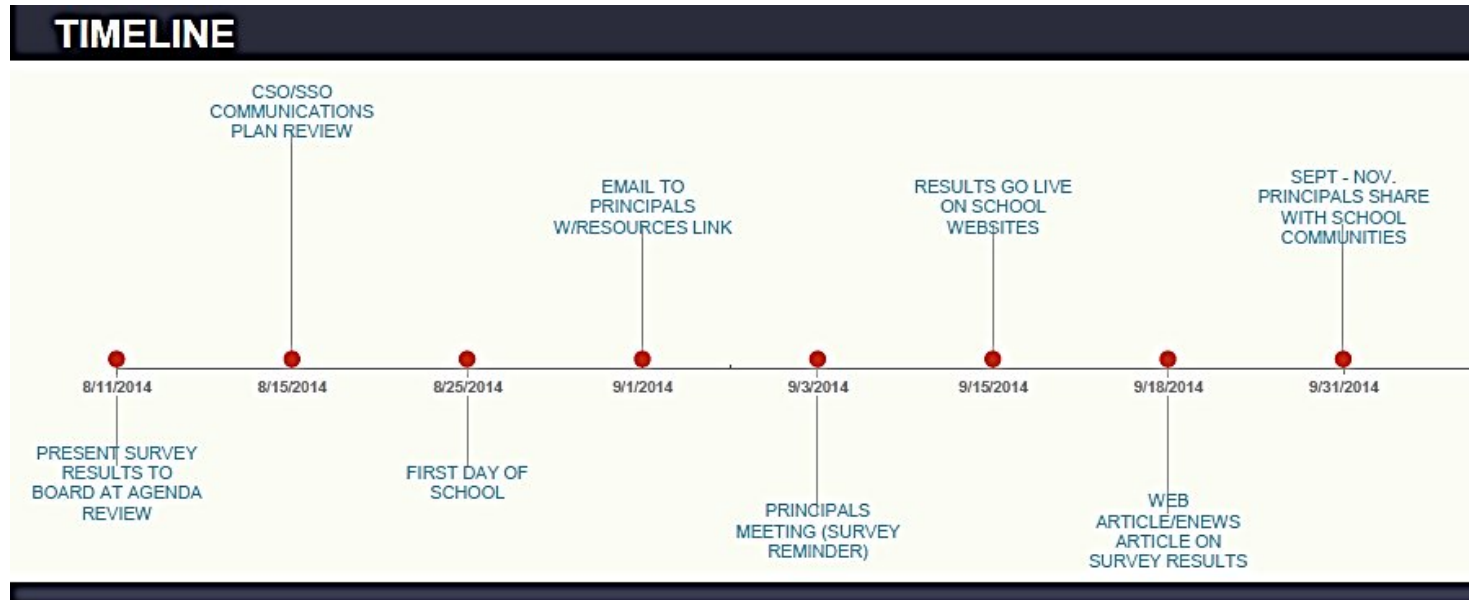
Administrative Response

While pleased with the small but positive growth in participation levels in the survey, especially in the second-year, we understand that we must continue to increase participation levels in order to make the survey more reflective of our population. As such, we continue to look at tactics and strategies to improve participation rates across the district and at all campuses.

With regards to the survey results, we are encouraged by the positive gains made across all measures except three:

- **Percent of teachers satisfied with their school environment**
- **Percent of students satisfied with their school environment**
- **Percent of students who feel challenged with coursework**

Next Steps

The results of the Your Voice survey will be communicated to schools, as well as help for campus staff to understand and interpret those results. Access to the Your Voice survey has already been provided to schools. Over the next few weeks, the Schools Office will work with schools to interpret these results. The timeline for distributing information regarding Your Voice is submitted below:

TIMELINE

Date	Above line	Below line
8/11/2014		PRESENT SURVEY RESULTS TO BOARD AT AGENDA REVIEW
8/15/2014	CSO/SSO COMMUNICATIONS PLAN REVIEW	
8/25/2014		FIRST DAY OF SCHOOL
9/1/2014	EMAIL TO PRINCIPALS W/RESOURCES LINK	
9/3/2014		PRINCIPALS MEETING (SURVEY REMINDER)
9/15/2014	RESULTS GO LIVE ON SCHOOL WEBSITES	
9/18/2014		WEB ARTICLE/ENEWS ARTICLE ON SURVEY RESULTS
9/31/2014	SEPT - NOV. PRINCIPALS SHARE WITH SCHOOL COMMUNITIES	

To help campus leaders communicate the results of the survey, a packet of resources will be provided. This packet, which can be accessed on the Principals Resources page of the district website, will include a PowerPoint on the survey, handout on its significance, and tools to assist in communication efforts to parents and the public.