

# REPORT FROM THE SUPERINTENDENT

Office of the Superintendent of Schools  
Board of Education Meeting of September 08, 2016

**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 two Executive Summaries containing supporting evidence of district progress for the 2015–2016 school year, specifically for:

- Percentage of students who scored at the Unsatisfactory, Satisfactory, and Advanced Levels on the State of Texas Assessment of Academic Readiness (STAAR) End-of-Course (EOC) exams
- Graduation and Dropout Rates



# Board Monitoring Systems (BMS)

As of September 8, 2016  
(Reflects updated results from prior year.)

## 2015-2016 School Year

### Student Achievement

2013-2014 2014-2015 2015-2016

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	6.4
Percent of Students at Level II - Satisfactory Academic Performance STAAR EOC (9-12)	ELA I & II	53.9	51.0	53.2
Percent of Students at Level I - Unsatisfactory Academic Performance STAAR EOC (9-12)	ELA I & II	46.1	49.0	46.8
Percent of Students at Level III - Advanced Academic Performance STAAR EOC (9-12)	Algebra I	6.6	8.3	10.5
Percent of Students at Level II - Satisfactory Academic Performance STAAR EOC (9-12)	Algebra I	68.1	65.3	65.0
Percent of Students at Level I - Unsatisfactory Academic Performance STAAR EOC (9-12)	Algebra I	31.9	34.7	35.0
Percent of Students at Level III - Advanced Academic Performance STAAR EOC (7-8)	Algebra I	50.1	60.9	64.5
Percent of Students at Level II - Satisfactory Academic Performance STAAR EOC (7-8)	Algebra I	98.6	98.8	98.3
Percent of Students at Level I - Unsatisfactory Academic Performance STAAR EOC (7-8)	Algebra I	1.4	1.2	1.7
Percent of Students at or above 50th percentile on Norm Reference Test in Grades 1-5	Reading (ELA Total)	N/A	54.9	N/A
Percent of Students at or above 50th percentile on Norm Reference Test in Grades 1-5	Math (Math Total)	N/A	63.3	N/A
Percent of Students at or above 50th percentile on Norm Reference Test in Grades 6-8	Reading (ELA Total)	N/A	37.7	N/A
Percent of Students at or above 50th percentile on Norm Reference Test in Grades 6-8	Math (Math Total)	N/A	45.0	N/A
Districtwide EVAAS Growth Measure Scores in Reading (Grades 3-8)	Reading	-0.1	0.1	N/A
Districtwide EVAAS Growth Measure Scores in Math (Grades 3-8)	Math	0.2	-0.1	N/A

### College and Career Readiness

Percent of Students Enrolling in Higher Education Within 1 Year of High School Graduation	57.1		
Percent of Students at or above standard on the SAT/ACT Reading & Math Sections Combined	13.8		
Percent of Students at or above benchmark score on the PSAT	20.4	21.5	24.9

### Graduation & Dropout

Four-Year Cohort Graduation Rate	81.8	82.0	
Four-Year Cohort Dropout Rate	10.8	10.9	

### Perception Survey - Rigorous Education

Percent of Parents Satisfied with Rigorous Education	93	94	N/A
Percent of Students Who Feel Challenged with Coursework	70	71	N/A

### Students

Percent of Students Satisfied with Teachers Having High Expectations	91	90	N/A
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### Teachers

Percent of Highly Effective Teachers Who are Retained (EVAAS $\geq$ 2.0)	87.9	88.1	
Percent of Ineffective Teachers Who are Exited (EVAAS $\leq$ -2.0)	25.0	23.2	

### Parents

Percent of Parents Satisfied with Consistent Education	88	88	N/A
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### Principals

Percent of Principals Satisfied with Central Office Services	71	74	N/A
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### Levels of Offenses

Number of Level III Offenses-Suspension/Optional Removal to Disciplinary Alternative Education	5,800	5,716	
Number of Level IV Offenses - Required Placement in a Disciplinary Alternative Education Program	1,160	1,291	
Number of Level V Offenses - Expulsion for Serious Offenses	42	57	
Number of Bullying Incidents	168	115	

### Perception Survey - Safety and Environment

Percent of Parents Satisfied with Safety	90	90	N/A
Percent of Parents Satisfied with Environment	91	91	N/A
Percent of Students Satisfied with Safety	76	76	N/A
Percent of Students Satisfied with Environment	72	72	N/A
Percent of Teachers Satisfied with Safety	80	82	N/A
Percent of Teachers Satisfied with Environment	70	74	N/A
Percent of Principals Satisfied with Safety	95	95	N/A
Percent of Principals Satisfied with Environment	91	91	N/A

• Adjusted to one decimal place to match report.

Rigorous Education

Consistency

Safety and Environment



## Board Monitoring System: STAAR EOC 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: Percent of Students at Level III—Advanced Academic Performance, Level II—Satisfactory Academic Performance, and Level I—Unsatisfactory Performance on the State of Texas Assessments of Academic Readiness (STAAR) End-of-Course (EOC) assessments for Algebra I, English I, and English II.

Board Monitoring Scorecard					
Rigorous Education	Student Achievement:	Subject	2013–2014	2014–2015	2015–2016
	Percent of Students at Level III - <b>Advanced</b> Academic Performance STAAR EOC (9–12)	ELA I & II	4.9	5.4	6.4
	Percent of Students at Level II - <b>Satisfactory</b> Academic Performance STAAR EOC (9–12)	ELA I & II	53.9	51.0	53.2*
	Percent of Students at Level I - <b>Unsatisfactory</b> Academic Performance STAAR EOC (9–12)	ELA I & II	46.1	49.0	46.8
	Percent of Students at Level III - <b>Advanced</b> Academic Performance STAAR EOC (9–12)	Algebra I	6.6	8.3	10.5
	Percent of Students at Level II - <b>Satisfactory</b> Academic Performance STAAR EOC (9–12)	Algebra I	68.1	65.3	65.0*
	Percent of Students at Level I - <b>Unsatisfactory</b> Academic Performance STAAR EOC (9–12)	Algebra I	31.9	34.7	35.0
	Percent of Students at Level III - <b>Advanced</b> Academic Performance STAAR EOC (7,8)	Algebra I	50.1	60.9	64.5
	Percent of Students at Level II - <b>Satisfactory</b> Academic Performance STAAR EOC (7,8)	Algebra I	98.6	98.8	98.3*
	Percent of Students at Level I - <b>Unsatisfactory</b> Academic Performance STAAR EOC (7,8)	Algebra I	1.4	1.2	1.7

\* Progression Standard

Note: Excludes STAAR M, -L, -A, Alt., and Alt. 2 results.

## **2016 STAAR Algebra I, English I and II EOC Key Findings:**

- The Level II Satisfactory standard changed in 2015–2016 for first-time EOC testers.
- Even with the new Satisfactory standard, the percentage of students meeting the Level II Satisfactory standard in English I and English II increased by 2.2 percentage points to 53.2 percent in 2016.
- The percentage of students in both high school and middle school meeting the Level II Satisfactory standard in Algebra I decreased slightly.
- The percentage of students meeting the Advanced standard increased for the All Students group in Algebra I for both high school and middle school students and in English I/English II performance from 2014–2015 to 2015–2016.
- When comparing the “First Spring Administered” STAAR EOC gap results to the 2015 gap results between White, African-American, and Hispanic students (first-time testers only), the gaps appear to be stable over time for Algebra I, English I, and English II.
- Of all English Language Learner (ELL) students taking the regular test version, 52 percent met the Level II Satisfactory standard in Algebra I, 12 percent met the Satisfactory standard in English I, and 8 percent met the Satisfactory standard in English II. The percentage of ELL students meeting the Satisfactory standard in English II has declined each year over the past three years.
- Of all students taking the STAAR A test version, 16 percent met the Level II Satisfactory standard in Algebra I, 6 percent met the Satisfactory standard in English I, and 9 percent met the Satisfactory standard in English II. This represents an increase in all three subjects from 2015 to 2016.
- Of all students taking the STAAR Alternate 2 test version, 88 percent met the Level II Satisfactory standard in Algebra I, 89 percent met the Satisfactory standard in English I, and 93 percent met the Satisfactory standard in English II. This represents an increase in Algebra I and English II and a slight decline in English I from 2015 to 2016.

## **Administrative Response:**

### **Secondary Curriculum and Development**

The Secondary Curriculum and Development team is pleased to see indications of growth on EOC tests this year, specifically on English I, English II, and U.S. History. Instructional coaching at schools during 2015–2016, combined with revisions to the HISD curriculum, and the development of Master Course lessons were new supports provided to HISD teachers. While EOC growth is promising, there is still much work to be done to increase the numbers of students in all subgroups performing at the advanced levels. The Secondary Curriculum and Development team will continue to support teachers through the development of aligned resources, professional learning for data-driven instruction and effective technology integration, and will include more professional learning opportunities to build proficiency with graphing calculators in Algebra I. Additionally, schools will receive additional support for literacy strategies to address reading, writing, listening, speaking, and thinking across all content areas at the secondary level.

### **Secondary Schools Office**

#### **This Year:**

- Beginning-of-the-year goal-setting conferences were held with each principal based on prior year's data.

- Ongoing progress monitoring through analysis of formative assessment data and goal progress reviews were held throughout the school year. During goal progress reviews, coaching was given, data was disaggregated and unpacked, and action plans were modified to support school-specific needs.
- Coaching and professional development sessions targeted towards school-specific needs in literacy were held throughout the year through Principal Meetings, Professional Learning Communities (PLCs), School Support Officer (SSO) check-ins, etc. Examples include genre-focused studies in English Language Arts (ELA) and Mild, Medium, and Spicy Writing Strategies.

#### **Next Year:**

- Schools Offices will place increased emphasis on effective utilization of the Scholastic Reading Inventory and its corresponding reports at all high-school campuses. Whole-group professional development sessions will be provided to all principals and additional supports as needed to support implementation at particular campuses will be deployed as necessary.
- Professional development sessions on best practices in literacy development and support at the secondary level as well as writing across the content areas will be provided.

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

The Office of Special Education Services will continue to meet the needs of schools and students 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 (UDL) strategies and student-specific accommodations.
- Utilizing Goalbook to create Individualized Education Plan (IEP) goals that are aligned with grade-level curriculum (Texas Essential Knowledge and Skills).
- Creating a Full and Individualized Evaluation (FIE) summary page to inform teachers of students' 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 and Texas STAAR EOC Performance 2015 and 2016 Spring Administrations**  
**First-Time Tested Students ONLY – All Grade Levels**  
**Percent Met Level II Satisfactory: Student Standard^**

STAAR EOCs First-Time Tested Students ONLY	Spring 2015 Phase-In 1 Standard		Spring 2016 Student Standard		1-Year Change 2015 to 2016
	# Tested	% Met	# Tested	% Met	% Met
<b>HISD Algebra I</b>	<b>12,395</b>	<b>79%</b>	<b>11,837</b>	<b>79%</b>	<b>no change</b>
Texas Algebra I	354,976	85%	353,376	85%	no change
<b>HISD Biology</b>	<b>12,399</b>	<b>87%</b>	<b>12,131</b>	<b>87%</b>	<b>no change</b>
Texas Biology	336,528	94%	349,998	92%	2% pt. decrease
<b>HISD English I</b>	<b>13,334</b>	<b>58%</b>	<b>12,947</b>	<b>62%</b>	<b>4% pt. increase</b>
Texas English I	361,446	71%	364,379	71%	no change
<b>HISD English II</b>	<b>11,884</b>	<b>61%</b>	<b>12,372</b>	<b>65%</b>	<b>4% pt. increase</b>
Texas English II	337,124	73%	344,798	74%	1% pt. increase
<b>HISD U.S. History</b>	<b>10,305</b>	<b>88%</b>	<b>10,506</b>	<b>92%</b>	<b>4% pt. increase</b>
Texas U.S. History	314,535	92%	329,583	95%	3% pt. increase

NOTE: Level II: Satisfactory standards changed in 2016 for “first-time ever” EOC testers  
Source: 2016 TEA-ETS district summary reports, June 3, 2016

**Table 2. HISD STAAR EOCs Comparing 2012 and 2016^ (Spring Administration)**  
**First-Time Tested Students ONLY – All Grade Levels**  
**Percent Met Level II Satisfactory: Student Standard^**  
**Gap Analysis by Subject**

EOC Subject	First Spring Admin.	First Spring STAAR EOCs % Met Phase-in 1 Std.			2016 First Time Tested STAAR EOCs % Met Student Standard			Gap Change Over Time (First Year to 2016)
		White	African American	Percentage Point Gap	White	African American	Percentage Point Gap	
Algebra I	2012	90%	71%	19	89%	71%	18	1% pt. decrease
Biology	2012	96%	81%	15	96%	82%	14	1% pt. decrease
English I*	2012	86%	56%	30	85%	57%	28	2% pt. decrease
English II*	2013	90%	68%	22	86%	60%	26	4% pt. increase
U.S. History	2014	96%	88%	8	97%	90%	7	1% pt. decrease
EOC Subject	First Spring Admin.	White	Hispanic	Percentage Point Gap	White	Hispanic	Percentage Point Gap	Gap Change Over Time (First Year to 2016)
Algebra I	2012	90%	80%	10	89%	79%	10	no change
Biology	2012	96%	83%	13	96%	86%	10	3% pt. decrease
English I*	2012	86%	55%	31	85%	58%	27	4% pt. decrease
English II*	2013	90%	68%	22	86%	63%	23	1% pt. increase
U.S. History	2014	96%	89%	7	97%	92%	5	2% pt. decrease

NOTE: Level II: Satisfactory standards changed in 2016 for “first-time ever” EOC testers

\* English I and English II Reading reported for 2012 and 2013

Source: 2016 TEA-ETS district summary reports, June 3, 2016

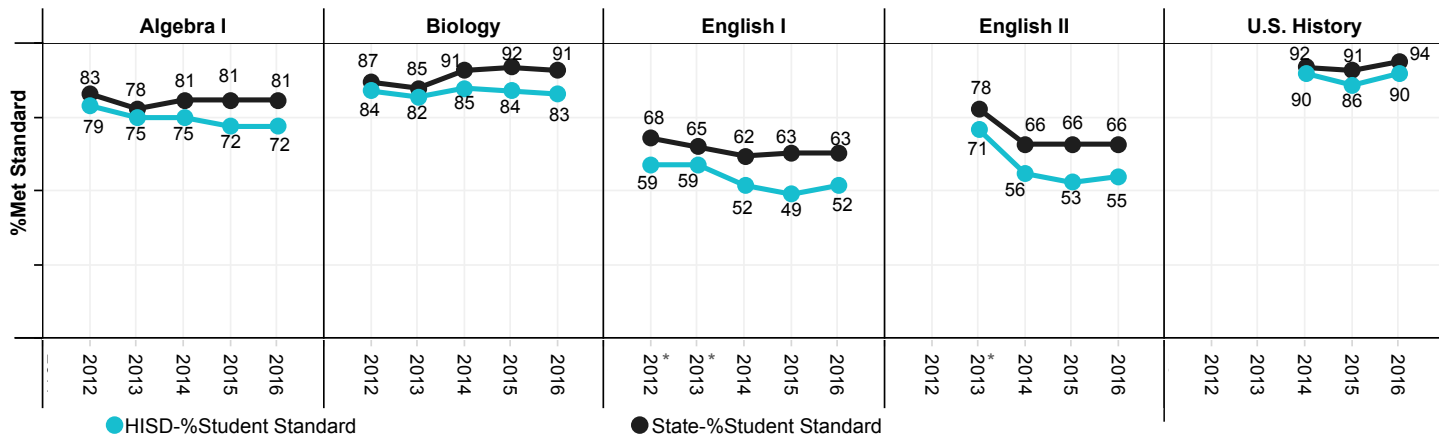
^STAAR results only; does not include Accommodated, L, or Alternate 2 results

**Figure 1**

HISD and State STAAR EOC by Subject: 2012-2016 (Spring Administration)

Percent Met Level II Satisfactory: Student Standard

**All Students Tested (includes 1st time and retesters combined) - All Grade Levels**

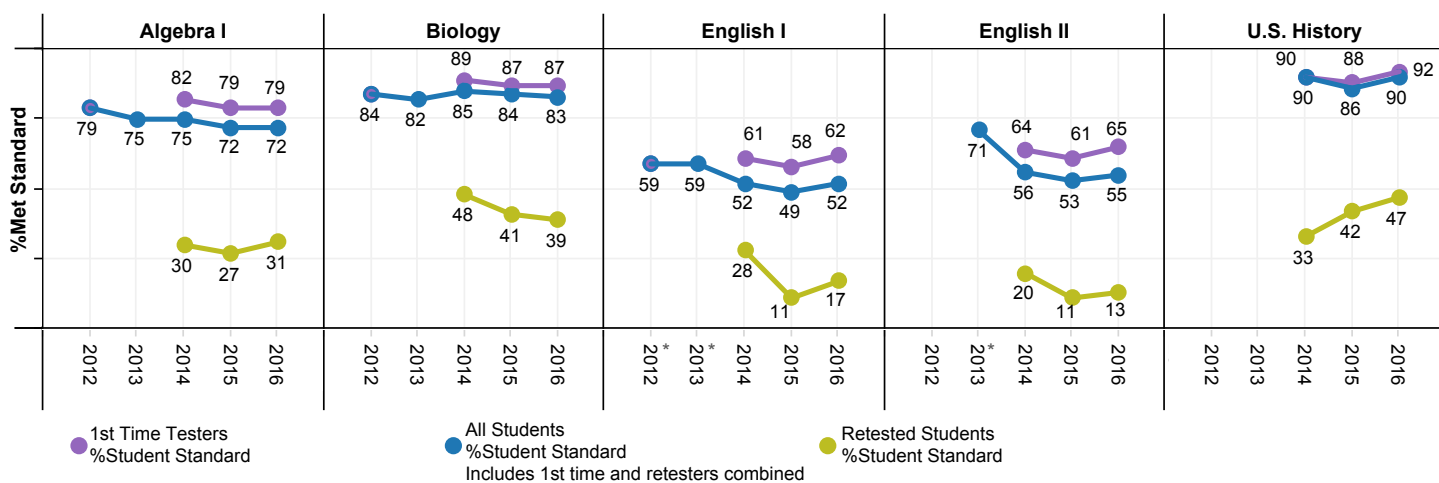


**Figure 2**

HISD STAAR EOC Performance by Testing Group: 2012-2016 (Spring Administration)

Percent Met Level II Satisfactory: Student Standard

**All Students Tested (includes 1st time, retested, and combined) - All Grade Levels**



Number of Students Tested	All Students Tested					1st Time Testers					Retesters				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Algebra I	11,050	11,860	13,355	14,183	13,796	11,050	---	11,548	12,395	11,837	---	---	1,807	1,788	1,959
Biology	10,271	12,522	12,776	13,287	12,970	10,271	---	11,638	12,399	12,131	---	---	1,138	888	839
English I	11,522*	13,023*	16,850	16,288	16,701	11,522*	---	12,199	13,334	12,947	---	---	4,651	2,954	3,754
English II	---	---	13,649	14,181	15,404	---	10,485*	11,333	11,884	12,372	---	---	2,316	2,297	3,032
U.S. History	---	---	10,120	10,724	11,029	---	---	10,120	10,305	10,506	---	---	---	419	523

Note: TEA did not report results disaggregated by first time and retesters in 2013.

Student Standard is the Level II: Satisfactory Phase-in 1 Standard for 2012-2015. For 2016, it is phase-in 1 for students who took at least one EOC prior to the December 2015 administration, and the 2016 Progression Standard is applied to any student who took their first-ever EOC during the December 2015 administration or later.

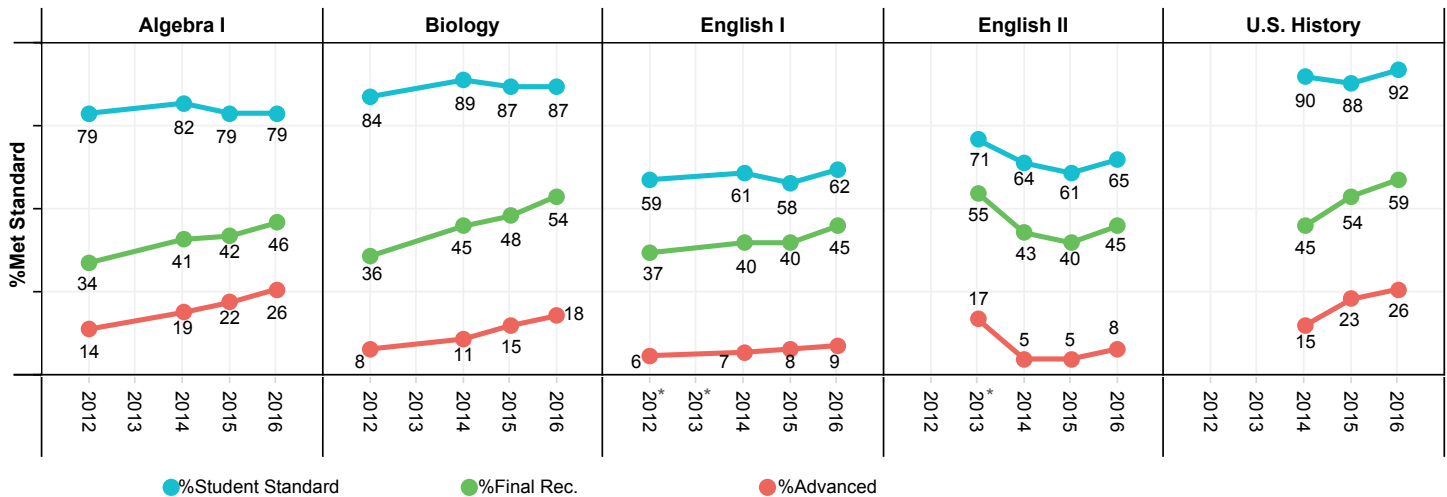
\*English I and English II Reading reported for 2012 and 2013

All points reflect the most current data available and may differ slightly from data previously reported. North Forest schools are excluded in 2012 and 2013.

Excludes STAAR L, M, A, Alt. and Alt. 2 Tests. Spring administration results are used.

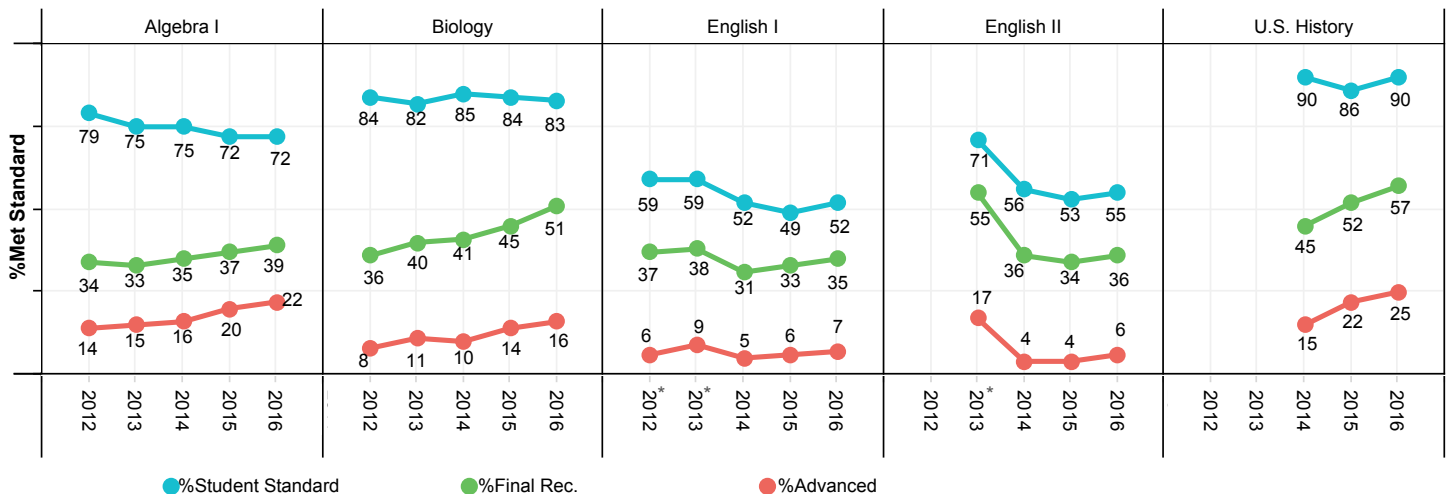
Source: TEA-Pearson-ETS STAAR Student Data Files; various years

**Figure 3**  
HISD STAAR EOC Performance by Subject: 2012-2016 (Spring Administration)  
Percent Met Level II Satisfactory (Student), Final Recommended, and Advanced Standards  
**First-Time Tested - All Grade Levels All Students**



Note: TEA did not report results disaggregated by first time and retesters in 2013.

**Figure 4**  
HISD STAAR EOC Performance by Subject: 2012-2016 (Spring Administration)  
Percent Met Level II Satisfactory (Student), Final Recommended, and Advanced Standards  
**All Students Tested (includes 1st time and retested students combined) - All Grade Levels All Students**

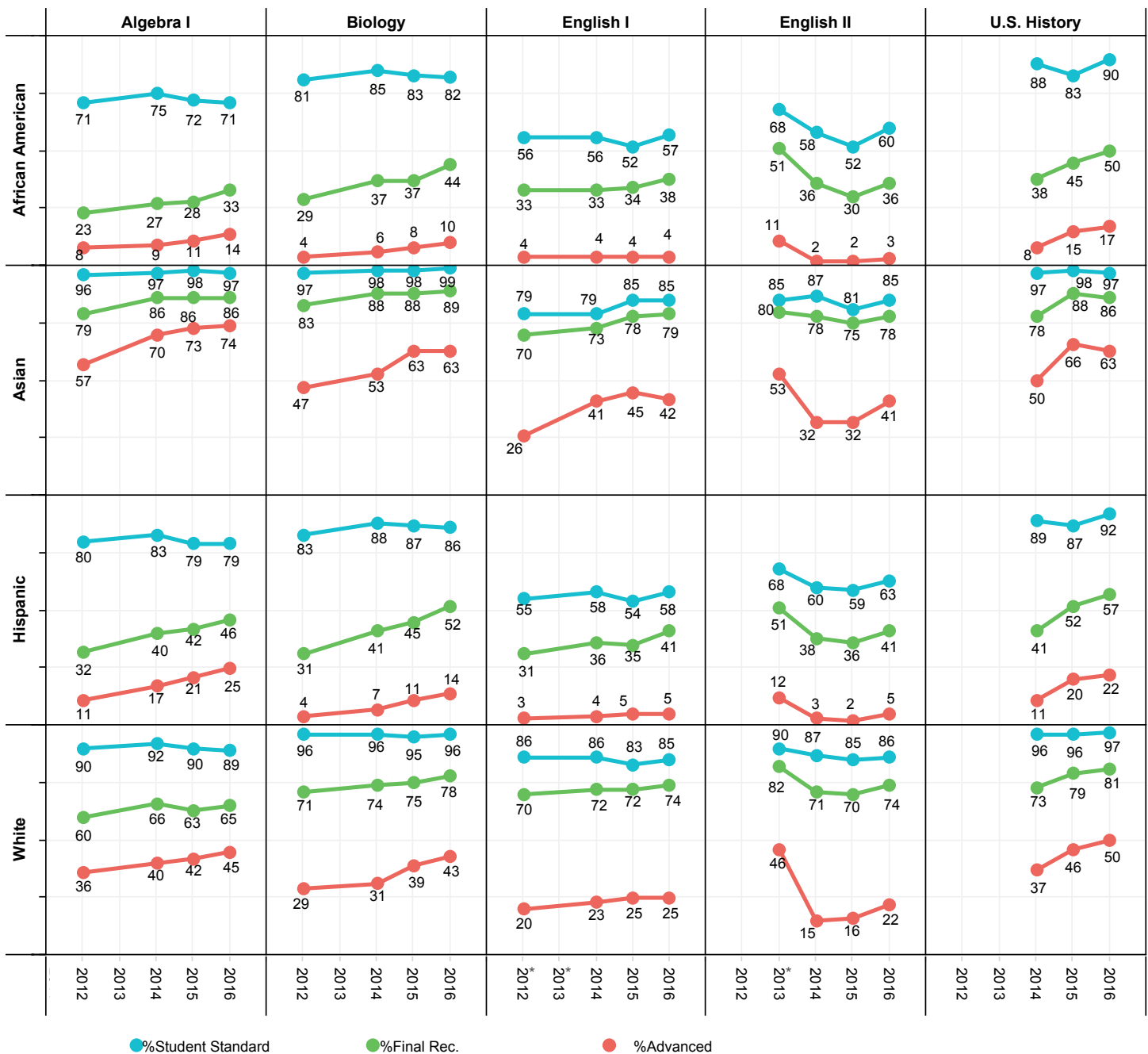


Student Standard is the Level II: Satisfactory Phase-in 1 Standard for 2012-2015. For 2016, it is phase-in 1 for students who took **at least one** EOC prior to the December 2015 administration, and the 2016 Progression Standard is applied to any student who took their first-ever EOC **during** the December 2015 administration **or later**.

\*English I and English II Reading reported for 2012 and 2013  
All points reflect the most current data available and may differ slightly from data previously reported. North Forest schools are excluded in 2012 and 2013.  
Excludes STAAR L, M, A, Alt. and Alt. 2 Tests. Spring administration results are used.  
Source: TEA-Pearson-ETS STAAR Student Data Files; various years



**Figure 5**  
HISD STAAR EOC Performance by Subject and Ethnicity: 2012-2016 (Spring Administration)  
Percent Met Level II Satisfactory (Student), Final Recommended, and Advanced Standards  
**First-Time Tested - All Grade Levels All Students**



Note: TEA did not report results disaggregated by first time and retesters in 2013.

Student Standard is the Level II: Satisfactory Phase-in 1 Standard for 2012-2015. For 2016, it is phase-in 1 for students who took **at least one** EOC prior to the December 2015 administration, and the 2016 Progression Standard is applied to any student who took their first-ever EOC **during** the December 2015 administration **or later**.

\*English I and English II Reading reported for 2012 and 2013

All points reflect the most current data available and may differ slightly from data previously reported. North Forest schools are excluded in 2012 and 2013.

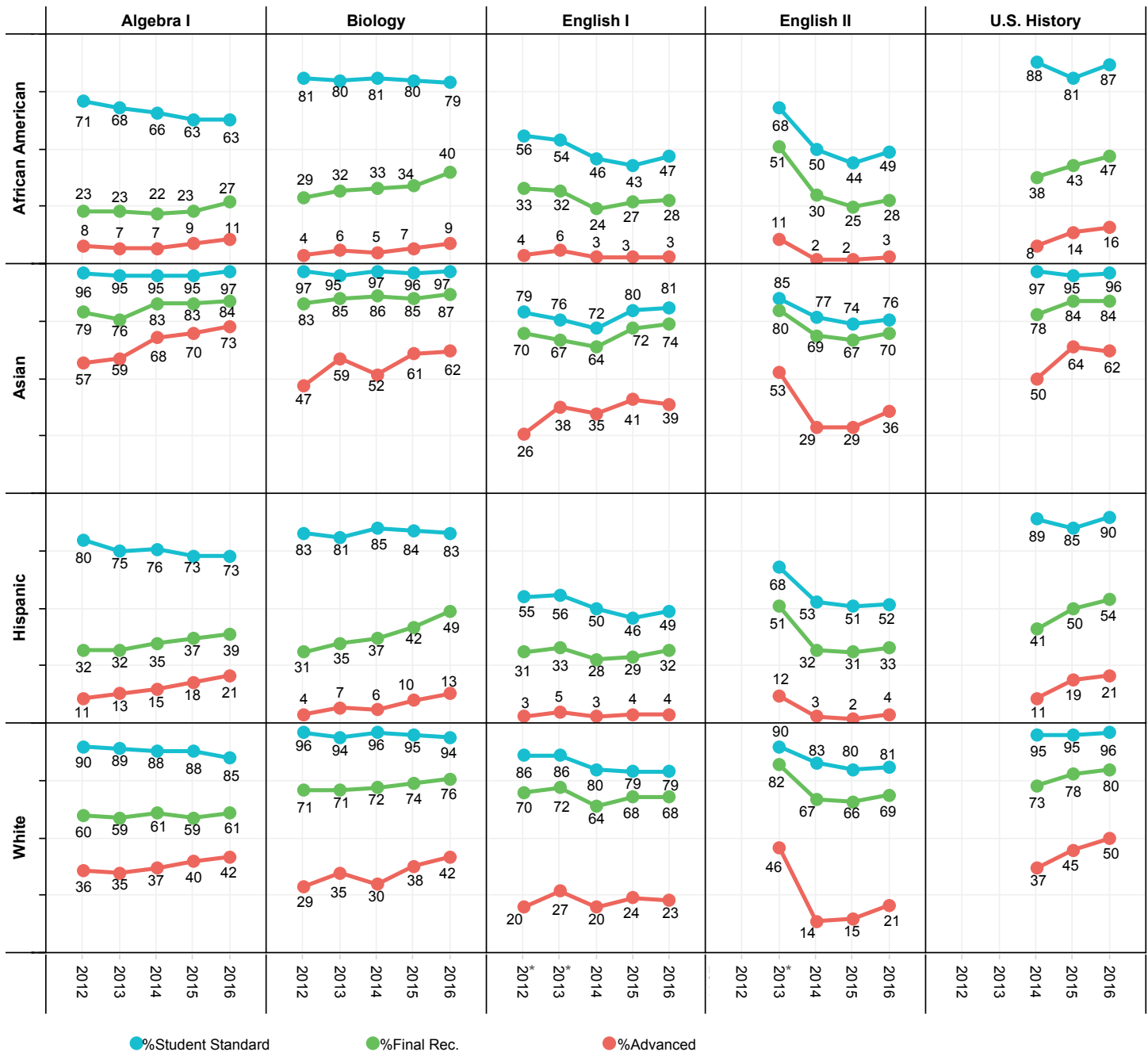
Excludes STAAR L, M, A, Alt. and Alt. 2 Tests. Spring administration results are used.

Source: TEA-Pearson-ETS STAAR Student Data Files; various years

**Figure 6**

HISD STAAR EOC Performance by Subject and Ethnicity: 2012-2016 (Spring Administration)  
Percent Met Level II Satisfactory (Student), Final Recommended, and Advanced Standards

**All Students Tested (includes 1st time and retested students combined) - All Grade Levels All Students**



Student Standard is the Level II: Satisfactory Phase-in 1 Standard for 2012-2015. For 2016, it is phase-in 1 for students who took at least one EOC prior to the December 2015 administration, and the 2016 Progression Standard is applied to any student who took their first-ever EOC during the December 2015 administration or later.

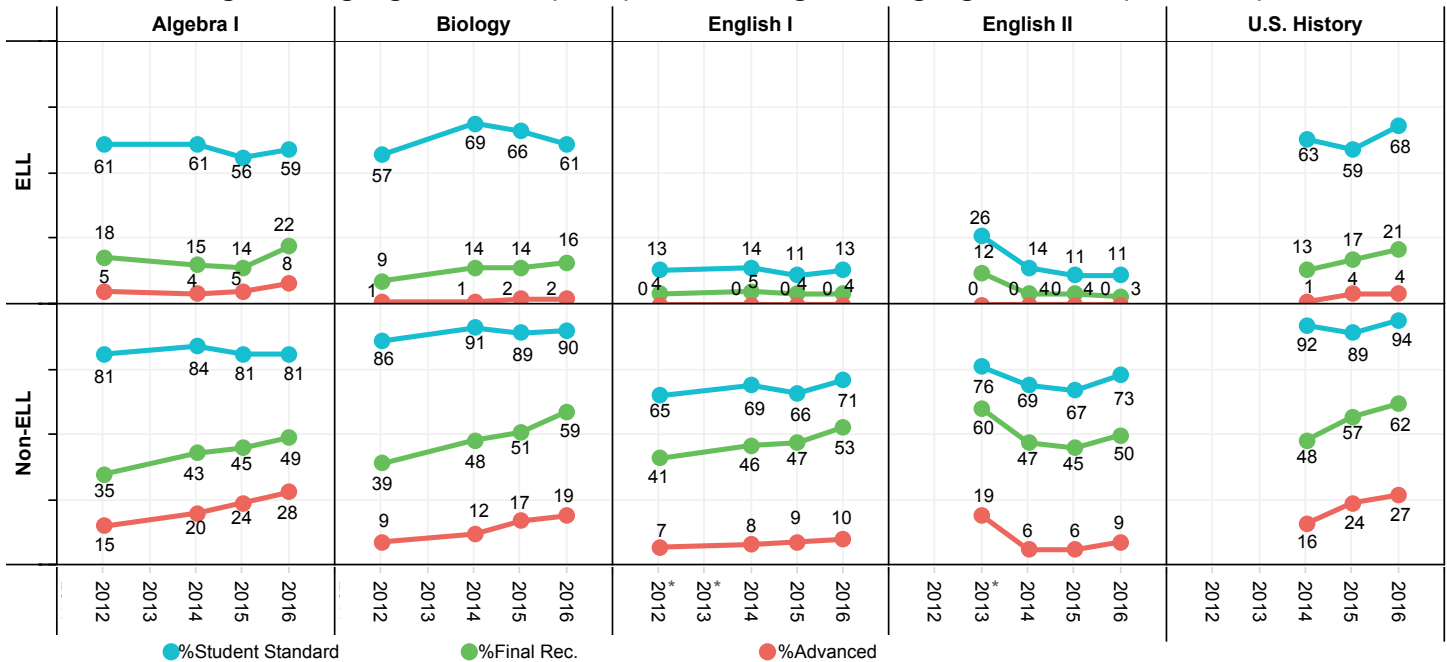
\*English I and English II Reading reported for 2012 and 2013

All points reflect the most current data available and may differ slightly from data previously reported. North Forest schools are excluded in 2012 and 2013.

Excludes STAAR L, M, A, Alt. and Alt. 2 Tests. Spring administration results are used.

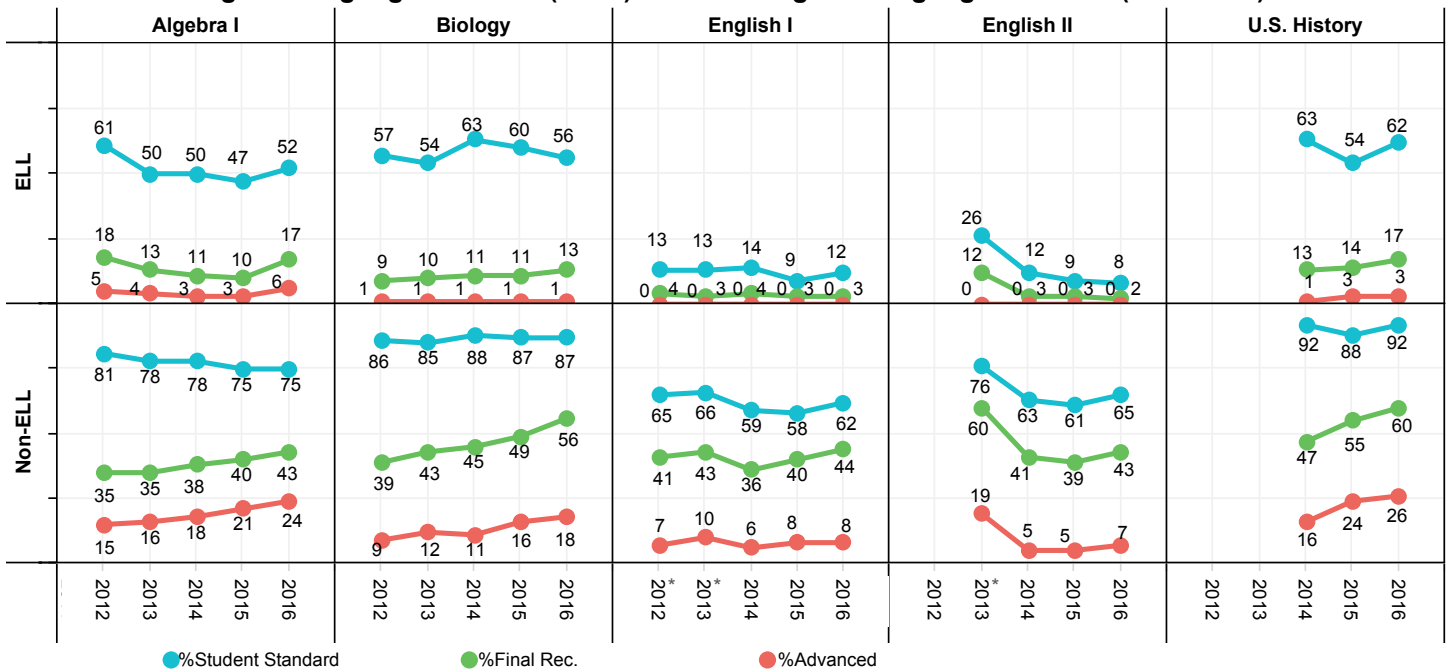
Source: TEA-Pearson-ETS STAAR Student Data Files; various years

**Figure 7**  
HISD STAAR EOC Performance by Subject and ELL Status: 2012-2016 (Spring Administration)  
Percent Met Level II Satisfactory (Student), Final Recommended, and Advanced Standards  
**First-Time Tested - All Grade Levels All Students**  
**English Language Learners (ELLs) and Non-English Language Learners (Non-ELLs)**



Note: TEA did not report results disaggregated by first time and retesters in 2013.

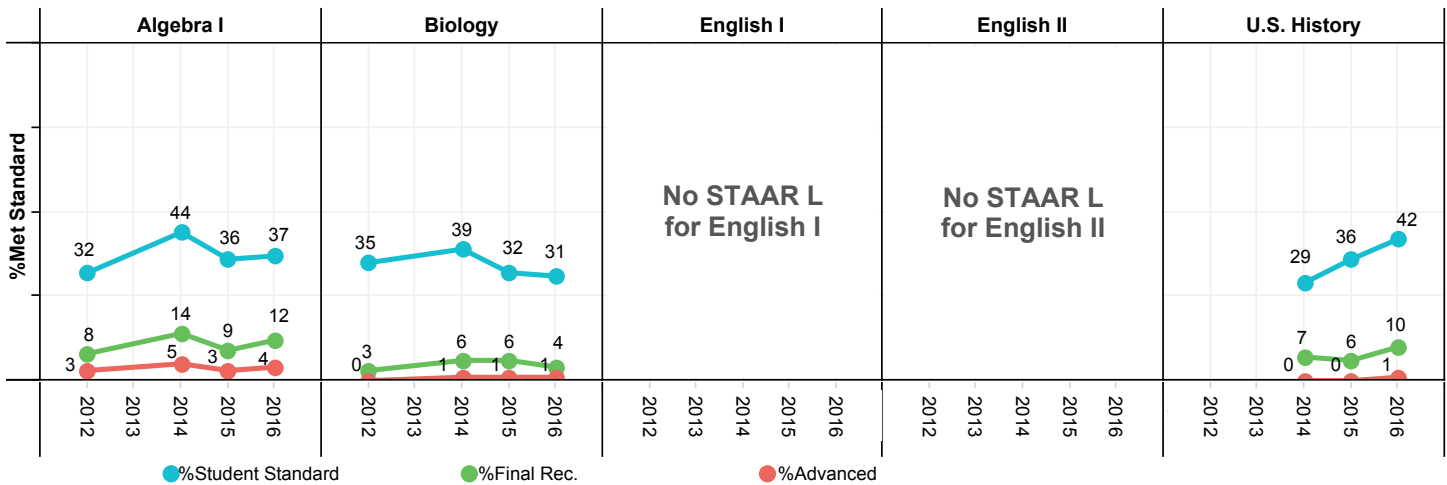
**Figure 8**  
HISD STAAR EOC Performance by Subject and ELL Status: 2012-2016 (Spring Administration)  
Percent Met Level II Satisfactory (Student), Final Recommended, and Advanced Standards  
**All Students Tested (includes 1st time and retested students combined) - All Grade Levels All Students**  
**English Language Learners (ELLs) and Non-English Language Learners (Non-ELLs)**



Student Standard is the Level II: Satisfactory Phase-in 1 Standard for 2012-2015. For 2016, it is phase-in 1 for students who took at least one EOC prior to the December 2015 administration, and the 2016 Progression Standard is applied to any student who took their first-ever EOC during the December 2015 administration or later.

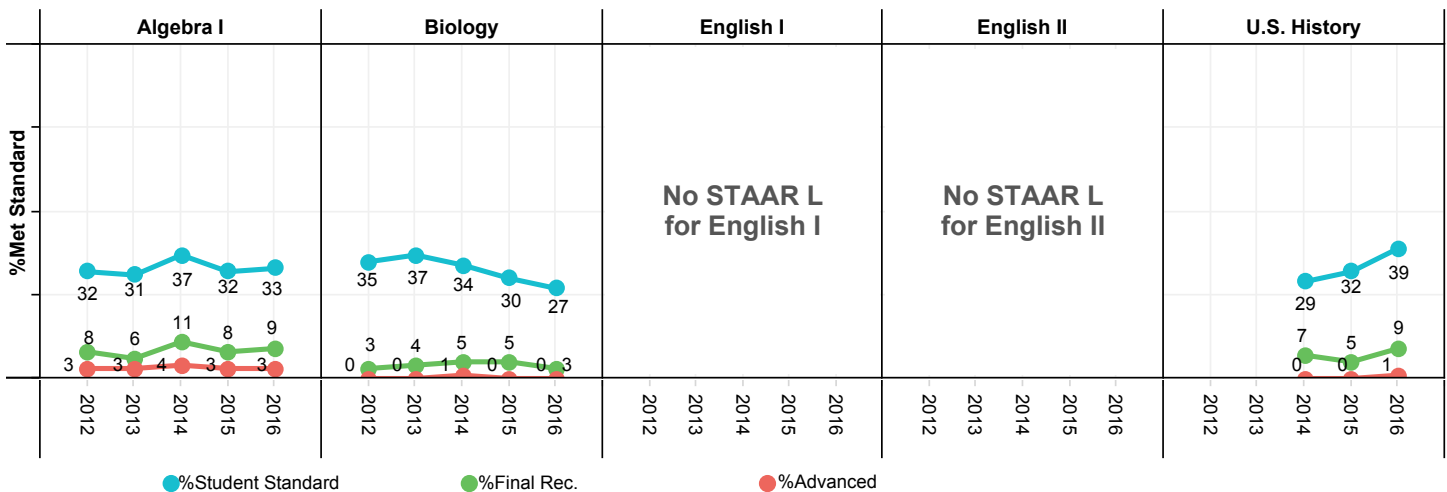
\*English I and English II Reading reported for 2012 and 2013  
All points reflect the most current data available and may differ slightly from data previously reported. North Forest schools are excluded in 2012 and 2013.  
Excludes STAAR L, M, A, Alt. and Alt. 2 Tests. Spring administration results are used.  
Source: TEA-Pearson-ETS STAAR Student Data Files; various years

**Figure 9**  
HISD STAAR EOC Performance STAAR L Only by Subject: 2012-2016 (Spring Administration)  
Percent Met Level II Satisfactory (Student), Final Recommended, and Advanced Standards  
**English Language Learners First-Time Tested - All Grade Levels All Students**



Note: TEA did not report results disaggregated by first time and retesters in 2013.

**Figure 10**  
HISD STAAR EOC Performance STAAR L Only by Subject: 2012-2016 (Spring Administration)  
Percent Met Level II Satisfactory (Student), Final Recommended, and Advanced Standards  
**English Language Learners All Students Tested (includes 1st time and retested students combined) - All Grade Levels All Students**



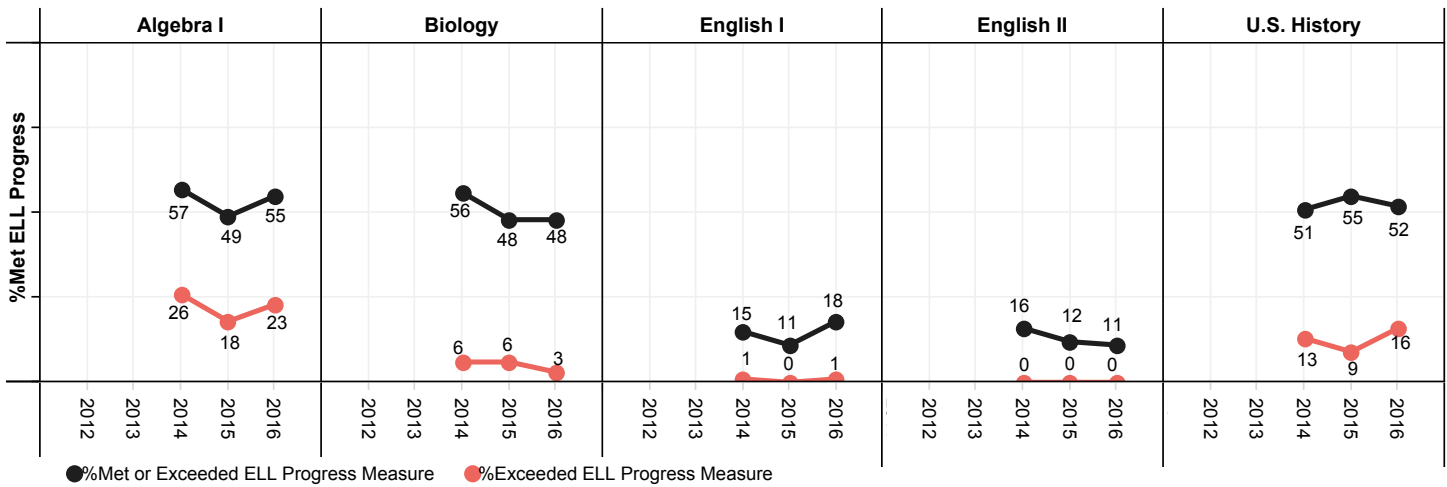
Student Standard is the Level II: Satisfactory Phase-in 1 Standard for 2012-2015. For 2016, it is phase-in 1 for students who took **at least one** EOC prior to the December 2015 administration, and the 2016 Progression Standard is applied to any student who took their first-ever EOC **during** the December 2015 administration **or later**.

All points reflect the most current data available and may differ slightly from data previously reported. North Forest schools are excluded in 2012 and 2013.

STAAR L Version only. Spring administration results are used.

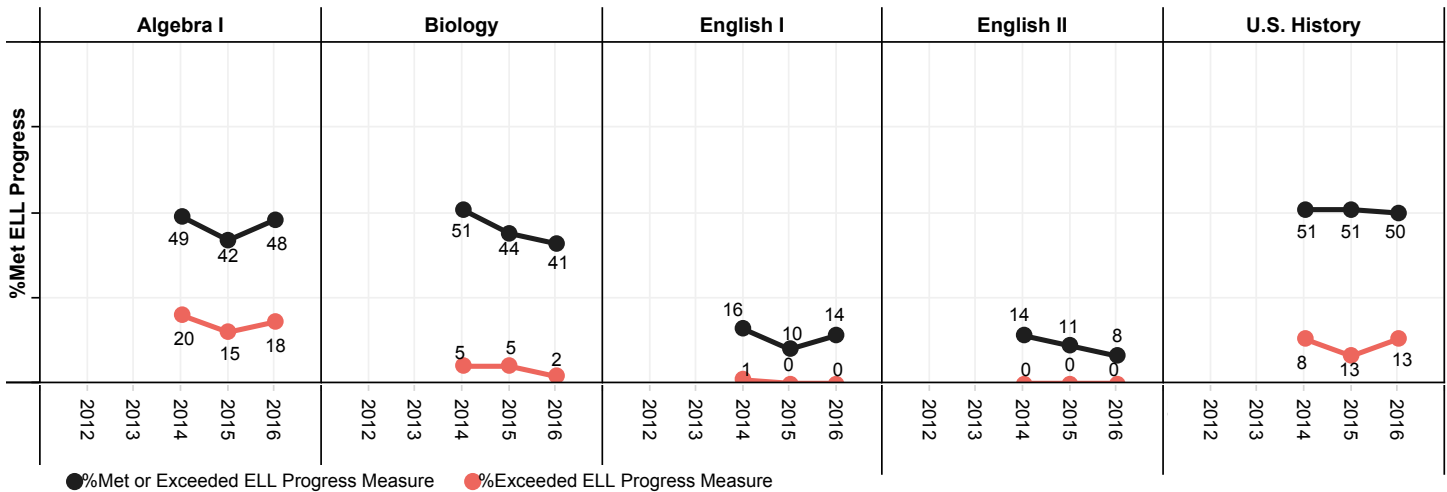
Source: TEA-Pearson-ETS STAAR Student Data Files; various years

**Figure 11**  
HISD STAAR EOC Performance STAAR L Only by Subject: 2014-2016 (Spring Administration)  
Percent Met or Exceeded ELL Progress Measures  
**English Language Learners First-Time Tested - All Grade Levels All Students**



Note: TEA began reporting ELL Progress Measures in 2014.

**Figure 12**  
HISD STAAR EOC Performance STAAR L Only by Subject: 2014-2016 (Spring Administration)  
Percent Met or Exceeded ELL Progress Measures  
**English Language Learners All Students Tested (includes 1st time and retested students combined) - All Grade Levels All Students**



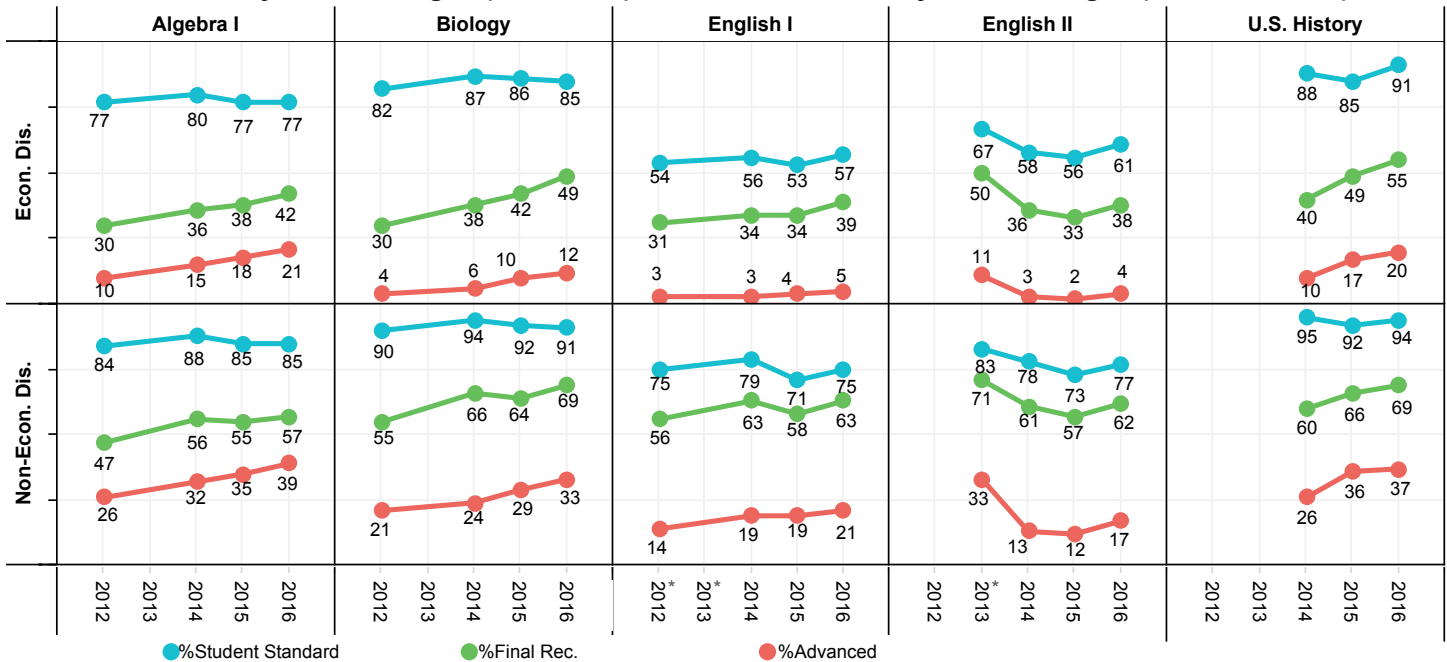
Note: TEA began reporting ELL Progress Measures in 2014.

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STAAR and STAAR L Versions only. Spring administration results are used.  
Source: TEA-Pearson-ETS STAAR Student Data Files; various years

**Figure 13**

HISD STAAR EOC Performance by Subject and Economic Status: 2012-2016 (Spring Administration)  
Percent Met Level II Satisfactory (Student), Final Recommended, and Advanced Standards  
**First-Time Tested - All Grade Levels All Students**

**Economically Disadvantaged (Econ. Dis.) and Non-Economically Disadvantaged (Non-Econ. Dis.)**

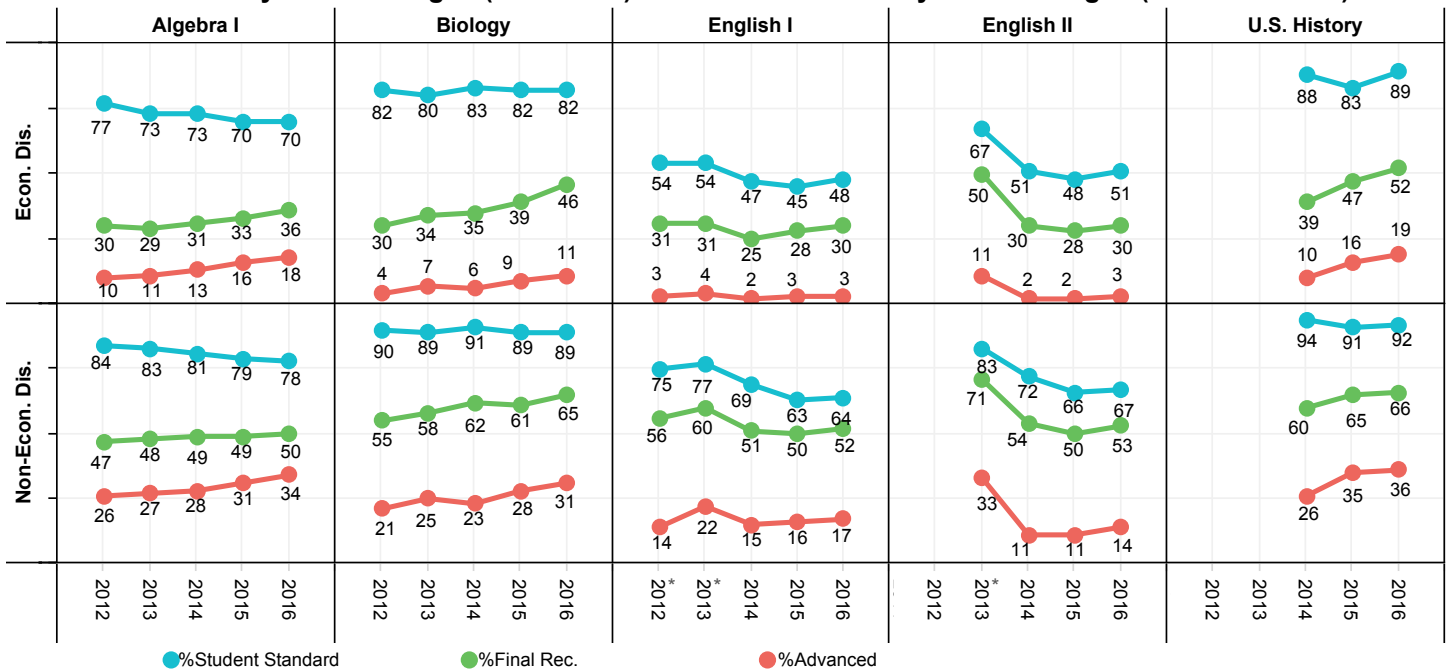


Note: TEA did not report results disaggregated by first time and retesters in 2013.

**Figure 14**

HISD STAAR EOC Performance by Subject and Economic Status: 2012-2016 (Spring Administration)  
Percent Met Level II Standard (Student), Final Recommended, and Advanced Standards

**All Students Tested (includes 1st time and retested students combined) - All Grade Levels All Students**  
**Economically Disadvantaged (Econ. Dis.) and Non-Economically Disadvantaged (Non-Econ. Dis.)**



Student Standard is the Level II: Satisfactory Phase-in 1 Standard for 2012-2015. For 2016, it is phase-in 1 for students who took at least one EOC prior to the December 2015 administration, and the 2016 Progression Standard is applied to any student who took their first-ever EOC during the December 2015 administration or later.

\*English I and English II Reading reported for 2012 and 2013

All points reflect the most current data available and may differ slightly from data previously reported. North Forest schools are excluded in 2012 and 2013.

Excludes STAAR L, M, A, Alt. and Alt. 2 Tests. Spring administration results are used.

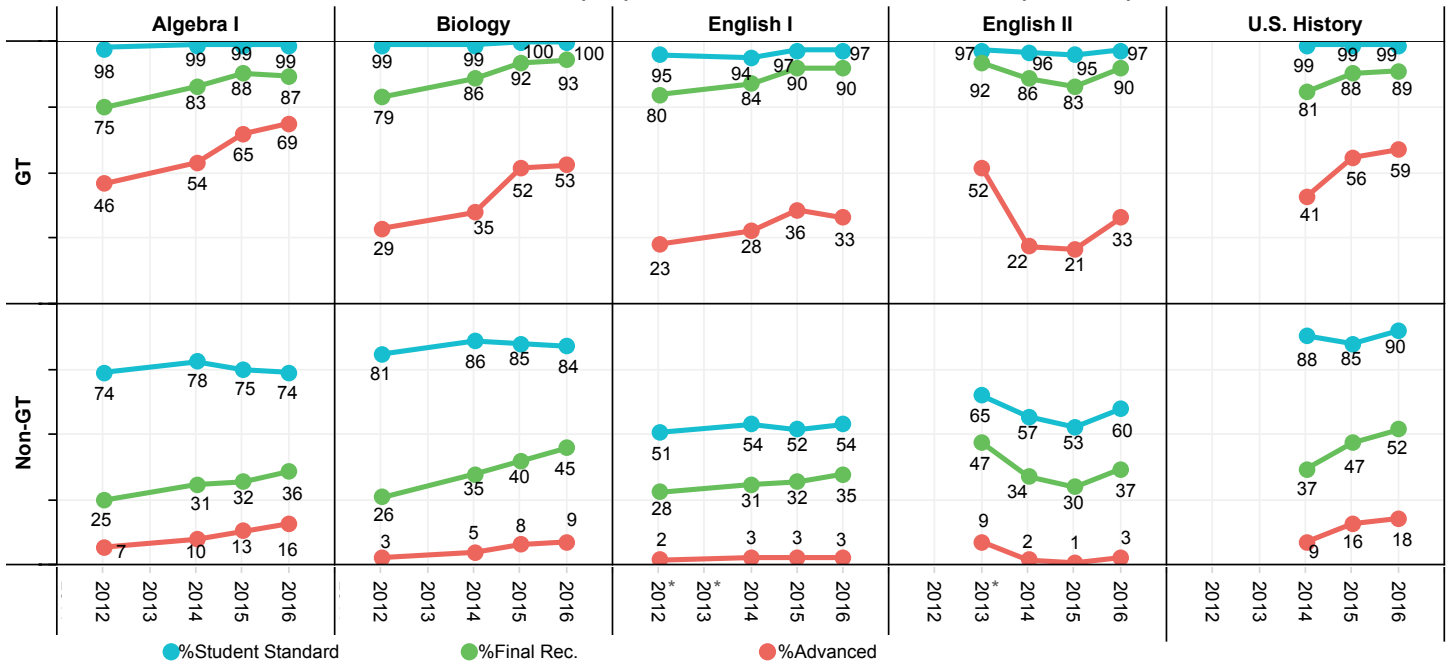
Source: TEA-Pearson-ETS STAAR Student Data Files; various years

**Figure 15**

HISD STAAR EOC Performance by Subject and Gifted and Talented Status: 2012-2016 (Spring Administration)  
Percent Met Level II Satisfactory (Student), Final Recommended, and Advanced Standards

**First-Time Tested - All Grade Levels All Students**

**Gifted and Talented (GT) and Non-Gifted and Talented (Non-GT)**



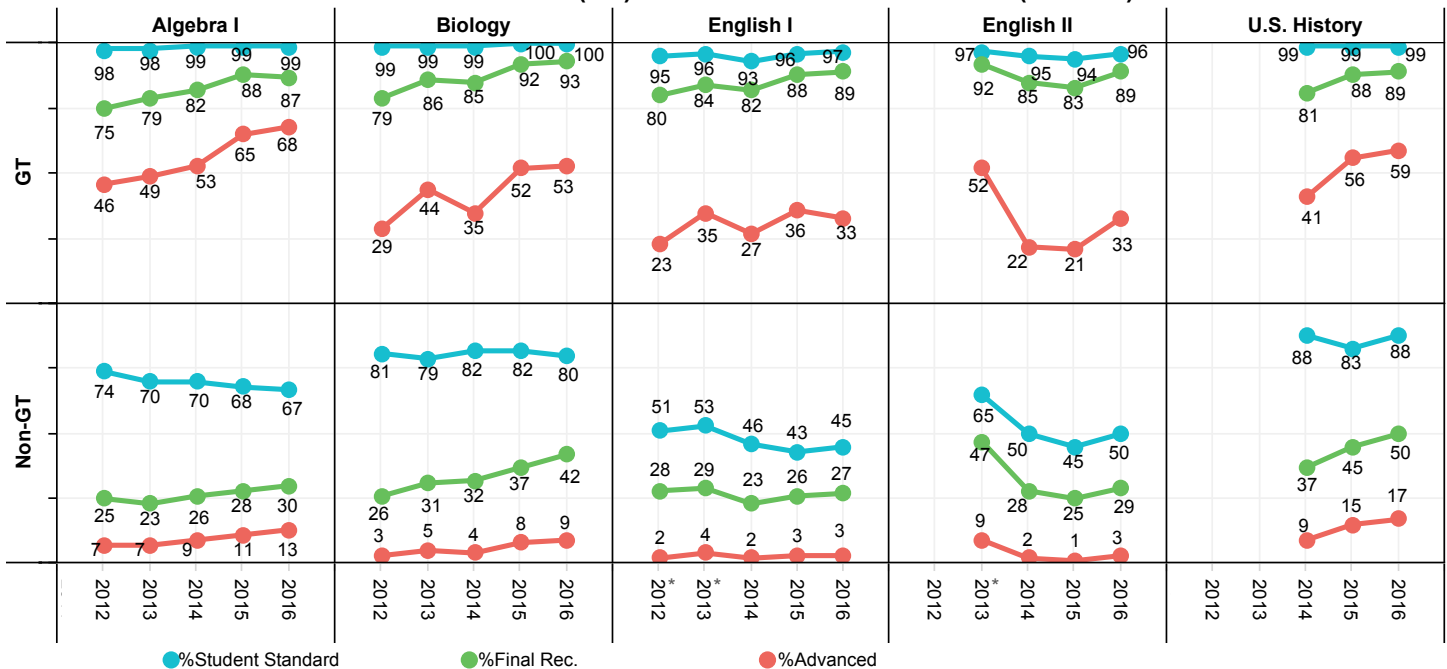
Note: TEA did not report results disaggregated by first time and retesters in 2013.

**Figure 16**

HISD STAAR EOC Performance by Subject and Gifted and Talented Status: 2012-2016 (Spring Administration)  
Percent Met Level II Satisfactory (Student), Final Recommended, and Advanced Standards

**All Students Tested (includes 1st time and retested students combined) - All Grade Levels All Students**

**Gifted and Talented (GT) and Non-Gifted and Talented (Non-GT)**



Student Standard is the Level II: Satisfactory Phase-in 1 Standard for 2012-2015. For 2016, it is phase-in 1 for students who took at least one EOC prior to the December 2015 administration, and the 2016 Progression Standard is applied to any student who took their first-ever EOC during the December 2015 administration or later.

\*English I and English II Reading reported for 2012 and 2013

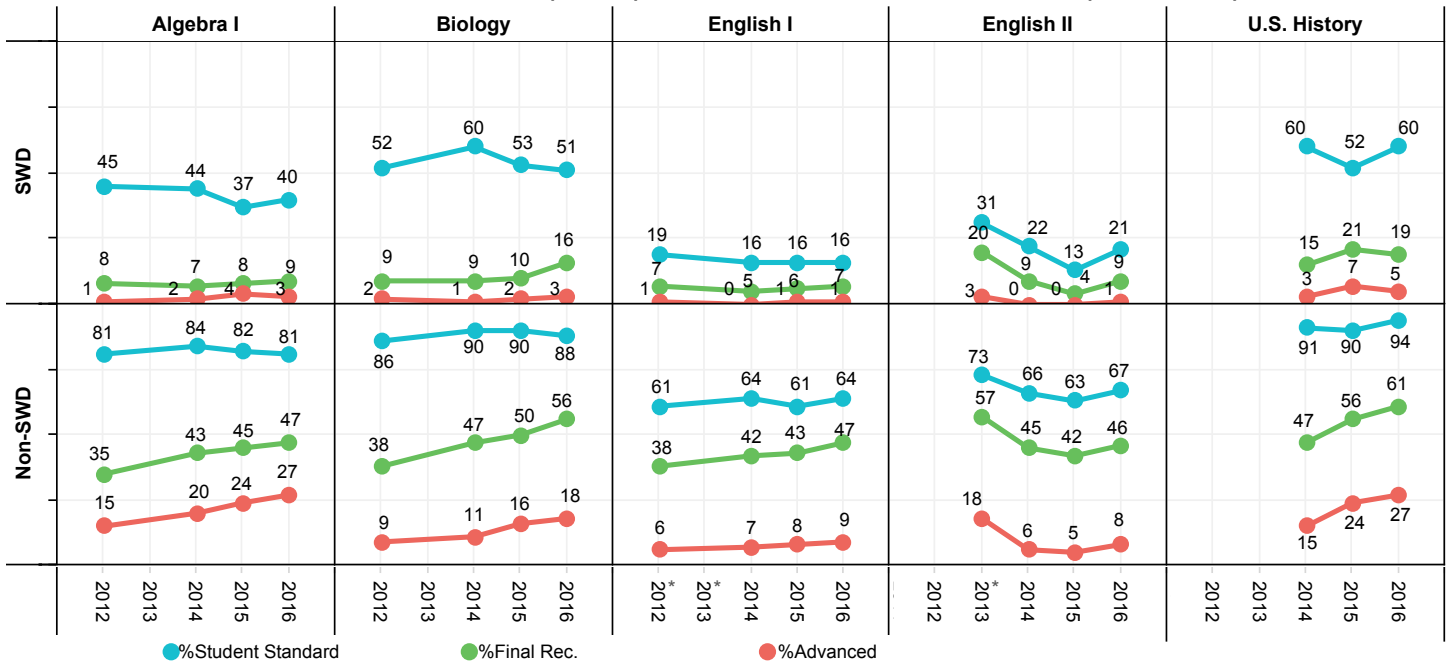
All points reflect the most current data available and may differ slightly from data previously reported. North Forest schools are excluded in 2012 and 2013.

Excludes STAAR L, M, A, Alt. and Alt. 2 Tests. Spring administration results are used.

Source: TEA-Pearson-ETS STAAR Student Data Files; various years

**Figure 17**

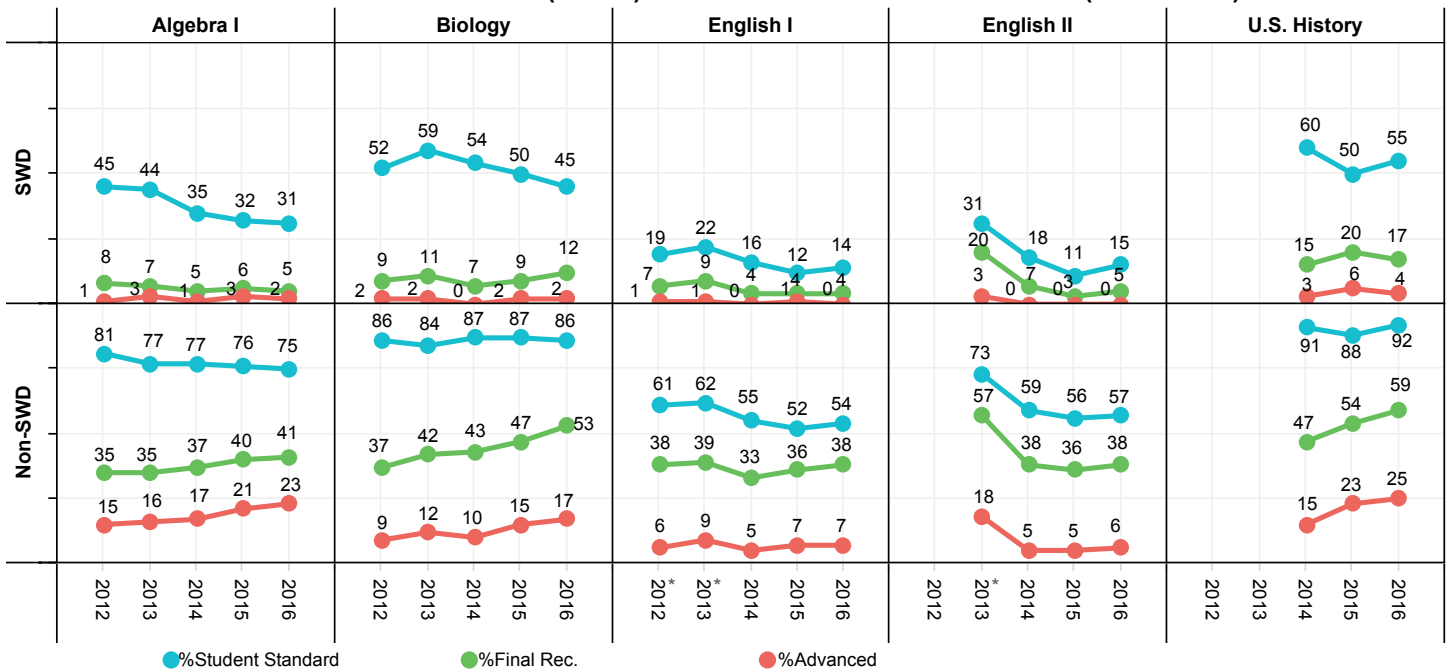
HISD STAAR EOC Performance by Subject and Disability Status: 2012-2016 (Spring Administration)  
Percent Met Level II Satisfactory (Student), Final Recommended, and Advanced Standards  
**First-Time Tested - All Grade Levels All Students**  
**Students with Disabilities (SWDs) and Students without Disabilities (Non-SWDs)**



Note: TEA did not report results disaggregated by first time and retesters in 2013.

**Figure 18**

HISD STAAR EOC Performance by Subject and Disability Status: 2012-2016 (Spring Administration)  
Percent Met Level II Satisfactory (Student), Final Recommended, and Advanced Standards  
**All Students Tested (includes 1st time and retested students combined) - All Grade Levels All Students**  
**Students with Disabilities (SWDs) and Students without Disabilities (Non-SWDs)**



Student Standard is the Level II: Satisfactory Phase-in 1 Standard for 2012-2015. For 2016, it is phase-in 1 for students who took at least one EOC prior to the December 2015 administration, and the 2016 Progression Standard is applied to any student who took their first-ever EOC during the December 2015 administration or later.

\*English I and English II Reading reported for 2012 and 2013

All points reflect the most current data available and may differ slightly from data previously reported. North Forest schools are excluded in 2012 and 2013.

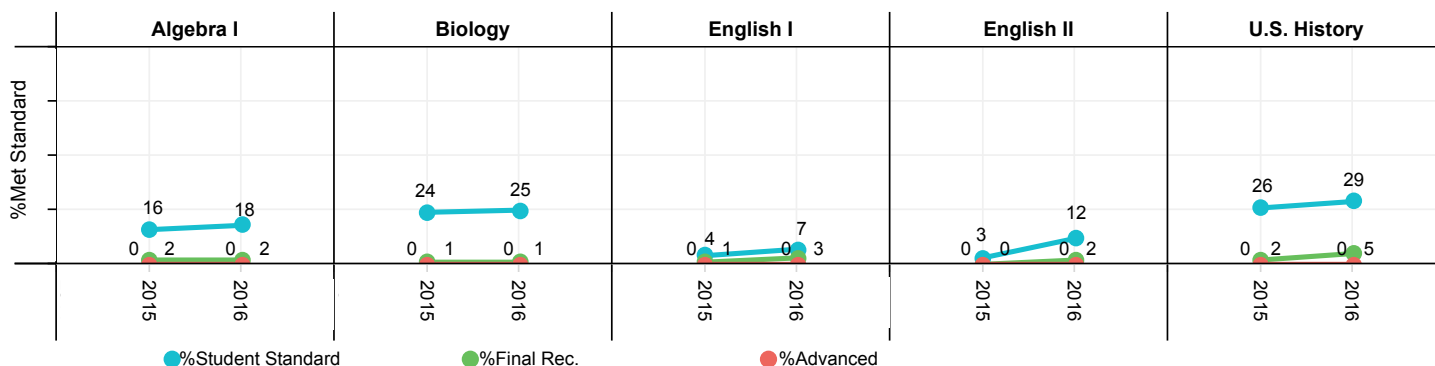
Excludes STAAR L, M, A, Alt. and Alt. 2 Tests. Spring administration results are used.

Source: TEA-Pearson-ETS STAAR Student Data Files; various years

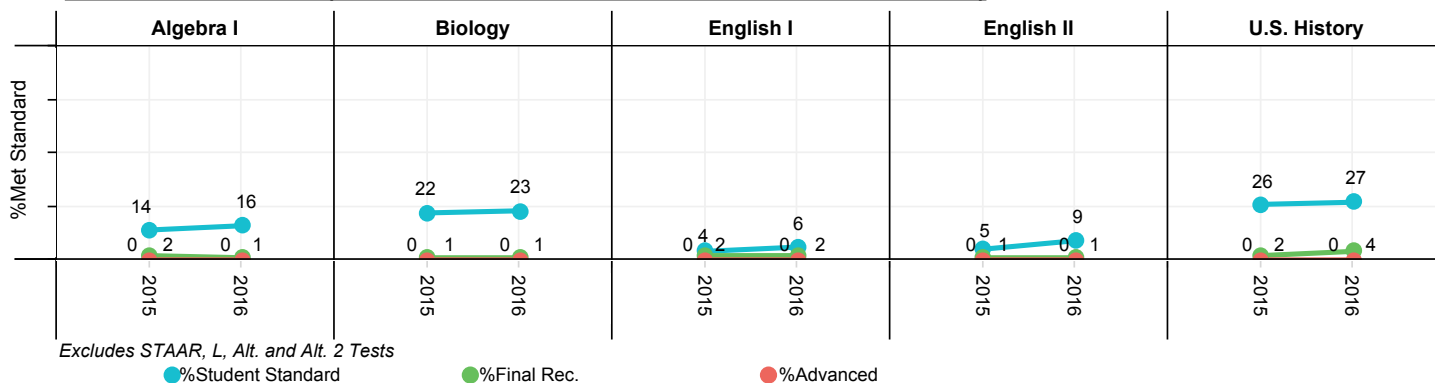


**Figure 19**

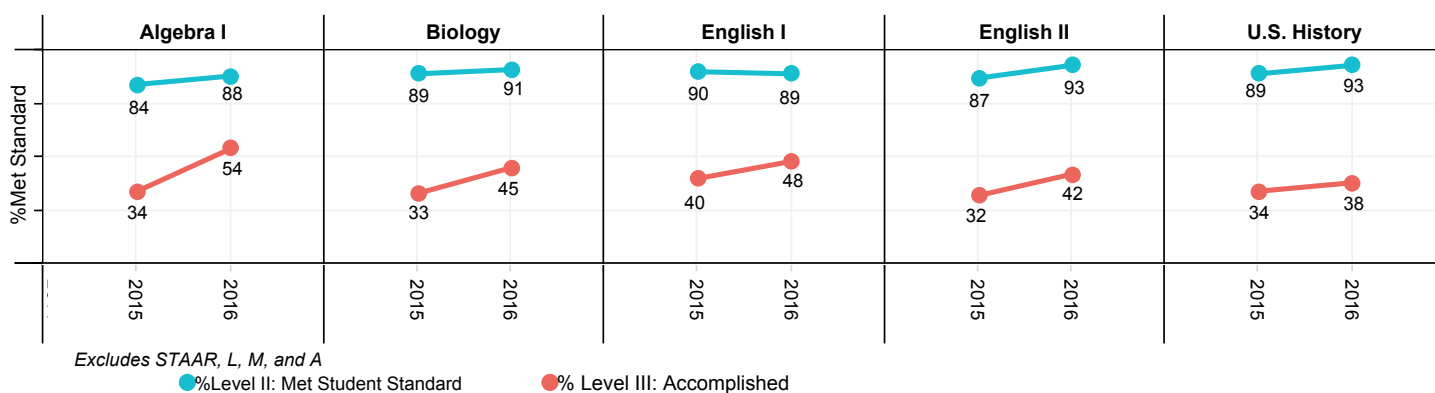
HISD STAAR EOC Performance STAAR Accomodated Only by Subject: 2015-2016 (Spring Administration)  
Percent Met Level II Satisfactory (Student), Final Recommended, and Advanced Standards  
**First-Time Tested - All Grade Levels All Students**

**Figure 20**

HISD STAAR EOC Performance STAAR Accomodated Only by Subject: 2015-2016 (Spring Administration)  
Percent Met Level II Satisfactory (Student), Final Recommended, and Advanced Standards  
**All Students Tested (includes 1st time and retested students combined) - All Grade Levels All Students**

**Figure 21**

HISD STAAR EOC Performance STAAR Alternate 2 Only by Subject: 2015-2016 (Spring Administration)  
Percent Met Level II Satisfactory (Student) and Level III Accomplished Standards  
**Students with Disabilities - All Grade Levels All Students**



Note: TEA did not report results disaggregated by first time and retesters in 2013.

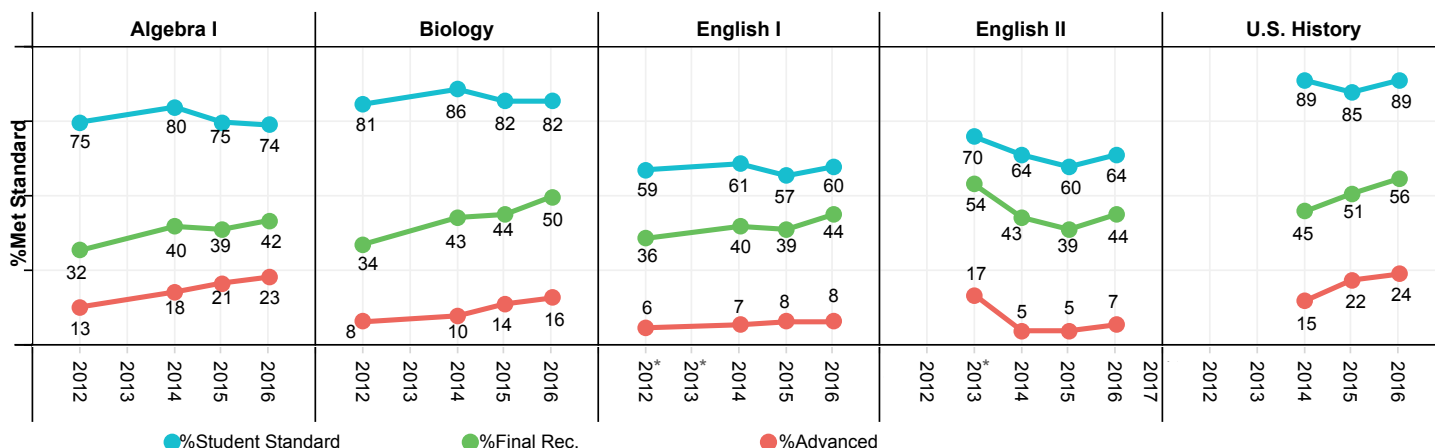
Student Standard is the Level II: Satisfactory Phase-in 1 Standard for 2012-2015. For 2016, it is phase-in 1 for students who took **at least one** EOC prior to the December 2015 administration, and the 2016 Progression Standard is applied to any student who took their first-ever EOC **during** the December 2015 administration **or later**.

All points reflect the most current data available and may differ slightly from data previously reported. North Forest schools are excluded in 2012 and 2013. Spring administration results are used.

Source: TEA-Pearson-ETS STAAR Student Data Files; various years

**Figure 22**

HISD STAAR EOC Performance All Versions by Subject: 2012-2016 (Spring Administration)  
Percent Met Level II Satisfactory (Student), Final Recommended, and Advanced Standards  
**First Time Tested - All Grade Levels All Students**

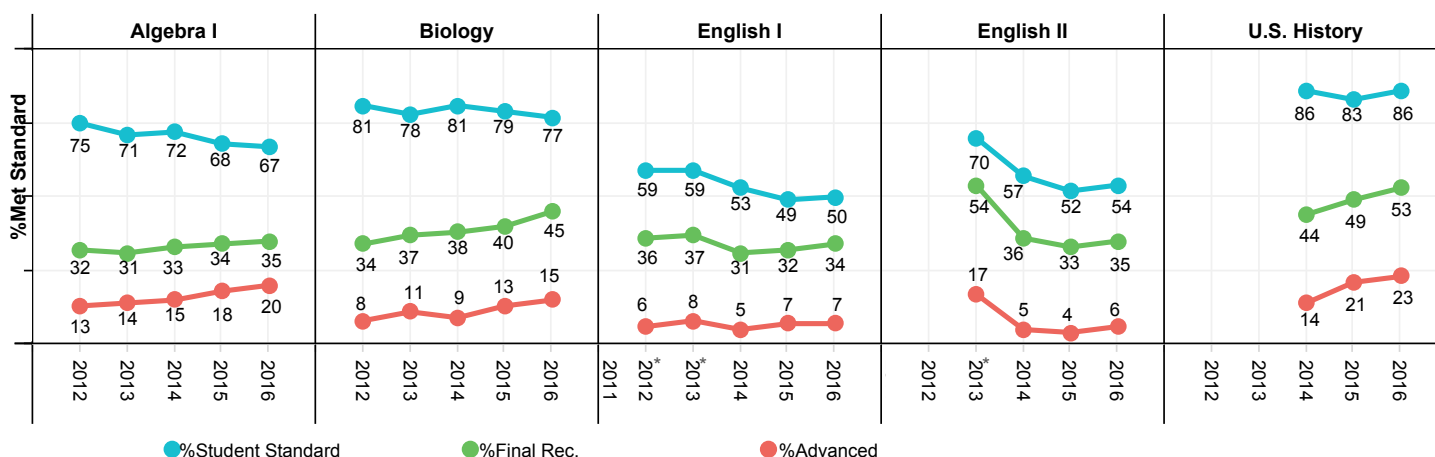


Note: Includes all Test Versions - As Shown Below

Note: TEA did not report results disaggregated by first time and retesters in 2013.

**Figure 23**

HISD STAAR EOC Performance All Versions by Subject: 2012-2016 (Spring Administration)  
Percent Met Level II Satisfactory (Student), Final Recommended, and Advanced Standards  
**All Students Tested (includes 1st time and retested students combined) - All Grade Levels All Students**



Test Versions included in Figures 20 and 21 by Year

2012-2014	STAAR Alternate (Alt) STAAR Modified (M)
2015-2016	STAAR Alternate 2 (Alt. 2) STAAR Accommodated (A)
All Years	STAAR English STAAR L

Student Standard is the Level II: Satisfactory Phase-in 1 Standard for 2012-2015. For 2016, it is phase-in 1 for students who took **at least one** EOC prior to the December 2015 administration, and the 2016 Progression Standard is applied to any student who took their first-ever EOC **during** the December 2015 administration **or later**.

\*English I and English II Reading reported for 2012 and 2013

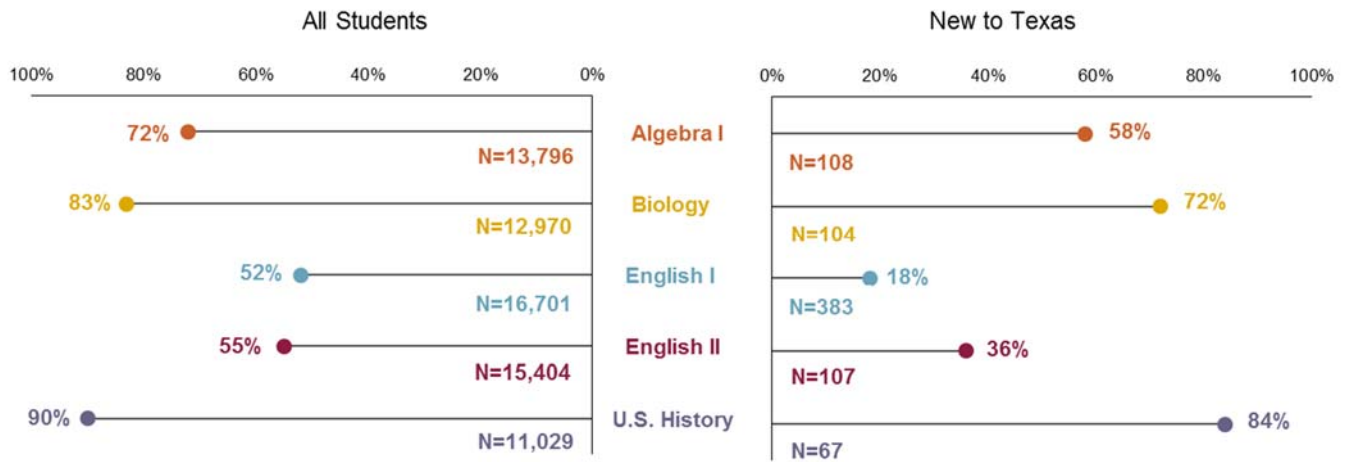
All points reflect the most current data available and may differ slightly from data previously reported. North Forest schools are excluded in 2012 and 2013.

Source: TEA-Pearson-ETS STAAR Student Data Files; various years

**Figure 24**

HISD STAAR EOC Performance by All Students and Students New to Texas: 2016 (Spring Administration)  
Percent Met Level II Satisfactory (Student) Standard

**All Students Tested (includes 1st time and retested students combined) - All Grade Levels All Students**



Student Standard is the Level II: Satisfactory Phase-in 1 Standard for 2012-2015. For 2016, it is phase-in 1 for students who took at least one EOC prior to the December 2015 administration, and the 2016 Progression Standard is applied to any student who took their first-ever EOC during the December 2015 administration or later.

\*English I and English II Reading reported for 2012 and 2013

All points reflect the most current data available and may differ slightly from data previously reported. North Forest schools are excluded in 2012 and 2013.

Source: TEA-Pearson-ETS STAAR Student Data Files; various years



## Board Monitoring System: Graduation and Dropout

### 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 Dropout Rate. The data presented are aligned to the state accountability calculations.

Rigorous Education	College and Career Readiness	Class of 2013	Class of 2014	Class of 2015
	Four-Year Cohort Graduation Rate*	81.6	81.8	82.0
	Four-Year Cohort Dropout Rate*	11.1	10.8	10.9

*\*State Accountability Calculation with Exclusions*

#### Key Findings:

- The four-year cohort graduation rate with exclusions increased by 0.2 percentage points from 81.8 to 82.0.
- The four-year longitudinal dropout rate increased by 0.1 percentage points from 10.8 to 10.9.
- The number of students graduating in the Class of 2015 was 9,182, which exceeded the number of graduates from the Class of 2014 (9,071 students) by 111 students. The number of students dropping out increased by 20.

#### Administrative Response:

##### Drop Out Prevention Office

The Drop Out Prevention Office will continue to address the needs of our students to reduce the dropout rate and increase the graduation rates. We are committed to the following priorities:

- Early Identification of Students Most At Risk of Dropping Out of School  
Through campus- and district-based Graduation Support Committees, Early Warning System (Dashboard), Student Case Workers, and community referrals, the Drop Out Prevention Office will collaborate to prevent students from dropping out of school and identify students at risk for school failure due to academic, social, or behavioral issues.

- **Establish a Dropout Prevention Task Force**  
Create an inclusive cross-functional task force of district and campus administrators, social service and other community stakeholders, city, and county personnel who work with at-risk youth. This newly formed task force will meet periodically throughout the school year to collect feedback and render suggestions on programs based upon data within roles, in accordance with the 15 Basic Core Strategies of the National Dropout Prevention Center.
- **Coordinate Social Services for “Whole” Child**  
Social services will be leveraged to fill in the gaps to fit the needs of students for schools in communities that lack these services. Student case workers will continue to assist their assigned campuses with service agency referral, mentoring, case management, and academic tutoring to increase student opportunities to graduate from high school. The Drop Out Prevention Office collaborates for transitioning youth back to school with Harris County’s TRIAD and Juvenile Probation Department, City of Houston’s Municipal Court Juvenile Case, Teen Court, My Brother’s Keeper Program, Gulfton Youth Development’s First & Goal, Inc. – LEAD Program, St. Paul United Methodist Church’s Iconoclast Artist, and United States Army – Houston Battalion. These program partners will be in multiple schools to help reduce the dropout rate and increase the graduation rate through proven best practices for dropout prevention.
- **Maximize Role of District Student Case Workers**  
The Drop Out Prevention Office restructured the twelve district administrators to fuse the roles of attendance and dropout prevention. This model will afford more hands-on service with campuses with more personnel addressing attendance, which can lead to dropping out of school if the student becomes truant. Administrators will also be more participatory with attendance and graduation support committees, service agency referrals, attendance trainings, and parent assistance.
- **Collaboration with HISD Departments**  
The Drop Out Prevention Office has partnered with College Readiness, Career Readiness, Special Education, Multilingual, Family and Community Engagement, Interventions Office, Social Emotional Learning, Parent Center, and HISD Alternative High School programs to provide and receive support through cross-trainings, programming, and other collaborative initiatives. Together, we can assess the needs of students and develop and monitor dropout prevention initiatives for students who are most at risk of dropping out of school.
- **Targeting and Supporting Schools**  
The Drop Out Prevention Office will continue to support schools whose students are two or more years behind their age-appropriate grade, who have failed state-mandated tests and course work, who have become disconnected from academics, and who need to work to support themselves or their families.

### **School Offices**

While the four-year cohort graduation rate shows a .2 percentage point increase from 81.8 to 82 percent, 18 percent of students are not graduating from HISD schools within the standard four-year timeframe. In an effort to address this finding, the schools office will:

- Make a concerted effort to identify students who did not graduate within four years;
- Determine what academic/socio-emotional needs students may have;
- Work collaboratively with students and families as needed to set goals;

- Establish baseline for work to be done at each school site to support the school;
- Create appropriate benchmarks and timelines to monitor student progress;
- Create appropriate, well-tailored plans to address students' academic needs; and
- Continue to support and provide assistance as needed to schools and individual students.

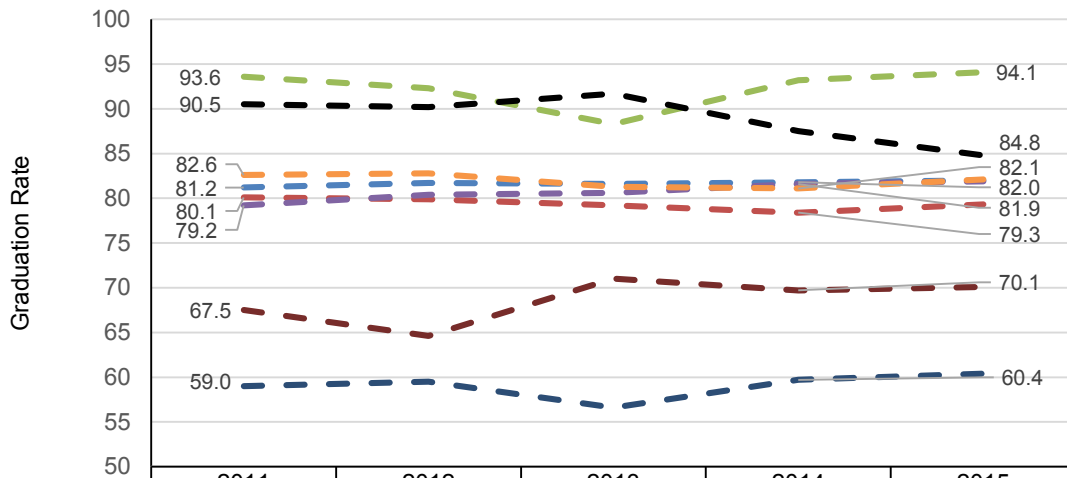
The schools office will pay particular attention to graduation rates by racial/ethnic group to support each group in making gains towards graduation in a timely manner. In an effort to reverse the trend for student groups not showing an increase in graduation rates, in addition to the above activities, the schools office will closely:

- Monitor the behaviors of the students at the schools that reflect the greatest number of students who did not graduate.
- As is necessary, plans may be revised to ensure students continue to address goals set with student input.
- Create individual plans.
- Periodically monitor the plans to ensure students stay on track.

**Table 1. HISD Four-Year Completion Counts and Rates With Exclusions:  
Classes of 2014 and 2015**

Year	Class Size	Graduation		Dropout		Continuer		GED	
		N	%	N	%	N	%	N	%
2014	11,088	9,071	81.8	1,201	10.8	742	6.7	74	0.7
2015	11,204	9,182	82.0	1,221	10.9	742	6.6	59	0.5

**Figure 1. HISD Four-Year Longitudinal Graduation Rates by Student Group:  
Grades 9–12 With Exclusions: 2011–2015**



	2011	2012	2013	2014	2015
All Students	81.2	81.7	81.6	81.8	82.0
Afr. Am.	80.1	79.9	79.2	78.4	79.3
Asian	93.6	92.3	88.3	93.2	94.1
Hispanic	79.2	80.4	80.6	81.6	81.9
White	90.5	90.2	91.7	87.5	84.8
Econ. Disadv.	82.6	82.8	81.3	81.1	82.1
Ever ELL in HS	59.0	59.5	56.6	59.7	60.4
SwD	67.5	64.6	71.0	69.7	70.1

**Figure 2. HISD Four-Year Longitudinal Dropout Rates by Student Group: Grades 9–12  
With Exclusions: 2011–2015**

