REPORT FROM THE SUPERINTENDENT

Office of Superintendent of Schools
Board of Education Meeting November 14, 2013

SUBJECT: **Board Monitoring Update On EVAAS And Teacher Retention**

The Houston Independent School District (HISD) exists to strengthen the social and economic foundation of Houston by assuring its youth the highest-quality elementary and secondary education available anywhere. In fulfilling this goal, the HISD Board of Education has designed the framework for the systematic monitoring of the district's goals.

Following are the specific, actionable measures provided to the Board of Education on an annually recurring basis for ongoing monitoring and trend reporting in the areas of rigorous education in reading and math, consistency, and safety with the intent to provide a holistic view of the district. As data is received into the district, data attributes are populated.

Attached to this update is the Executive Summary containing supporting evidence of district progress for the 2012–2013 school year, specifically for:

- Student Achievement: Districtwide Education Value-Added Assessment System (EVAAS) Scores in Reading
- Student Achievement: Districtwide EVAAS Scores in Math
- Percent of Highly Effective Teachers Retained
- Percent of Ineffective Teachers Exited

Board Monitoring Systems (BMS)

Attachment A-1a

As-Of Date:November 14, 2013

2012-2013 School Year

Rigorous Education

Student Achievement		2010-2011	2011-2012	2012-2013
Percent of Students at Level III - Advanced Academic Performance STAAR Standard	Reading	Not Applicable	15.2	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		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 (2011-12 Data Updated)	Reading	1.9	0.1	0.3
Districtwide EVAAS Scores in Math (2011-12 Data Updated)	Math	2.8	-0.9	0.2

College and Career Readiness:				
% Students Enrolling in Higher Education Within 1 Year of High School Graduation		59	60	
% Students at or above standard on the SAT/ACT Reading & Math Sections Combined		20		
% Students at or above benchmark score on the PSAT		13.8	13.6	21.4

Graduation & Dropout			
Four-Year Cohort Graduation Rate	81.2	81.7	
Percent of Students (in a High School Cohort) Who Dropped Out	10.8	11.3	

Perception Survey - Rigorous Education		
Percent of Parents Satisfied with Rigorous Education	Not Applicable	92
Percent of Students Who Feel Challenged with Coursework		70

Consistency

Students		
Percent of Students Satisfied with Teachers Having High Expectations	Not Applicable	88

Parents		
Percent of Parents Satisfied with Consistent Education	Not Applicable	86

Teachers			
Percent of Highly Effective Teachers Who are Retained	90.9	87.2	87.6
Percent of Ineffective Teachers Who are Exited	18	20.3	24.4

Principals		
Percent of Principals Satisfied with Central Office Services	Not Applicable	65

Safety and Environment

Levels of Offenses			
# of Level III Offenses - Suspension/Optional Removal to Disciplinary Alternative Education Program	5,884	4,987	5,917
# of Level IV Offenses - Required Placement in a Disciplinary Alternative Education Program	1,286	1,173	1,109
# of Level V Offenses - Expulsion for Serious Offenses	87	68	53
# of Number of Bullying Incidents	151	125	139

Perception Survey - Safety and Environment		
Percent of Parents Satisfied with Safety	Not Applicable	86
Percent of Parents Satisfied with Environment		89
Percent of Students Satisfied with Safety		74
Percent of Students Satisfied with Environment		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

Board Monitoring System: Student Achievement

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 student achievement regarding district-wide Educational Value-Added Assessment System (EVAAS) scores in Reading and in Math, as defined below.

Board Monitoring Scorecard				
	Student Achievement	2010–2011	2011–2012*	2012–2013
Rigorous Education	Districtwide EVAAS Scores in Reading	1.9	0.1	0.3
	Districtwide EVAAS Scores in Math	2.8	-0.9	0.2

*2011-2012 data updated

Change in Methodology

- In prior years, the model utilized for grades 3–11 end-of-grade exams used a "Base Year" approach with the 2006 State of Texas TAKS distribution as the growth standard and with growth for teachers and schools measured relative to the district average performance. Beginning with the 2012 analyses when we moved to STAAR testing and continuing annually, the growth standard will be the *annual* distribution of statewide scores. Therefore, every year, as the statewide scores improve/decline, growth is calculated compared to a new growth standard. To show growth as a district, HISD now has to annually show more growth than the state in each grade/subject area.

- In previous years, the teacher or campus gain index for grades 3–8 end-of-grade exams was calculated based on a comparison of the growth measure to the average growth of students district-wide. For 2013, the index is calculated based on a comparison of the growth measure to the average growth of students statewide. (In other words, the district no longer subtracts the district average performance from the growth measure before dividing by the standard error.)

- To ensure consistency in the measures across years, the gain index reported for 2012 for grades 3–8 has been recalculated for this year's reporting using this new calculation based on a comparison to the statewide distribution. A two-year Average was calculated for grades 3–8 reporting reflecting the new calculation method. The new teacher reports display the two-year averages for grades 3–8 teachers that have two years of data.

- For growth measures that use the STAAR EOC exams, the district has joined with a consortium of Texas districts to expand the comparison group. In 2012, the growth measures were generated based on the district distribution. In 2013, this consortium distribution was used. This reference group includes multiple Texas districts responsible for roughly 15% of the state's students. Because the distribution has changed from 2012 to 2013, a two-year average cannot be calculated for URM-style reporting.

- The immediate likely outcome of these two changes for both tests is more red and less green for the district. When both analyses were based on a comparison to the average growth of students district-wide, it automatically ensured a distribution of teachers and schools among green, yellow, and red. Now in order to show growth, teachers and schools must outpace the state or the consortium of Texas districts every year.

    - The advantage is that the district will now have room to show more growth than previously in the coming years, i.e. nothing ensures a distribution by category anymore, so there is potential for every teacher and school to show as much or more growth than the state.

- The TAKS results are not directly comparable to previous year's results in terms of the analysis used and they look quite different in some cases. The information is potentially more valuable, because measuring from a base year (i.e. 2006) makes the estimates increasingly less stable over time, as well as somewhat less relevant. These results tell the district exactly how its students grew on TAKS in 2012–2013 as compared to the state.

Results

- The relationship between growth and achievement noted last year persisted in 2013. Although not as pronounced in grades 3–8, campuses with higher prior achievement tend to have higher growth. This might partly be due to the elimination of any ceiling effect in TAKS by the STAAR implementation. For most grades and subjects, it reflects the difficulty lower-prior-achieving students have in adapting to a new more rigorous test compared to higher-prior-achieving students. The effect is anticipated to disappear with time.

- District-wide Reading EVAAS for Grades 3–8 improved performance against the state from 0.1 to 0.3 NCEs, and made more progress than the state at most grade levels.

- District-wide Math EVAAS for Grades 3–8 improved performance against the state from -0.9 to 0.2 NCEs and made more progress than the state in grades 7 and 8.

- Graphs are presented below, in Figure 1, for each of the STAAR 3-8 subjects which represent 2012 gains and 2013 gains by grade level and across grades 3-8. Examining specific subjects and grades for the district reveals that:

    - For STAAR, Grades 3–8, reading growth exceeded the state overall, and grades 5, 6, 7, and 8 made more progress than the state. Grades 6, 7, and 8 all show higher growth over 2012.

    - For Stanford, Grades 3–8, language improved from -1.0 to -0.3 overall. Grades 6, 7, and 8 all show improvement from 2012, with 8th grade making substantially more progress than the state growth standard.

    - The district improved growth in math from -0.9 to 0.2 overall. Grades 6, 7, and 8 all show improvement in growth with grades 7 and 8 making substantially more progress than the state growth standard.

- Although the district's growth in science still lags behind the state, it improved its growth relative to the state. Grades 7 and 8 improved as well from 2012 to 2013, with Grade 8 moving up out of the red category.

- Although the district's growth in social studies still lags behind the state, it improved its growth measure overall in 2013. Grades 6, 7 and 8 all show improvement in growth, with grade 8 making substantially more progress than the state growth standard.

- Table 1 represents the STAAR End-of-Course (EOC) 2013 value-added growth measure for each of the 10 EOC exams. The district has exceeded the Texas consortium's average growth for Algebra I and English II Writing (green), has kept pace with the Texas consortium for English II Reading and World History (yellow), and has failed to make as much growth as the Texas consortium for English I Reading and Writing, Geometry, Biology, Chemistry, and World Geography (red).

- Table 2 represents the TAKS 2013 value-added growth measure. On TAKS, the district failed to make as much growth as the state in all four subjects overall, with a great deal of variation by school.

FIGURE 1. STAAR 3-8 Value-Added By Subject, 2012 & 2013

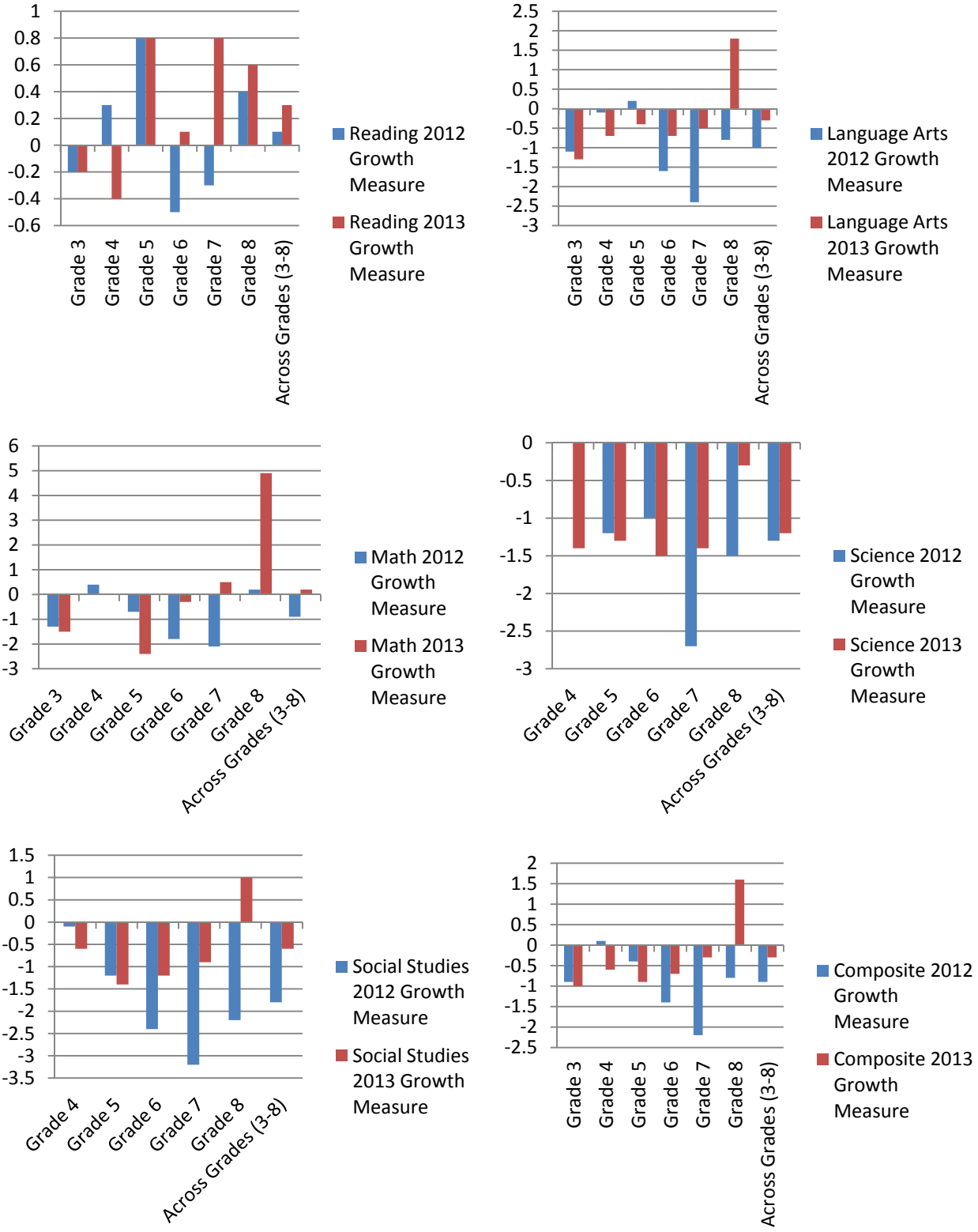

TABLE 1. STAAR EOC Value-Added By Subject, 2013		
STAAR EOC Exam	**Growth Measure**	**District VS Reference Group Average**
Algebra I	25.3	Above
Geometry	-21.1	Below
English I Reading	-13.1	Well Below
English I Writing	-8.5	Below
English II Reading	5.8	NDD
English II Writing	6.7	Above
Biology	-17.6	Below
Chemistry	-32.8	Below
World Geography	-29.5	Well Below
World History	-10.9	NDD

TABLE 2. TAKS Value-Added By Subject, 2013		
TAKS Exam	**Growth Measure**	**District VS Reference Group Average**
Reading/ELA	-6.3	Below
Math	-5.7	Below
Science	-8.8	Well Below
Social Studies	-5.8	Below

ADMINISTRATIVE RESPONSE

School Offices:

In the Elementary School Office, the focus for 2013-2014 will be teacher development. The emphasis will be on teaching to mastery and increasing the level of rigor. Many schools are supplementing the HISD science curriculum with STEM scopes. Formative assessments will be used to ensure mastery of objectives is occurring. Response to Intervention (RtI) implementation will be monitored with a focus on the usage of Istation and Think Through Math.

The High School Office (HSO) will further analyze the results to better understand areas of strength and weakness that need to be built on or addressed. We have already identified the most effective teachers as measured by EVAAS and will work to identify what distinguishes their situation and practice. We will use this information to help inform the practice of others. The HSO is looking to several curricular programs to improve student performance:

- AgileMind software, from the Dana Center, will be used by 18 of our lowest performing schools to support Algebra I.
- Achieve3000, a Lexiled reading and writing support program, will hopefully be piloted at our schools with the greatest need.
- We are looking to the PowerUp initiative to improve student engagement and add differentiation to instruction.

The HSO has also worked with tier III/IV schools on a set of expectations around their response to the challenge of low student performance:

1. Schools are double-blocking for students requiring extended instructional time in math and reading
2. Intervention for all struggling students is built into the school day
3. PLC's are being strengthened and are the central vehicle to drive instructional planning
4. Schools are actively monitoring and responding to student failures
5. Writing with meaningful feedback is being promoted across all classes

Board Monitoring System: 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 retention of highly effective teachers and removal of ineffective teachers, as defined below.

Board Monitoring Scorecard				
Consistency	Teachers	2010–2011	2011–2012	2012–2013
	Percent of Highly Effective Teachers Who are Retained	90.9	87.2	87.6
	Percent of Ineffective Teachers Who are Exited	18.0	20.3	24.4

Findings

- Highly Effective Teachers are defined as teachers with an EVAAS Cumulative Teacher Gain Index of 2.0 or greater.
    - For the 2012-2013 school year, there were 695 teachers with a Cumulative Teacher Gain Index of 2.0 or higher out of 4,469 teachers with an EVAAS score. Of these, 609 (87.6%) were retained.
    - For the 2011-2012 school year, there were 829 teachers with a Cumulative Teacher Gain Index of 2.0 or higher out of 4,144 teachers with an EVAAS score. Of these, 723 (87.2%) were retained.
    - For the 2010-2011 school year, there were 668 teachers with a Cumulative Teacher Gain Index of 2.0 or higher out of 3,719 teachers with an EVAAS score. Of these, 607 (90.9%) were retained.
- Ineffective Teachers are defined as teachers with an EVAAS Cumulative Teacher Gain Index of -2.0 or less.
    - For the 2012-2013 school year, there were 1,099 teachers with a Cumulative Teacher Gain Index of -2.0 or lower out of the 4,469 teachers with an EVAAS score. Of these, 268 (24.4%) are no longer with the district.

- For the 2011-2012 school year, there were 755 teachers with a Cumulative Teacher Gain Index of -2.0 or lower out of 4,144 teachers with an EVAAS score. Of these, 153 (20.3%) were no longer with the district.

- For the 2010-2011 school year, there were 523 teachers with a Cumulative Teacher Gain Index of -2.0 or lower out of 3,719 teachers with an EVAAS score. Of these, 94 (18%) were no longer with the district.

- District-wide, of the 11,737 teachers in the 2012-2013 school year, 9,699 (82.6%) were retained. Of the 12,187 teachers in the 2011-2012 school year, 10,169 (83.4%) were retained. Of the 13,191 teachers in the 2010-2011 school year, 11,076 (84%) were retained. Retention rates of highly effective teachers exceeded the district retention rate of all teachers for each of the last three years.

ADMINISTRATIVE RESPONSE

Professional Support and Development and HR Compensation is leading the HISD Teacher Leadership and Career Pathway and Compensation (CPC) Initiative to provide effective and highly effective teachers access to new opportunities for specialization, for expanding their professional network, and for increasing the extent of their impact on student learning without leaving teaching to support retention efforts. In the 2013-2014 school year, the district is supporting 223 teacher leaders on 63 campuses with CPC roles which include instructional practice coach, intervention specialist, data tracking and analyst specialist, campus induction coach, instructional technology specialist, and STEM instructional leader.

School Offices:

- The Elementary School Office is focused on retaining all highly effective elementary teachers including Pre-kindergarten through second grade teachers who do not have EVAAS data. The focus for 2013-2014 will be teacher development. The emphasis will be on teaching to mastery and increasing the level of rigor.
- The Middle School Office's philosophy that supporting our best teachers in becoming better teachers is just as important as supporting our struggling teachers in becoming better teachers will continue. The focus will be on retaining highly effective teachers through continued partnership with the National Center for Urban School Transformation (NCUST) and Doug Lemov's Teach Like a Champion program to evaluate and improve teacher classroom instructional practices. Additionally, the Middle School Office will continue to work directly with Teacher Development Specialist and Professional Development Services to identify and address the specific needs of teachers needing to improve their effectiveness, with a focus on those teachers newly hired through the strategic staffing initiative. Continued monitoring of teacher engagement and collaboration in school professional learning communities by School Support Officers will also continue. Additionally, the Middle School Office will support principals in helping to retain our effective principals through our review of data to ensure that proper support structures are in place. Opportunities to partner with colleges and universities to provide professional development opportunities will also continue to be cultivated.
- The High School Office will continue to develop its new Five by Five framework which includes a focus on human capital and teacher retention. School Support Offices are tasked at working to coach school leadership teams to develop school culture and to improve teacher retention. More specifically, they are paying attention to the following indicators related to teacher retention:
  - Teachers are aware of value they bring to campus
  - Teacher leadership opportunities exist based on ability
  - Honest conversations are held as needed
  - Teachers feel supported by the administration
  - Teachers are constantly being developed professionally