



Board Monitoring System: Indicator A

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 achievement of the district's goals and adherence to core values. The Board Monitoring System requires the administration to report on each goal and core value on a routine basis. The indicator currently under review is ELIMINATE THE ACHIEVEMENT GAP BETWEEN STUDENT GROUPS. The objective of this indicator is: "To eliminate any achievement gap between student groups as measured by the statewide TAKS examination" (Goal 1, Section A).

Findings

TAKS Achievement Gap

- When examining the percentage passing at the state standard on the Texas Assessment of Knowledge and Skills (TAKS) in 2008 and in 2009, the differences between white students' and Hispanic and African American students' test scores generally decreased from 2008 to 2009. In 2009, the gap between white students' test scores and Hispanic students' test scores decreased in six of the seven subtests reported, with decreases ranging from 3.3-percentage points in math to 1.0 percentage point in reading. The 2009 gap between white students' test scores and African American students' test scores decreased from 2008 in all subjects, with a range of 4.3- percentage points in math to 0.9- percentage points in English language arts (Figure 1a and Figure 1b).
- In 2009, the largest gaps between white students' and Hispanic and African American students' test scores were in the areas of math and science, with white students reporting 90.9-percent passing the math section of the TAKS test as compared with 75.3- percent of Hispanic students and 66.1-percent of African American students. On the science test in 2009, 93.5-percent of white students passed at the state standard compared with 70.7-percent of Hispanic students and 65.8-percent of African American students (Figure 1a and Figure 1b).
- In 2009, the gap between white students and Hispanic students on all TAKS tests taken decreased from 2008 by 2.3-percentage points from 27.3-percent to 25.0-percent. The gap between white students and African American students decreased on the all-tests-taken indicator by 3.3-percentage points, from 35.1-percent in 2008

to 31.8-percent in 2009 (Figure 2) although the goal of a five-percentage-point decrease was not reached.

- When considering economic status at the state passing standard on the TAKS in 2009 and in 2008, there was a decrease in the gap on six of the seven subtests of the TAKS. The gap between non-economically disadvantaged students and economically disadvantaged students decreased by 3.8-percentage points in all tests taken, by 3.4-percentage points in math, by 2.1-percentage points in science, by 1.8 in reading, by 1.5-percentage points in social studies, and by 1.0-percentage point on writing. The gap between non-economically disadvantaged students and economically disadvantaged students increased in English language arts by 1.2-percentage points (Figure 3).
- In 2009, the largest gap between economically disadvantaged students' and non-economically disadvantaged students' TAKS scores may be found on the science subtest. On the science TAKS test, 79.9-percent of non-economically disadvantaged students passed at the state standard as compared to 69.1-percent of economically disadvantaged students (Figure 3).
- When examining the 2009 TAKS all-tests-taken indicators by economic status, the gap between non-economically disadvantaged students' and economically disadvantaged students' scores decreased from 14.2-percentage points in 2008 to 10.4-percentage points in 2009 (Figure 4) thus meeting the goal of a three-percentage-point decrease.
- In both 2008 and 2009, female students in HISD outscored their male counterparts in English language arts, reading, math, writing, social studies, and all tests taken, while males outscored females in science (Figure 5).
- When examining the state passing standard on the 2009 TAKS test, the gap between male and female students decreased in three subtests. From 2008 to 2009, the gap between male and female test scores decreased by 1.3-percentage points for writing, by 1.0-percentage point in reading, and by 0.8 of a percentage point for social studies. The gap between male and female TAKS scores increased in English language arts (0.8), math (0.4), and science (0.3). The all tests taken gap remained the same between 2008 and 2009 at 3.1-percentage points (Figure 5).
- In 2009, the largest gaps between male and female TAKS scores are reported in the areas of writing, with 93.5-percent of females and 86.5-percent of males passing, and in English language arts, with 89.1-percent of females and 82.3-percent of males passing (Figure 5).
- When reviewing the 2009 TAKS all-tests-taken indicator by gender, the gap between male and female test scores remained the same at 3.1-percentage points (Figure 6) thus maintaining but not meeting the goal of eliminating the gender achievement gap.

Analysis/Administrative response

- The district continued to close the majority-minority and the socio-economic achievement gaps. The gender achievement gap remained the same as last year with female students out performing male students.

Activities that the district has implemented to help eliminate the achievement gap of Limited English Proficient students:

- Collaborated with Departments of Academic Services to provide support for identifying and providing instructional support for Preliterate LEP Students
- Provided district-wide training on the district standards based curriculum (approximately 3 out of 4 core teachers trained in August at EmPOWERing Effective Teaching and Learning)
- District-wide Curriculum Based Assessments (CBAs) are developed to monitor the curriculum and serve as a data point for teachers
- Literacy Initiative:
 - Literacy Coaches (campus and feeder pattern)
 - Language! (program for middle school struggling readers)
 - ABLE/Neuhaus Training (A Balanced Literacy Education)
 - 6+1 Trait Writing (Training and Resources)
 - Vocabulary Focus (pending McREL partnership to develop district-wide vocabulary)
 - Focus on High Frequency Evaluation for lower grades
 - Word Generation at the secondary level provides vocabulary support for struggling readers.
- One elementary and one secondary Numeracy Coach for each feeder pattern
- Systemic, ongoing staff development for teachers of mathematics and science
 - Accomplished Teaching in Mathematics and Science (ATeAMS) offered at the secondary level
 - Science Learning and Leadership Collaborative (SLLC) with the Baylor College of Medicine offered at the elementary level
- Districtwide training (August, 2009) to facilitate effective planning and implementation of the HISD curriculum including the English Language Proficiency Standards, Renzulli Learning, and Literacy Leads the Way best practices
- Texas Performance Reading Inventory (TPRI), Tejas LEE (Spanish equivalent of TPRI) and Assessing Math Concepts (AMC) provide data for planning instruction to meet individual needs
- Continue to build marketing strategies to communicate early childhood education opportunities and PK enrollment

- Development and support for Montessori programs
- Developed TAKS support documents for various Math/Science subjects (i.e. Algebra, Geometry, Biology, etc) to provide instructional strategies for content teachers of LEP students.....training will be provided this fall
- Hired feeder-pattern Secondary ESL Content Specialists to provide on-site instructional support specifically to Gr. 6-12 content teachers of LEP students
- Embedded new English Language Proficiency standards (ELPS) in the content area HAPGs to provide teachers with appropriate language supports
- Initiated region-based training on the Sheltered Instructional Observation Protocol (SIOP) model for cohorts of math/science middle school teachers. (SIOP is a research-based instructional strategies model designed to facilitate structured accommodations for LEP students.)

Activities that the district has implemented to help eliminate the achievement gap of Students with Disabilities:

- Provided funds to campuses to implement tutoring services for students with disabilities
- Provided instructional materials to Academically Unacceptable campuses for TAKS tutoring
- Provided professional development for teachers on teaching strategies for on grade-level assessment for general education teachers
- Provided information on utilizing accommodations for general and special education teachers
- Provided professional development to campuses through on-site consultant services, special education office staff, and regional office staff on the implementation of the co-teaching process
- Provided districtwide curriculum and instructional materials for disability conditions
- Provided districtwide support for reading and mathematics, e.g., Voyager reading and mathematics
- Employed regional and districtwide reading coordinators to support teachers with reading instruction
- Provided summer enrichment programs, “Literacy and Learning to Excel and Accelerate Progress” (LEAP Reading and LEAP Mathematics) instruction at no cost to students

- Purchased for campuses, audio versions of software to support reading of textbooks at various reading levels and languages, e.g., Kursweil technology
- Provide funding for teaching assistants to support students in general and special education

Next steps:

- Provide instructional coordinator support in the Regional Offices for mathematics and additional coordinator for reading
- Work with the Curriculum Department and general education teachers to identify research based supplementary instructional materials in science and social studies that can be used with students with disabilities participating in general education
- Provide professional development with the Curriculum Department in the areas of science and social studies
- Upgrade technology used in special education classrooms

Figure 1a: HISD TAKS Percent Passing by Subject and by Race/Ethnicity: 2008 and 2009

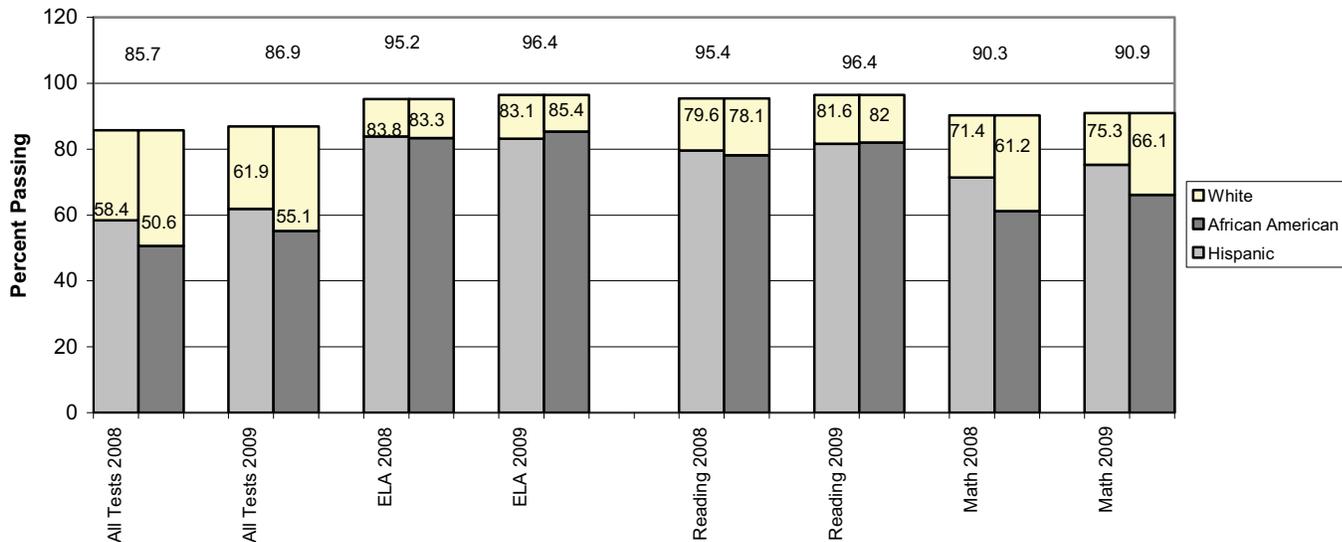
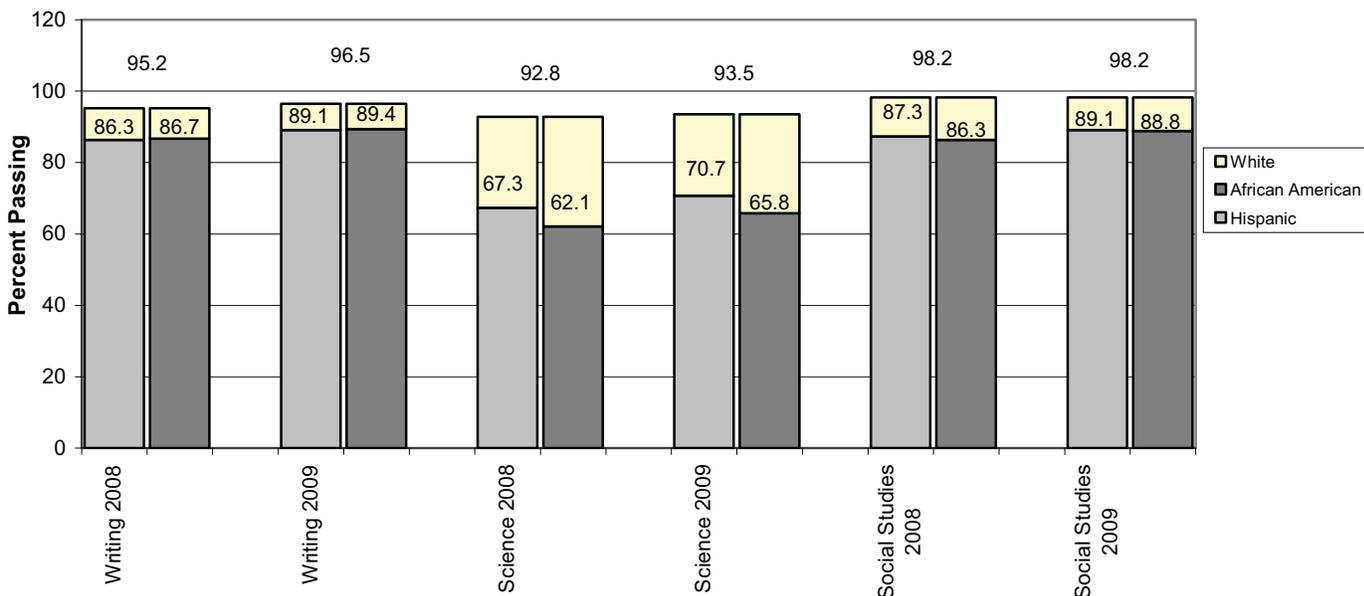
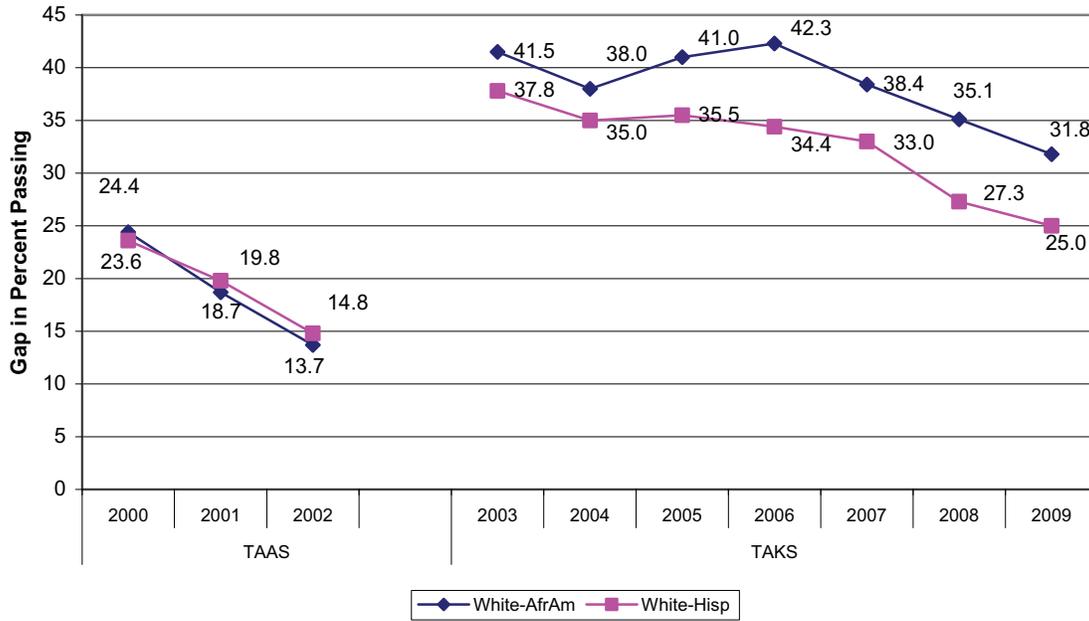


Figure 1b: HISD TAKS Percent Passing by Subject and by Race/Ethnicity: 2008 and 2009, continued



BOARD OF EDUCATION MONITORING SYSTEM: 2009–2010

Figure 2: HISD All Tests Taken Gap by Race/Ethnicity



All TAKS results are shown at the Panel Recommended student passing standard. Data from 2003 and 2004 come from the Texas Education Agency's Academic Excellence Indicator System while data from 2005 to the present come from the vendor file.

Target: Annual decrease by five percentage points.

Figure 3: HISD TAKS Percent Passing by Subject and by Economic Status: 2008 and 2009

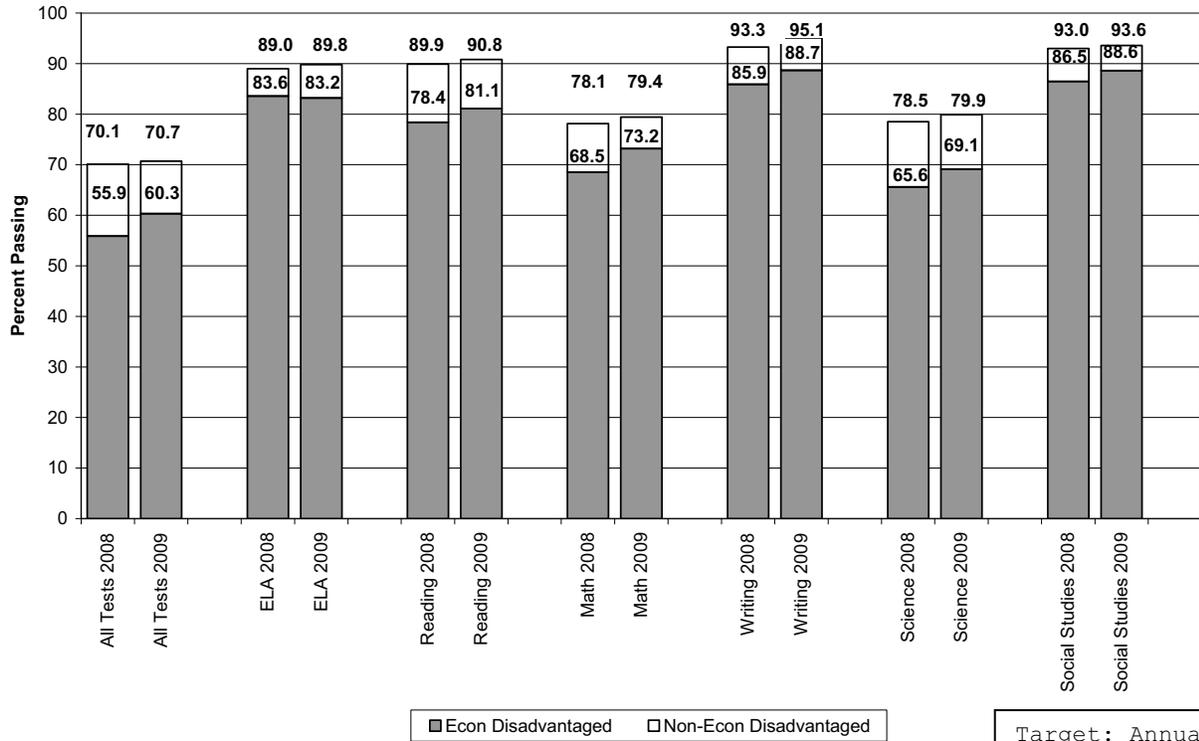
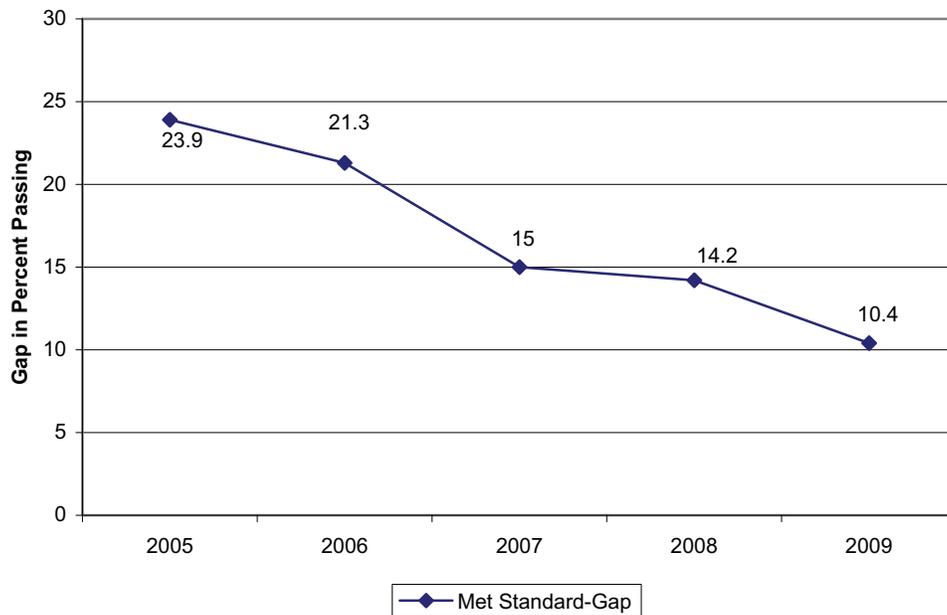


Figure 4: HISD All Tests Taken Gap by Economic Status



Target: Annual decrease by three percentage points.

All TAKS results are shown at the Panel Recommended student passing standard.

Source: TEA, TAKS data file Spring 2005–2009.

Figure 5: HISD TAKS Percent Passing by Subject and by Gender: 2008 and 2009

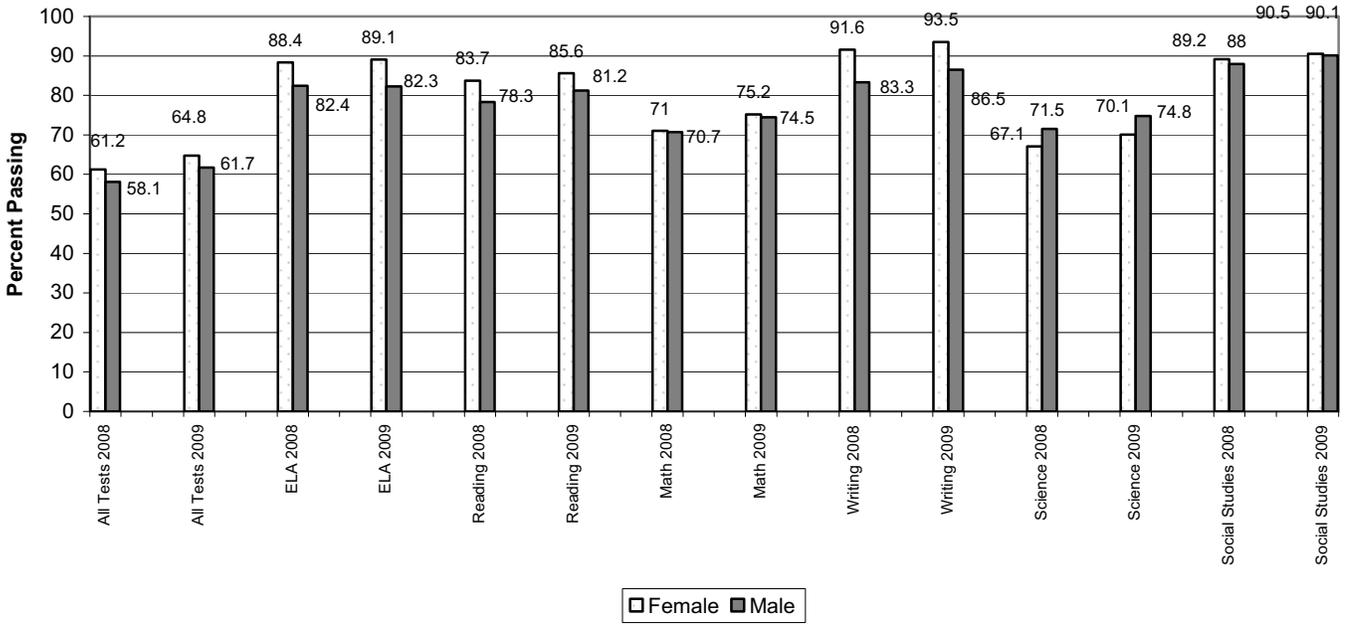
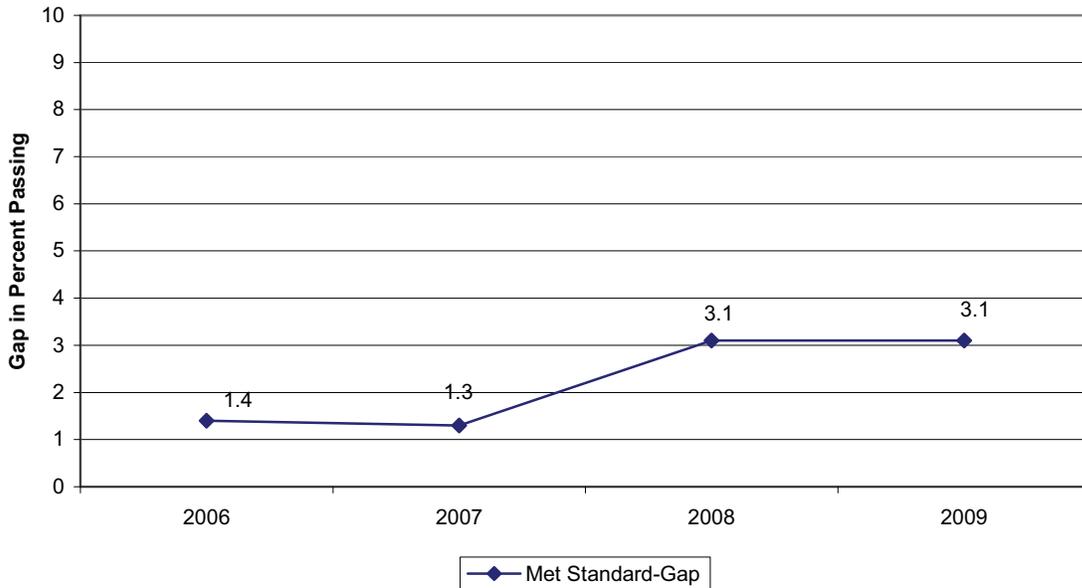


Figure 6: HISD All Tests Taken Gap by Gender



Target: Eliminate achievement gap.

All TAKS results are shown at the Panel Recommended student passing standard.
 Source: TAKS data file Spring 2006–2009.