

REPORT FROM THE SUPERINTENDENT

Office of Superintendent of Schools
Board of Education Meeting of February 12, 2009

January 23, 2009

SUBJECT: **BOARD MONITORING SYSTEM**

At the March 2007 meeting, the Board of Education implemented a revised Board Monitoring System in order to efficiently maintain and measure Houston Independent School District (HISD) goals and core values. The monitoring system was designed to give district administrators clear direction on how to meet the Board's expectations in these crucial areas.

Board Policy AF(LOCAL) requires that *"the administration shall report to the Board of Education on each goal and core value using the specific method and timing set out."* In reference to the district's **Goal 1: Increase Student Achievement**, the attached report provides information regarding section **H: Increase College Readiness**. The policy states that *"the Administration will provide the Board with a report that reflects the number and percentages of students demonstrating college readiness as follows:*

- *All students and each student group, that earn a 2200 or higher scale score on the mathematics portion of the TAKS test;*
- *All students and each student group that earn both a 2200 scale score on the English/Language Arts (ELA) portion of the TAKS test and a 3 or higher on the writing portion of the TAKS test;*
- *Comparisons of district and state averages for all students and students groups, and;*
- *The rate at which district students demonstrating college readiness improved as compared to the rate for which the state improved for this indicator."*

The report shall also include "the number and percent of students scoring at or above 45 on each of the PSAT sections: critical reading, writing, and math. Additionally, the Board will be provided with a report showing the number and percent of students scoring at or above 21 on the ACT, and at or above 500 on each section of the SAT."

"The report shall also include an analysis of improvements made towards the number and percentage of students graduating under the Recommended High School Program (RHSP) or higher."

This report will be prepared for the Board in February of each school year and will include data from the previous school year."

The attached report provides data for HISD and the state for 2007 and 2008 regarding the number and percentage of students meeting the college-readiness indicator in English language arts and mathematics. Information from the fall 2006 and 2007 PSAT tests, the 2007 and 2008 ACT tests, and the 2007 and 2008 SAT tests is also provided in this report. Information on the classes of 2006 through 2008 is also provided for HISD, and 2006 and 2007 information is provided for the state regarding diplomas received.



Board Monitoring System: Indicator H

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 Board Monitoring System will report on each goal and core value on a routine basis. The goal currently under review is to INCREASE COLLEGE READINESS by increasing the number and percentage of all students and of each student group meeting the college readiness component of the Texas Success Initiative (TSI) on the TAKS in English language arts and in mathematics (Goal 1, Section H). In addition, the report presents the number and percentage of students scoring 45 or above on all sections of the PSAT, the number and percentage of students scoring at or above 21 on the ACT, and the number and percentage of students scoring 500 or higher on all sections of the SAT. The report also includes an analysis of improvements made towards the percentage of students graduating under the Recommended High School Program (RHSP) or Distinguished Achievement Program (DAP).

Findings

Percentage of Students Meeting College Readiness Criteria

- In both 2007 and 2008 on the English language arts indicator, the state had a higher percentage of students who met the college readiness component of the Texas Success Initiative (TSI) than HISD for all students. HISD had higher scores than the state for each student group in 2008, except for the Hispanic student group, with which they were tied with the state. In 2007, the state had 52 percent of students meet the college readiness standard compared to 39 percent in HISD. The state improved in 2008 from 2007 from 52 to 57 percent of the students meeting the college readiness standard, and HISD reported a larger gain on this indicator, improving from 39 to 52 percent meeting that standard (see Figure 1).
- On the English language arts college readiness component of the TSI, the percentage of African American students in HISD meeting the standard went from 32 percent in 2007 to 46 percent in 2008, and the percentage of Hispanic students meeting the standard increased from 32 percent in 2007 to 47 percent in 2008. In 2008, 78 percent of white students in HISD achieved

the college readiness standard in English language arts, exceeding both the statewide rate of 68 percent and the district goal of 66 percent. Economically disadvantaged students in HISD increased the percentage of students meeting the criteria for the same indicator, increasing from 31 percent in 2007 to 45 percent in 2008.

- HISD's improvement in the percentage of students meeting the TSI college readiness criteria in English language arts was greater than the state's for all students and for each student group from 2007 to 2008. Overall, the state's range of improvement varied from five percentage points for the white student group to a high of seven percentage points for the African American student group, while HISD's rate of improvement ranged from 12 percentage points for white students to a high of 15 percentage points for the Hispanic student group (see Figure 2).
- HISD reported an increase in the total number of students meeting the English language arts college readiness criteria from 3,116 in 2007 to 4,239 in 2008. Each student group also increased during the same time period (see Table 1).
- On the mathematics college readiness component of the TSI, the state narrowly outperformed HISD in 2008 for all students, with the state reporting 56 percent and HISD with 55 percent meeting the college readiness indicator for mathematics. HISD outperformed the state on the college readiness indicator for mathematics for all other student groups in 2008, with HISD's African American student group performing at 44 percent, compared to the state's performance at 38 percent; the Hispanic student group outscored the state with 50 percent compared to 46 percent; students in HISD's white student group outscored their state counterparts, with 83 percent compared to 70 percent statewide; and economically disadvantaged students in HISD reported 49 percent meeting the college readiness indicator in mathematics compared to 43 percent for the state (see Figure 3).
- HISD's improvement in the percentage of students meeting the TSI college readiness criteria in mathematics was greater than the improvement for the state for all students and each student group from 2007 to 2008 (see Figure 4).
- The number of HISD students meeting the college readiness mathematics criteria increased for each student group from 2007 to 2008. For all students, the numbers increased from 3,801 in 2007 to 4,399 in 2008 (see Table 2).

Student Performance on PSAT, ACT, and SAT

- The total number of HISD students scoring a 45 or higher on the critical reading (formerly known as verbal) section of the PSAT test in the fall of 2007 was 4,381, a decrease from 4,686 in the fall of 2006. The percentage of test takers scoring a 45 or higher in critical reading stayed the same from 2006 to 2007, at 26 percent (see Figure 5).
- For the math section of the PSAT, the number of HISD students scoring a 45 or higher decreased from 5,698 in the fall of 2006 to 5,124 in 2007. This

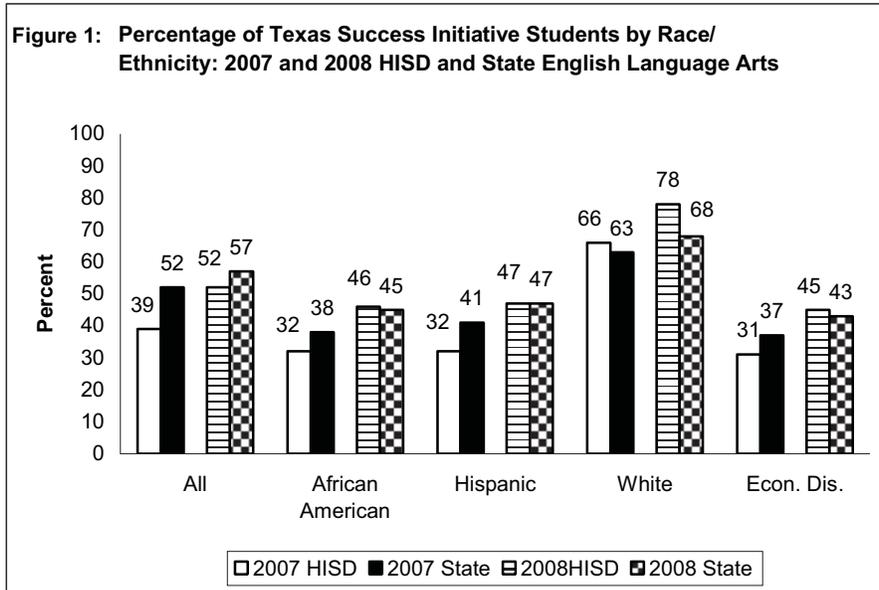
represents a decrease of two percentage points, from 32 percent in 2006 to 30 percent in 2007.

- On the writing section of the PSAT, 26 percent of HISD students scored a 45 or higher in 2007, an increase of one percentage point from 2006; however, the total number of HISD students meeting this standard in 2007 was 4,420, down slightly from 4,424 students in 2006.
- On the ACT test, the total number of HISD students scoring a composite score of 21 or higher increased from 567 in 2007 to 638 in 2008. This increase represents a gain of three percentage points, from 41 percent in 2007 to 44 percent in 2008, exceeding the district's goal of 40 percent (see Figure 6).
- On the SAT, from 2007 to 2008, HISD reported a two percentage point loss for students scoring 500 or higher on critical reading, with 38 percent meeting the standard in 2007 and 36 percent meeting the standard in 2008. The actual number of HISD students scoring at this standard on the SAT in critical reading also decreased from 1,793 in 2007 to 1,705 in 2008 (see Figure 7).
- On the math section of the SAT, 41 percent of HISD students scored a 500 or higher in 2008, a decrease from the 42 percent who met the standard in 2007. The actual number of HISD students scoring a 500 or higher in math also decreased from 1,995 to 1,914 over the same time period.
- On the writing section of the SAT in 2007, 1,563 HISD students, or 35 percent of test takers, scored at the 500 level or higher. The percentage of test takers scoring at this level stayed the same in 2008, at 35 percent; however, the actual number scoring 500 or higher increased to 1,640 in 2008.

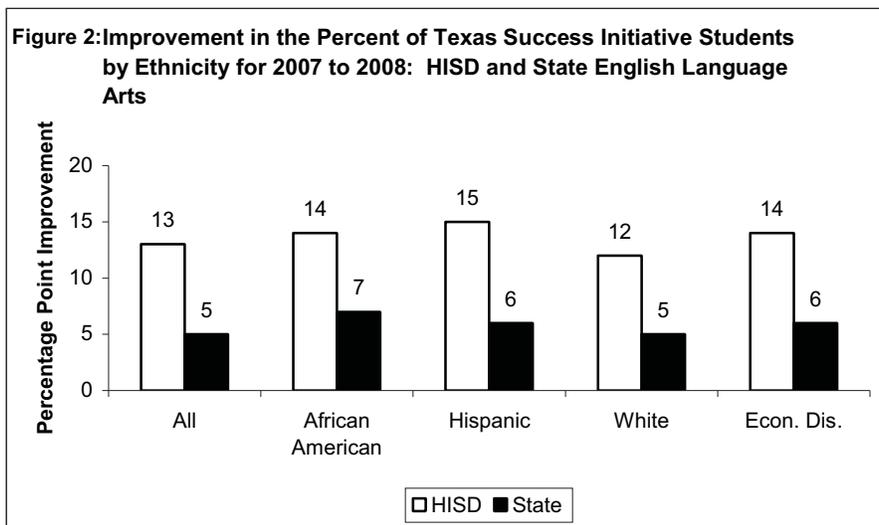
Graduates Receiving Recommended High School Program Diploma or Higher

- The total percentage of HISD students graduating under either the Recommended High School Program (RHSP) or the Distinguished Achievement Program (DAP) declined from 2006 to 2007 but increased from 2007 to 2008, with 84.8 percent in the class of 2006, down to 84.0 percent in the class of 2007, and up to 85.7 percent in the class of 2008 (see Figure 8).
- The percentage of HISD students graduating under the Recommended High School or Distinguished Achievement Programs increased from 2007 to 2008 for all students and for each student group. The differences were most notable for the African American and white student groups, who increased the percentage of students receiving the RHSP or higher by 2.3 percentage points and 3.9 percentage points, respectively, from 2007 to 2008.
- The number of HISD students graduating in the class of 2006 under the RHSP or higher decreased by 243 students, from 6,662 in 2006 to 6,419 in 2007, and increased by 418 students to a total of 6,837 in 2008. For the classes of 2006 and 2007, HISD reported a higher percentage of graduates receiving the RHSP or DAP than did the state. State data for the class of 2008 are not available at the present time (see Table 3 and Figure 9).

The qualifying scores for college readiness in English language arts for the Texas Success Initiative (TSI) are scale scores of 2200 on the Exit Level TAKS English language arts test with a written composition score of '3' or higher on the writing component.



Source: Academic Excellence Indicator System 2007-08 (Includes TAKS Accommodated)



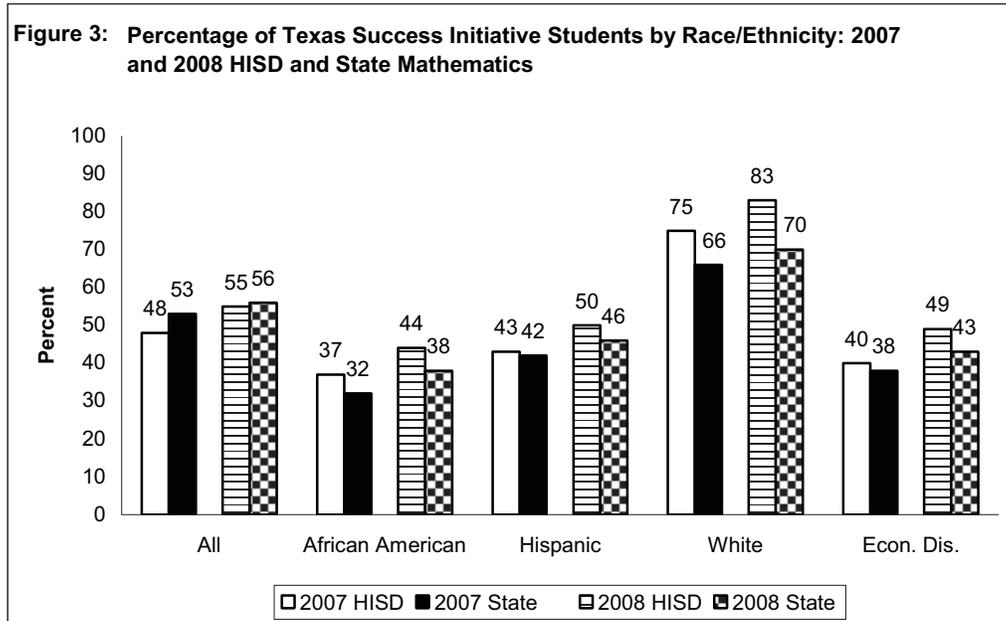
Source: Academic Excellence Indicator System 2007-08

Table 1: Counts of Students Meeting Texas Success Initiative Criteria by Ethnicity: English Language Arts for HISD

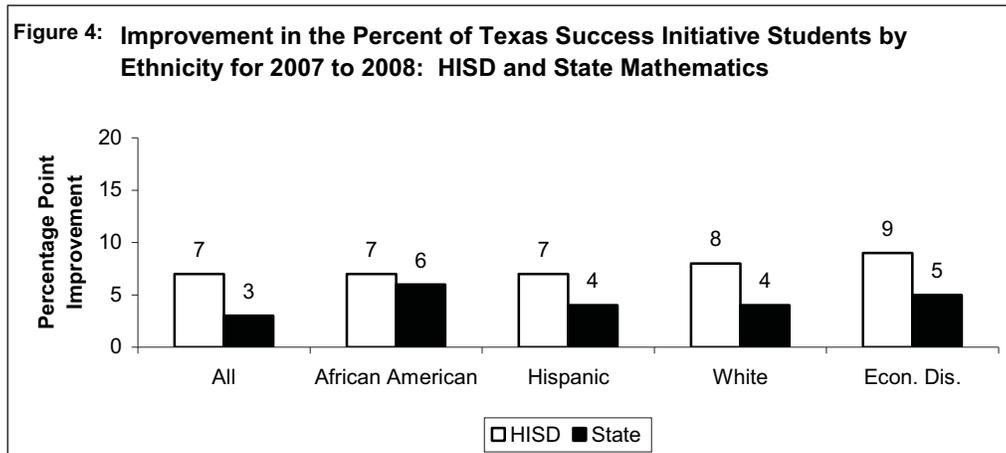
	All	African American	Hispanic	White	Econ. Dis.
2007	3,116	791	1,303	768	1,451
2008	4,239	1,118	1,949	862	2,286

Source: TEA State Gold Performance Data Tables, 2007–2008

The qualifying scores for college readiness in mathematics for the TSI are scale scores of 2200 on the Exit Level TAKS mathematics test.



Source: TEA State Gold Performance Data Tables, 2007–2008 (Includes TAKS Accommodated)

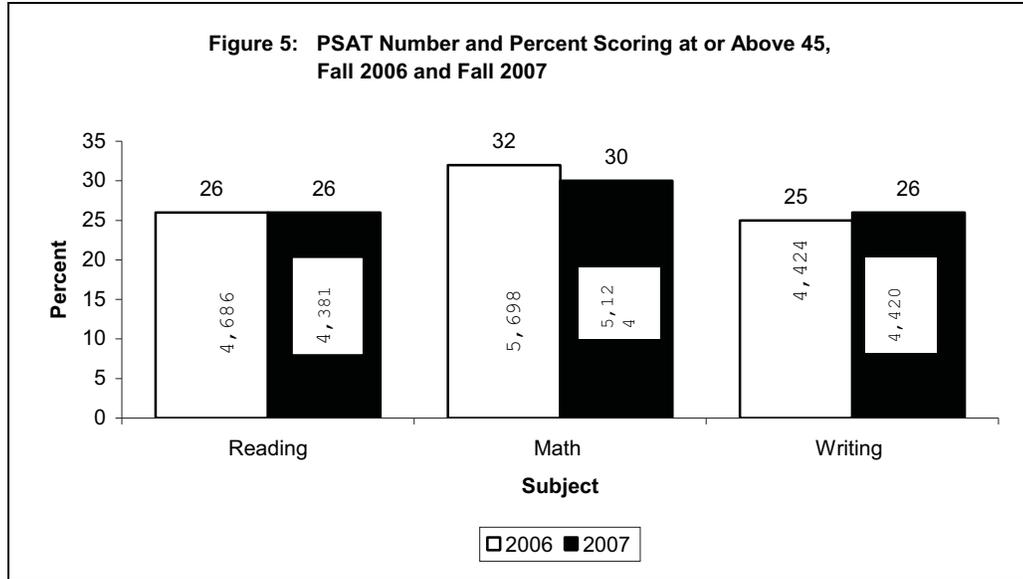


Source: TEA State Gold Performance Data Tables, 2007–2008

Table 2: Counts of Students Meeting Texas Success Initiative Criteria by Ethnicity: Mathematics for HISD

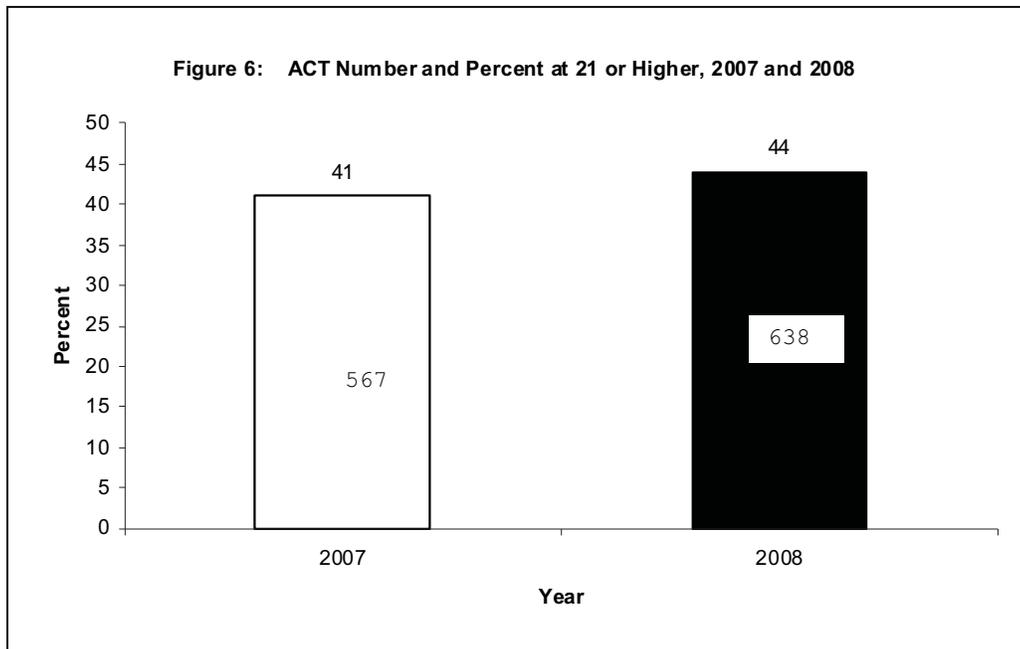
	All	African American	Hispanic	White	Econ. Dis.
2007	3,801	913	1,697	874	1,884
2008	4,399	1,060	2,055	910	2,409

Source: TEA, State Gold Performance Data Tables, 2007–2008



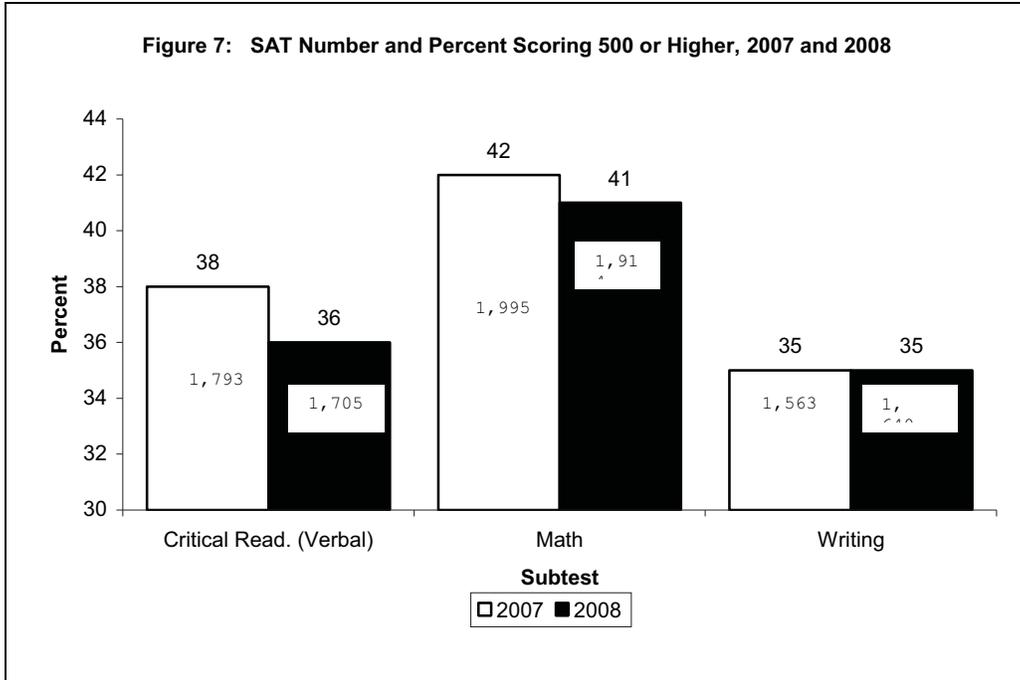
Target: 4% Annual Increase

Source: Test Contractor Data Files, 2006–2007 and 2007–2008



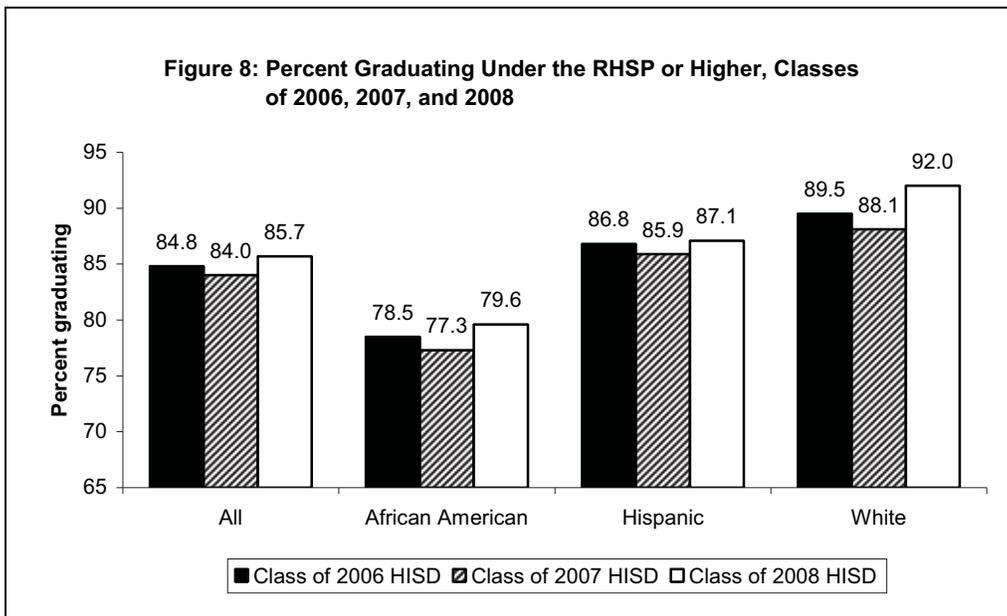
Target 2011: 40%

Source: Test Contractor Data Files, 2007 and 2008



Target 2011:
50%

Source: Test Contractor Data Files, 2006–2007 and 2007–2008



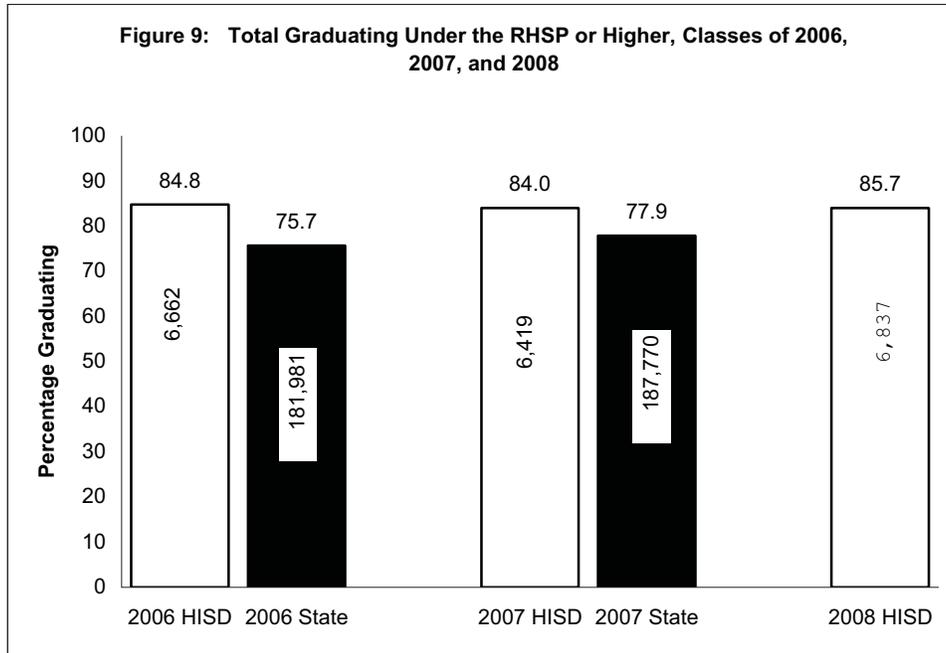
Target 2011:
95%

Source: TEA Accountability Report Data: 2007 and 2008, PEIMS Edit+ Report, 2008–2009 Fall Collection Resubmission (January 22, 2009)

Table 3: Counts of Students Graduating Under the Recommended High School Program or Higher by Ethnicity for HISD

	All Students	African American	Hispanic	White
Class of 2006	6,662	1,977	3,249	1,062
Class of 2007	6,419	1,865	3,102	1,047
Class of 2008	6,837	2,010	3,389	1,068

Source: TEA Accountability Report Data, 2007 and 2008; PEIMS Edit+ Report, 2008–2009 Fall Collection Resubmission (January 22, 2009)



Source: TEA Accountability Report, 2007 and 2008; PEIMS Edit+ Report, 2008–2009 Fall Collection Resubmission (January 22, 2009)

Note: State data for the class of 2008 are not available at this time.