

REPORT FROM THE SUPERINTENDENT

Office of Superintendent of Schools
Board of Education Meeting of July 16, 2009

**SUBJECT: BOARD MONITORING SYSTEM–GOAL 1, SECTION I:
PERFORMANCE OF HOUSTON INDEPENDENT SCHOOL DISTRICT
STUDENTS WILL EXCEED NATIONAL AVERAGES**

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 I: Performance of HISD Students Will Exceed National Averages**. The policy states that *“[t]he administration will provide the Board of Education with a report that includes data indicating the percent of non-Special Education students summed across all grades and by grade level performing at or above the 50th percentile on the Stanford and Aprenda for all subject components of the test. Finally, this report must also include a national comparative analysis of the performance of HISD students using national percentile ranks. This report will be provided in June of each year.”*

The attached report provides the information requested for the 2008–2009 school year.



Board Monitoring System: Indicator I

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 that THE PERFORMANCE OF HISD STUDENTS WILL EXCEED NATIONAL AVERAGES (Goal 1, Section I).

It should be noted that, in 2009, Pearson, Inc., updated the Stanford Achievement Test Series, Tenth Edition, (Stanford 10) to the 2007 norms. The previous Stanford 10 results used 2002 norms. This update caused a shift in the national percentile rank (NPR) and normal curve equivalent (NCE) scores, which is typical when a test changes norms. Pearson provided the 2008 Stanford 10 data using the updated 2007 norms so that a two-year comparison could be made with the 2009 data. All data, and subsequent comparisons, utilize the 2007 norms created by Pearson so that a more approximate analysis can be made.

Findings

Performance Will Exceed National Averages

- From 2008 to 2009, the percentage of HISD non-Special Education students who performed at or above the 50th percentile increased or remained constant for all subjects on the Stanford 10. For the subjects of Reading, Math, Environment/Science and Social Science performance increased, and for Language performance remained the same over the two-year period (see **Figure 1**).
- From 2008 to 2009, the percentage of HISD non-Special Education students who performed at or above the 50th percentile increased or remained constant for all subjects on the Apenda 3. The percentage of HISD non-Special Education students who performed at or above the 50th percentile increased in Environment/Science and remained the same in Reading, Math, Language, and Social Science (see **Figure 2**).
- The percentage of students performing at or above the 50th percentile on the Apenda 3 has exceeded the district's target of 90 percent for both Reading and Social Science. However, HISD students failed to reach the target of 66 percent, set for the Stanford 10 (see **Figure 2**).
- Using the national percentile ranks (NPRs) as a national comparison of the district's scores, HISD eleventh-grade students had NPRs of 50 or higher in all subjects when compared to the national sample, on the Stanford 10, in 2009. Students in grades 3–11 Math and 2–11

Science had NPRs of 50 or higher. The highest NPR, 62, was reached by students in grade-9 Math, grade-5 Science and grade-11 Social Science (see **Table 1**).

- In a national comparison of district scores on the Aprenda 3, with the exception of seventh-grade math, HISD students for all grades and all subjects had NPRs of 50 or higher when compared to the national sample. HISD third-graders outperformed students nationally in Language and Science at the 92nd percentile and in Social Science at the 90th percentile. HISD fourth-grade students outperformed 90 percent of the students in Math and 92 percent of students in Science (see **Table 2**).

Figure 1. Percentage of Non-Special Education Students Performing at or Above the 50th Percentile by Subject, Stanford 10 2008 and 2009

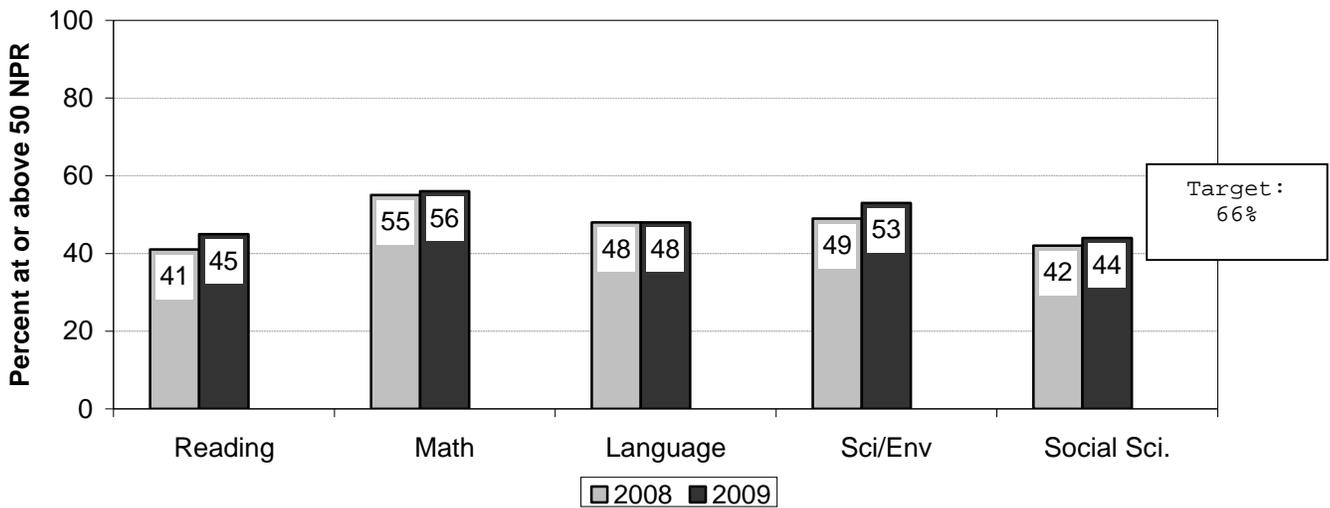


Figure 2. Percentage of Non-Special Education Students Performing at or Above the 50th Percentile by Subject, Aprenda 3 2008 and 2009

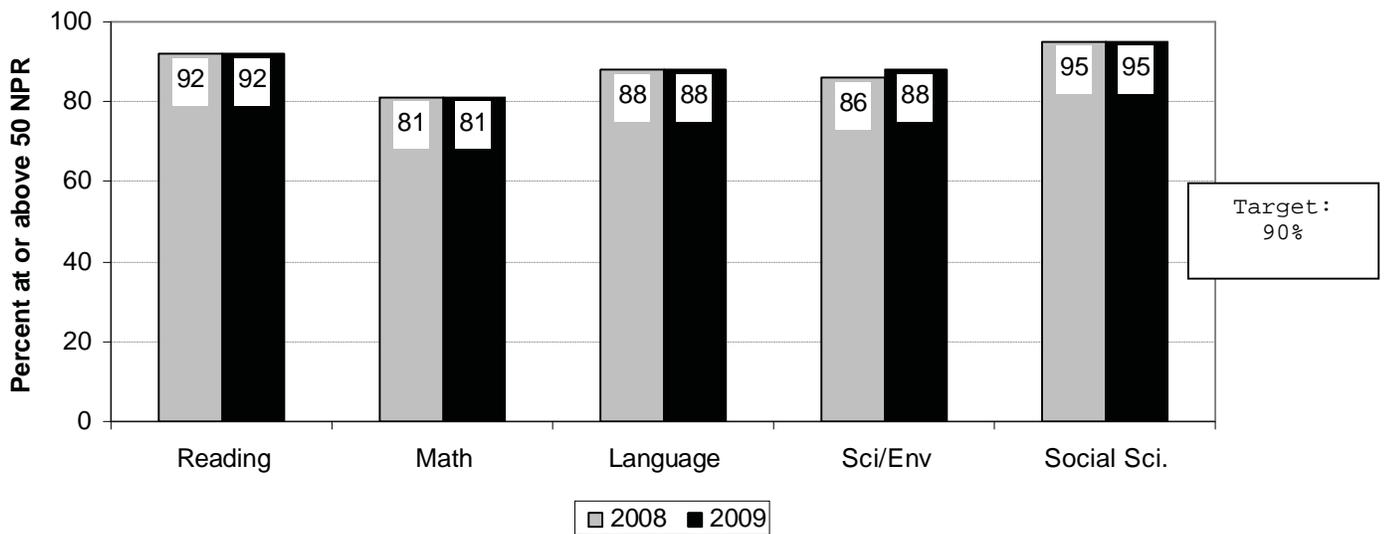


Table 1: 2008 and 2009 Stanford 10 Results for HISD Non-Special Education Students Compared to the National Sample Using National Percentile Ranks

Grade	Reading			Math			Language			Environ./Science			Soc
	2008	2009	2009	2008	2009	2009	2008	2009	2009	2008	2009	2009	2008
	NCE	NCE	NPR	NCE	NCE	NPR	NCE	NCE	NPR	NCE	NCE	NPR	NCE
1	47	46	43	47	47	44	56	54	58	44	47	43	-
2	47	46	42	50	49	48	49	46	42	48	51	51	-
3	46	47	44	52	52	54	49	48	47	48	51	52	44
4	46	49	48	54	54	58	51	54	57	50	50	50	46
5	46	48	47	54	54	57	49	49	49	51	57	62	46
6	46	46	42	52	51	52	47	48	46	50	51	52	44
7	44	48	47	52	53	55	47	49	48	48	56	61	46
8	47	48	45	53	53	56	48	47	45	53	54	57	49
9	44	48	46	52	56	62	45	49	48	48	52	53	45
10	48	50	50	55	53	55	47	47	43	49	51	52	50
11	53	55	60	54	54	58	51	53	55	55	53	57	54

NCE—Normal curve equivalents are a standard scale of scores with a mean of 50 that can be used for comparison.
NPR—National percentile ranks indicate the relative standing of a student in comparison with other students in the national norm-reference group.

Table 2: 2008 and 2009 Appendix 3 Results for HISD Non-Special Education Students Compared to the National Sample Using National Percentile Ranks

Grade	Reading			Math			Language			Environ./Science			Soc
	2008	2009	2009	2008	2009	2009	2008	2009	2009	2008	2009	2009	2008
	NCE	NCE	NPR	NCE	NCE	NPR	NCE	NCE	NPR	NCE	NCE	NPR	NCE
1	70	71	84	62	64	74	65	65	77	63	65	76	-
2	69	70	83	74	73	87	74	73	86	69	71	84	-
3	72	72	85	71	70	83	80	80	92	79	79	92	77
4	67	68	80	77	77	90	68	68	80	79	79	92	74
5	68	65	76	69	67	78	66	65	76	65	66	77	67
6	54	64	74	56	71	83	46	59	66	56	69	81	58
7	51	55	59	52	49	47	54	55	60	51	55	59	57
8	54	62	72	53	63	74	60	70	82	60	67	79	56

NCE—Normal curve equivalents are a standard scale of scores with a mean of 50 that can be used for comparison.
NPR—National percentile ranks indicate the relative standing of a student in comparison with other students in the national norm-reference group.