

REPORT FROM THE SUPERINTENDENT

Office of Superintendent of Schools
Board of Education March 13, 2014

SUBJECT: BOARD MONITORING UPDATE ON PERCENT OF STUDENTS AT OR ABOVE BENCHMARK ON THE PRELIMINARY SCHOLASTIC APTITUDE TEST

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 an Executive Summary containing supporting evidence of district progress for the 2013–2014 school year, specifically for the percent of students at or above benchmark score on the Preliminary Scholastic Aptitude Test (PSAT). This report addresses Rigorous Education: College and Career Readiness.



Board Monitoring Systems (BMS)

As-Of Date: March 13, 2014

2013-2014 School Year

Rigorous Education

Student Achievement		2011-2012	2012-2013	2013-2014
Percent of Students at Level III - Advanced Academic Performance STAAR Standard	Reading	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	54.7	53.5	
Percent of Students at or above 50th percentile on Norm Reference Test in Grades K-5	Math	62.7	62.1	
Percent of Students at or above 50th percentile on Norm Reference Test in Grades 6-8	Reading	39.5	37.1	
Percent of Students at or above 50th percentile on Norm Reference Test in Grades 6-8	Math	56.2	55.9	
Districtwide EVAAS Scores in Reading (2011-12 Data Updated)	Reading	0.1	0.3	
Districtwide EVAAS Scores in Math (2011-12 Data Updated)	Math	-0.9	0.2	

College and Career Readiness

% Students Enrolling in Higher Education Within 1 Year of High School Graduation		60		
% Students at or above standard on the SAT/ACT Reading & Math Sections Combined		14.8		
% Students at or above benchmark score on the PSAT (2011-2012 was under a different standard)		13.6	21.4	20.4

Graduation & Dropout

Four-Year Cohort Graduation Rate		81.7		
Percent of Students (in a High School Cohort) Who Dropped Out		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		

Students

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

Teachers

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

Parents

Percent of Parents Satisfied with Consistent Education	Not Applicable	86		
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Principals

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

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

Perception Survey - Safety and Environment

Percent of Parents Satisfied with Safety			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	Not Applicable		77	
Percent of Teachers Satisfied with Environment			70	
Percent of Principals Satisfied with Safety			94	
Percent of Principals Satisfied with Environment			90	

Safety and Environment



Board Monitoring System: PSAT Benchmarks

EXECUTIVE SUMMARY

Purpose

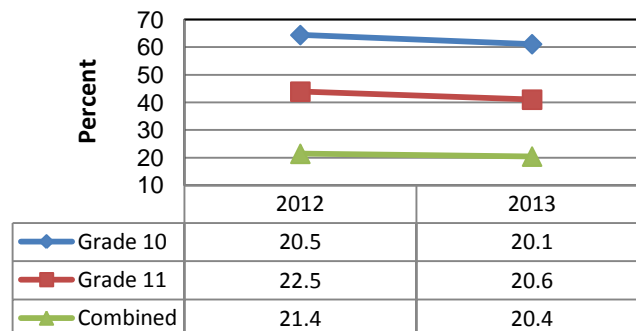
The Houston Independent School District (HISD) exists to strengthen the social and economic foundation of Houston by assuring its youth the highest-quality elementary and secondary education available anywhere. In fulfilling this goal, HISD's Board of Education has designed a program to systematically 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 or above benchmark score on the PSAT.

Board Monitoring Scorecard			
Rigorous Education	Student Achievement: College and Career Readiness	2012-2013	2013-2014
		% of students at or above benchmark score on the PSAT.	21.4%

Findings

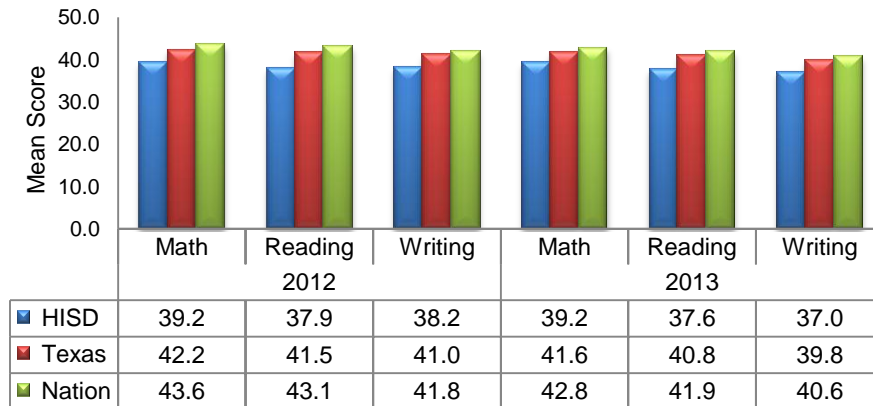
When comparing the performance of HISD sophomores from 2012 to 2013, the mean score for mathematics remained constant at 39.2, reading decreased slightly by 0.3 points, and writing decreased by 1.2 points. The state and national averages decreased in all subject areas. Since the fall of 2012, HISD sophomores have narrowed the gap between their performance and that of their state and national counterparts in reading and mathematics while the performance gap in writing remained constant. The percentage of students at or above benchmark was 20.4, a decrease of one percentage point.

Figure 1 : Met College Readiness Benchmark
2012-2013



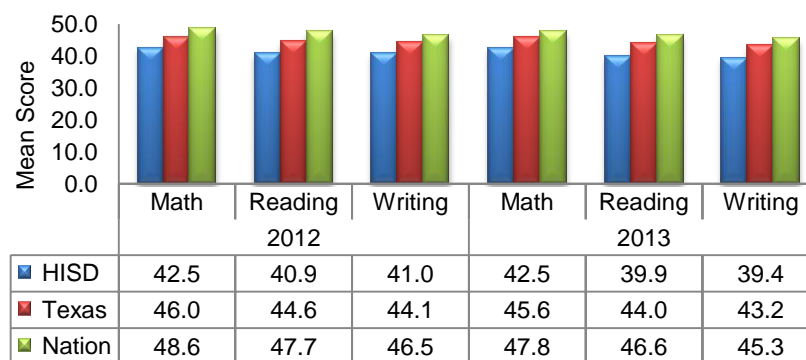
Results for HISD sophomores and juniors compared with their state and national counterparts for 2012 and 2013 are presented in **Figures 2 and 3**.

Figure 2: Mean PSAT Scores of 10th Grade Students in HISD, Texas, and the Nation, Fall 2012-2013



The average performance of HISD juniors in the fall of 2013 remained unchanged in mathematics, but decreased in reading by 1.0 and writing by 1.6 points. Both the state and national averages decreased from 2012 in all subject areas. Since the fall of 2012, HISD juniors have narrowed the gap between their performance and that of their state and national counterparts in mathematics. The performance gap between HISD juniors and their national counterparts also narrowed for reading, but widened for writing. For the state comparisons, the performance gaps were widened for both reading and writing.

Figure 3: Mean PSAT Scores of 11th Grade Students in HISD, Texas, and the Nation, FALL 2012-2013



Administrative Response

After a review of the 2013-2014 Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT) report, the department of College and Career Readiness has the following response:

In the area of **College Readiness**, we have provided all high school campus test coordinators which include administrators, counselors, college access coordinators and instructional specialists with training on the benefits of using the Summary of Answers and Skills (SOAS) to aid instructional planning at the campus. This has been successful and we intend to continue providing yearly assistance to campuses that analyze their SOAS as a means to increase academic performance and preparedness for college entrance exams.

In the area of **Student Performance**, we will continue to work with the Curriculum Department and the College Board, to provide additional training to teachers that will focus more closely on strategies and best practices such as pacing on the test. This training will be provided in an effort to assist campuses as they work to increase student performance on the PSAT and close performance gaps.

In the area of **Student Participation**, we are concerned about the number of eligible special education students in the test administration. To improve in this area, we will collaborate with the Office of Special Education Services (OSES) senior managers for secondary schools and the College Board to ensure that all campus Students with Service Disabilities (SSD) coordinators and campus Special Education Chairpersons are trained on the approval process for testing with accommodations well before submission deadlines.