

REPORT FROM THE SUPERINTENDENT

Office of the Superintendent of Schools
Board of Education Meeting of May 12, 2016

SUBJECT: BOARD MONITORING UPDATE: PSAT

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 2015–2016 school year, specifically for:

- Percentage of students who scored at or above the College Board benchmark scores on the Preliminary SAT (PSAT).



Board Monitoring Systems (BMS) (Reflects updated results from prior year.)

As of May 2, 2016

2014-2015 School Year

Student Achievement		2013-2014	2014-2015	2015-2016
Rigorous Education	Percent of Students at Level III - Advanced Academic Performance STAAR Standard (3-8) Reading	15.7	17.5	
	Percent of Students at Level II - Satisfactory Academic Performance STAAR Standard (3-8) Reading	68.7	66.4	
	Percent of Students at Level I - Unsatisfactory Academic Performance STAAR Standard (3-8) Reading	31.3	33.6	
	Percent of Students at Level III - Advanced Academic Performance STAAR Standard (3-8) Math	16.0	14.1	
	Percent of Students at Level II - Satisfactory Academic Performance STAAR Standard (3-8) Math	68.6	69.0	
	Percent of Students at Level I - Unsatisfactory Academic Performance STAAR Standard (3-8) Math	31.4	31.0	
	Percent of Students at Level III - Advanced Academic Performance STAAR EOC (9-12) ELA I & II	4.9	5.4	
	Percent of Students at Level II - Satisfactory Academic Performance STAAR EOC (9-12) ELA I & II	53.9	51.0	
	Percent of Students at Level I - Unsatisfactory Academic Performance STAAR EOC (9-12) ELA I & II	46.1	49.0	
	Percent of Students at Level III - Advanced Academic Performance STAAR EOC (9-12) Algebra I	6.6	8.3	
	Percent of Students at Level II - Satisfactory Academic Performance STAAR EOC (9-12) Algebra I	68.1	65.3	
	Percent of Students at Level I - Unsatisfactory Academic Performance STAAR EOC (9-12) Algebra I	31.9	34.7	
	Percent of Students at Level III - Advanced Academic Performance STAAR EOC (7,8) Algebra I	50.1	60.9	
	Percent of Students at Level II - Satisfactory Academic Performance STAAR EOC (7,8) Algebra I	98.6	98.8	
	Percent of Students at Level I - Unsatisfactory Academic Performance STAAR EOC (7,8) Algebra I	1.4	1.2	
	Percent of Students at or above 50th percentile on Norm Reference Test in Grades 1-5 Reading (ELA Total)	N/A	54.9	
	Percent of Students at or above 50th percentile on Norm Reference Test in Grades 1-5 Math (Math Total)	N/A	63.3	
	Percent of Students at or above 50th percentile on Norm Reference Test in Grades 6-8 Reading (ELA Total)	N/A	37.7	
	Percent of Students at or above 50th percentile on Norm Reference Test in Grades 6-8 Math (Math Total)	N/A	45.0	
	Districtwide EVAAS Growth Measure Scores in Reading (Grades 3-8)	Reading	-0.1	0.1
Districtwide EVAAS Growth Measure Scores in Math (Grades 3-8)	Math	0.2	-0.1	
College and Career Readiness				
Percent of Students Enrolling in Higher Education Within 1 Year of High School Graduation		57.1		
Percent of Students at or above standard on the SAT/ACT Reading & Math Sections Combined		13.8		
Percent of Students at or above benchmark score on the PSAT (PSAT was redesigned in 2015-16)		20.4	21.5	24.9
Graduation & Dropout				
Four-Year Cohort Graduation Rate		81.8		
Four-Year Cohort Dropout Rate		10.8		
Perception Survey - Rigorous Education				
Percent of Parents Satisfied with Rigorous Education		93	94	
Percent of Students Who Feel Challenged with Coursework		70	71	
Consistency				
Students				
Percent of Students Satisfied with Teachers Having High Expectations		91	90	
Teachers				
Percent of Highly Effective Teachers Who are Retained (EVAAS \geq 2.0)		87.9	88.1	
Percent of Ineffective Teachers Who are Exited (EVAAS \leq -2.0)		25.0	23.2	
Parents				
Percent of Parents Satisfied with Consistent Education		88	88	
Principals				
Percent of Principals Satisfied with Central Office Services		71	74	
Levels of Offenses				
Number of Level III Offenses-Suspension/Optional Removal to Disciplinary Alternative Education		5,800	5,716	
Number of Level IV Offenses - Required Placement in a Disciplinary Alternative Education Program		1,160	1,291	
Number of Level V Offenses - Expulsion for Serious Offenses		42	57	
Number of Bullying Incidents		168	115	
Perception Survey - Safety and Environment				
Percent of Parents Satisfied with Safety		90	90	
Percent of Parents Satisfied with Environment		91	91	
Percent of Students Satisfied with Safety		76	76	
Percent of Students Satisfied with Environment		72	72	
Percent of Teachers Satisfied with Safety		80	82	
Percent of Teachers Satisfied with Environment		70	74	
Percent of Principals Satisfied with Safety		95	95	
Percent of Principals Satisfied with Environment		91	91	

• Adjusted to one decimal place to match report.



Board Monitoring System: PSAT Benchmarks

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 and college and career readiness, specifically the percent of students who scored at or above the benchmark scores on the PSAT/NMSQT, as recommended by the College Board.

Board Monitoring Scorecard				
Rigorous Education	Student Achievement: College and Career Readiness	2013-2014	2014-2015	2015-2016*
		Percent of students tested scored at or above benchmark scores on the PSAT/NMSQT (as recommended by the College Board under Final 2016 standards)	20.4%	21.5%
<p><i>*College Readiness Benchmarks based on 2016 Final Benchmark recommendations from the College Board: Percentage includes the number of sophomores and juniors (combined) tested who met respective College Readiness Benchmarks on both subjects of PSAT/NMSQT. Previous College Readiness Benchmarks were based on Composite scores.</i></p>				

Findings

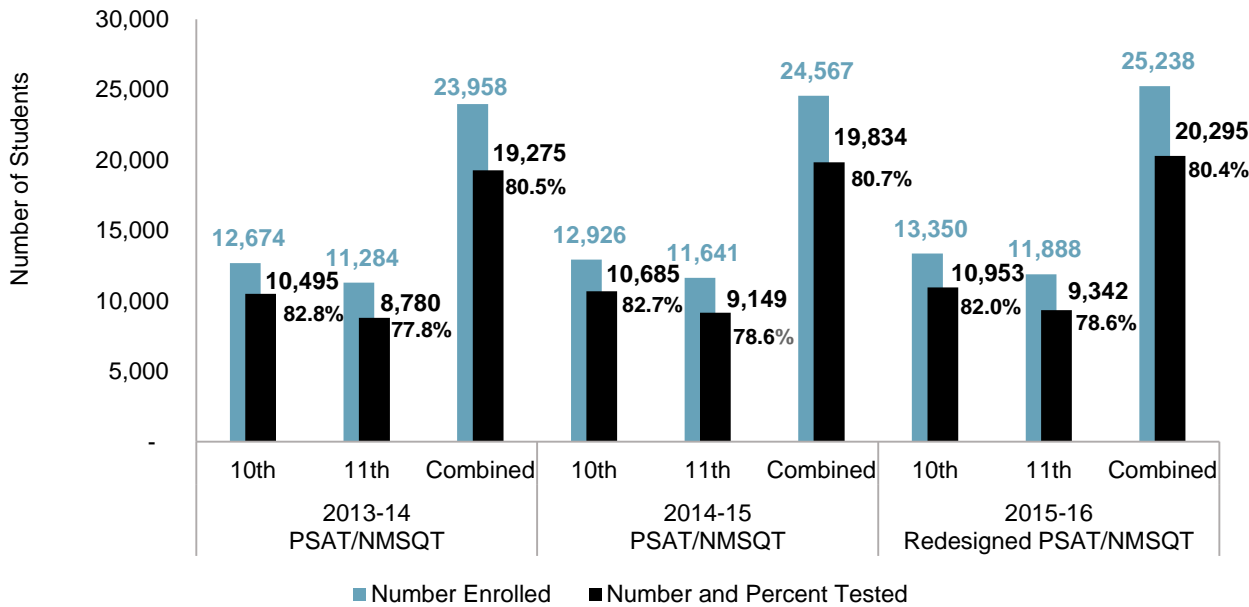
In 2015–2016, the College Board redesigned the PSAT/NMSQT, as well as the SAT and introduced a new assessment for 8th and 9th graders called PSAT 8/9. The 2015 PSAT/NMSQT aims to more closely reflect that which is being taught in the classroom and to be a clearer indicator of college and career readiness. The main differences between 2014 PSAT/NMSQT and 2015 PSAT/NMSQT are outlined in **Table 1** (p. 2). As part of this redesign, the scale on which the total exam is scored changed from 60 to 240 in 2014–2015 to 320 to 1520 in 2015–2016. The College Board also changed the definition and standard of the College Readiness Benchmark. Prior to 2015–2016, sophomores who earned a composite score of at least 133 and juniors who earned a composite score of at least 142 were deemed on track to be college ready—defined as a 65 percent chance of earning a “B” or better on a college-level course. In 2015–2016, the definition changed to a 75 percent chance of earning a “C” or better on a college-level course. To be considered “on track” to be college-ready, students must meet the benchmark on *both* sections of the test: Evidence-Based Reading & Writing (EBRW) and Math. Under Final 2016 Benchmark standards, the benchmarks for sophomores are EBRW \geq 430 and Math \geq 480; the benchmarks for juniors are EBRW \geq 460 and Math \geq 510.

Table 1. Differences between 2014 PSAT/NMSQT and 2015 PSAT/NMSQT		
	2014 PSAT/NMSQT	2015 PSAT/NMSQT
Testing Time	2 hours and 10 minutes	2 hours and 45 minutes
Sections	Critical Reading Writing Mathematics	Evidence-Based Reading and Writing (EBRW) Math
Score	Each section score ranged from 20 to 80 with composite score ranging from 60 to 240	Each section score ranges from 160 to 760 with total score ranging from 320 to 1520
Number of Questions/Tasks	125	139
College Readiness Benchmark	A 65 percent chance of earning a “B” or better on a college-level course. 10 th grade Composite \geq 133 11 th grade Composite \geq 142	A 75 percent chance of earning a “C” or better on a college-level course. To be considered “on track” to be college-ready, students must meet the benchmark on both sections. Final 2016 Benchmarks are: 10 th grade EBRW \geq 430 10 th grade Math \geq 480 11 th grade EBRW \geq 460 11 th grade Math \geq 510

Source: The College Board retrieved from www.collegeboard.org

Figure 1 shows that more than 20,000 10th and 11th grade HISD students took PSAT/NMSQT in Fall 2015—this is 82 percent of sophomores and about 79 percent of juniors enrolled in the district. This is about the same level of participation as the year before in Fall 2014. HISD has higher PSAT/NMSQT participation rates than that of Texas and the nation overall. For example, 73 percent of 10th graders and 68 percent of 11th graders in Texas and roughly half of 10th and 11th graders in the country took PSAT/NMSQT in 2015–2016 (College Board K-12 Assessment Score Reporting).

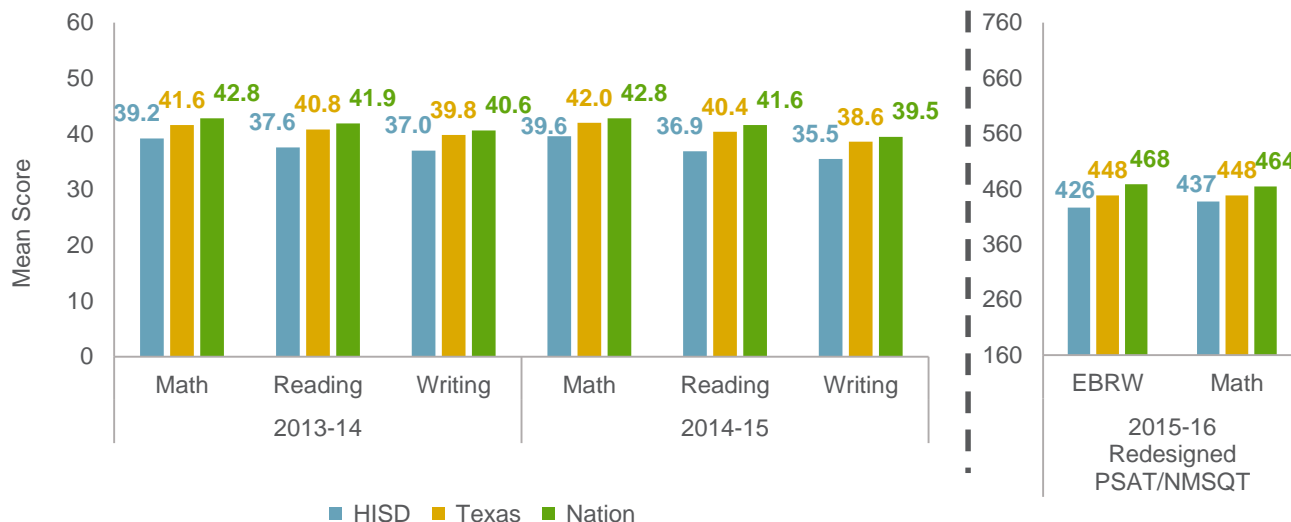
Figure 1. Number of students enrolled in 10th and 11th grade and number and percent tested, 2013–2014 through 2015–2016



Source: HISD PEIMS 2013, Chancery Extracts on October 20, 2014 and October 19, 2015; College Board Fall 2014 and 2015 PSAT/NMSQT data file. Note: Number tested only includes students with a valid score and those found in PEIMS or Chancery Extract.

Because of the extensive changes that occurred in 2015, as noted in the table above, direct comparisons between 2015–2016 and previous years should not be made. In 2015–2016, mean scores for HISD sophomores were slightly lower than those for Texas and the nation (Figure 2).

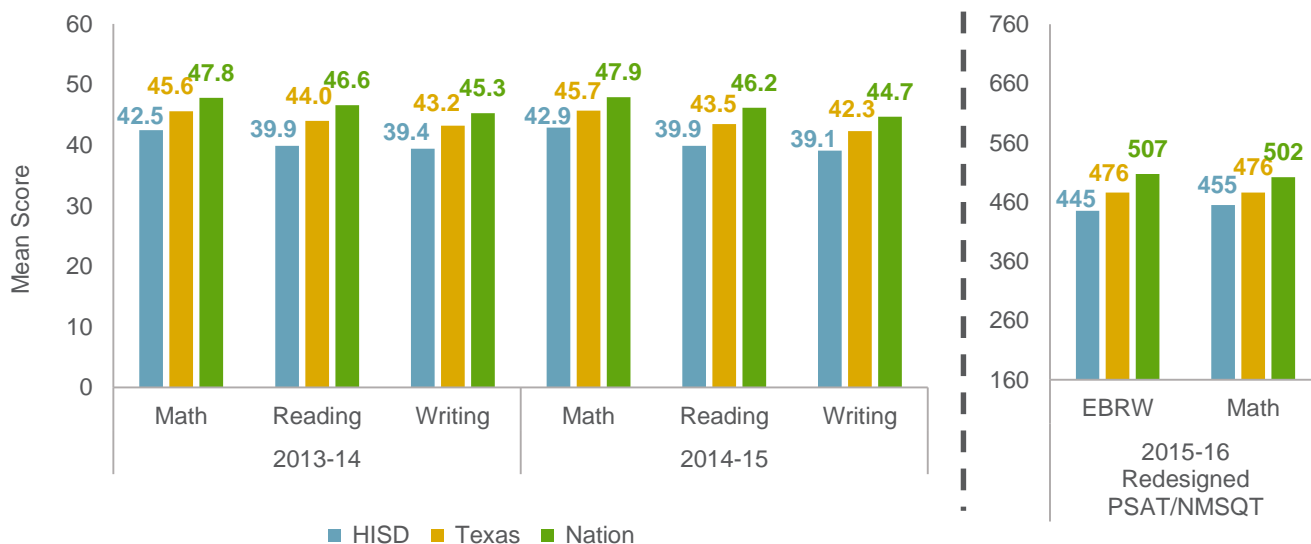
Figure 2. Mean PSAT/NMSQT scores of sophomores in HISD, Texas, and the Nation, 2013–2014 through 2015–2016



Source: HISD Research and Accountability PSAT/NMSQT 2014–2015; College Board 2015 PSAT/NMSQT data file.

In 2015–2016, HISD juniors scored lower than juniors in Texas and the nation overall (Figure 3).

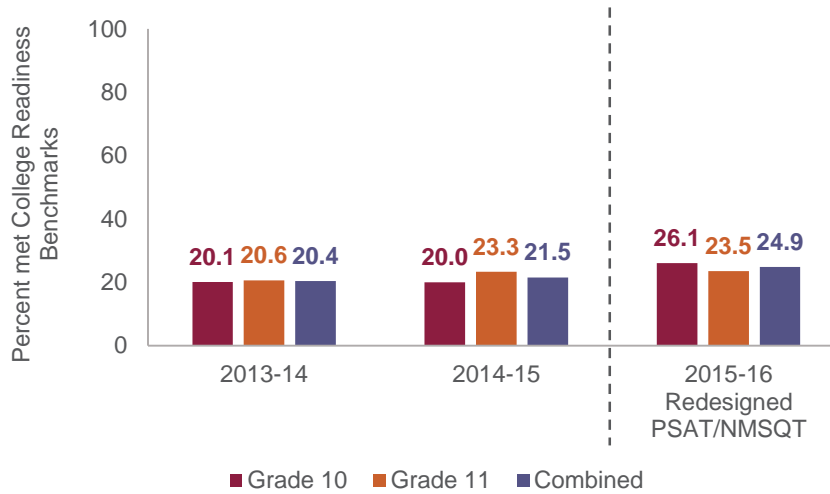
Figure 3: Mean PSAT/NMSQT scores of juniors in HISD, Texas, and the Nation, 2013–2014 through 2015–2016



Source: HISD Research and Accountability PSAT/NMSQT 2014–2015; College Board 2015 PSAT/NMSQT data file.

Figure 4 shows between 2013–2014 and 2014–2015, the percentage of students in combined grades 10 and 11 meeting the College Board Readiness Benchmark **increased** from 20.4 to 21.5, respectively. In 2015–2016, 26.1 percent of sophomores, 23.5 percent of juniors, and 24.9 percent of both grade levels combined earned scores high enough *on both subjects* to be considered “on track” to be college-ready, according to 2016 Final Benchmark thresholds set by the College Board.

Figure 4. Percent of sophomores and juniors that met College Readiness Benchmarks, 2013–2014 through 2015–2016



Source: HISD Research and Accountability PSAT/NMSQT 2014–2015; College Board 2015 PSAT/NMSQT data file.

Note: College Readiness Benchmarks based on 2016 Final Benchmark recommendations from the College Board: Percentage includes the number of sophomores and juniors tested who met respective College Readiness Benchmarks on *both subjects* of PSAT/NMSQT. Previous College Readiness Benchmarks were based on *Composite* scores.

ADMINISTRATIVE RESPONSE

Secondary Curriculum Office

While we still have room for improvement, specifically in closing achievement gaps, we are pleased to see growth in the number of students taking PSAT and achieving at high levels. Core curriculum and instructional support continues to prioritize the development of the HISD Global Graduate, encouraging literacy development, high levels of rigor, and student inquiry.

Secondary Schools Office 2

- Meet with high school principals and central office to identify students who qualify for free PSAT/NMSQT waivers.
- Work with high school principals to encourage participation for all 11th grade students to take the PSAT/NMSQT.
- Continue to work with high schools and the curriculum department to align curriculum to meet the demands of the new PSAT/NMSQT standards.
- Collaboratively work with the curriculum department to possibly build a HUB prep PSAT and SAT course for grades 9-12 respectfully.