

REPORT FROM THE SUPERINTENDENT

Office of Superintendent of Schools
Board of Education June 12, 2014

SUBJECT: BOARD MONITORING UPDATE ON STAAR 3–8 READING AND MATH PERFORMANCE

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 the percent of students who scored at the Unsatisfactory, Satisfactory, and Advanced Levels on the State of Texas Assessment of Academic Readiness (STAAR) in reading and math for grades 3–8.



Board Monitoring Systems (BMS)

As-Of Date:

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	15.7
Percent of Students at Level III - Advanced Academic Performance STAAR Standard	Math	12.4	12.9	16.0
Percent of Students at Level II - Satisfactory Academic Performance STAAR Standard	Reading	71.2	70.1	68.7
Percent of Students at Level II - Satisfactory Academic Performance STAAR Standard	Math	68.2	67.1	68.6
Percent of Students at Level I - Unsatisfactory Academic Performance STAAR Standard	Reading	28.8	29.9	31.3
Percent of Students at Level I - Unsatisfactory Academic Performance STAAR Standard	Math	31.8	32.9	31.4
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	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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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	Not Applicable	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		77	
Percent of Teachers Satisfied with Environment		70	
Percent of Principals Satisfied with Safety		94	
Percent of Principals Satisfied with Environment		90	

Consistency

Safety and Environment



Board Monitoring System: STAAR 3 – 8 Performance

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 who scored at the Unsatisfactory, Satisfactory, and Advanced Levels in reading and math for grades 3 through 8.

Board Monitoring Scorecard					
Rigorous Education	Student Achievement: College and Career Readiness	Subject	2011–2012	2012–2013	2013–2014
	Percent of Students at Level III - Advanced Academic Performance STAAR Standard	READING	15.2	17.4	15.7
	Percent of Students at Level III - Advanced Academic Performance STAAR Standard	MATH	12.4	12.9	16.0
	Percent of Students at Level II - Satisfactory Academic Performance STAAR Standard	READING	71.2	70.1	68.7
	Percent of Students at Level II - Satisfactory Academic Performance STAAR Standard	MATH	68.2	67.1	68.6
	Percent of Students at Level I - Unsatisfactory Academic Performance STAAR Standard	READING	28.8	29.9	31.3
	Percent of Students at Level I - Unsatisfactory Academic Performance STAAR Standard	MATH	31.8	32.9	31.4

Findings

The results provided for this metric are from the first administration of the STAAR assessment (English and Spanish combined) administered in the spring of 2014. Performance levels for student performance in all subjects assessed are provided.

Increases were noted in percent meeting Level II Satisfactory, Phase-in 1 from 2013 to 2014:

- Reading in two grade levels (grades 4, 6)
- Math in five grade levels (grades 3, 4, 5, 6, 7)
- 6-point increases were noted in grade 5 and grade 7 math
- A 4-point increase was noted in grade 6 reading
- A 3-point increase was noted in grade 6 math
- A 1-point increase was noted in grade 4 reading and grades 3 and 4 math

Decreases were noted in percent meeting Level II Satisfactory, Phase-in 1 from 2013 to 2014:

- Reading in four grade levels (grades 3, 5, 7, 8)
- Math in one grade level (grade 8)
- A 6-point decrease was noted in grade 3 reading
- A 5-point decrease was noted in grade 7 reading
- A 4-point decrease were noted in grade 8 math
- 2-point decreases were noted in grades 5 and 8 reading

It is important to note that there was a policy change in testing from 2013 to 2014. In 2013, advanced students in grade 7 who took the Pre-AP math courses were tested in the grade 8 math STAAR. However, in 2014, policy was changed to have them take their grade-level assessment (grade 7 math). This policy change had a positive impact on the grade 7 mathematics results and an adverse impact on the grade 8 results in 2014. Additionally, an increased number of students in grade 8 are taking Algebra I and will therefore be taking the Algebra I EOC exam instead of the grade 8 math exam.

Gaps in Grades 3-5 in reading and math:

White-African American

- The gaps increased in reading in grades 3 and 5 reading (5 to 8 percentage points), but remained unchanged in grade 4.
- The gaps increased in math in grades 3 and 4 (1 to 5 percentage points) but decreased in grade 5 (1 percentage point).

White-Hispanic Gaps:

- The gaps increased in grades 3 and 5 reading (1 to 4 percentage points), and grade 4 math (2 percentage points).
- The gap decreased in grade 4 reading (3 percentage points)

Gaps in Grades 6-8 in reading and math:

White-African American

- The gaps increased in reading in grades 6 and 7 reading (2 to 7 percentage points), but decreased in grade 8 by 1 percentage point.
- The gaps increased in math in grades 6 and 7 (2 to 5 percentage points) but decreased in grade 8 (3 percentage point).

White-Hispanic Gaps:

- The gaps increased in grades 7 and 8 reading (1 to 3 percentage points), grades 6 and 7 math (1 to 2 percentage points).
- The gaps decreased in grade 6 reading (5 percentage points) and by 1 percentage point in grade 8 math.

Large gaps persist for the White-African American groups ranging from 19 percentage points in grade 8 reading to 40 percentage points in grade 4 math.

Large gaps also persist for the White-Hispanic groups ranging from 13 percentage points in grade 8 math to 26 percentage points in grade 7 reading.

Figure 1
STAAR and STAAR Spanish by Grade Level: HISD and State
Percent Satisfactory (Phase-in 1)
Spring 2012-2014

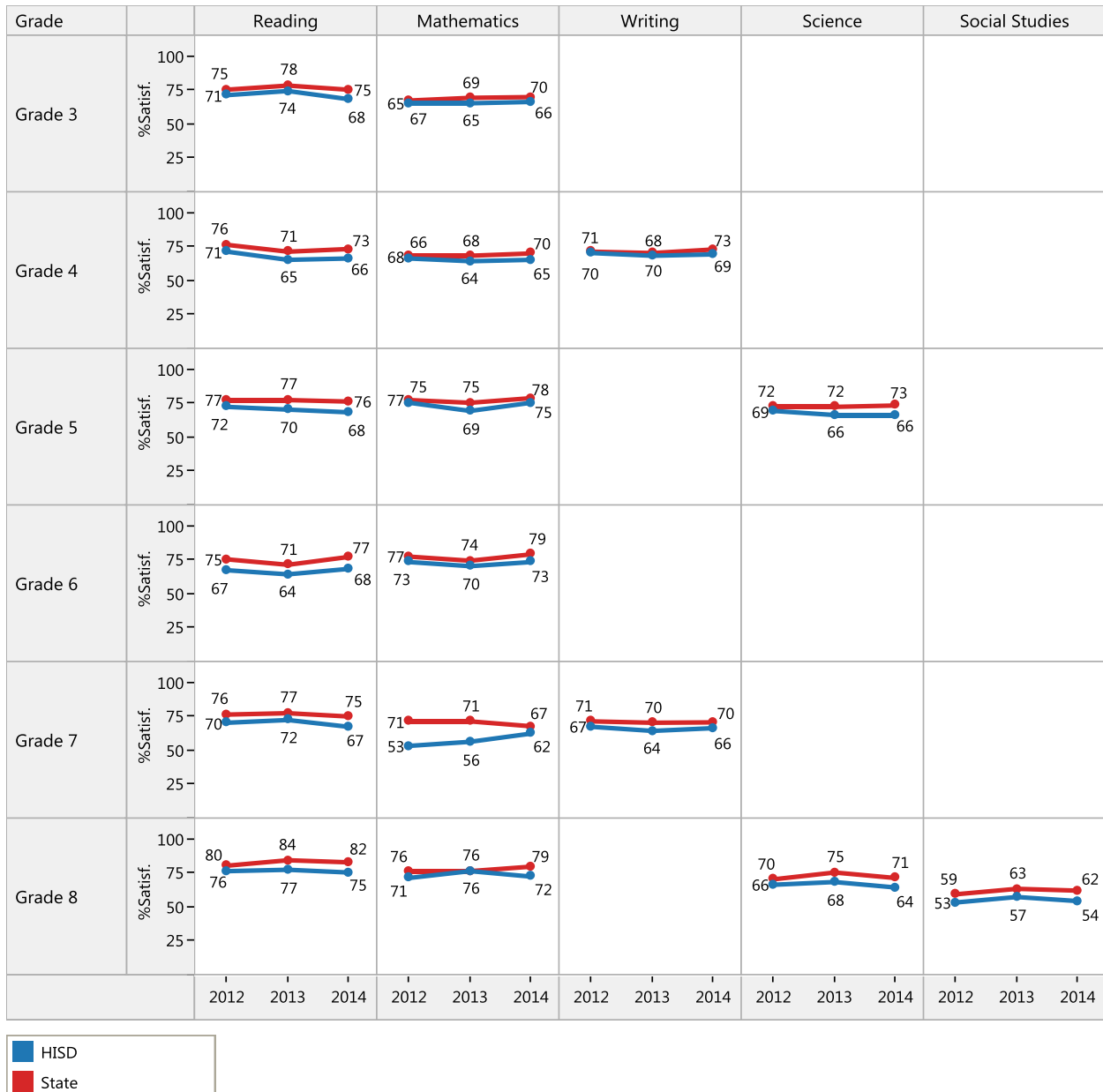


Figure 2
HISD STAAR and STAAR Spanish by Subject: Spring 2012-2014
Percent Met Standard: Phase-in 1, Recommended, and Advanced
All Students in Grades 3-8

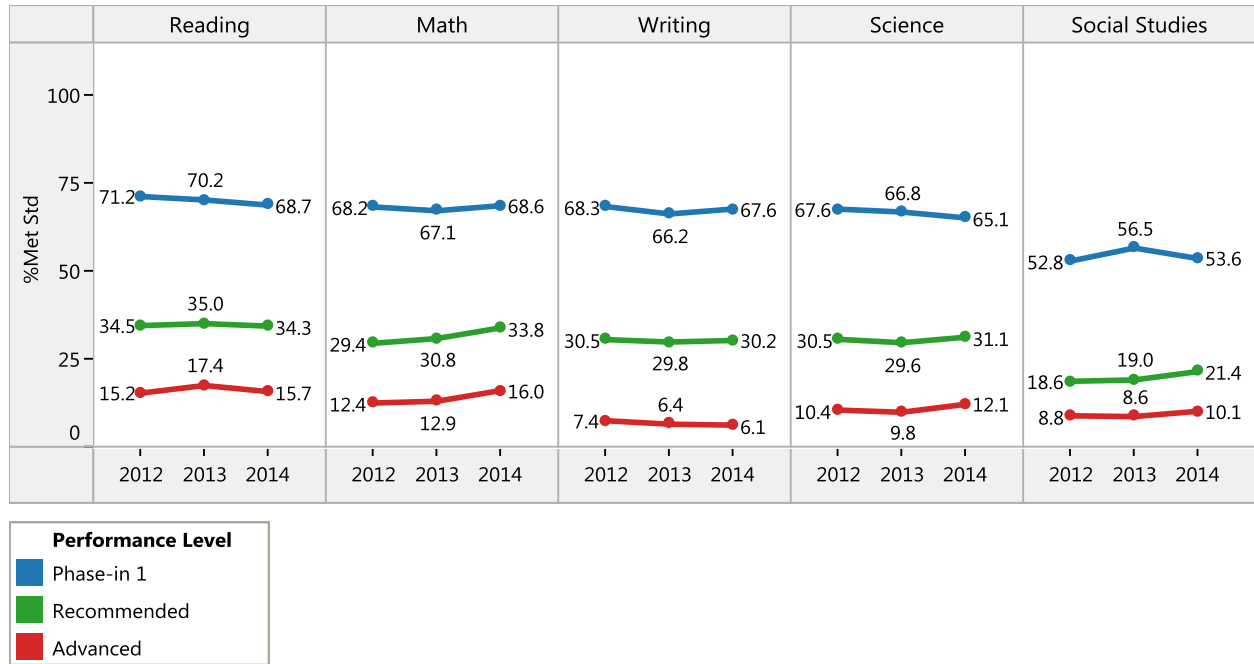
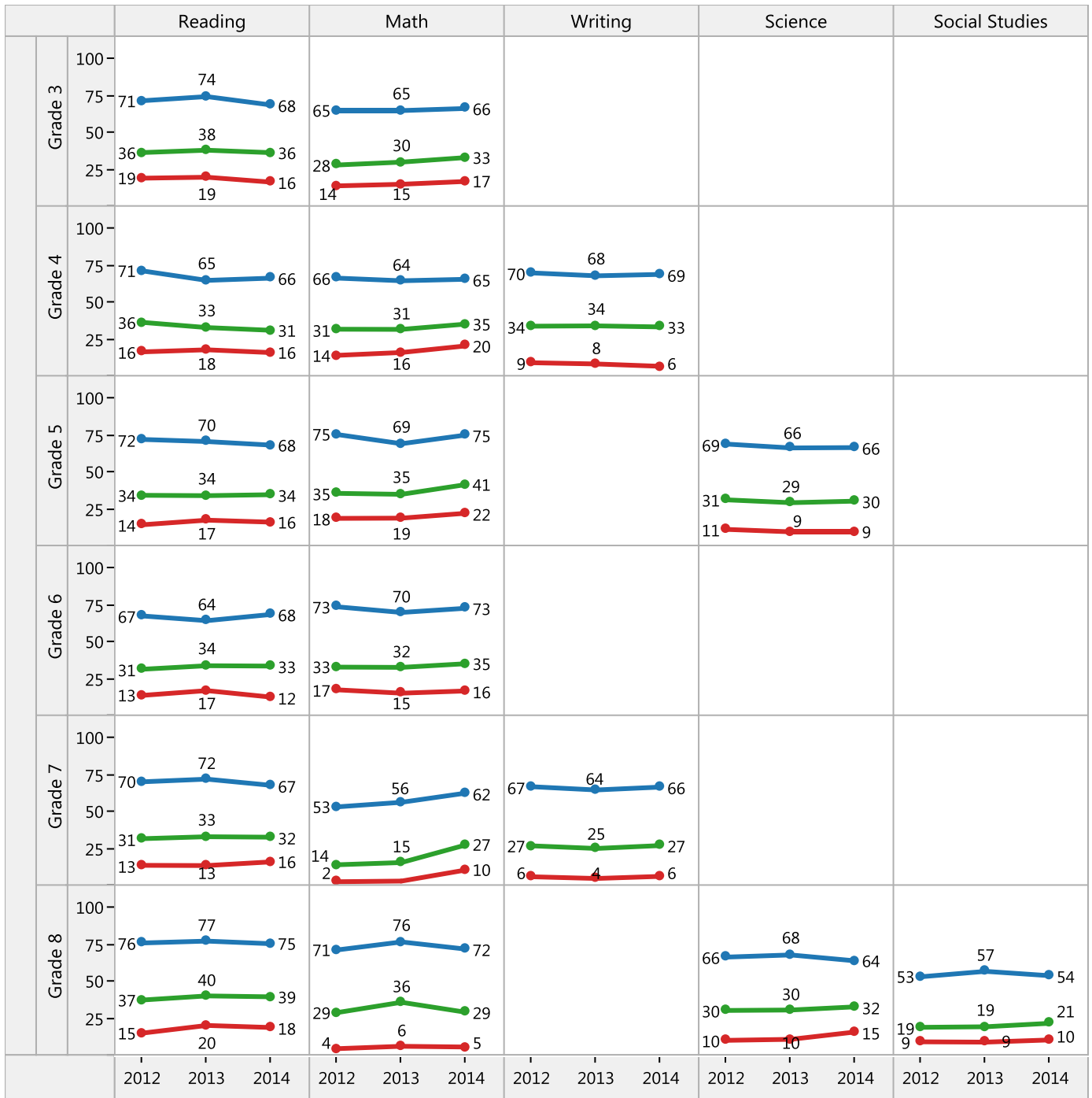


Figure 3
HISD STAAR and STAAR Spanish by Subject and Grade Level: Spring 2012-2014
Percent Met Standard: Phase-in 1, Recommended, and Advanced
All Students



Performance Level

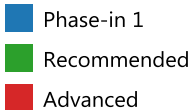


Figure 4
HISD STAAR and STAAR Spanish by Ethnicity and Subject: Spring 2012-2014
Percent Met Standard: Phase-in 1, Recommended, and Advanced
Grades 3-5

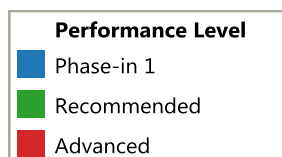
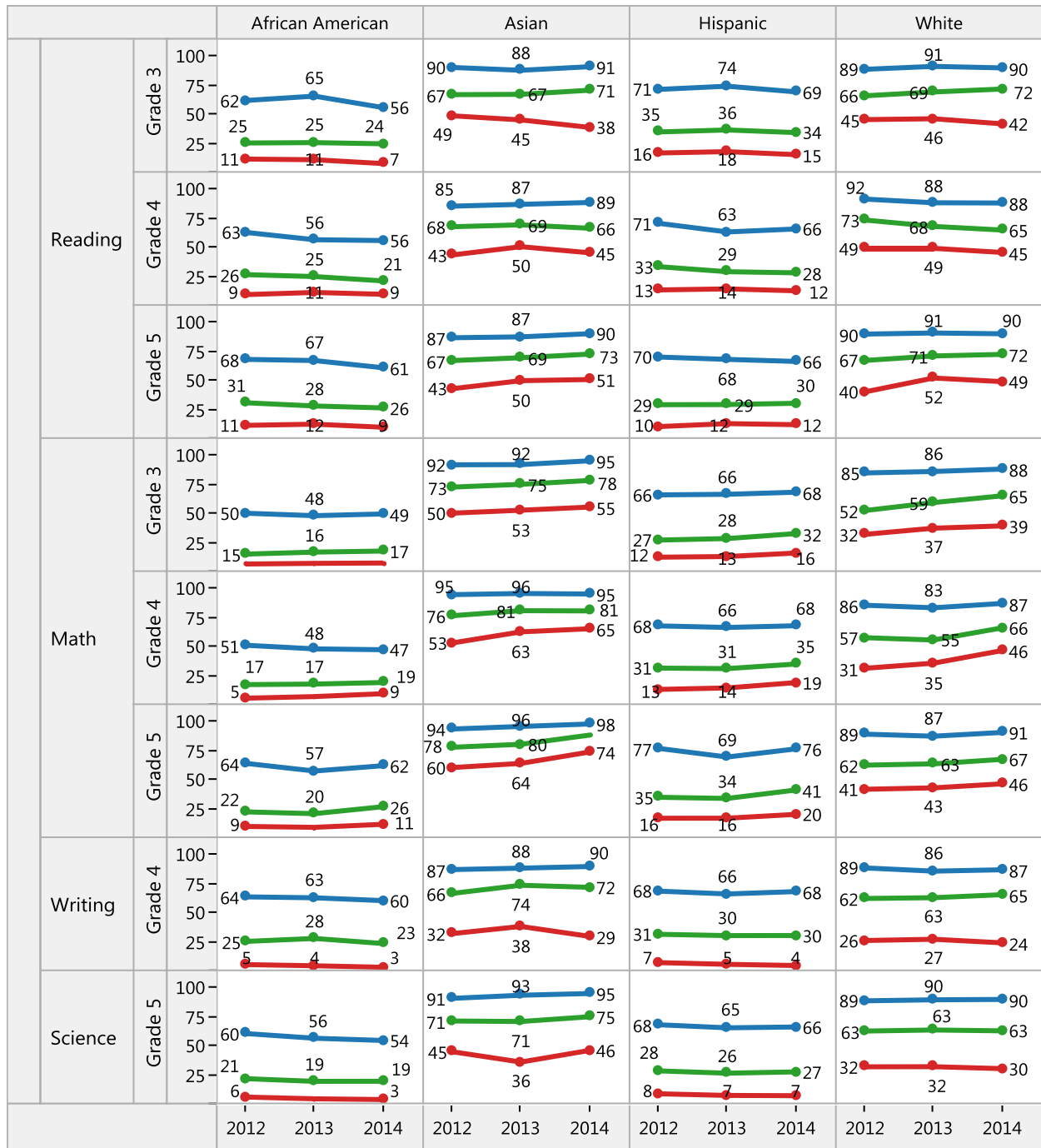


Figure 5
HISD STAAR and STAAR Spanish by Ethnicity and Subject: Spring 2012-2014
Percent Met Standard: Phase-in 1, Recommended, and Advanced
Grades 6-8

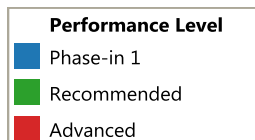
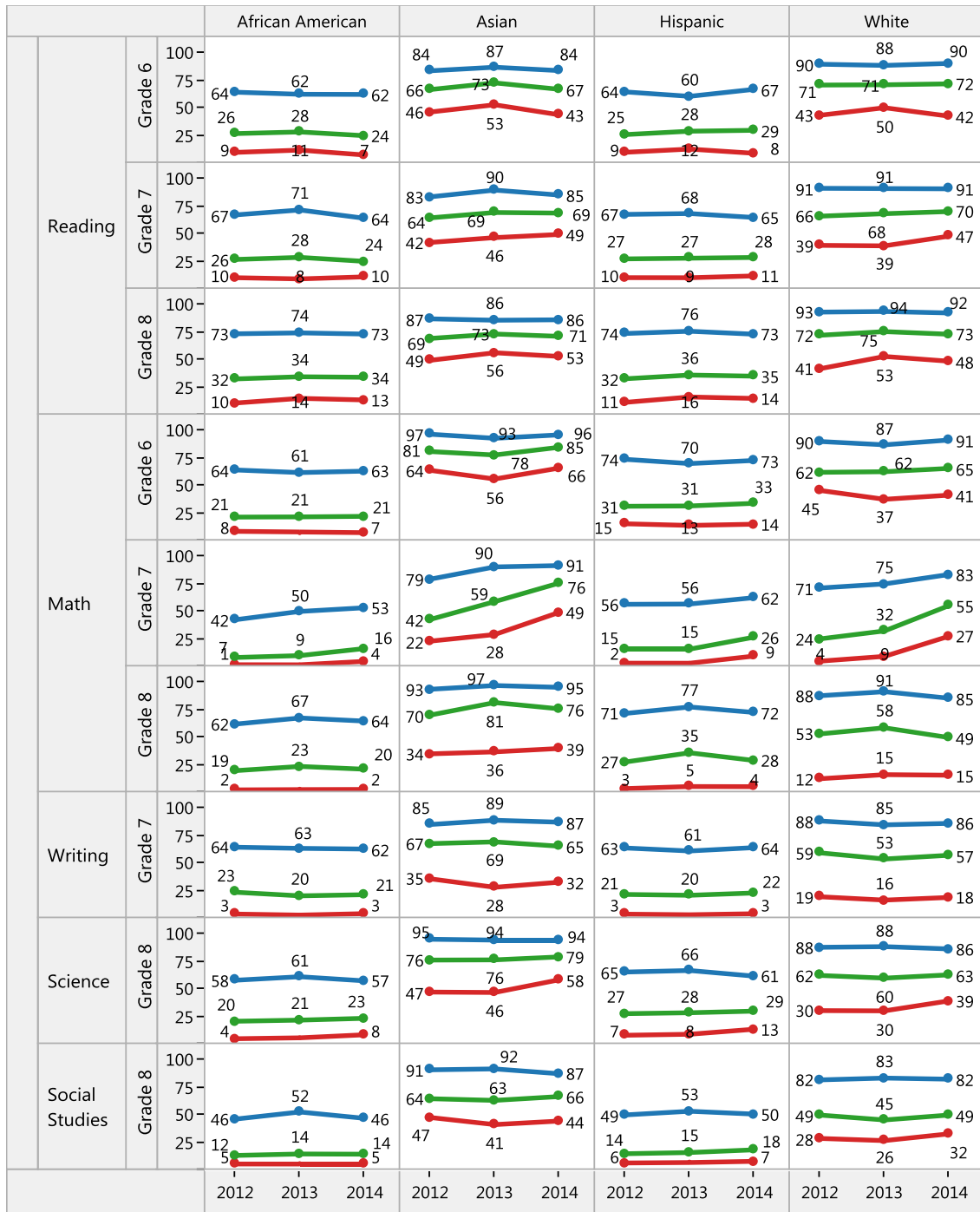


Figure 6
HISD STAAR and STAAR Spanish by Subject and Grade Level: Spring 2012-2014
Percent Met Standard: Phase-in 1, Recommended, and Advanced
English Language Learners (ELL)

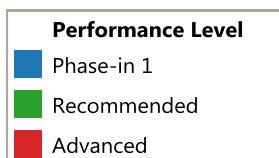
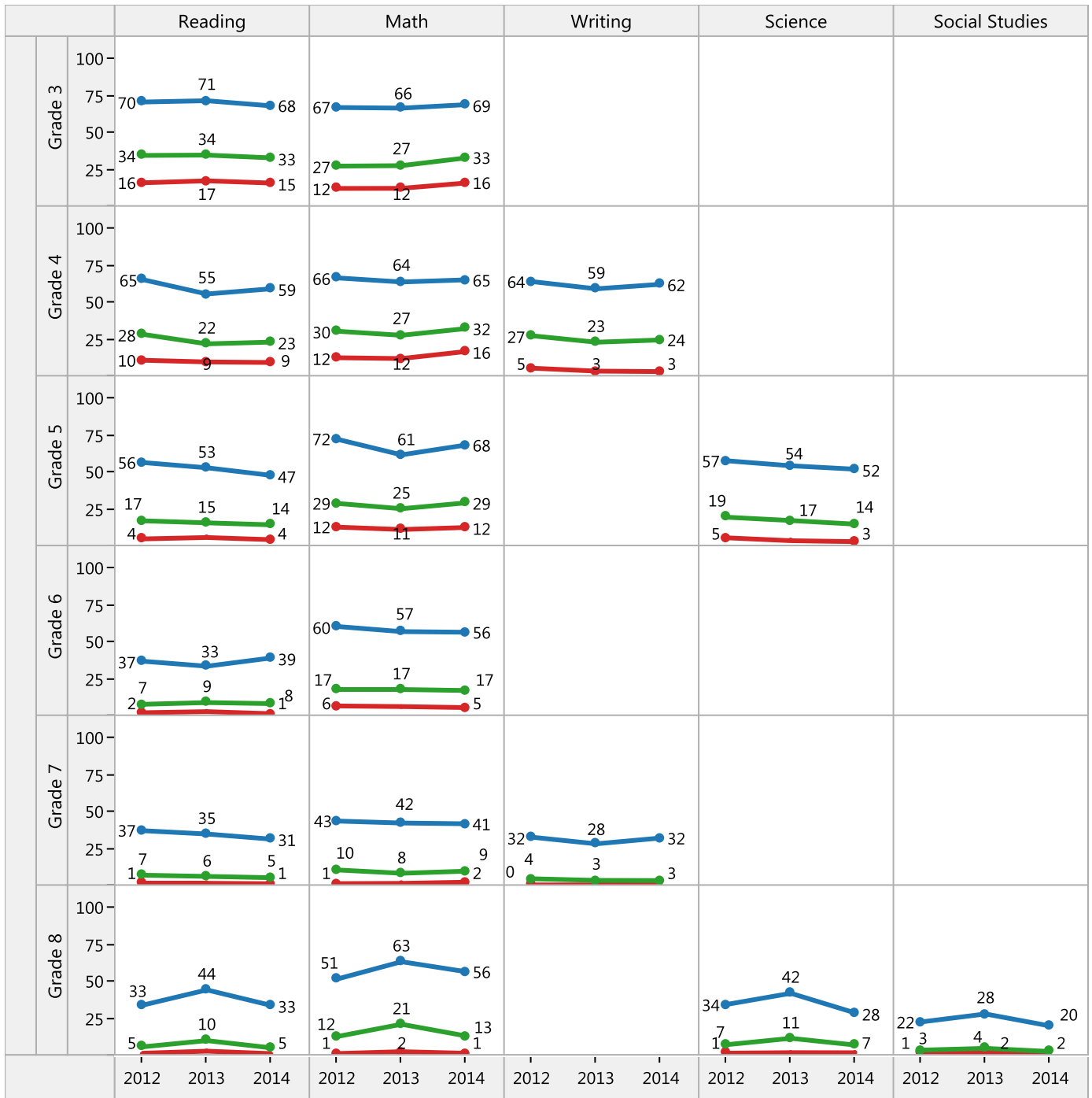


Figure 7
HISD STAAR and STAAR Spanish by Subject and Grade Level: Spring 2012-2014
Percent Met Standard: Phase-in 1, Recommended, and Advanced
Students with Disabilities (SWD)

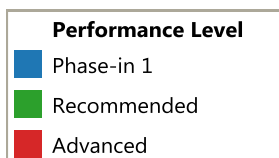
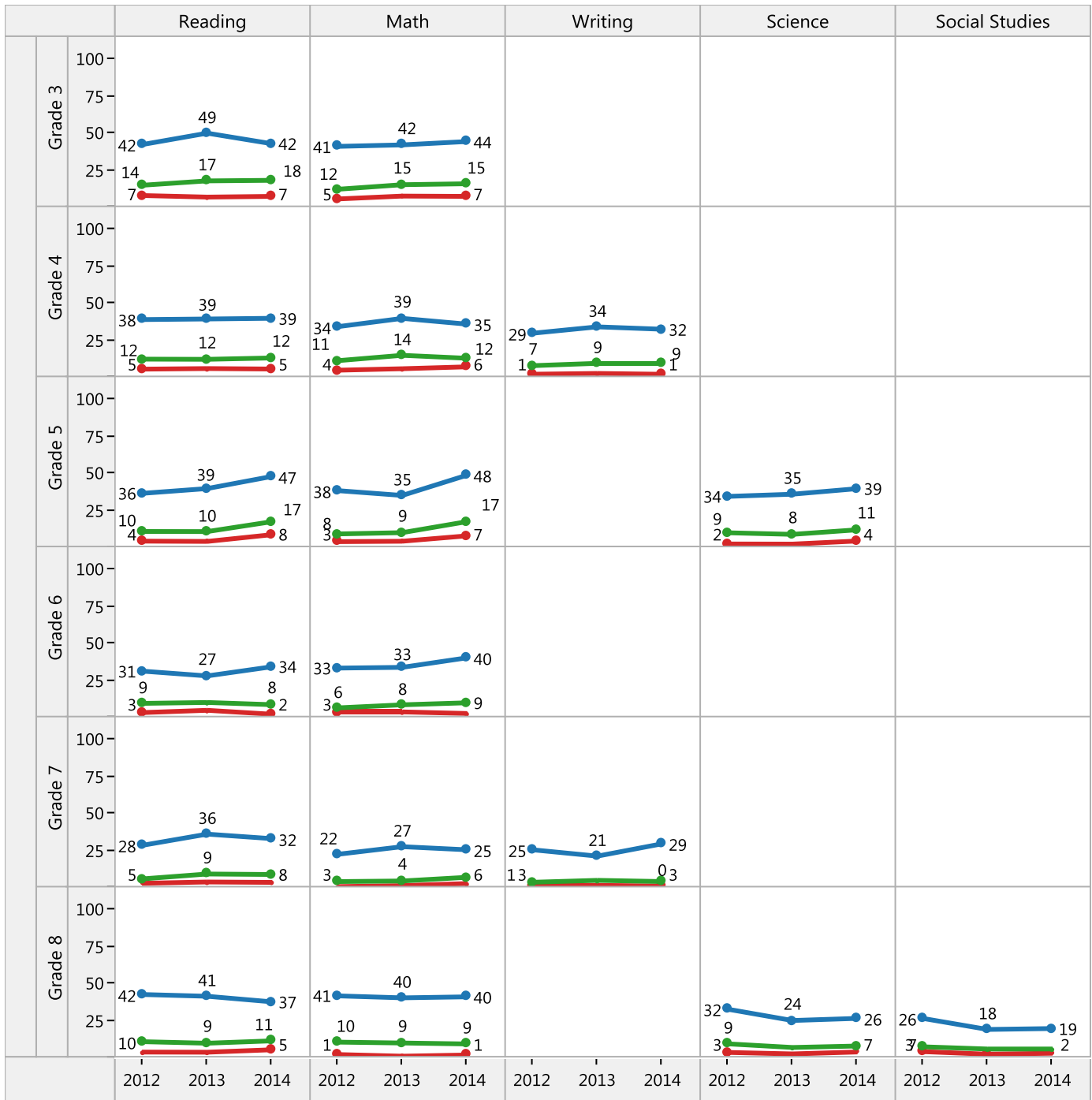


Table 1
HISD Performance by Subject, and Grade Level: Spring 2012-2014
Percent Met Standard: Phase-in 1, Recommended, and Advanced
STAAR and STAAR Spanish
All Students

Performance Level	Grade	Reading			Math			Writing			Science			Social Studies		
		2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Phase-in 1	Grade 3	71	74	68	65	65	66									
	Grade 4	71	65	66	66	64	65	70	68	69						
	Grade 5	72	70	68	75	69	75				69	66	66			
	Grade 6	67	64	68	73	70	73									
	Grade 7	70	72	67	53	56	62	67	64	66						
	Grade 8	76	77	75	71	76	72				66	68	64	53	57	54
Recommended	Grade 3	36	38	36	28	30	33									
	Grade 4	36	33	31	31	31	35	34	34	33						
	Grade 5	34	34	34	35	35	41				31	29	30			
	Grade 6	31	34	33	33	32	35									
	Grade 7	31	33	32	14	15	27	27	25	27						
	Grade 8	37	40	39	29	36	29				30	30	32	19	19	21
Advanced	Grade 3	19	19	16	14	15	17									
	Grade 4	16	18	16	14	16	20	9	8	6						
	Grade 5	14	17	16	18	19	22				11	9	9			
	Grade 6	13	17	12	17	15	16									
	Grade 7	13	13	16	2	3	10	6	4	6						
	Grade 8	15	20	18	4	6	5				10	10	15	9	9	10

Table 2
HISD Participation by STAAR Version, Subject, and Grade Level: Spring 2012-2014
Number of All Students Tested

Version	Grade	Reading			Math			Writing			Science			Social Studies		
		2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
STAAR	Grade 3	11,184	11,109	12,201	11,090	11,053	12,139									
	Grade 4	12,657	13,163	13,875	12,619	13,091	13,787	12,644	13,268	13,912						
	Grade 5	14,518	14,027	14,673	14,404	13,941	14,571				14,478	14,104	14,709			
	Grade 6	12,240	12,399	12,453	11,915	11,940	12,091									
	Grade 7	11,747	11,982	12,768	7,371	8,093	12,048	11,745	12,063	12,745						
	Grade 8	11,752	11,779	12,414	12,827	12,401	9,464				11,457	11,399	12,001	11,393	11,450	12,074
STAAR Spanish	Grade 3	4,793	4,455	4,568	4,788	4,439	4,477									
	Grade 4	2,255	1,933	1,796	2,236	1,913	1,758	2,250	1,925	1,792						
	Grade 5	40	73	89	38	68	84				40	70	89			
STAAR L	Grade 3				155	145	224									
	Grade 4				142	175	224									
	Grade 5				193	186	220				230	205	202			
	Grade 6				250	283	394									
	Grade 7				303	277	446									
	Grade 8				299	312	402				304	332	421	306	333	419
STAAR Modified	Grade 3	495	477	556	448	422	505									
	Grade 4	636	668	671	559	579	596	622	594	596						
	Grade 5	732	776	777	643	683	697				557	537	558			
	Grade 6	656	734	734	626	667	695									
	Grade 7	627	595	638	605	569	601	622	573	633						
	Grade 8	608	550	515	594	548	513				551	494	445	548	494	446
Grand Total		84,940	84,720	88,728	82,105	81,785	85,936	27,883	28,423	29,678	27,617	27,141	28,425	12,247	12,277	12,939

ADMINISTRATIVE RESPONSE

The School Offices will ensure that:

- School Support Officers (SSOs) and/or Lead Principals (LP) will meet with principals to review campus performance data and attempt to identify a “root cause” for any increases/decreases in scores. Furthermore, Chief School Officers (CSOs) will collect qualitative data from LPs to supplement the “root cause” analysis process.
- SSOs/LPs will meet with their respective campus leadership teams to assist in the creation of intervention plans to improve reading, math, science, and social studies scores.
- The Middle School CSO will work with the High School CSO to develop a Secondary Literacy plan to address the deficiencies in literacy across the curriculum.
- SSOs/LPs will meet with principals to develop strategies to better align campus resources (instructional time, supplies, funds, technology, instruction, etc.) with performance goals and improvement plans. SSO/LPs will also work with principals to train teachers on the use of “Everyday ExcELLEnce” routines, to emphasize literacy development and the use of academic language.
- CSO’s will work with Curriculum, Instruction and Assessment on the development of formative, common assessments that will be used to create and collect student performance data. SSO/LP’s will work with principals to ensure that formative assessment/common assessment data is used to design, align and spiral instruction at all levels, for all students.
- Students who failed reading and/or math were identified and grouped together so that they can receive targeted, differentiated interventions, based on the area needing improvement. Additionally, where appropriate, these students may have been retained for summer school.
- Teachers, parents and students were provided with Confidential Student Reports and results by Student Expectations (SEs) to provide feedback and plan for focused instruction and interventions.
- Parents received copies of their child’s Confidential Student Report; principals are in the process of reaching out to parents and students to explain STAAR results.
- Highly effective teachers in reading, English, and math will be called upon to provide re-teaching and interventions during summer school.
- Extended Primary Years program will begin in 29 elementary schools. The focus will be Reading on Grade Level by the end of third grade.
- A systematic approach to teach reading has been initiated for 2014-2015. The Focus will be on PK-2 students reading on grade level utilizing reading aloud, independent reading and guided reading strategies.

The Elementary Curriculum and Development Office is ensuring that:

- All Kindergarten through third grade teachers will receive a multi-day training and ongoing support as a part of the “Literacy By 3” plan. This will assist in the implementation of guided reading, independent reading, and Read Aloud skills, thereby boosting reading achievement. Additionally, HISD is equipping every elementary campus with Scholastic guided reading libraries, read aloud libraries, and dynamic personalized classroom libraries.
- As a part of ongoing formative assessment and professional development, the Curriculum Offices will develop short interim assessments aligned to HISD Curriculum for teachers to assess students’ mastery of standards and provide interventions. Just-in-time training, in response to interim assessment data, will be provided throughout the year.
- A Teacher Development Specialist position will provide embedded support to prioritized campuses, in alignment with the School Office and SSO support.