

REPORT FROM THE SUPERINTENDENT

Office of Superintendent of Schools
Board of Education June 13, 2013

SUBJECT: **Board Monitoring System Update**

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 2012-2013 school year, specifically for the STAAR 3-8 Reading and Math Performance.



Board Monitoring Systems (BMS)

As-Of Date: June 13, 2013

2012-2013 School Year

Rigorous Education

Student Achievement

		2010-2011	2011-2012	2012-2013
Percent of Students at Level III - Advanced Academic Performance STAAR Standard	Reading	Not Applicable	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	
Percent of Students at Level III - Advanced Academic Performance STAAR EOC	Math		12.8	
Percent of Students at Level II - Satisfactory Academic Performance STAAR EOC	Reading		59.1	
Percent of Students at Level II - Satisfactory Academic Performance STAAR EOC	Math		77.4	
Percent of Students at Level I - Unsatisfactory Academic Performance STAAR EOC	Reading		40.9	
Percent of Students at Level I - Unsatisfactory Academic Performance STAAR EOC	Math		22.6	
Percent of Students at or above 50th percentile on Norm Reference Test in Grades K-5	Reading	55.6	54.7	
Percent of Students at or above 50th percentile on Norm Reference Test in Grades K-5	Math	67.2	62.7	
Percent of Students at or above 50th percentile on Norm Reference Test in Grades 6-8	Reading	39.6	39.5	
Percent of Students at or above 50th percentile on Norm Reference Test in Grades 6-8	Math	61.5	56.2	
Districtwide EVAAS Scores in Reading	Reading	1.9	0.5	
Districtwide EVAAS Scores in Math	Math	2.8	-0.5	

College and Career Readiness:

% Students Enrolling in Higher Education Within 1 Year of High School Graduation	59		
% Students at or above standard on the SAT/ACT Reading & Math Sections Combined	20		
% Students at or above benchmark score on the PSAT	13.8	13.6	21.4

Graduation & Dropout

Four-Year Cohort Graduation Rate	81.2		
Percent of Students (in a High School Cohort) Who Dropped Out	10.8		

Perception Survey - Rigorous Education

Percent of Parents Satisfied with Rigorous Education	Not Applicable	
Percent of Students Who Feel Challenged with Coursework		

Consistency

Students

Percent of Students Satisfied with Teachers Having High Expectations	Not Applicable	
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Parents

Percent of Parents Satisfied with Consistent Education	Not Applicable	
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Teachers

Percent of Highly Effective Teachers Who are Retained	90.9	87.2	
Percent of Ineffective Teachers Who are Exited	18	20.3	

Principals

Percent of Principals Satisfied with Central Office Services	Not Applicable	
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Safety and Environment

Levels of Offenses

# of Level III Offenses - Suspension/Optional Removal to Disciplinary Alternative Education Program	5,884	4,987	
# of Level IV Offenses - Required Placement in a Disciplinary Alternative Education Program	1,286	1,173	
# of Level V Offenses - Expulsion for Serious Offenses	87	68	
# of Number of Bullying Incidents	151	125	

Perception Survey - Safety and Environment

Percent of Parents Satisfied with Safety	Not Applicable	
Percent of Parents Satisfied with Environment		
Percent of Students Satisfied with Safety		
Percent of Students Satisfied with Environment		
Percent of Teachers Satisfied with Safety		
Percent of Teachers Satisfied with Environment		
Percent of Principals Satisfied with Safety		
Percent of Principals Satisfied with Environment		



Board Monitoring System: STAAR 3 – 8 Performance

EXECUTIVE SUMMARY

Purpose

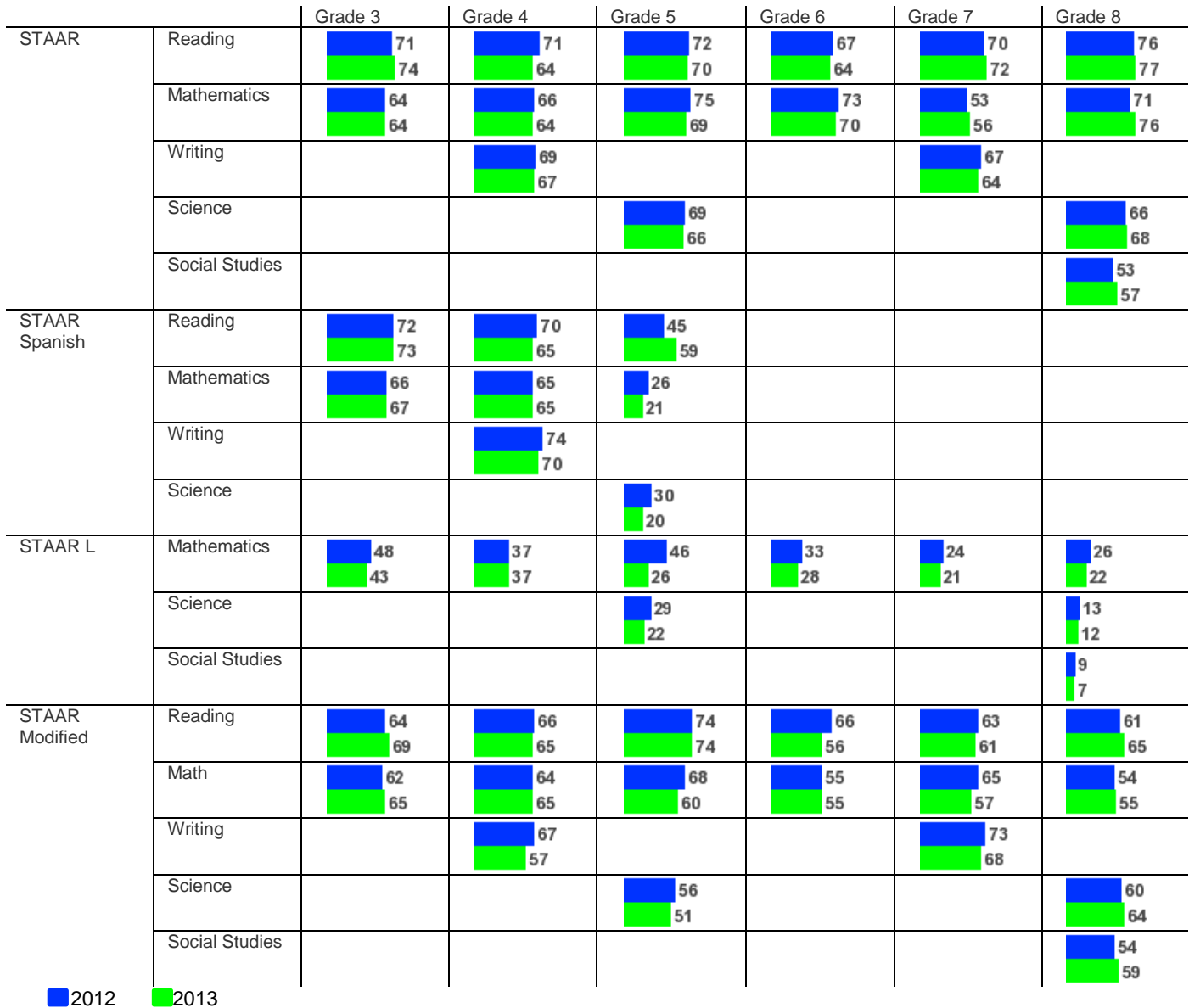
The Houston Independent School District (HISD) exists to strengthen the social and economic foundation of Houston by assuring its youth the highest-quality elementary and secondary education available anywhere. In fulfilling this goal, HISD's Board of Education has designed a program to systematically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

Findings

- Regarding satisfactory performance on the STAAR exam, grade 3 exhibited the largest gains between 2012 and 2013 on the reading portion (3 points), followed by grade 7 (2 points), and grade 8 (1 point). For mathematics, grade 8 improved satisfactory performance by 5 points between years, while grade 7 showed a 3-point improvement. On the science portion, grade 8 showed a 2-point improvement between years (**Figure 1**).
- For STAAR Spanish, Grade 5 demonstrated a 14-point increase in satisfactory performance between 2012 and 2013 on the reading portion, followed by a 1 point increase in Grade 3. For mathematics, grade 3 increased satisfactory performance by 1 point (**Figure 1**).
- Regarding advanced performance on the STAAR exam, all grade levels showed consistent or improved performance on the reading portion of the exam between 2012 and 2013. For mathematics, all grade levels showed improved advanced performance outside of grade 6. For science and social studies, advanced performance was consistent with the prior year outside of 5th grade science (**Figure 2**).
- For STAAR Spanish, 5th graders improved their advanced performance by 5 points in reading, followed by a 3-point improvement in grade 3 between 2012 and 2013. For mathematics, both 3rd and 4th graders exhibited a 1-point increase in advanced performance (**Figure 2**).
- Regarding satisfactory performance for the combined STAAR and STAAR Spanish versions of the exam, Asian students exhibited an increase in satisfactory performance for all subjects, for all students in grades 3-8 between 2012 and 2013. White students in grades 3-8 showed consistent or increased satisfactory performance for all subjects outside of writing. Hispanic students in grades 3-8 increased satisfactory performance in social studies, while African American students in grades 3-8 demonstrated consistent or increased satisfactory performance in reading and social studies. For the all students group in grades 3-8, satisfactory performance was consistent in writing, while it increased in social studies (**Figure 3**).
- Regarding advanced performance for the combined STAAR and STAAR Spanish Version of the exam, the largest gain was 5 points in 8th grade reading followed by a 4-point gain in 6th grade reading (**Figure 4**).

**FIGURE 1. HISD (GRADES 3–8): PERCENT MET SATISFACTORY AT PHASE-IN 1 STANDARDS
BY STAAR VERSION, SUBJECT, AND GRADE LEVEL (ALL STUDENTS), 2012 & 2013**

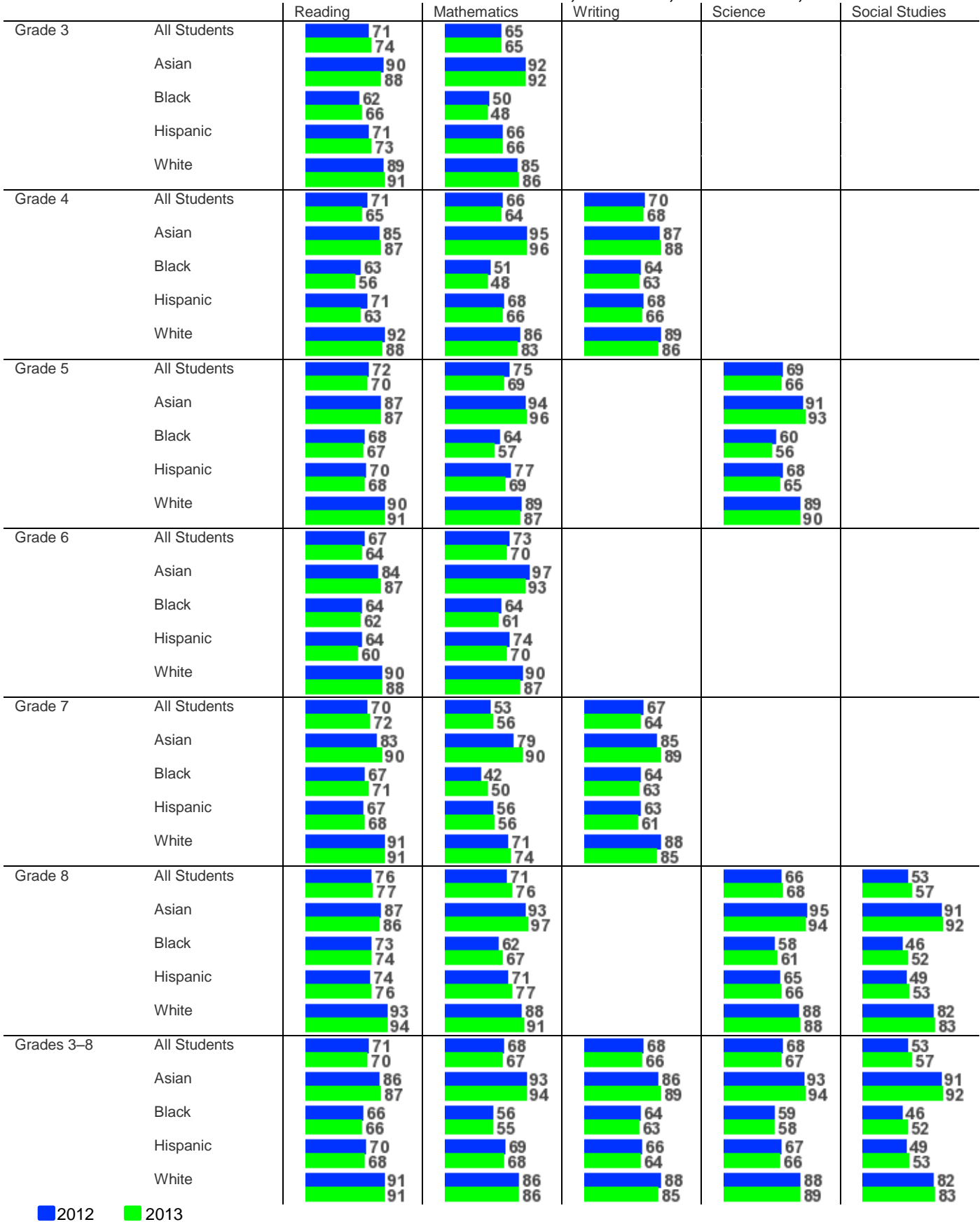


**FIGURE 2. HISD (GRADES 3–8): PERCENT MET ADVANCED
BY STAAR VERSION, SUBJECT, AND GRADE LEVEL (ALL STUDENTS), 2012 & 2013**

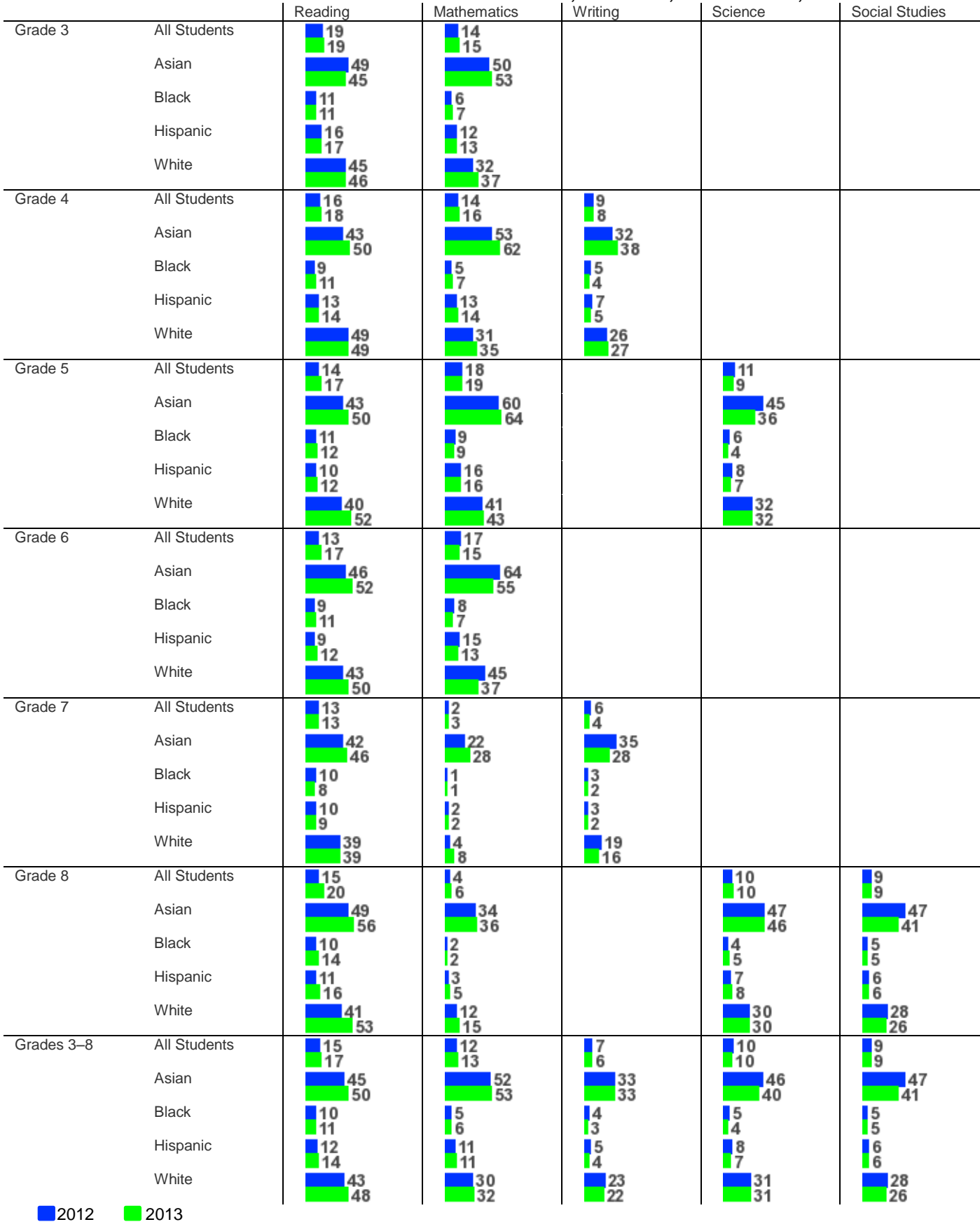
		Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
STAAR	Reading	19 19	16 18	14 17	13 17	13 13	15 20
	Mathematics	15 16	14 16	18 19	17 15	2 3	4 6
	Writing		9 8			6 4	
	Science			11 9			10 10
	Social Studies						9 9
STAAR Spanish	Reading	18 21	16 15	2 7			
	Mathematics	11 12	13 14	5 0			
	Writing		8 7				
	Science			0 0			
STAAR L	Mathematics	5 4	4 5	8 4	6 6	2 1	1 1
	Science			2 4			0 1
	Social Studies						0 0
STAAR Modified	Reading	5 6	8 8	7 9	2 4	3 4	1 2
	Math	4 7	5 5	2 3	5 4	3 4	3 1
	Writing		10 12			7 8	
	Science			9 9			2 4
	Social Studies						3 4
STAAR Alternate	Reading	5 9	7 10	13 8	7 12	9 6	12 10
	Math	10 10	17 17	22 17	10 17	11 12	16 16
	Writing		12 8			8 4	
	Science			14 14			19 16
	Social Studies						7 14

2012 2013

**FIGURE 3. HISD (GRADES 3–8): PERCENT MET SATISFACTORY AT PHASE-IN 1 STANDARDS
COMBINED STAAR AND STAAR SPANISH BY GRADE LEVEL, ETHNICITY, AND SUBJECT, 2012 & 2013**



**FIGURE 4. HISD (GRADES 3–8): PERCENT MET ADVANCED
COMBINED STAAR AND STAAR SPANISH BY GRADE LEVEL, ETHNICITY, AND SUBJECT, 2012 & 2013**



■ 2012 ■ 2013

ADMINISTRATIVE RESPONSE

The district goal is to prepare students in all subject areas to ensure mastery of all exams. However, some students do require additional support to master content that will equip them to pass STAAR. For this reason, the Houston Independent School District has several initiatives currently in place and several planned for the 2013-2014 school year, to address our students' deficiencies and ensure that all students are well prepared.

The division of **Academic Services** will continue to focus on the following:

- Providing campus and classroom-level support for the implementation of targeted accommodations for special education students in general education classes
- Moving special education students to more inclusive placements so that they receive rigorous instruction in all academic areas
- Providing campus and classroom-level support to improve classroom management and student behavior
- Providing access for special education students to assistive technology and supplementary aids so that they can be instructed in inclusive settings
- Ensuring understanding of assessment selection criteria for STAAR Modified and STAAR Alternate so that appropriate assessments are selected
- Strengthening Spanish Language Arts instruction in the lower grades to increase literacy development
- Streamlining progress monitoring to provide greater structure and instruction in English at the elementary level
- Aligning curriculum to ensure that English language development is taught through science, starting in kindergarten
- Aligning the bilingual program so that a gradual release from Spanish to English occurs, preventing a sharp transition for students entering 5th grade
- Embedding differentiation strategies in district curriculum to address the learning needs of all students, including ELL, special education, and GT
- Clearly stating standards in curriculum documents to support teacher targeting and identification of learning targets, i.e., TEKS (Texas Essential Knowledge and Skills), ELPS (English Language Proficiency Standards), and CCRS (College and Career Readiness Standards)
- Providing embedded formative assessments in every district planning guide to equip teachers to measure student mastery of standards and re-teach when necessary
- Offering training to district personnel on Neuhaus reading strategies embedded in district curriculum, as well as training on use of Istation and Think Through Math to monitor student progress
- Developing district-level benchmarks to support campuses in their evaluation of student mastery of state standards
- Creating exemplar units to model cohesive lesson planning and effective classroom practice
- Partnering with PSD to plan and deliver professional development targeting challenging teaching and learning areas
- Doing walk-throughs with the School Offices to support development of teachers and to support implementation of district curriculum
- Supporting the implementation of the Secondary Reading Initiative with Neuhaus curriculum and specialized staff development for teachers
- Expanding the Response-to-Intervention (RtI) plan to provide a cohesive framework for aligning student support services

The division of **Elementary School Office** will continue to focus on the following:

A. Intervention before, during and after school

- Daily objective driven lessons
- Daily differentiated small group instruction with an expectation that small group lesson plans will be created
- Identify “Best Practice School with similar populations to address the increased student performance gaps
- Closely monitor the usage and implementation of the Response to Intervention (RTI) and Intervention Assistance Teams (IAT) systems
- Require lesson plans for all Afterschool and Saturday tutorials as well as daily push –ins and pullout
- Implement systems to track student acceleration and remediation based on unit assessments will be created and monitored
- Develop and implement systems to ensure that highly effective teachers/personnel are providing interventions
- Assess the student's potential challenges to determine the extenuating circumstances that prevent the student from achieving success and develop possible alternatives including, but not limited to, academic, social services, etc.

B. Resources and /or programs

- Schedule and support PLCs at all campuses
- Monitor student assessment, and grades to ensure that failing students receive early, intensive interventions including in-school, after-school, and weekend tutorials
- Implement SIOP strategies to support English Language Learners (ELL) as they transition into all English classes
- Teacher Development Specialists (TDS) will focus on curricular implementation to improve core instruction and planning that will align with the TEKS
- Evaluate all programs that are being used to supplement or support the curriculum
- Provide a list of effective resources for any programs deemed ineffective
- Unit Assessments will be provided by HISD's curriculum department as scheduled on the district pacing calendars
- Administer two district created cumulative benchmark assessments one in the first semester and another in the second semester
- Post-assessment data debriefs will occur at the campus leadership level
- Conduct research analysis on correlation between I-Station, Think through Math and STAAR

C. Instructional Practices

- Emphasize K-12 math instruction to ensure that foundational math skills support the development of 3 grade students
- Authentic student work will be evident from the first week of school
- Implement a consistent School wide writing and science instruction beginning at kindergarten to support students develop foundational skills
- Analyze ESL data and student progress in exiting the bilingual program
- Monitor ESL instruction in schools
- Discuss appropriate Language of testing for children in Bilingual programs separating the Stanford from Aprenda scores on the Principals' Assessment so that no one school can have scores that are inflated due to high Aprenda scores and low Stanford or visa-versa. This will allow us to clearly note performance issues at the lower grades and to help get to the root cause analysis

- Emphasize reading in the transitional bilingual classrooms. As the Spanish STAAR results can attest, our Spanish instruction is solid; however, the performance of the transitional bilingual students is lagging
- Assist teachers in identifying and addressing student concerns through ongoing weekly PLC's attended by campus administrators

D. Professional Development

- Visit three districts: Spring Branch, Chapel Hill, North Carolina and Clark County, Nevada to review their Dual Language Programs
- Continue to participate in Neuhaus reading trainings, professional development, and walkthroughs that address the components of foundational literacy
- Monthly Instructional Rounds led by NCUST and/or SSOs
- Cohorts of no more than 5 principals will be created by problem of practice to target needs, check progress, and provide professional learning
- Coordinate targeted workshops for leadership and teachers in reading, math, and instructional practice with the curriculum and professional development
- At a minimum CSOs will visit
 - Level 3 and 4 schools monthly
 - Level 1 and 2 schools every other month
 - Minimum of Bi-monthly SSO/Principal 1:1 meeting

Middle School Office

In the middle schools, specific strategies have been put in place to better prepare students and ensure their success for the 2013-2014 school years.

A. Intervention

- Students will continue to be progress monitored using a variety of monitoring systems including I-station, Portals, LANGUAGE, READ 180, and System 44 to determine the effectiveness of instruction and interventions. Student schedules will be altered to adapt to the need for interventions.
- I-station formative assessments will be incorporated as the framework for Response to Interventions (RTI) in support of the district's secondary reading initiative. I-station will be incorporated for seventh grade students during the 2013-2014 school years.
- CSO will conduct walkthrough with Curriculum and Instruction Director to ensure classroom instruction is in alignment with the district's curriculum.
- CSO will meet every nine weeks with teacher leaders and principals of selected campus to ensure proper support in the areas of professional development, curriculum, and assessment.
- CSO, SSO's and Principals will review benchmark data to ensure that interventions are incorporated and teacher's provided the appropriate levels of support from Professional Development and Curriculum and Instruction Department.
- CSO will coordinate with Springboard to complete walkthroughs to ensure that effective practices and fidelity to curriculum is being addressed.
- CSO and SSO's will continue to monitor the development and implementation of school budgets to ensure that budget allocations, expenditures, and resources are aligned with the district's positioning statement, and their own schools' position statements, in regards to the implementation of math, reading, and safety.

B. Resources and /or programs

- Principals may use I station's reading intervention program according to student data, or as a supplemental intervention strategy, based on student data.
- Teacher Development Specialists will continue to provide support during PLC's in all core areas

- Principals will continue to incorporate strategic marketing to assess their community and support structures and to reallocate budgeted funds to target reading, math, and safety for their students.

C. Instructional Practices

- Think Through Math will be implemented to support teachers in addressing math instructional needs.
- Principals will continue to participate in Neuhaus reading trainings, professional development, and walkthroughs that address the components of foundational literacy – decoding, fluency, vocabulary, comprehension and writing.
- Principals will ensure that 8th Grade RediStep assessment is scheduled at the beginning of the 8th Grade to measure reading, writing, and math skills and is used to identify students who may need more support as well as students who may be ready for more rigorous instruction.

D. Teacher Training

- National Center for Urban School Transformation (NCUST) will continue to support CSO, SSO's, and Principals during site visits and walkthroughs in our Tier III and IV schools to implement best practices for urban schools in order to improve rigor, instructional practice, school culture and climate.
- Additional middle schools will be added to the Teach Like a Champion cohort to address effective teaching strategies and classroom management best practices, routines, and techniques from the seven middle schools piloting the program