# REPORT FROM THE SUPERINTENDENT

Office of the Superintendent of Schools Board of Education Meeting of August 11, 2016

SUBJECT: BOARD MONITORING UPDATE: 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 2015–2016 school year, specifically the percentage 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.

	2015-2016 School Year				
	Student Achievement		2013–2014	2014–2015	2015–2016
		Reading	15.7	17.5	18.7
	Percent of Students at Level II - Satisfactory Academic Performance STAAR Standard (3–8)	Reading	68.7	66.4	66.4
		Reading	31.3	33.6	33.6
	Percent of Students at Level III - Advanced Academic Performance STAAR Standard (3-8)	Math	16.0	14.1	17.0
	Percent of Students at Level II - Satisfactory Academic Performance STAAR Standard (3–8)	Math	68.6	69.0	69.3
	Percent of Students at Level I - Unsatisfactory Academic Performance STAAR Standard (3–8)	Math	31.4	31.0	30.7
	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	
5	Percent of Students at Level III - Advanced Academic Performance STAAR EOC (9–12)	Algebra I	6.6	8.3	
Ĭ	Percent of Students at Level II - Satisfactory Academic Performance STAAR EOC (9–12)	Algebra I	68.1	65.3	
<u>8</u>	Percent of Students at Level I - Unsatisfactory Academic Performance STAAR EOC (9–12)	Algebra I	31.9	34.7	
Education	·	Algebra I	50.1	60.9	
	• •	Algebra I	98.6	98.8	
2		Algebra I	1.4	1.2	
2	Percent of Students at or above 50th percentile on Norm Reference Test in Grades 1–5	Reading (LA	51.2		
2		Total)			
Rigorous	·	Math (Math Total)	60.6		
	•	Reading	37.1		
		Math	53.2		
	Districtwide EVAAS Growth Measure Scores in Reading (Grades 3–8)	Reading	-0.1		
	Districtwide EVAAS Growth Measure Scores in Math (Grades 3–8)	Math	0.2		
	College and Career Readiness				
	Percent of Students Enrolling in Higher Education Within 1 Year of High School Graduation		58.0		
	Percent of Students at or above standard on the SAT/ACT Reading & Math Sections Combined		14.5		
	Percent of Students at or above benchmark score on the PSAT		20.4	21.5	
	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		
	Percent of Students Who Feel Challenged with Coursework		70		
3	Students				
onsistency	Percent of Students Satisfied with Teachers Having High Expectations		91		
מ	Teachers				
<u>0</u>	Percent of Highly Effective Teachers Who are Retained (EVAAS $\geq$ 2.0)		87.6	87.9	
5	Percent of Ineffective Teachers Who are Exited (EVAAS ≤ -2.0)		24.4	25.0	
3	Parents		00		
	Percent of Parents Satisfied with Consistent Education		88		
	Principals				
	Percent of Principals Satisfied with Central Office Services		71		
	Levels of Offenses				
=	Number of Level III Offenses-Suspension/Optional Removal to Disciplinary Alternative		5,800		
e	Education				
Ξ	Number of Level IV Offenses - Required Placement in a Disciplinary Alternative Education Progr	ram	1,160		
ō	Number of Level V Offenses - Expulsion for Serious Offenses		42		
Environment	Number of Bullying Incidents		168		
<u></u>			100		
	Perception Survey - Safety and Environment				
and	Percent of Parents Satisfied with Safety		90		
· · ·	Percent of Parents Satisfied with Environment		91		
Safety	Percent of Students Satisfied with Safety		76		
ā	Percent of Students Satisfied with Environment		72		
כע	Percent of Teachers Satisfied with Safety		80		
	Percent of Teachers Satisfied with Environment		70		
	Percent of Principals Satisfied with Safety		95		
	Percent of Principals Satisfied with Salety Percent of Principals Satisfied with Environment		91		
	Adjusted to one desimal place to match report		91		



# **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: Percentage of Students at Level III - Advanced Academic Performance, Level II - Satisfactory Academic Performance and Level I – Unsatisfactory Performance in reading and math on the State of Texas Assessments of Academic Readiness (STAAR).

Boa	Board Monitoring Scorecard								
	Student Achievement:	Subject	2013– 2014	2014– 2015	2015– 2016				
	Percent of Students at Level III - <b>Advanced</b> Academic Performance STAAR Standard (3–8)	READING	15.7	17.5	18.7				
Education	Percent of Students at Level II - <b>Satisfactory</b> Academic Performance STAAR Standard (3–8)	68.7	66.4	66.4*					
	Percent of Students at Level I - <b>Unsatisfactory</b> Academic Performance STAAR Standard (3–8)	31.3	33.6	33.6*					
Rigorous	Percent of Students at Level III - <b>Advanced</b> Academic Performance STAAR Standard (3–8)	MATH	16.0	14.1	17.0				
	Percent of Students at Level II - <b>Satisfactory</b> Academic Performance STAAR Standard (3–8)	MATH	68.6	69.0	69.3*				
	Percent of Students at Level I - <b>Unsatisfactory</b> Academic Performance STAAR Standard (3–8)	MATH	31.4	31.0	30.7*				

<sup>\*</sup>Progression standard

Note: Excludes STAAR M, A, Alt., and Alt. 2 results. Includes Spanish testers.

# 2016 STAAR Grade 3–8 Key Findings (English and Spanish Versions Combined):

- The Level II Satisfactory standard changed in 2015–2016 and will continue to increase until the Final Recommended standard is reached in 2021–2022. Even with the higher standard, the percentage of students meeting the Level II Satisfactory remained the same in reading and increased by 0.3 percentage points in math from 2014–2015 to 2015–2016.
- The percentage of students performing at the advanced level is the highest it has been over the last three years.
- The percentage of students meeting the Level II Satisfactory standard in reading increased in grades 4 and 8, declined in grades 3, 5, and 6, and remained the same in grade 7.

- The percentage of students meeting the Level II Satisfactory standard in math increased in grades 4, 6, and 7 and declined in grades 3, 5, and 8.
- When comparing the 2012 STAAR gap results to the 2016 gap results, the student performance gaps appear to be widening between White, African American, and Hispanic students for almost all grades over time.
- Of all students taking the STAAR A assessment, 11 percent met the Level II Satisfactory standard in reading and 13 percent met the Level II Satisfactory standard in math.
- Of all students taking the STAAR Alternate 2 assessment, 87 percent met the Level II standard in reading and 90 percent met the Level II standard in math.
- Of all English Language Learners (ELL) who took the STAAR English or Spanish test version, 48
  percent met the Level II Satisfactory standard in reading and 63 percent met the Level II Satisfactory
  standard in math.

#### **Administrative Response:**

# **Elementary Curriculum and Development**

In response to the grades 3–5 STAAR results, Elementary Curriculum and Development will implement the following actions to support campuses and increase student achievement:

- Elementary Curriculum and Development is organized for the 2016–2017 school year to provide high-quality, responsive, and customized support for each geographic region in order to ensure aligned, rigorous, and engaging instruction takes place on all elementary campuses. Key content leaders are in place to ensure HISD curriculum, instructional resources, formative assessments, and professional learning are aligned to district and state standards to increase student achievement.
- Provide customized principal and teacher professional learning to support the implementation of Literacy By 3 best practices with an emphasis on comprehension of complex text to increase reading achievement. The department will expand teacher development to implement the Writer's Workshop framework across the district.
- 3. Deepen efforts to identify student reading strengths and weaknesses to inform differentiated instruction using Benchmark Running Records, iStation reading assessment, and standards-based formative assessments.
- 4. Partner with the Multilingual department to create systems, practices, and supports for ELL students.
- 5. Collaborate with School Offices to create networks in order for principals and teachers to share best practices, look at student work, analyze formative assessment, plan and implement engaging instruction aligned and grounded in the district curriculum, and collaborate as a part of professional learning communities. Elementary Teacher Development Specialists will be deployed in geographic areas to provide:
  - Instructional coaching
  - Peer observation
  - Formative assessment collaboration
  - Data-driven instruction
  - Collaborative lesson planning
- 6. Partner with School Offices and the Office of School Leadership to build teacher and school leader capacity to implement district curriculum, increase teacher content knowledge and instructional practices, and ongoing systems to monitor student achievement.

- 7. Develop cross-functional systems and practices in partnership with the Office of Special Education and Student Support to ensure practices and just-in-time interventions take place for at-risk learners to address and close achievement gaps.
- 8. Continue to review assessment results and identifying elementary campuses with significant gains in reading, writing, math, and science to determine elements that contributed to success and to share and replicate best practices.

# **Secondary Curriculum and Development**

While the Secondary Curriculum and Development team celebrates gains in 8<sup>th</sup> grade Reading scores, it is acknowledged that more work needs to be done around literacy and mathematical competencies for all learners in all grade levels. Increased calculator training for teachers will be a priority in 2016–2017, specifically targeting grade 8 TEKS. Scopes and sequences for math are being reorganized to place difficult concepts, including geometry in 8<sup>th</sup> grade, within the first semester allowing for more spiraling and acceleration throughout the year. "Literacy in the Middle" implementation, in fall 2016, will increase the focus of reading, writing, and small group instruction in all content areas so that all students will experience gains in academic achievement. Master Course development will expand to include middle grades in 2016–2017, providing all HISD teachers with student-facing courses, demonstrating best instructional practices for all learners.

#### **Elementary and Secondary School Offices**

- The increase in both reading and math scores in some grade levels at the final recommended passing standard indicate that teachers are responding to the rigor of STAAR and students are mastering at the increased levels.
- More professional development needs to be done in both reading and math to assist teachers with teaching to mastery. Teachers need to have the tools necessary to scaffold student learning when students struggle with new concepts.
- In August, campuses began to implement individualized learning plans to address skill deficits early in the year and to accelerate learning rather than remediate failure.
- Monitoring and improving quality ESL programming will continue in 2016–2017. With the exception
  of Mark White Elementary, which will be French Immersion, no other dual language programs will be
  added in 2016–2017. There will be a focus on ensuring that all dual programs are being executed
  with fidelity.
- School offices are dissecting the data to identify campuses that excel with closing the achievement gap for various demographic groups. Best practices at these campuses will be noted and shared.
- In math, African American and Hispanic students in some grade levels showed progress towards closing the achievement gap.
- There were still significant gaps in the proportion of students who met standard across racial/ethnic groups. Therefore continued professional development is needed for campus leaders and teachers to ensure Hispanic and African American student needs are met as compared to their White counterparts.
- The School Office and the Curriculum department will continue to work with campus leaders and teachers to effectively unpack and implement the new Math TEKS at both the elementary and secondary levels.
- More professional development is needed in the area of differentiation.
  - o In reading, teachers need to improve their abilities to choose texts that align so that all students will be able to exhibit concept mastery with a "just right book".
    - There is an increase of informational text being utilized in the classroom.

- In math, teachers need to continue teaching the lesson at the appropriate level of rigor and support new learning for those that are struggling, while deepening learning for those that have already demonstrated mastery.
- The School Office and the Curriculum department will continue to build on work of Literacy by 3 in the Elementary to Literacy in the Middle School for 2016–2017 and moving forward. Literacy in the Middle will:
  - Address the key components of reading, writing, speaking, listening and thinking critically in all core areas.
  - o Provide authentic opportunities for all students to write in all core areas.
  - Expand the quantity and quality of student time with authentic texts.
  - Model best strategies around four key components: read alouds, independent reading, small group instruction and writing instruction.
  - And assure that students build and maintain their literacy skills while increasing their content knowledge.

## Office of Special Education Services

The Office of Special Education Services will continue its commitment to improve outcomes for students with disabilities by:

- Providing guidance to relevant staff on increasing the participation of students with disabilities in the standard curriculum.
- Increasing the number of students who access grade level curriculum through the use of Universal Design for Learning strategies and student specific accommodations.
- Utilizing Goalbook to create Individualized Education Program goals that are aligned with grade level curriculum (TEKS).
- Creating a Full Individual Evaluation summary page to inform teachers of student's cognitive strengths and instructional strategies to support those strengths.
- Implementing restorative discipline practices for students with and without disabilities to increase student engagement and participation in academic opportunities.

Table 1. HISD STAAR English and Spanish Combined Comparing 2012 and 2016<sup>^</sup>
Gap Analysis by Grade Level and Subject
Percent Met Level II: Student Standard

Grade	2012 STAAR Reading % Met Phase-in 1 Std.				STAAR Rea 2016 Studer	5 yr. Gap Change	
Level	White	Af. Amer.	Percentage Point Gap	White	Af. Amer.	Percentage Point Gap	2012 to 2016
Grade 3	89%	62%	27	90%	56%	34	7 %pt. increase
Grade 4	92%	63%	29	89%	63%	26	3 %pt. decrease
Grade 5	90%	68%	22	91%	57%	34	12 %pt. increase
Grade 6	90%	64%	26	89%	56%	33	7 %pt. increase
Grade 7	91%	67%	24	88%	59%	29	5 %pt. increase
Grade 8	93%	73%	20	92%	70%	22	2 %pt. increase
	White	Hispanic	Percentage Point Gap	White	Hispanic	Percentage Point Gap	5 yr. Gap Change
Grade 3	89%	71%	18	90%	66%	24	6 %pt. increase
Grade 4	92%	71%	21	89%	68%	21	no change
Grade 5	90%	70%	20	91%	62%	29	9 %pt. increase
Grade 6	90%	64%	26	89%	59%	30	4 %pt. increase
Grade 7	91%	67%	24	88%	61%	27	3 %pt. increase
Grade 8	93%	74%	19	92%	70%	22	3 %pt. increase
Crada			nematics %			hematics %	Eur Can Changa
Grade Level	M	STAAR Mathet Phase-in	1 Std.	Me	STAAR Mat t 2016 Stud	lent Std.	5 yr. Gap Change 2012 to 2016
Grade Level		et Phase-in			t 2016 Stud		
	M	et Phase-in Af.	1 Std. Percentage	Me	t 2016 Stud Af.	lent Std. Percentage	
Level	White	et Phase-in Af. Amer.	1 Std. Percentage Point Gap	Me White	t 2016 Stud Af. Amer.	lent Std. Percentage Point Gap	2012 to 2016
Level Grade 3	White 85%	et Phase-in Af. Amer. 50%	1 Std. Percentage Point Gap 35	White 91%	t 2016 Stud Af. Amer. 55%	Percentage Point Gap 36	2012 to 2016  1 %pt. increase
Level Grade 3 Grade 4	White 85% 86%	et Phase-in Af. Amer. 50% 51%	1 Std. Percentage Point Gap 35 35	Me White 91% 90%	t 2016 Stud Af. Amer. 55%	Percentage Point Gap 36 35	2012 to 2016  1 %pt. increase no change
Grade 3 Grade 4 Grade 5	White 85% 86% 89%	Af. Amer. 50% 51% 64%	1 Std. Percentage Point Gap 35 35 25	Me White 91% 90% 92%	Af. Amer. 55% 55%	Percentage Point Gap  36  35  35	2012 to 2016  1 %pt. increase no change 10 %pt. increase
Grade 3 Grade 4 Grade 5 Grade 6	White 85% 86% 89% 90%	et Phase-in Af. Amer. 50% 51% 64%	1 Std. Percentage Point Gap 35 35 25 26	Me White 91% 90% 92% 91%	t 2016 Stud Af. Amer. 55% 55% 57% 61%	Percentage Point Gap 36 35 35 30	2012 to 2016  1 %pt. increase no change 10 %pt. increase 4 %pt. increase
Grade 3 Grade 4 Grade 5 Grade 6 Grade 7	Mite 85% 86% 89% 90% 71%	et Phase-in Af. Amer. 50% 51% 64% 64% 42%	1 Std. Percentage Point Gap 35 35 25 26 29	Me White 91% 90% 92% 91% 86%	t 2016 Stud Af. Amer. 55% 55% 57% 61%	Percentage Point Gap  36  35  35  30  31	2012 to 2016  1 %pt. increase no change  10 %pt. increase 4 %pt. increase 2 %pt. increase
Grade 3 Grade 4 Grade 5 Grade 6 Grade 7	Mite 85% 86% 89% 90% 71% 88%	et Phase-in Af. Amer. 50% 51% 64% 64% 42% 62%	1 Std. Percentage Point Gap 35 35 25 26 29 26 Percentage	Me White 91% 90% 92% 91% 86% 81%	55% 55% 55% 55% 57% 61% 55%	Percentage Point Gap  36 35 35 30 31 24 Percentage	2012 to 2016  1 %pt. increase no change  10 %pt. increase 4 %pt. increase 2 %pt. increase 2 %pt. decrease
Level Grade 3 Grade 4 Grade 5 Grade 6 Grade 7 Grade 8	Mite 85% 86% 89% 90% 71% 88% White	et Phase-in Af. Amer. 50% 51% 64% 42% 62% Hispanic	1 Std. Percentage Point Gap 35 35 25 26 29 26 Percentage Point Gap	Me White 91% 90% 92% 91% 86% 81% White	55% 55% 55% 55% 57% 61% 55% 57% Hispanic	Percentage Point Gap  36  35  35  30  31  24  Percentage Point Gap	2012 to 2016  1 %pt. increase no change  10 %pt. increase 4 %pt. increase 2 %pt. increase 2 %pt. decrease 5 yr. Gap Change
Level Grade 3 Grade 4 Grade 5 Grade 6 Grade 7 Grade 8 Grade 3	Model White 85% 86% 89% 90% 71% 88% White 85%	et Phase-in Af. Amer. 50% 51% 64% 64% 42% 62% Hispanic 66%	1 Std. Percentage Point Gap 35 35 25 26 29 26 Percentage Point Gap 19	Me White 91% 90% 92% 91% 86% 81% White 91%	t 2016 Stud Af. Amer. 55% 55% 61% 55% 57% Hispanic 71%	Percentage Point Gap 36 35 35 30 31 24 Percentage Point Gap 20	2012 to 2016  1 %pt. increase no change 10 %pt. increase 4 %pt. increase 2 %pt. increase 5 yr. Gap Change 1 %pt. increase
Level Grade 3 Grade 4 Grade 5 Grade 6 Grade 7 Grade 8 Grade 3 Grade 4	Mite 85% 86% 90% 71% 88% White 85% 86%	et Phase-in Af. Amer. 50% 51% 64% 64% 42% 62% Hispanic 66% 68%	1 Std. Percentage Point Gap 35 35 25 26 29 26 Percentage Point Gap 19 18	Me White 91% 90% 92% 91% 86% 81% White 91% 90%	t 2016 Stud Af. Amer. 55% 55% 57% 61% 55% 57% Hispanic 71%	Percentage Point Gap  36  35  35  30  31  24  Percentage Point Gap  20  19	2012 to 2016  1 %pt. increase no change  10 %pt. increase 4 %pt. increase 2 %pt. increase 5 yr. Gap Change 1 %pt. increase 1 %pt. increase
Level Grade 3 Grade 4 Grade 5 Grade 6 Grade 7 Grade 8 Grade 3 Grade 4 Grade 5	Mite  85%  86%  89%  90%  71%  88%  White  85%  86%  89%	et Phase-in Af. Amer. 50% 51% 64% 42% 62% Hispanic 66% 68% 77%	1 Std. Percentage Point Gap  35  35  25  26  29  26  Percentage Point Gap  19  18  12	Me White 91% 90% 92% 91% 86% 81% White 91% 90% 92%	t 2016 Stud Af. Amer. 55% 55% 57% 61% 55% 57% Hispanic 71% 71%	Percentage Point Gap  36  35  35  30  31  24  Percentage Point Gap  20  19  19	2012 to 2016  1 %pt. increase no change 10 %pt. increase 4 %pt. increase 2 %pt. increase 5 yr. Gap Change 1 %pt. increase 1 %pt. increase 7 %pt. increase

Grade Level	2012 STAAR Subject % Met Phase-in 1 Std.			2016 STAAR Subject % Met 2016 Student Std.			5 yr. Gap Change 2012 to	
Grade Level	White	Af. Amer.	Percentage Point Gap	White	Af. Amer.	Percentage Point Gap	2016	
Gr. 4 Writing	89%	64%	25	85%	57%	28	3 %pt. increase	
Gr. 7 Writing	88%	64%	24	86%	58%	28	4 %pt. increase	
Gr. 5 Science	89%	60%	29	91%	56%	35	6 %pt. increase	
Gr. 8 Science	88%	58%	30	89%	61%	28	2 %pt. decrease	
Gr. 8 Soc. St.	82%	46%	36	81%	48%	33	3 %pt. decrease	
	White	Hispanic	Percentage Point Gap	White	Hispanic	Percentage Point Gap	4 yr. Gap Change	
Gr. 4 Writing	89%	68%	21	85%	61%	24	3 %pt. increase	
Gr. 7 Writing	88%	63%	25	86%	60%	26	1 %pt. increase	
Gr. 5 Science	89%	68%	21	91%	68%	23	2 %pt. increase	
Gr. 8 Science	88%	65%	23	89%	68%	21	2 %pt. decrease	
Gr. 8 Soc. St.	82%	49%	33	81%	55%	26	7 %pt. decrease	

<sup>^</sup>STAAR results only; does not include Accommodated, L, M, Alternate, or Alternate 2 results 2016 testers were held to a higher passing standard than 2012 testers, and new mathematics TEKS were introduced in 2015. All comparisons in the above table should be interpreted with caution.

Source: TEA Pearson Analytic Tool, previous years; 2016 TEA-ETS district Updated summary reports, STAAR 3–8: July 11, 2016, STAAR 5 and 8 Reading and Mathematics: June 21, 2016

# Table 2. HISD STAAR English and Spanish Combined by Subject and Grade Level: 2016 (Spring Administration) Number Tested and Percent Met Level II: 2016 Student Standard Students with Disabilities – Grades 3–8<sup>^</sup>

2016 STAAR by Grade Level and Subject						STAAR (A) Accommodated Only		STAAR (Alt. 2) Alternate 2 Only		STAAR (Eng. & Span,), A, and Alt. 2 Combined Totals	
	# Tested	% Met	# Tested	% Met	# Tested	% Met	# Tested	% Met	# Tested	% Met	
Gr. 3 Reading	640	33%	138	29%	189	7%	244	83%	1,211	39%	
Gr. 4 Reading	715	30%	62	23%	323	8%	301	87%	1,401	37%	
Gr. 5 Reading	956	28%	3	*	357	6%	234	85%	1,550	32%	
Gr. 6 Reading	585	19%			412	7%	246	88%	1,243	29%	
Gr. 7 Reading	660	20%			394	11%	237	89%	1,291	30%	
Gr. 8 Reading	685	26%			394	14%	219	89%	1,298	33%	
HISD Gr. 3-8 Reading Totals	4,241	26%	203	28%	2,069	9%	1,481	87%	7,994	33%	
Gr. 3 Math	654	37%	128	33%	183	8%	243	89%	1,208	43%	
Gr. 4 Math	733	34%	61	41%	302	10%	301	91%	1,397	42%	
Gr. 5 Math	968	35%	3	*	343	10%	235	90%	1,549	37%	
Gr. 6 Math	615	29%			377	18%	246	93%	1,238	38%	
Gr. 7 Math	690	24%			361	6%	236	93%	1,287	31%	
Gr. 8 Math	706	25%			357	11%	218	86%	1,281	31%	
HISD Gr. 3-8 Math Totals	4,366	31%	192	35%	1,923	11%	1,479	90%	7,960	37%	
Gr. 4 Writing	753	21%	63	33%	281	4%	302	87%	1,399	33%	
Gr. 7 Writing	733	16%			322	8%	237	87%	1,292	27%	
HISD Gr. 4 & 7 Writing Totals	1,486	19%	63	33%	603	6%	539	87%	2,691	30%	
Gr. 5 Science	995	29%	2	*	337	13%	235	91%	1,569	35%	
Gr. 8 Science	688	23%			363	13%	219	95%	1,270	32%	
HISD Gr. 5 & 8 Science Totals	1,683	26%	2	*	700	13%	454	93%	2,839	34%	
HISD Gr. 8 Social Studies	687	17%			354	10%	219	92%	1,260	28%	

^Excludes STAAR L

Source: 2016 TEA-ETS district Updated summary reports,

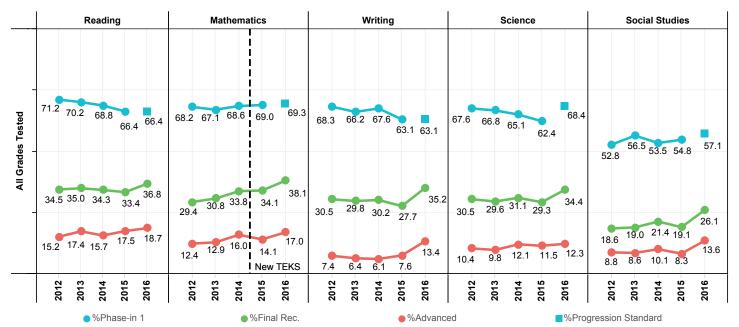
STAAR 3-8: July 11, 2016, STAAR 5 and 8 Reading and Mathematics: June 21, 2016

<sup>1&</sup>lt;sup>st</sup> administration only. Data point is marked \* if fewer than 5 students tested.

Figure 1
HISD STAAR English and Spanish Combined by Subject and Grade Level: 2012 - 2016 (Spring Administration)
Percent Met Level II: Satisfactory Standard
HISD and State - All Students



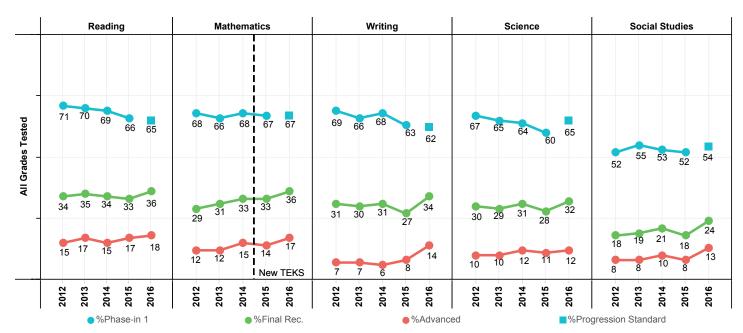
Figure 2
HISD STAAR English and Spanish Combined by Subject and All Grades: 2012-2016 (Spring Administration)
Percent Met Standard: Phase-in 1, Progression, Recommended, and Advanced
HISD - All Grades Tested All Students



Source: TEA-Pearson-ETS STAAR Student Data Files; Various Years.

Note: The percent met standard at the progression and advanced standards in reading and mathematics are included in the Board Monitoring System (BMS).

Figure 3
HISD STAAR All Versions Tested Combined by Subject and All Grades: 2012-2016 (Spring Administration)
Percent Met Standard: Phase-in 1, Progression, Recommended, and Advanced
HISD - All Grades Tested All Students



All points reflect the most current data available and may differ slightly from data previously reported. 2015 math results are not comparable with those of prior years due to different standards. For grades and subjects with multiple administrations, 1st administration results are used. North Forest schools are excluded in 2012 and 2013. Source: TEA-Pearson-ETS STAAR Student Data Files; Various Years.

Figure 4
HISD <u>STAAR English and Spanish Combined</u> by Subject and Grade Level: 2012 - 2016 (Spring Administration)

<u>Percent Met Standard: Phase-in 1, Progression, Final Recommended, and Advanced Standards</u>

HISD - All Students

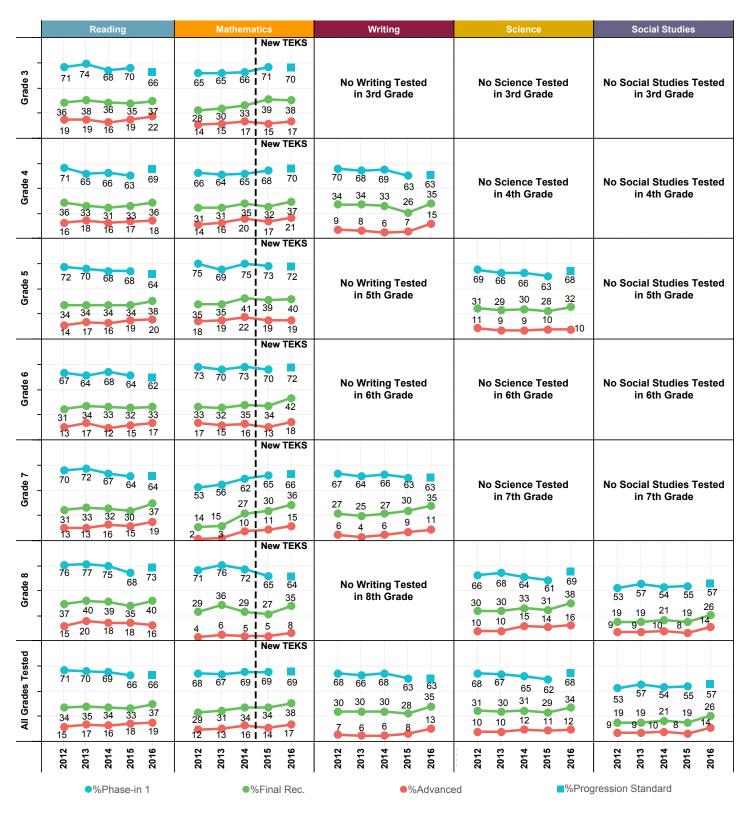
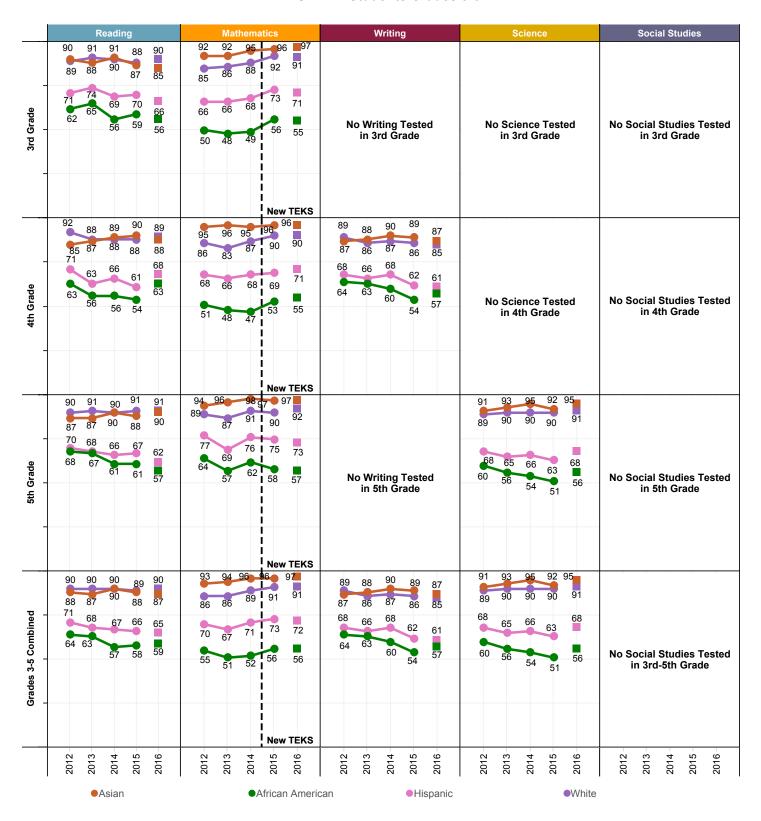
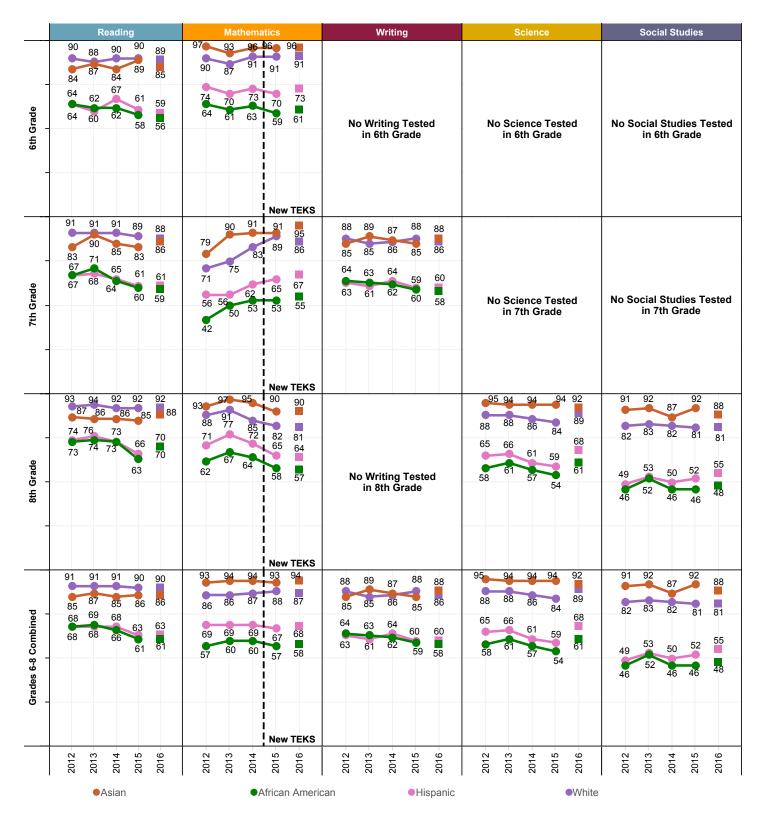


Figure 5
HISD STAAR English and Spanish Combined by Subject, Ethnicity, and Grade Level: 2012 - 2016
Percent Met Level II: Satisfactory Standard
HISD - All Students Grades 3-5



# Figure 6 HISD <u>STAAR</u> by Subject, Ethnicity, and Grade Level: 2012 - 2016 Percent Met Level II: Satisfactory Standard

# HISD - All Students Grades 6-8



All points reflect the most current data available and may differ slightly from data previously reported. 2015 math results are not comparable with those of prior years due to different standards. For grades and subjects with multiple administrations, 1st administration results are used. North Forest schools are excluded in 2012 and 2013. Excludes STAAR L, M, A, Alt., and Alt. 2 Tests.

# Figure 7 HISD <u>STAAR English and Spanish Combined</u> by Subject and Grade Level: 2012 - 2016 (Spring Administration) <u>Percent Met Standard: Phase-in 1, Progression, Final Recommended, and Advanced Standards</u> **HISD - Gifted and Talented Students (GT)**

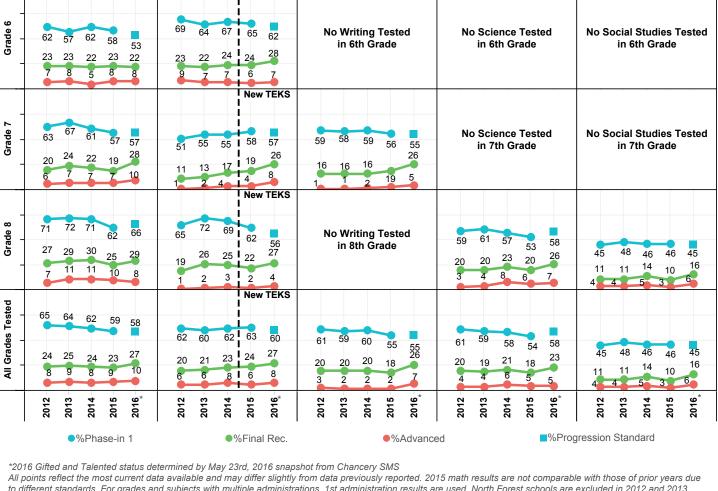
	Reading	Mathematics	Writing	Science	Social Studies
Grade 3	96 96 95 95 94 74 74 75 73 74 50 48 44 51 55	95 93 96 97 96 80 80 65 65 73 80 80 40 39 47 44 49	No Writing Tested in 3rd Grade	No Science Tested in 3rd Grade	No Social Studies Tested in 3rd Grade
Grade 4	96 92 93 93 95 75 68 65 73 72 45 46 40 49 46	95 93 94 96 96 71 67 72 74 78 40 42 51 55  New TEKS	95 92 93 94 92 70 67 66 63 70 42 27 24 19 25	No Science Tested in 4th Grade	No Social Studies Tested in 4th Grade
Grade 5	96 94 93 94 93 75 70 68 69 77 43 46 42 48 53	98 96 96 97 97 78 74 79 78 82 54 51 53 49 52  New TEKS	No Writing Tested in 5th Grade	96 94 93 91 95 71 64 63 62 68 35 28 27 28 29	No Social Studies Tested in 5th Grade
Grade 6	97 96 98 97 96 78 80 83 82 80 49 54 45 56 57	99 99 99 98 99 84 82 86 84 90 63 53 57 52 60	No Writing Tested in 6th Grade	No Science Tested in 6th Grade	No Social Studies Tested in 6th Grade
Grade 7	96 99 97 98 97 79 81 79 85 73 54 51 60	92 98 98 98 89 92 77 81 85 65 52 41 44 16 New TEKS	95 97 98 98 97 66 69 74 80 84 21 21 25 36 43	No Science Tested in 7th Grade	No Social Studies Tested in 7th Grade
Grade 8	98 98 99 98 99 85 83 87 81 58 61 58 53	95 97 98 96 97 83 87 65 38 34 44 15 20 New TEKS	No Writing Tested in 8th Grade	98 97 97 96 99 78 72 82 78 87 54 47 57	91 90 93 92 94 56 51 62 57 33 28 38 32
All Grades Tested	97 95 95 95 95 76 75 75 75 78 46 49 46 51 53	96 95 96 97 97 71 77 79 83 40 41 49 47 53  New TEKS	95 94 95 95 94 68 68 69 70 75 24 23 21 29	97 95 95 93 96 74 68 70 68 76 37 31 36 36 40	91 90 93 92 94 56 51 62 57 69 33 28 38 32
	2012- 2013- 2014- 2015- 2016-	2012 - 2013 - 2014 - 2015 -	2012 - 2013 - 2014 - 2015 -	2012- 2013- 2014- 2015- 2016-	2012- 2013- 2014- 2015- 2016-
	•%Phase-in 1	●%Final Rec.	●%Advance	ed <b>■</b> %Prog	gression Standard

\*2016 Gifted and Talented status determined by May 23rd, 2016 snapshot from Chancery SMS
All points reflect the most current data available and may differ slightly from data previously reported. 2015 math results are not comparable with those of prior years due to different standards. For grades and subjects with multiple administrations, 1st administration results are used. North Forest schools are excluded in 2012 and 2013. Excludes STAAR L, M, A, Alt., and Alt. 2 Tests.

Source: TEA-Pearson-ETS STAAR Student Data Files; Various Years.

# Figure 8 HISD STAAR English and Spanish Combined by Subject and Grade Level: 2012 - 2016 (Spring Administration) Percent Met Standard: Phase-in 1, Progression, Final Recommended, and Advanced Standards **HISD - Non-Gifted and Talented Students (Non-GT)**

Writing **Social Studies** Reading **Mathematics** New TEKS Grade 3 67 No Writing Tested No Science Tested No Social Studies Tested 65 63 59 in 3rd Grade in 3rd Grade in 3rd Grade 28 26 26 27 26 26 22 18 10 10 New TEKS Grade No Science Tested **No Social Studies Tested** 61 64 56 60 61 55 in 4th Grade in 4th Grade 26 23 ! 26 26 23 24 22 20 20 22 19 10 10 9 12 8 New TEKS 68 I 65 No Social Studies Tested Grade No Writing Tested 63 60 63 58 55 in 5th Grade in 5th Grade 27 30 28 24 23 23 23 20 17 8 10 12 9 New TEKS Grade 6 67 65 No Writing Tested No Science Tested **No Social Studies Tested** 62 62 in 6th Grade in 6th Grade in 6th Grade 53 24 22 22 24 7 I 6 **New TEKS** 



to different standards. For grades and subjects with multiple administrations, 1st administration results are used. North Forest schools are excluded in 2012 and 2013. Excludes STAAR L, M, A, Alt., and Alt. 2 Tests.

Figure 9
HISD <u>STAAR L</u> by Subject and Grade Level: 2015 - 2016 (Spring Administration)
Percent Met Standard: Phase-in 1, Progression, Final Recommended, and Advanced Standards
HISD - All Students Tested All Grades

	Reading	Mathematics	Writing	Science	Social Studies
Grade 3	No STAAR L Reading Tested	48 43 46 47 31 12 17 15 10 13 4 7 14 3	No STAAR L Writing Tested	No Science Tested in 3rd Grade	No Social Studies Tested in 3rd Grade
Grade 4	No STAAR L Reading Tested	37 37 33 32 28 13 18 12 14 11 4 5 6 6 6 5	No STAAR L Writing Tested	No Science Tested in 4th Grade	No Social Studies Tested in 4th Grade
Grade 5	No STAAR L Reading Tested	1 New TEKS 1 1 33 26 30 33 29 9 10 11 7 8 4 6 5 3	No STAAR L Writing Tested	29 22 22 21 18 8 10 7 3 7 2 5	No Social Studies Tested in 5th Grade
Grade 6	No STAAR L Reading Tested	33 27 20 24 22 12 11 7 6 8 6 6 8 3 12 3	No STAAR L Writing Tested	No Science Tested in 6th Grade	No Social Studies Tested in 6th Grade
Grade 7	No STAAR L Reading Tested	24 21 16 15 17 2 7 14 2 6 1 4 1 6	No STAAR L Writing Tested	No Science Tested in 7th Grade	No Social Studies Tested in 7th Grade
Grade 8	No STAAR L Reading Tested	26 22 18 20 21 7 5 1 6 4 8	No STAAR L Writing Tested	13 12 13 13 12 0 3 1 2 1 2 0 2 1 2	9 7 8 10 8 0 1 0 1 0 1 0 2 0 2
All Grades Tested	No STAAR L Reading Tested	34 27 24 26 22 11 9 8 8 8 8 4 3 3 2 2	No STAAR L Writing Tested	20 16 16 15 <sub>13</sub> 1 5 2 5 2 4 1 4 1 3	9 7 8 10 8 0 1 0 1 0 10 2 0 2
	2012 - 2013 - 2014 - 2015 - 2016 -	2012 - 2013 - 2014 - 2015 - 2016 -	2012 - 2013 - 2014 - 2015 - 2016 -	2012- 2013- 2014- 2015- 2016-	2012 - 2013 - 2014 - 2015 - 2016 -
	%Phase-in 1	%Final Rec.	•%Advance	ed ■%Prog	gression Standard

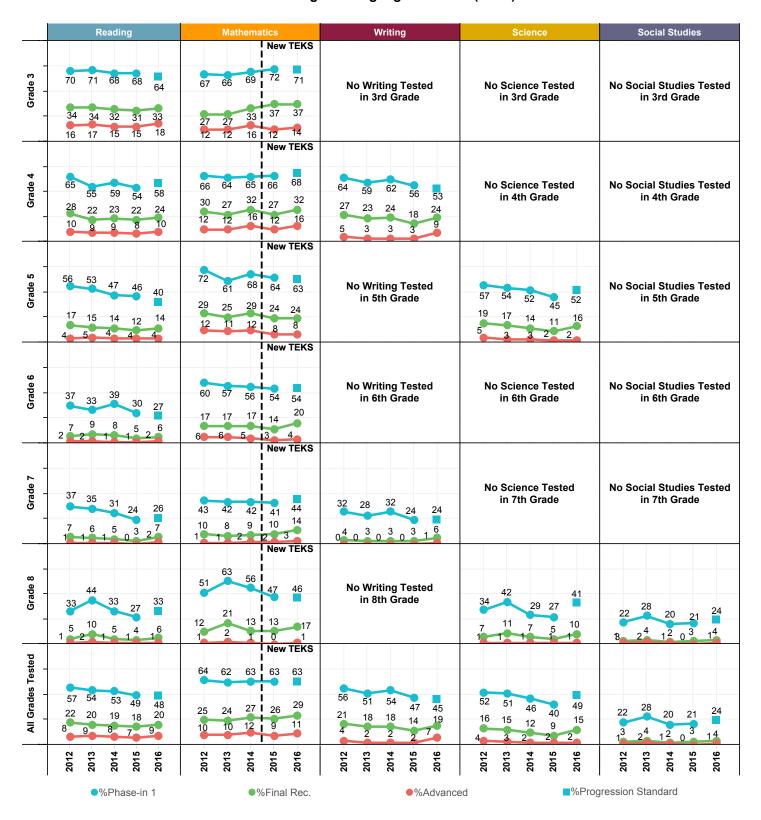
All points reflect the most current data available and may differ slightly from data previously reported. 2015 math results are not comparable with those of prior years due to different standards. For grades and subjects with multiple administrations, 1st administration results are used. North Forest schools are excluded in 2012 and 2013. Excludes STAAR, STAAR Spanish, M, A, Alt., and Alt. 2 Tests.

Source: TEA-Pearson-ETS STAAR Student Data Files; Various Years.

Figure 10

HISD STAAR English and Spanish Combined by Subject and Grade Level: 2012 - 2016 (Spring Administration) Percent Met Standard: Phase-in 1, Progression, Final Recommended, and Advanced Standards

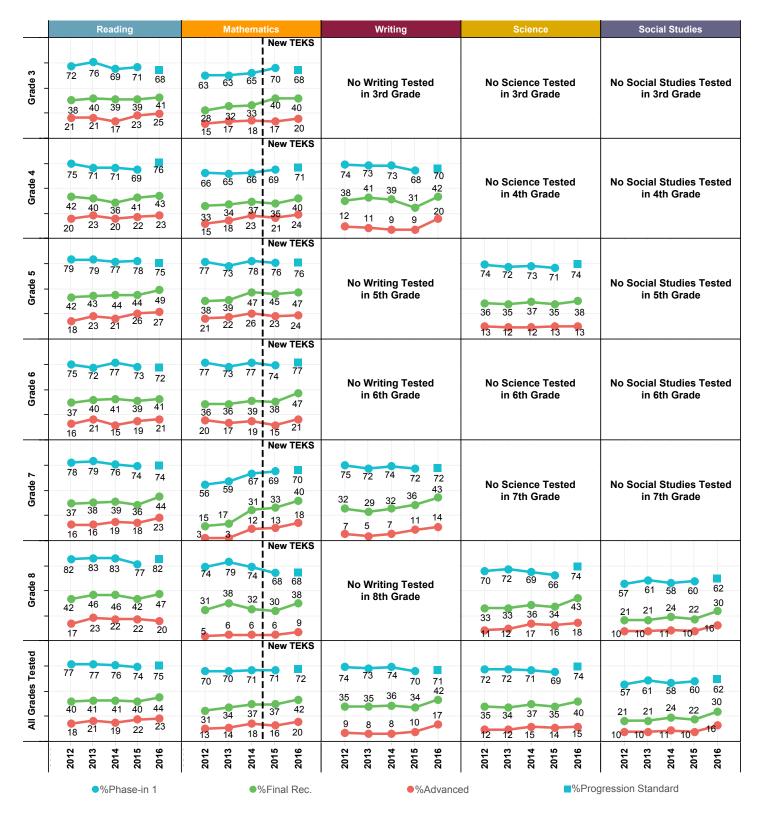
# **HISD - English Language Learners (ELLs)**



All points reflect the most current data available and may differ slightly from data previously reported. 2015 math results are not comparable with those of prior years due to different standards. For grades and subjects with multiple administrations, 1st administration results are used. North Forest schools are excluded in 2012 and 2013. Excludes STAAR L, M, A, Alt., and Alt. 2 Tests.

Figure 11

HISD STAAR English and Spanish Combined by Subject and Grade Level: 2012 - 2016 (Spring Administration) Percent Met Standard: Phase-in 1, Progression, Final Recommended, and Advanced Standards **HISD - Non-English Language Learners (Non-ELLs)** 

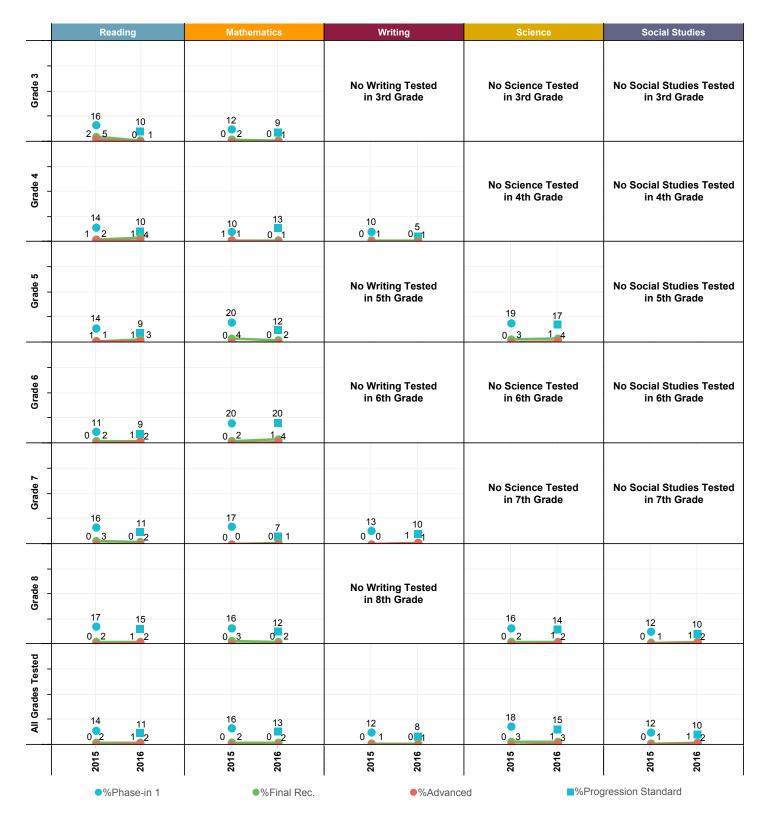


All points reflect the most current data available and may differ slightly from data previously reported. 2015 math results are not comparable with those of prior years due to different standards. For grades and subjects with multiple administrations, 1st administration results are used. North Forest schools are excluded in 2012 and 2013. Excludes STAAR L, M, A, Alt., and Alt. 2 Tests.

Figure 12

HISD <u>STAAR Accomodated</u> by Subject and Grade Level: 2015 - 2016 (Spring Administration) <u>Percent Met Standard</u>: Phase-in 1, Progression, Final Recommended, and Advanced Standards

# **HISD - All Students All Grades Tested**



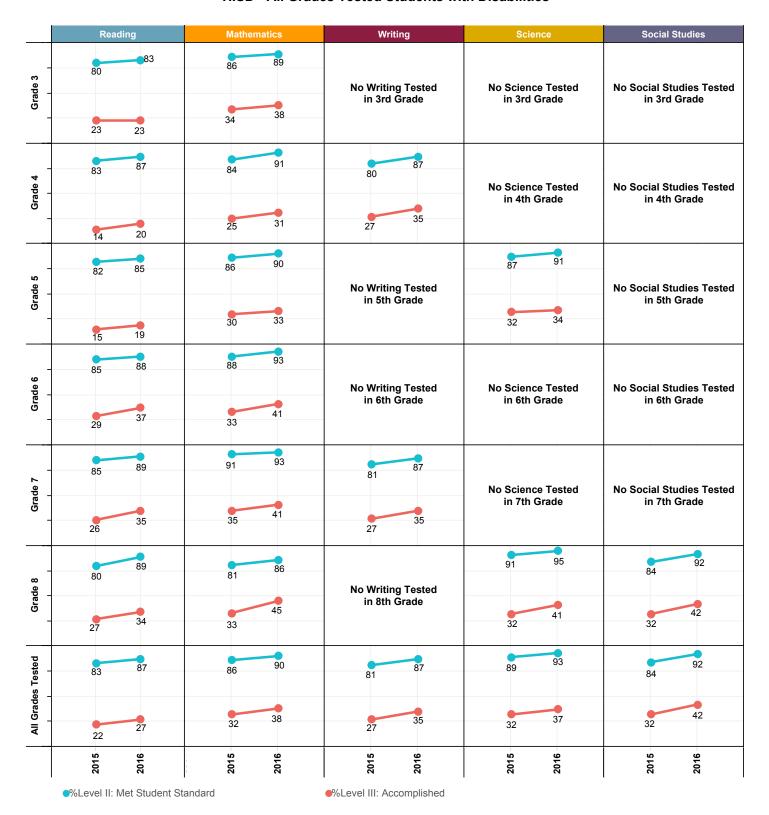
All points reflect the most current data available and may differ slightly from data previously reported. 2015 math results are not comparable with those of prior years due to different standards. For grades and subjects with multiple administrations, 1st administration results are used. North Forest schools are excluded in 2012 and 2013. Excludes STAAR, STAAR Spanish, L, M, Alt., and Alt. 2 Tests.

Figure 13

HISD <u>STAAR Alternate 2</u> by Subject and Grade Level: 2015 - 2016 (Spring Administration)

<u>Percent Met Level II Standard:</u> Student and Accomplished Standards

# **HISD - All Grades Tested Students with Disabilities**



All points reflect the most current data available and may differ slightly from data previously reported. 2015 math results are not comparable with those of prior years due to different standards. For grades and subjects with multiple administrations, 1st administration results are used. North Forest schools are excluded in 2012 and 2013. Excludes STAAR, STAAR Spanish, L, M, A, and Alt. Tests.

Figure 14

HISD <u>STAAR English and Spanish Combined</u> by Subject and Grade Level: 2012 - 2016 (Spring Administration)

<u>Percent Met Standard:</u> Phase-in 1, Progression, Final Recommended, and Advanced Standards

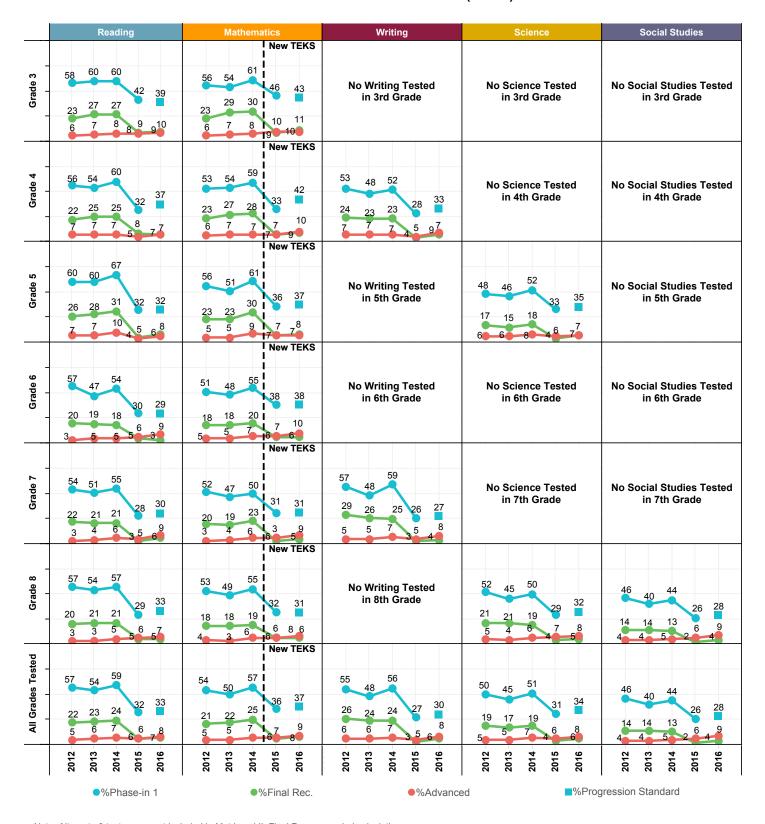
<u>HISD - Students with Disabilities (SWDs)</u>



All points reflect the most current data available and may differ slightly from data previously reported. 2015 math results are not comparable with those of prior years due to different standards. For grades and subjects with multiple administrations, 1st administration results are used. North Forest schools are excluded in 2012 and 2013. Excludes STAAR L, M, A, Alt., and Alt. 2 Tests.

Figure 15
HISD STAAR All Test Versions Combined by Subject and Grade Level: 2012 - 2016 (Spring Administration)
Percent Met Standard: Phase-in 1, Progression, Final Recommended, and Advanced Standards

# HISD - Students with Disabilities (SWDs)



Note: Alternate 2 testers are not included in Met Level II: Final Recommended calculations
All points reflect the most current data available and may differ slightly from data previously reported. 2015 math results are not comparable with those of prior years due to different standards. For grades and subjects with multiple administrations, 1st administration results are used. North Forest schools are excluded in 2012 and 2013.

Source: TEA-Pearson-ETS STAAR Student Data Files; Various Years.

Figure 16

HISD <u>STAAR English and Spanish Combined</u> by Subject and Grade Level: 2012 - 2016 (Spring Administration) <u>Percent Met Standard:</u> Phase-in 1, Progression, Final Recommended, and Advanced Standards

# HISD - Non-Students with Disabilities (Non-SWDs)

	Reading	Mathematics	Writing	Science	Social Studies
Grade 3	72 75 69 72 68 37 38 37 37 39 19 20 16 20 23	86 65 67 73 71 28 30 34 40 40 14 15 17 16 18	No Writing Tested in 3rd Grade	No Science Tested in 3rd Grade	No Social Studies Tested in 3rd Grade
Grade 4	72 66 67 65 71 37 33 31 35 37 17 18 16 18 19	New TEKS  68 66 66 71 72  33 32 36 33 39  14 16 21 18 22	71 69 70 66 65 35 35 34 36 9 8 7 7	No Science Tested in 4th Grade	No Social Studies Tested in 4th Grade
Grade 5	73 72 69 71 67 35 35 35 36 40 14 18 16 21 21	77 71 76 76 75 37 36 42 41 42 19 19 22 20 20	No Writing Tested in 5th Grade	71 68 68 66 71 32 30 31 30 33 11 10 10 10 10	No Social Studies Tested in 5th Grade
Grade 6	69 66 70 68 64 32 35 34 34 34 14 17 13 17 18	75 72 74 73 75 34 34 36 36 43 18 16 17 14 19	No Writing Tested in 6th Grade	No Science Tested in 6th Grade	No Social Studies Tested in 6th Grade
Grade 7	72 73 69 68 67 32 34 33 32 38 14 14 16 15 19	New TEKS    New TEKS     New TEKS     New TEKS     New TEKS     New TEKS   Ne	68 66 68 67 66 28 26 28 32 37 6 5 6 9 12	No Science Tested in 7th Grade	No Social Studies Tested in 7th Grade
Grade 8	77 79 77 72 76 38 41 41 37 41 15 21 19 20 17	72 78 73 68 67 29 37 30 29 37 4 6 6 5 8	No Writing Tested in 8th Grade	68 70 66 64 40 31 32 34 32 10 11 16 15 17	54 59 55 58 60 19 20 22 20 27 9 9 10 9 14
All Grades Tested	73 72 70 69 69 35 36 35 35 38 16 18 16 19 20	70 69 70 72 72 30 32 35 36 40 13 13 16 15 18	70 68 69 66 66 32 31 31 29 37 8 7 6 8 14	69 69 67 65 71 32 31 32 31 36 11 10 13 12 13	54 59 55 58 60 19 20 22 20 27 9 9 10 9 14
	2012 - 2013 - 2014 - 2015 - 2016 -	2012 - 2013 - 2014 - 2015 - 2016 -	2012 - 2013 - 2014 - 2015 -	2012 - 2013 - 2014 - 2015 - 2016 -	2012 - 2013 - 2014 - 2015 - 2016 -
	•%Phase-in 1	●%Final Rec.	●%Advance	ed <b>■</b> %Prog	gression Standard

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Figure 17

HISD <u>STAAR English and Spanish Combined</u> by Subject and Grade Level: 2012 - 2016 (Spring Administration)

<u>Percent Met Standard:</u> Phase-in 1, Progression, Final Recommended, and Advanced Standards

HISD - Economically Disadvantaged (Econ. Dis.)

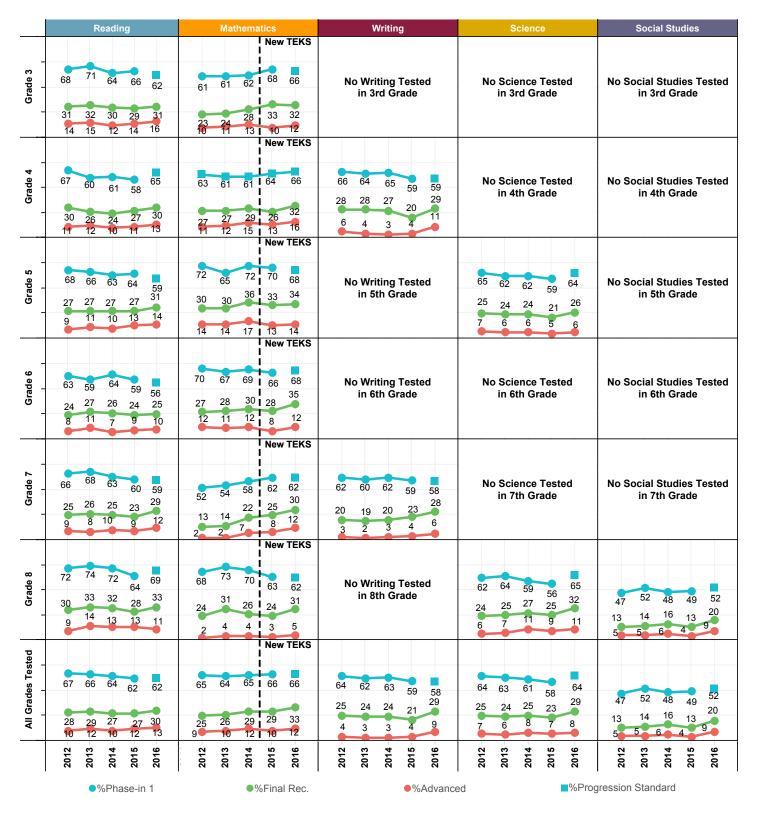


Figure 18

HISD <u>STAAR English and Spanish Combined</u> by Subject and Grade Level: 2012 - 2016 (Spring Administration)

<u>Percent Met Standard:</u> Phase-in 1, Progression, Final Recommended, and Advanced Standards

<u>HISD - Non-Economically Disadvantaged (Non-Econ. Dis.)</u>

	Reading	Mathematics	Writing	Science	Social Studies
Grade 3	87 90 88 84 84 61 65 66 59 63 41 41 35 40 45	82 84 86 84 85 56 59 61 63 49 33 34 35 33 38	No Writing Tested in 3rd Grade	No Science Tested in 3rd Grade	No Social Studies Tested in 3rd Grade
Grade 4	89 87 89 81 85 66 63 62 58 60 41 43 42 38 38	83 82 88 81 84 84 53 54 63 53 58 41 36 41	87 86 89 80 81 59 62 65 59 49 24 26 22 20 34	No Science Tested in 4th Grade	No Social Studies Tested in 4th Grade
Grade 5	89 90 90 84 83 65 67 69 60 65 46 44 43 42	89 86 90 84 84 59 59 66 61 62 39 40 45 38 40	No Writing Tested in 5th Grade	86 84 86 80 83 58 55 59 53 54 29 26 26 25 22	No Social Studies Tested in 5th Grade
Grade 6	86 86 87 80 81 62 64 64 57 58 36 42 35 36 38	87 84 86 82 85 56 53 58 53 38 32 36 28 37	No Writing Tested in 6th Grade	No Science Tested in 6th Grade	No Social Studies Tested in 6th Grade
Grade 7	86 86 87 76 80 57 56 62 59 32 31 40 31 37	79 75 79 62 66 49 44 27 18 24 24 27	84 80 85 76 78 52 46 53 49 57	No Science Tested in 7th Grade	No Social Studies Tested in 7th Grade
Grade 8	89 89 89 84 62 65 64 53 60 42 39 34 33	82 86 79 71 74 45 50 41 38 46 10 12 12 11 16	No Writing Tested in 8th Grade	80 80 79 74 82 51 48 53 45 56 24 22 30 25 32	73 73 73 70 74 39 36 41 35 45 22 20 24 19 28
All Grades Tested	88 88 88 81 83 62 63 65 56 61 37 41 39 37 39	83 83 85 80 82 50 51 57 52 58 27 27 34 29 34	86 83 87 78 80 56 54 59 49 58 21 20 20 20 30	83 82 82 77 82 54 51 56 49 55 26 24 28 25 27	73 73 73 70 74 39 36 41 35 22 20 24 19 28
	2012 - 2013 - 2014 - 2015 -	2012 - 2013 - 2014 - 2015 - 2016 -	2012 - 2013 - 2014 - 2015 -	2012 - 2013 - 2014 - 2015 -	2012 - 2013 - 2014 - 2015 - 2016 -
	•%Phase-in 1	●%Final Rec.	•%Advance	ed <b>■</b> %Prog	gression Standard

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Figure 19
HISD STAAR English Only by Subject and Grade Level: 2012 - 2016 (Spring Administration)
Percent Met Standard: Phase-in 1, Progression, Final Recommended, and Advanced Standards
HISD - All Grades Tested All Students

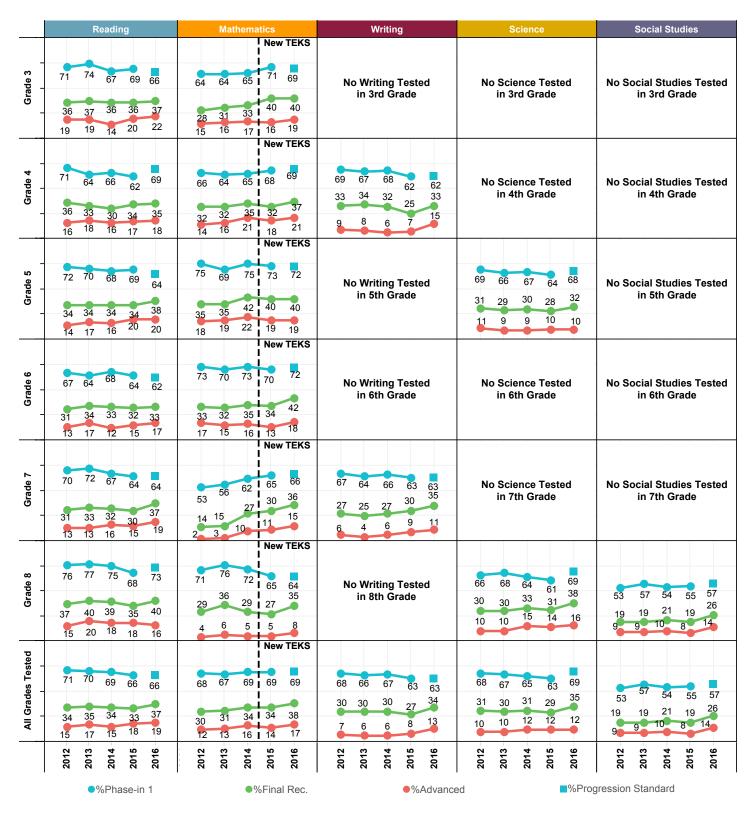


Figure 20
HISD STAAR Spanish Only by Subject and Grade Level: 2012 - 2016 (Spring Administration)
Percent Met Standard: Phase-in 1, Progression, Final Recommended, and Advanced Standards
HISD - All Grades Tested All Students

in 3rd Grade in 3rd Grade in 3rd Grade  in 3rd Grade  in 3rd Grade  in 3rd Grade  in 3rd Grade  in 3rd Grade  in 3rd Grade  in 3rd Grade  in 3rd Grade  in 3rd Grade  in 3rd Grade	No Social Studies Tested in 3rd Grade No Social Studies Tested in 4th Grade
70 65 68 66 65 65 68 69 73 74 70 72 No Science Tested in 4th Grade	
35 33 30 30 30 30 29 35 30 30 30 30 30 30 30 30 30 30 30 30 30	
No Writing Tested in 5th Grade    No Writing Tested in 5th Grade   State   Sta	No Social Studies Tested in 5th Grade
No Spanish Version For 6th Grade No Spanish Version For 6th Grade For 6th Grade No Spanish Version For 6th Grade	No Spanish Version for 6th Grade
No Spanish Version for 7th Grade	No Spanish Version for 7th Grade
No Spanish Version for 8th Grade No Spanish Version for 8th Grade No Spanish Version for 8th Grade	No Spanish Version for 8th Grade
New TEKS	No Spanish Version for Social Studies
%Phase-in 1	ession Standard